IDAHO STATE DEPARTMENT OF EDUCATION
ESEA FLEXIBILITY
REQUEST

02/16/2012

U.S. Department of Education
Washington, DC 20202

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Paperwork Burden Statement

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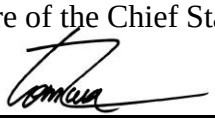
COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Chief State School Officer: Thomas Luna State Superintendent of Public Education Idaho State Department of Education	Requester's Mailing Address: P.O. Box 83720 Boise, Idaho 83720
State Contact for the ESEA Flexibility Request Name: Carissa Miller Position and Office: Deputy Superintendent, Division of 21st Century Classroom Contact's Mailing Address: P.O. 83720 Idaho State Department of Education Boise, Idaho 83720 Telephone: (208) 332-6901 Fax: (208) 334-2228 Email address: cmiller@sde.idaho.gov	
Chief State School Officer (Printed Name): Thomas Luna	Telephone: (208) 332-6815
Signature of the Chief State School Officer: X 	Date: 2/16/2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVER

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested;

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

☒ The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

Please note: The following is part of an ongoing list of consultation that the Idaho State Department of Education (ISDE) is conducting throughout this process. The Idaho State Department of Education systematically engaged and solicited extensive, comprehensive input from stakeholders and communities before, during, and after the development of its waiver application.

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The Idaho State Department of Education meaningfully engaged and solicited input from teachers and their representatives throughout the process of applying for ESEA Flexibility, using focus groups, stakeholder meetings and a public website.

Consultation Plan to Engage Stakeholders
Key Activities/Timeline/Staff Responsible

Key Activity	Due Date	Staff Responsible
Sent news release to members, media, and education stakeholders, including superintendents and principals, about Idaho's plan to apply for ESEA Flexibility.	September 23, 2011	Melissa McGrath
Posted preliminary information about waiver on social media outlets, including the Idaho State Department of Education's Facebook page, Twitter account and blog.	September 23, 2011	Melissa McGrath
Held five focus groups with key educational stakeholder groups to gather initial ideas and input on Idaho's application for ESEA Flexibility. Focus groups included members of the Idaho State Board of Education, legislators, parents, business leaders, community members, representatives of Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Association, Northwest Professional Educators and Idaho Commission on Hispanic Affairs.	October 19-20, 2011	Melissa McGrath Carissa Miller Steve Underwood

Idaho Superintendent of Public Instruction Tom Luna provided an update on Idaho's efforts to apply for ESEA Flexibility at the State Board of Education meeting. He encouraged Board members to provide initial input.	October 20, 2011	Superintendent Luna Luci Willits
Sent an email directly to State Board members asking them questions about the ESEA Flexibility application to gather additional feedback.	October 25, 2011	Melissa McGrath
Sent a news release to the media, superintendents, focus group participants and leaders of educational stakeholder groups in Idaho announcing the creation of a website to gather initial input on Idaho's application for ESEA Flexibility.	November 10, 2011	Melissa McGrath Brenda Mattson
Idaho Superintendent of Public Instruction Tom Luna provided an update on Idaho's efforts to apply for ESEA Flexibility at the State Board of Education meeting. He encouraged their feedback and input on the application.	December 8, 2011	Superintendent Luna Luci Willits
As a follow-up to the State Board meeting in December, Superintendent Luna sent an email directly to State Board members asking them questions about Idaho's plans to apply for ESEA Flexibility and to gather their feedback.	December 13, 2011	Superintendent Luna
Accountability Oversight Committee (subcommittee of the Idaho State Board of Education) – presented waiver components, discussed concerns at formal meeting.	December 21, 2011	Carissa Miller Steve Underwood
Stakeholders Executive Directors (Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Association) – presented plan and received feedback.	January 6, 2012	Carissa Miller Steve Underwood
Accountability Oversight Committee was asked to provide additional feedback entire document released to public.	January 9, 2012	Carissa Miller Scott Grothe
Published a draft of Idaho's application for ESEA Flexibility on the Idaho State Department of Education website and sent a link with an executive summary to superintendents, principals, State Board members and leaders of educational stakeholder groups in Idaho.	January 9, 2012	Melissa McGrath Brenda Mattson

Sent a news release to members of the media announcing a draft of Idaho's application for ESEA Flexibility is published and available for public comment until February 01, 2012.	January 10, 2012	Melissa McGrath
Posted an announcement that Idaho's draft application for ESEA Flexibility is now available for public comment on social media outlets, including the Idaho State Department of Education's Facebook page, Twitter account and blog.	January 10, 2012	Melissa McGrath Travis Drake
Statewide System of Support/Capacity Builders Spring Conference – presented waiver components to external school improvement coaches that work with Title I districts and schools in improvement, encouraged public comment and took feedback.	January 11, 2012	Carissa Miller
Idaho Superintendent of Public Instruction Tom Luna held a conference call with all district superintendents and the leaders of the Idaho Association of School Administrators – provided an overview of Idaho's draft application for ESEA Flexibility and encouraged superintendents to provide feedback.	January 12, 2012	Superintendent Luna Melissa McGrath
Indian Education Committee met and provided access to the ESEA Flexibility Waiver Draft as well as the Executive Summary. Members included this in their meeting agenda and were encouraged to give individual feedback on the website. The committee decided to have the opportunity to give input as a group. Bryan Samuels, Chair, provided a letter prior to the end of the comment period to the ISDE	January 12, 2012	Marcia Beckman
Superintendent Luna spoke to an estimated 70 Idaho secondary principals at the Idaho Association of Secondary School Principals – provided an overview of Idaho's draft application for ESEA Flexibility and encouraged principals to provide feedback.	January 16, 2012	Superintendent Luna Melissa McGrath
Held a webinar with superintendents, district-level administrators and the leaders of educational stakeholder groups to go over the details of Idaho's draft application for ESEA Flexibility. 55 districts participated.	January 18, 2012	Carissa Miller Steve Underwood Christina Linder Melissa McGrath

In person and webinar presentation provided for Special Education Advisory Panel (SEAP) meeting. Included members and representatives from the following groups: Boise State University: COE ID Juvenile Corrections Center - Nampa Idaho State University: COE Idaho Dept. of Correction Idaho State Correctional Institution Easter Seals-Goodwill University of Idaho: COE Idaho Division of Vocational Rehabilitation (IDVR) Idaho Council on Developmental Disabilities Northwest Children's Home - Treasure Valley Dept. of Health & Welfare Casey Family Programs Disability Rights Idaho (DRI), and Idaho Parents Unlimited (IPUL)	January 19, 2012	Richard Henderson
Consulted with the Commission on Hispanic Affairs, regarding the details of Idaho's waiver application.	January 26, 2012	Wendy St. Michell Carissa Miller
Posted an announcement regarding the waiver to Idaho's Title III Directors, asking for review and feedback.	January 31, 2012	Fernanda Brendefur
Presentation at the Idaho Association of Bilingual Education regarding Idaho's waiver application and English Learners.	February 3, 2012	Fernanda Brendefur

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

First, the Department held focus group discussions with five key stakeholder groups on October 19 and October 20, 2011. Each focus group consisted of six to eight individuals and lasted about 1 hour and 15 minutes. The focus group was led by an independent, third party who reviewed the waiver process and then asked for ideas and input on each section. ISDE staff was on hand to answer clarifying questions, take notes, and audio record each meeting. Each focus group consisted of community members (parents, legislators, community groups, and business community), school board trustees, local superintendents, and district-level administrators, teachers and principals, and State Board of Education members. Key educational stakeholder groups – the Idaho Education Association, the Idaho Association of School Administrators, the Idaho School Boards Association, and the Idaho Commission on Hispanic Affairs – selected participants for these focus groups.

Second, ISDE staff met with the leaders of key educational stakeholder groups, including the Idaho Education Association, the Idaho Association of School Administrators, and the Idaho School Boards Association, to gather their initial ideas and input before developing the waiver application. In addition, as a follow up to the focus group, the Department sent the members of the Idaho State Board of Education a list of questions about the waiver application to seek further feedback and input. ISDE staff met with the leaders of the stakeholder groups again on January 6, 2012 to review a draft of the waiver application before it was published for public comment.

Third, the ISDE built a public comment website to seek ongoing input from teachers, school administrators, parents and others in the community. The public website was advertised to Idaho's public schools and school districts through the state's Weekly E-Newsletter, e-mails to superintendents, e-mails to the leaders of key educational stakeholder groups, and e-mails to focus group participants. The public website was advertised to the public through a news release, newspaper stories and briefs, and the ISDE's social media outlets (Facebook, Twitter, and blog).

Fourth, the ISDE published a draft of its waiver application on January 9, 2012. The waiver application was posted on the ISDE website at www.sde.idaho.gov and a copy was e-mailed to the following: district superintendents, school principals, district test coordinators, district federal program managers, Idaho Education Association executive director, Idaho Association of School Administrators executive director, Idaho School Boards Association executive director, Idaho Commission on Hispanic Affairs executive director, State Board of Education members, House and Senate Education Committee members, and participants of the focus groups. The ISDE opened an official public comment period of at least 21 days and requested public comments on the ISDE website or via fax or mail to give all stakeholders and the public an opportunity to comment on the draft application. Twenty-one days is the same period of time the Idaho State Board of Education allows for public comment on all administrative rules. The ISDE advertised the draft application and 21-day public comment period to educators in the state's Weekly E-Newsletter, e-mails to superintendents and school district administrators, e-mails to the leaders of key educational stakeholder groups, and e-mails to focus group participants. The ISDE advertised the draft application and 21-day public comment period to the public through a news release, newspaper stories and briefs, and the Department's social media outlets (Facebook, Twitter, and blog).

The waiver application was reviewed by the Idaho Committee of Practitioners and the Special Education Advisory Panel (SEAP) and was sent to all Title III directors.
ISDE reviewed all comments received through the online website and via letters and emails through February 2. Based upon suggestion received through the public comments, ISDE revised the waiver application and addressed all concerns.

All comments, stakeholder groups and ISDE response to each can be found in Attachment 2. The specific changes enlisted in the waiver include:

1. ISDE is proposing to remove LEP1, LEP2 and LEP3 students from the achievement category. LEP1 students (students new to the U.S. for the first year) are already exempted from those calculations. ISDE is proposing to exempt those same students in their second and third year new to the U.S. while they are still learning the language. However, LEP2 and LEP3 student would still be required to test and are included in the growth to achievement and growth to achievement subgroups categories. The growth-to-achievement measures ensure schools have these students on track to meet proficiency in three years or 10th grade, whichever comes first.

2. The growth matrix has been adjusted. This new matrix accounts the actual data of the schools in Idaho and lessens the student growth percentile requirements for those schools whose students are meeting their average growth expectations.

3. The overall star rating point span has been adjusted. There are approximately 5% of schools classified as One Star, 10% as Two Star, and 5% as Five Star with the rest distributed across Three and Four Stars.

4. Required set asides for professional development have been reduced from 20% to 10%.

5. A special provision has been made based on public comment relating to One-Star Schools on or near tribal lands and which serve a large number of Native American students. The district and school will need to demonstrate that they are continuously engaging and seeking input from the tribal community. This will be embedded in the Turnaround Plan process.

6. The parameters of STS (tutoring) have been defined so that districts may budget for it in advance in order to help with early reduction of any unused set-aside. This definition is in Section 2.A.i. under the STS heading. Essentially, the ISDE is focusing on the delivery of the service (2 hours per week for 28 weeks with early exit being a choice of the parent) rather than spending a set amount of funds. Therefore, districts will be able to reduce the set-aside amount as soon as they have a contract in place with a sole-source vendor or have otherwise established the service for students and can document that there will be unused funds.

7. Eligibility for Choice and STE has been revised to be the same in One Star Schools as in Two Star Schools. Eligibility in both categories is solely based on academic need, but permits for prioritization.

8. The design of STS has been clarified. While a list of options is not required, One and Two Star schools and districts must utilize an external provider of its choosing, if one is available, to deliver STS. If a provider that aligns with the district and school improvement plan does not exist, the district may provide STS itself, with the approval of ISDE.

9. There will be a one-year transition period between the consequences of the previous accountability system and the new system. In the meantime, a transition plan has been outlined in Section 2.A.i. under the description of the WISE Tool, along with transitional statements regarding how the new definitions of STS and School Choice may be used for 2012-13 if the waiver is approved.

10. ISDE clarified that the UDL lesson plans were not a requirement for school districts but more clearly described the model lesson plans that teachers may submit as statewide models to be placed in Schoolnet.

11. ISDE will not submit a list of the schools and their star ratings as required in the waiver. Instead, ISDE will build an application similar to the AYP appeals site and provide districts the opportunity to view and appeal any data related to the star rating. Once this process is completed, Idaho will submit the final list to US ED.

12. ISDE clarified that the waiver application does not require two evaluations annually but rather suggests that policy will be revised to require that novice or partially proficient teachers be observed at least twice annually, and that all other staff shall submit to, at least, two formative observations and/or evaluative discussions within the school year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

The Idaho State Board of Education will review the full application and vote on its approval during its February 2012 meeting.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

In 2009, representatives of every educational stakeholder group, the State Department of Education, the Governor's Office, and representatives of the business community formed the Education Alliance of Idaho. For two years, this group had worked together to develop a roadmap for improving public education in Idaho. Everyone recognized a need for change. While Idaho has one of the highest high school graduation rates in the country, we have one of lowest rates of students going on to and completing postsecondary education. To compete in the 21st Century global economy, the state recognized certain policies needed to change. They created a vision statement to make Idaho a global leader, providing high-quality, cost effective education to its citizens. It also developed several goals related to transparent accountability, high standards, postsecondary credit in high school, and postsecondary preparation, participation and completion. With the unveiling of this plan, Idaho had a clear path to improving its education system.

Back then, it was clear the current education system was not flexible enough to change and accomplish these goals. Idaho Superintendent of Public Instruction Tom Luna strongly believed it was the responsibility of the state and all educational stakeholders to follow through in implementing the Alliance's work to ensure every student graduates from high school and not only goes on to postsecondary education but does not need remediation once they get there.

Not only did the state have to change its laws and policies, but Idaho also needed a new accountability system – a system that provides better measures of student achievement and more meaningful forms of technical assistance for schools and every student population.

In 2011, Idaho reformed its public education system to meet the goals and vision of the Education Alliance of Idaho and make sure every student graduates from high school college- and career-ready. The Students Come First laws are rooted in the higher Common Core State Standards. With this foundation, the state is now creating 21st Century Classrooms in every school, ensuring every student has equal access to highly effective teaching and the best educational opportunities, and giving families immediate access to understandable information about their child's school. Specifically, through these laws, Idaho is making historic investments in classroom technology, implementing pay-for-performance for teachers, tying performance evaluations to student growth measures, providing unprecedented funding for professional development, expanding digital learning and paying for every high school junior to take a college entrance exam.

Now that these laws are in place and Idaho is reforming its public schools to better meet students' needs in the 21st Century, the state must have a new accountability system that is in line with these efforts. Idaho has developed its new system of increased accountability to align with the Students Come First, holding schools to a high standard by using multiple measures of student achievement including academic growth. Under this system, Idaho will still maintain one system of accountability for all schools – both Title I and non-Title I schools – to ensure the needs of all students are met.

The new accountability plan rates schools based on a five-star scale rather than Adequate Yearly Progress to give parents, patrons, and educators an accurate and meaningful measurement of school performance statewide. Five-Star and Four-Star Schools will be publicly recognized and shown as examples to other schools across the state. One-Star and Two-Star Schools will receive intensive technical assistance and oversight from the State. Staff and leaders in the school would be held accountable for the achievement of all students.

Idaho's new accountability system also provides multiple measures of student achievement to more accurately assess how a school or district is performing. Schools are measured on proficiency, academic growth, academic growth to proficiency targets, and metrics of postsecondary and career-readiness. Through this system, the state is finally able to measure academic growth in schools, rather than only proficiency. Academic growth is a critical measure in the performance of a school, whether a student is struggling to reach proficiency or has already reached proficiency and needs more advanced opportunities.

The new system of increased accountability also holds schools and districts accountable for the achievement of all students – no matter where they live or their family background. Idaho is a large, rural state with expansive geography, remote communities and a diverse student population. The 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 an estimated 1.5 million people, or 18.1 residents per square mile.

The total student population is about 282,000. Because of this, all but nine of Idaho's forty-four counties are defined as rural, and many communities are remote.

In addition to its rural and remote nature, fifty percent of students are low-income across Idaho. Fifteen percent of our students are Hispanic, and 1.5 percent of the student population is Native American. Nine percent of students have disabilities. Six percent of students have been identified as Limited English Proficient. This geographic dispersion often has schools and districts with negligible numbers in identified subgroups. For example, 52 percent of districts have less than 600 students and 60 percent of districts have less than three schools.

Through Students Come First, we are closing the divide between urban, rural and remote communities to ensure every student has equal access to the best educational opportunities to all. Now, the new accountability plan ensures students are receiving these educational opportunities. The new system makes sure these students are growing and achieving.

Schools will be held accountable for all students' proficiency, growth, growth toward proficiency targets and their achievement in reaching postsecondary and career-readiness metrics. In the growth toward proficiency targets, the state focuses on the academic performance of subgroups of students so every school is held accountable if students are not on a path to postsecondary- and career-readiness.

Finally, through this new system, Idaho teachers, principals and other educators will now have a clear understanding of how they will be evaluated for performance from year to year. Idaho has implemented a new performance evaluation system for teachers in which 50 percent of their evaluation must be based on the Danielson Framework for Teaching and 50 percent must be tied to measures of student growth. The district also must gather parent input to include in evaluations. Principal evaluations also must be tied to student achievement. Under the new accountability system, the state will develop a framework for administrator evaluations and ensure teachers and administrators receive meaningful feedback on their evaluations across Idaho.

Idaho's new accountability system was developed with input from stakeholders throughout the process. Before crafting the accountability plan, the State Department of Education held focus groups with representatives of key groups, including classroom teachers, principals, superintendents, school board trustees, parents and community members. Staff from the Department met with representatives of Native American tribes and the Idaho Commission on Hispanic Affairs to gather their input and feedback. After developing the new accountability plan, the leaders of every stakeholder group in Idaho – the Idaho Education Association, Idaho Association of School Administrators, and Idaho School Boards Association – had an opportunity to review a draft. The plan was sent to members of the Idaho State Board of Education and every school district superintendent in the state. In addition, the state published the draft on the Department's website and solicited public comment for a month. The public comments and letters received from districts and the Idaho Association of School Administrators were compiled and each was addressed. See Attachment 15, which outlines each recommendation, the group and/or groups that gave the recommendation and how ISDE addressed each.

For these reasons, Idaho's new accountability system addresses the needs of students and families across Idaho. Through this waiver for ESEA Flexibility, Idaho will align its accountability system for schools with its statewide reform efforts and the vision and mission of the Education Alliance of Idaho. This new system of increased accountability provides a comprehensive approach to measuring student performance, holding schools and districts accountable for results and providing the necessary resources statewide to ensure every school can eventually become a Five-Star School.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

1.A *Has the SEA adopted college- and career-ready standards in at least reading/language arts and mathematics through one of the two options below?*

Option A*:*
If the SEA has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards, did it attach evidence that the State has adopted the standards consistent with the State's standards adoption process? (Attachment 4)

Option B:
If the SEA has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards, did it attach:

i. Evidence that the State has adopted the standards consistent with the State's standards adoption process (Attachment 4); and

ii. A copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet the standards will not need remedial coursework at the postsecondary level (Attachment 5)

Option B.i: The state of Idaho adopted the Common Core State Standards officially during the 2011 legislative session. Page 4 of Attachment 4 illustrates the State Board of Education approval vote. Idaho will have full implementation of the Common Core State Standards by 2013-2014.

Option B.ii: As part of the Memorandum of Understanding for the SMARTER Balanced Assessment Consortium (see Attachment 5), all of Idaho's public colleges and universities signed the agreement noting participation and agreement "in implementation of policies, once the high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and on any other placement requirement established by the IHE or IHE system."

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

1.B *Is the SEA's plan to transition to and implement college- and career-ready standards statewide in at least reading/language arts and mathematics no later than the 2013–2014 school year realistic, of high quality, and likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards?*

Idaho has been involved in the development of the Common Core State Standards since 2008. Idaho Superintendent of Public Instruction Thomas Luna served on the board of directors for the Council of Chief State School Officers (CCSSO) and was active in promoting a voluntary, state-led effort to develop the common core standards. Idaho adopted the Common Core State Standards in February 2011 with approval from the Idaho State Board of Education ("State Board") and Idaho Legislature.

The State will transition to Common Core State Standards by 2013-2014. Over the next two years, the Idaho State Department of Education (ISDE) will build capacity at the State, district and school levels to ensure the transition to Common Core increases the quality of instruction in every classroom and raises achievement for all students, including English Learners, students with disabilities, and low-achieving students. The State is integrating the transition to Common Core State Standards with the implementation of other critical statewide initiatives to ensure consistency and uniformity across Idaho. For example, the State will provide professional development on the Common Core State Standards as it rolls out a new instructional management system to Idaho teachers. The State also has reformed the teacher evaluation process and will make sure Common Core State Standards are a key part of every teacher performance evaluation and the training that goes with each evaluation.

A high-quality plan will likely include activities related to the following questions or an explanation of why one or more of the activities are not included.

- *Does the SEA intend to analyze the extent of alignment between the State's current content standards and the college- and career-ready standards to determine similarities and differences between those two sets of standards? If so, will the results be used to inform the transition to college- and career-ready standards?*

In 2010, staff from the Idaho State Department of Education (ISDE) worked with Idaho teachers to analyze the alignment between current Idaho Academic Content Standards and new Common Core State Standards in mathematics and English language arts. The ISDE refers to this as the gap analysis. It was conducted using Achieve's Common Core Comparison Tool. The results were published on the ISDE website in July 2010. (The gap analysis is available online at http://www.sde.idaho.gov/site/common/)

ISDE used results of the gap analysis to inform the public about Common Core State Standards and to build a plan for transitioning to the Common Core State Standards by 2013-14. The gap analysis data were shared in community meetings in Summer and Fall 2010 and also used to inform training the ISDE provided to school districts in Fall 2011 on the implementation of the Common Core State Standards. (Presentations are available online at http://www.sde.idaho.gov/site/common/.)

- *Does the SEA intend to analyze the linguistic demands of the State's college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*

ISDE will analyze the linguistic demands of the Common Core State Standards through its adoption of the WIDA (World-Class Instructional Design in Assessment) Standards in 2013-2014. These new English Language Development (ELD) standards will ensure English Language Learners (ELLs) have the opportunity to achieve Idaho's college- and career-ready standards on the same schedule as all students. The WIDA ELD standards were aligned to the Common Core in 2011 through an alignment study that examined the linguistic demands of the Common Core State Standards.

Timeline for Implementing the ELD Standards

Activity	Responsible	Timeline
Convene focus groups around the State regarding comments on WIDA ELD Standards.	Title III Division	Spring 2012
Begin work to present WIDA ELD Standards for adoption by the State Board of Education.	Title III and Assessment Divisions	August 2012
Professional Development for school districts regarding WIDA ELD standards.	Title III Division	School Year 2012-13
Board Rule to adopt WIDA ELD Standards presented to Idaho Legislature (for formal adoption in 2013-14.)	ISDE and ISBE staff to present to Idaho Legislature	January 2013
New ELD standards in place. Districts start using WIDA standards. Continued Professional Development provided.	Title III and Assessment Divisions	School year 2013-14

- *Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to support students with disabilities in accessing the college- and career-ready standards on the same schedule as all students?*

ISDE will assist school districts and public charter schools in analyzing the learning and accommodation factors necessary to ensure that students with disabilities have the opportunity to achieve college- and career-ready standards. Specifically, ISDE will work with Idaho educators, administrators, and other stakeholders in Spring 2012 to help school districts conduct gap analyses between a student's current baseline with the Idaho Content Standards and the new Common Core State Standards. ISDE will use the results of this analysis to support students with disabilities in achieving Common Core State Standards.

For example, ISDE will provide professional development opportunities for school districts and public charter schools which are infused and incorporate Universal Design for Learning (UDL) in instruction, technology integration, and assessment, which will in turn increase the opportunities for all students including those with disabilities to demonstrate progress toward the Common Core State Standards. UDL is a set of principles developed by the Center for Applied Special Technologies (CAST) at www.cast.org, aimed at providing all students with equal opportunities to learn. It involves a flexible approach to instruction that can be adjusted to fit individual learning needs; by designing a learning environment and lesson plans which include opportunities for; multiple means of engagement: multiple means of representation and multiple means of representation and the "consideration" of appropriate assistive technology and accommodations. Equal access is extended to all students under UDL to include the following populations; students with disabilities, English language learners (ELL) and low-achieving students. The use of UDL principles is proposed to facilitate and assure equal access to the learning environment, technology and materials in the general education classroom and to the CCSS in all areas.

In 2011, the State passed comprehensive education reform that resulted in significant changes to Idaho Code. This included changes related to public school funding, labor relations, and the structure of Idaho classrooms. A major goal of the education reform laws, known as "Students Come First," was to increase the integration of technology in every Idaho classroom over the next five years to ensure that every student has equal access to educational opportunities, no matter where they live or how they learn. Through this technology, teachers can use new tools such as text-to-speech capabilities and magnification to benefit students with special needs.

The ISDE will ensure that all schools have access to and can utilize UDL through a Statewide instructional management system, known as Schoolnet. Schoolnet is a web-based platform now available to all classroom teachers and administrators at the building and district levels.

Through Schoolnet, a teacher or administrator can access the Common Core State Standards and lesson plans aligned to the standards and which are UDL-compliant[1]. In 2011-12, six school districts are piloting the use of assessment tools in Schoolnet as well.

These assessment tools will be available to a majority (but not all) of Idaho's schools and districts in the 2015-2016 school year through a competitive grant process. Eventually, all Schoolnet tools and resources will be available to every public school in Idaho in the 2016-2017 school year. The project is funded through a donation from the J.A. and Kathryn Albertson Foundation.

In addition to access to its Statewide instructional management system, Idaho is implementing new Statewide assessments in 2014-15. The State is a governing partner in the SMARTER Balanced Assessment Consortium (SBAC). Through SBAC, the ISDE will implement a summative assessment to be given at the end of each school year to meet ESEA requirements.

Formative assessment tools will also be available that classroom teachers can choose to use throughout the school year. Idaho plans to pilot the SBAC tests in 2013-14.

The SBAC formative tools and resources for the classroom, interim and summative assessments will be UDL-compliant. The summative and interim assessments will provide for access and accommodations for students with disabilities depending on the student's Individual Education Plan.

Timeline for the ISDE's Implementation

Activity	Responsible	Timeline
Design follow up training on using a gap analysis based on student's current baselines and the standards.	Secondary Special Education and Regional Coordinators	Spring 2012
Create a team to assist in developing/locating assessment rubrics.	Secondary Special Education and SESTA	July 2012
Research secondary assessments that document growth based on Postsecondary and- and Career Ready standards.	Secondary Special Education, SESTA, and Assessment and Content Teams	Fall 2012

[1] To be UDL-compliant, a lesson plan must meet core principles: multiple means of representation, multiple means of action, and expression, and multiple means of engagement.

Research link with Common Core Standards	Secondary Special Education, SESTA, and Assessment and Content Teams	Fall 2012
Collect rubrics available to measure content.	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Create additional rubrics (literacy, mathematics, problem solving, critical thinking, analytical thinking, work place competencies).	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Develop tools to use rubrics to calculate growth.	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Prepare training on how to use the rubrics.	Secondary Special Education and SESTA	School year 2012-2013
Prepare training on how to use the same data to determine Response to Intervention (RTI) interventions, document SLD eligibility, create transition plans, and document SOP.	Secondary Special Education and SESTA	School year 2012-2013
Design evaluation of the trainings effectiveness.	SESTA	Summer 2013

- *Does the SEA intend to conduct outreach on and dissemination of the college- and career-ready standards? If so, does the SEA's plan reach the appropriate stakeholders, including educators, administrators, families, and IHEs? Is it likely that the plan will result in all stakeholders increasing their awareness of the State's college- and career-ready standards?*

ISDE has conducted outreach to the public and targeted stakeholder groups and will continue to do so to increase awareness as the State transitions to Common Core State Standards. Since the Common Core State Standards were published in 2009, ISDE has conducted outreach in every region of the State to ensure stakeholders are aware of the transition to college- and career-ready standards. Most of those activities are described below in detail. The overarching goal of these activities is to foster increased awareness, understanding, and ultimately the adoption of these standards.

As the standards were being developed, ISDE solicited feedback on those as well as perceived benefits of raising academic standards to a higher college- and career-ready level. In so doing, ISDE additionally sought feedback from institutions of higher education and the Idaho Business Coalition for Education Excellence (IBCEE).[2] Of particular interest was whether the standards would effectively result in students who are prepared for postsecondary education or the workforce, without the need for remediation.

[2] The Idaho Business Coalition for Education Excellence (IBCEE) is a not-for-profit organization, comprising the leaders of approximately 80 of Idaho's largest companies, who share a common goal – better education in Idaho.

ISDE presented the Common Core State Standards to the provosts of Idaho's institutions of higher education in July 2010 and subsequently corresponded with faculty at these institutions via e-mail. IDE received verification from each institution of higher education that the Common Core would ensure a student meeting these standards would be prepared for postsecondary education and the workforce. (Link to copies of e-mail correspondence.) In addition, every college and university president in Idaho signed a Memorandum of Understanding committing that a student who passes the State's new assessments aligned to the Common Core State Standards will not need remediation in mathematics or English language arts. The new test is being developed through SBAC and will be implemented in 2014-15.

To expand stakeholder awareness of the Common Core, Idaho sent a team of 10 stakeholders to a national common core adoption conference in Chicago, Illinois on October 30, 2009. The conference centered on discussion of the common core standards and their implementation. Members of the team included representatives from the Idaho Education Association, the Idaho School Boards Association, the Idaho Association of School Administrators, the Idaho Legislature, the Idaho Council of Teachers of English, and the Idaho Council of Teachers of Mathematics as well as Superintendent Luna.

The ISDE staff conducted several regional meetings to meet with educators and parents before the Common Core State Standards were adopted. In the meetings, staff discussed the need for college- and career-ready standards like the Common Core and Idaho's plan for transitioning to Common Core State Standards. ISDE conducted these regional meetings in Summer 2009 when the Common Core State Standards were first published and again in Summer 2010 when the State was working to adopt the standards. As noted above, in 2010, the State conducted a gap analysis comparing the Common Core State Standards to Idaho's current content standards. (The Achieve Gap Analysis discussed earlier in this section.)

These results were presented at the regional meetings in Summer 2010 to show parents, teachers, school administrators and legislators how the Common Core State Standards were more rigorous and would better prepare Idaho students for postsecondary education and the workforce.

The ISDE staff also presented at several meetings to targeted educational stakeholder groups, such as the Idaho School Boards Association, the Idaho Association of School Administrators, professional organizations of teachers, higher education, the Idaho State Board of Education, the Idaho Workforce Development Council and the IBCEE. To officially adopt the standards, ISDE conducted additional public hearings and took in-person and written public comment during October of 2010 after initial approval from the State Board of Education on August 12, 2010. The ISDE did not alter the standards based on public comment but did incorporate strategies for implementation into ISDE plans.

The Idaho State Board of Education voted to adopt the Common Core State Standards on November 17, 2010. In January 2011, ISDE representatives presented the standards to the Idaho Legislature. The Legislature approved the standards in January 2011, which are now part of Idaho Administrative Rule.

To develop an effective implementation plan for the Common Core State Standards, the ISDE established a Common Core Leadership Group composed of mathematics and English language arts teachers, principals, superintendents, special education directors, curriculum directors, mathematics coaches, Mathematical Thinking for Instruction instructors, higher education faculty, and ISDE staff. ISDE's content coordinators selected the members of this leadership group because these individuals demonstrated considerable leadership in mathematics, English language arts or their respective role. The leadership group met in May 2011. The group functioned as a focus group, giving ISDE staff input on how to shape a timeline for implementation as well as the tools, resources, and professional development necessary for teachers of all students including teachers of English language learners, students with disabilities and low-achieving students.

As a result of the Leadership Group meeting, the ISDE formulated a timeline for implementation and decided to host trainings with leadership teams from each school district and public charter school in Fall 2011 to begin the process of transition to Common Core.

In the District Leadership Team Workshops, districts and public charter schools had to include a superintendent, principal, curriculum director, test coordinator, and lead teacher in their team. The State reached leadership teams in more than 110 districts and public charter schools serving more than 90 percent of Idaho students. At this workshop, each team learned the overarching concepts of the Common Core, acquired a clear understanding of the implementation timeline, and determined ways in which their district could begin the implementation process. The ISDE team demonstrated the Schoolnet instructional management system, a web-based platform providing instant access to the Common Core State Standards and lesson plans aligned to the standards. The State provided PowerPoints and other materials so districts could replicate a similar training for others at the district or school level.

During April and June 2011, Idaho began a comprehensive process of "unpacking" the Common Core State Standards. The methodology used was Total Instructional Alignment (TIA). TIA[3] is funded through a State Agency for Higher Education (SAHE) grant and is a cooperative effort by all the Idaho state universities.

[3] The Total Instructional Alignment [TIA] system, developed by Lisa Carter, is a standards and instruction alignment tool. TIA work on the Common Core State Standards is funded by a SAHE grant administered by the Idaho State Board of Education and housed at Idaho State University, with many teachers statewide, particularly from eastern and southwest Idaho contributing to the effort.

The TIA professional development consists of a two-day facilitator training and a five-day workshop for teams of classroom teachers from participating school districts, along with faculty from Idaho colleges of education and arts and sciences.

During the training, participating K-12 teachers, school administrators, and college faculty are guided through the process of translating and aligning each Common Core Standard to specific tasks, lesson plans, and example assessment items. To date, the professional development has been provided at the Meridian School District for southwestern Idaho and at Idaho State University for the eastern part of the state. In April 2012, trainings and workshops will be held at the University of Idaho for northern Idaho.

The ISDE is working closely with the Colleges of Education in Idaho's institutions of higher education to assist them in preparing teachers who can teach students to meet the Common Core State Standards. The Deans of the Idaho's Colleges of Education meet not less than six times per year at the Idaho Association of Colleges of Teacher Education (IACTE). In addition to the deans and/or directors of teacher preparation programs, representatives from the Idaho State Board of Education and the ISDE attend these meetings as regular non-voting members of the association. At each meeting, updates being considered by the State are shared with the entire group in order to solicit feedback.

The ISDE and State Board staff worked with three deans representing IACTE to develop a new process which the State will follow in making teacher preparation program approval decisions. This will further ensure that Common Core State Standards are integrated into teacher preparation programs and that the State Board has more oversight over the success of teacher preparation programs. The revision to the State's process for approving teacher preparation programs requires a change in Idaho Administrative Rule which ISBE recently approved. The rule change will go to the State Legislature's House and Senate Education Committees for consideration in January 2012, and later to the full Idaho Legislature for adoption.

Under the revisions, teacher education programs would have to show how they are implementing into preservice programs the Common Core State Standards by no later than 2014-15. The State will begin to conduct focused reviews of State-specific, core teaching requirements that may be amended if necessary to meet the goals the Idaho State Board of Education has set in its strategic plan for K-12 public schools.

The emphasis on State teacher education reviews anticipated over the next decade will include integration of technology, the use of student data to drive instruction, and the pre-service preparation that address effective K-12 practices in the teaching of the Common Core State Standards. (IDAPA 08.02.02.100).

- *Does the SEA intend to provide professional development and other supports to prepare teachers to teach all students, including English Learners, students*

with disabilities, and low-achieving students, to the new standards? If so, will the planned professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction?

ISDE plans to provide professional development and ongoing support to all classroom teachers as they transition to the Common Core State Standards. Professional development opportunities will focus on all teachers as well as teachers of English language learners (ELLs), students with disabilities, and low-achieving students. To conduct these opportunities for all teachers, ISDE will integrate the professional development activities for Common Core State Standards with other Statewide initiatives and strategic partnerships that are already established. Below is a synopsis of how ISDE will provide that professional development to all classroom teachers. That is followed by a timeline for the delivery of the professional development activities.

The professional development activities that ISDE will carry out are cross-cutting. They include programs and training opportunities that focus on the system of schooling as well as targeted components of the school system. Furthermore, these activities address the capacity of different audiences as appropriate. At times, support is given to specific teachers and school leaders. In other circumstances, it is most appropriate to provide support to district leaders. And, in many cases, support is provided across job roles to ensure diffusion of the innovation or ideas included in the activity. Table 1 provides an overview of the activities, which are described in further detail below.

Table 1
Overview of Activities

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
Classroom Technology Integration		✓	✓	✓	✓
Idaho Building Capacity Project	✓			✓	✓
Idaho Math Initiative		✓	✓	✓	
Idaho's English Language Development Program	✓		✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
Statewide Instructional Management System		✓	✓	✓	✓

Professional Development Activities

Statewide Instructional Management System: The J.A. and Kathryn Albertson Foundation granted ISDE $21 million to implement a statewide instructional management system, known as Schoolnet. Schoolnet is a web-based platform providing multiple tools for classroom teachers and administrators at the building and district levels. The tools include instant access to data on individual student attendance and academic achievement; access to Idaho Content Standards and Common Core State Standards; lesson plans aligned to Common Core State Standards; and digital content aligned to Standards and lesson plans. Teachers can develop their own lesson plans and share with others in their own building, district, or across the State. ISDE is using an estimated $2 million a year in grant funding from the Albertson Foundation to provide professional development to classroom teachers on how to use Schoolnet. The Common Core State Standards have become the foundation of Idaho's efforts to reform its education system through the passage of the Students Come First legislation in 2011.

Thus, ISDE emphasizes the alignment of content, curriculum, and lesson plans in each of the professional development activities related to Schoolnet. Statewide training focused on the Common Core State Standards and lesson plan alignment has and will continue to occur. The State is contracting with retired school district superintendents and building administrators who showed excellence during their careers to assist with this professional development. After an application process, the State selected 17 individuals who have undergone additional training in the effective use of Schoolnet. Beginning in February 2012, they will be based regionally to assist each of the six pilot Schoolnet districts during the remainder of the 2011-2012 school year. In 2012-13, the State will recruit and train 20 more data coaches to offer support and assistance to other districts across Idaho. They will support teachers and school administrators through face-to-face and web-based interaction on a regular basis throughout the school year.

Classroom Technology Integration: As has been noted in this request for flexibility to implement a next-generation accountability system, the State passed comprehensive education reform that significantly changed Idaho Code related to public school funding, labor relations, and the structure of Idaho classrooms. (For the full text of the Students Come First laws, visit http://www.studentscomefirst.org/bill.htm.) A major goal of the Students Come First education initiative is to increase the integration of technology in every Idaho classroom over the next five years to ensure every student has equal access to educational opportunities, no matter where they live or how they learn. The Students Come First legislative package included: $10 million in funding in classroom technology for all grades and $4 million in professional development opportunities annually.

Through advanced technology, teachers can utilize new tools to individualize instruction for every student and help all students, including those with special needs,

to achieve their learning goals.
To receive funding for advanced classroom technology, every school district and public charter school in Idaho must submit a plan to ISDE by January 2012 detailing how the classroom technology they plan to use is linked to student achievement goals, including the transition to the Common Core State Standards.

Response-to-Intervention (RTI): Idaho has scaled up implementation of RTI significantly over the past seven years. Beginning with the cohorts of schools participating in Reading First, ISDE piloted and refined the RTI model. Subsequently, virtually all school improvement efforts have been influenced by or specifically include the elements of RTI as a model for meeting the needs of all students. Most recently, Idaho has worked in partnership with the National Center on Response to Intervention (NCRTI). NCRTI has assisted Idaho with the development and delivery of Statewide training in the essential elements of RTI and implementation planning by helping build a highly effective model for continuous improvement.

The RTI model is built on a multi-level tiered prevention system that includes data-based decision-making using screening tools and progress monitoring techniques. It provides differentiation in core academic subjects.

All students are expected to be served in Tier 1, the level in which core academic instruction is provided based on State standards (i.e., the Common Core State Standards). For students who struggle and need additional time and intervention, Tier 2 provides additional opportunities for them to catch up and keep up in the core academic subject areas. Lastly, for students who are substantially behind, Tier 3 is highly intensive instruction, often stripped of any non-essential coursework, in which students are taught directly and in ways that will help them to close their achievement gaps in the quickest manner. The RTI model is well established in Idaho and also serves as an effective way to improve the instruction and outcomes for students with disabilities. It has been integrated into the State's school improvement planning model and Title I Schoolwide Program planning process. It also forms the basis for identification of students with a Specific Learning Disability. A majority of Idaho schools and more than 80 percent of Idaho school district leadership teams have been trained in the RTI model. As the State transitions to Common Core State Standards, the RTI model will continue to serve as a highly effective vehicle that schools and districts will use to ensure all students, including students with disabilities, are achieving college- and career-ready standards.

Idaho Building Capacity Project: To better assist low-performing schools, ISDE partnered with Idaho's three largest public universities and created a program to train and support school and district improvement coaches. More commonly referred to as Capacity Builders, these individuals work directly with school and district leadership teams to improve student achievement. Capacity Builders are veteran building and district administrators who have the requisite skill set to effect lasting change and build effective relationships with school personnel. Each university employs the services of a Regional School Improvement Coordinator who works directly with

ISDE to identify Capacity Builders.
The regional coordinators provide the Capacity Builders with professional development and then contract with them to provide services over a three-year period. The Capacity Builders provide hands-on technical assistance linked to research-based best practices. Their primary goal is to develop the capacity of local leaders in understanding the characteristics of effective schools and how to manage change in a complex school system. The Idaho Building Capacity Project was piloted in 2008 and fully implemented statewide in 2009.

The project now serves 105 schools and districts Statewide. Since its inception, the State also has utilized Capacity Builders to implement other new Statewide programs and initiatives, such as Response to Intervention implementation grants and the Statewide longitudinal data system.[4] ISDE provided initial training for Capacity Builders on the Common Core State Standards in Summer 2011 and will continue to provide more in-depth training so they can assist with the dissemination and implementation of the Common Core in their schools and districts.

Idaho Math Initiative: In 2008, ISDE launched the Idaho Math Initiative, a $4 million annual statewide effort to raise student achievement in mathematics across all K-12 grade levels. Through the Math Initiative, the State provides remediation through a web-based supplemental mathematics instruction program for students who are struggling, advanced opportunities for students who excel in mathematics, and a three-credit professional development course for every mathematics teacher and school administrator.

The Mathematical Thinking for Instruction (MTI) course was developed in partnership with Dr. Jonathan Brendefur of Boise State University to enhance educators' content knowledge in mathematics and their understanding of how students best learn mathematics. The course has been aligned to the Common Core State Standards and will provide a strong foundation for implementing the Common Core mathematics standards across Idaho.

All K-8 certified teachers, 9-12 mathematics teachers, and school administrators are required to take the MTI course in order to recertify in 2014[5]. To date, approximately 59 percent of the required teachers and administrators have completed the course. The remainder is expected to complete the course by the end of 2012-13. The course has been divided into three tracks to better serve educators, based on the grade level they teach: K-3 track focuses on early number sense, 4-8 track on rational number sense, and 6-12 track on algebraic thinking.

[4] Idaho began developing its Statewide longitudinal data system in 2008. The State fully deployed the longitudinal data system for the first year in 2010-11.
[5] The following educators are required to successfully complete the MTI course prior to September 1, 2014 in order to recertify: teachers holding Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) employed in an elementary school classroom (multi-subject classroom, K-8); teachers holding a Standard Elementary School Certificate (K-8); teachers holding a Standard Secondary School Certificate (6-12) teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; teachers holding a Standard Exceptional Child Certificate (K-12); and school administrators holding an Administrator Certificate (Pre K-12).

Through the MTI course, educators learn to develop and utilize research-based strategies to assist all students regardless of their challenges: achievement level, English language learners, and students with disabilities.

As part of the Idaho Math Initiative, ISDE has contracted with Boise State University to employ six mathematics specialists, who cover five regions statewide. During 2011-12, the regional mathematics specialists are teaching the MTI courses approximately 40 percent of their time and providing in-school support approximately 40 percent of their time. Through in-school support, they provide hands-on technical assistance to classroom teachers and school administrators as they implement the strategies learned in the MTI course. The remaining time is spent on research and administrative duties. As teachers and administrators complete the MTI course, the regional mathematics specialists will move to full-time in-school support. These regional specialists and the Mathematics Coordinator at ISDE will assist schools and districts as they transition to Common Core State Standards through ongoing professional development and support through workshops, webinars, and a four-year unit study aligned with the Common Core and based on the Japanese model of Lesson Study.

Idaho's English Language Development Program: Idaho plans to adopt the WIDA (World-Class Instructional Design in Assessment) English Language Development (ELD) Standards in 2013-14. ISDE will begin the transition process in 2012-13 with public forums for communities and professional development opportunities for teachers and school administrators. ISDE will use processes currently in place to transition to and implement the new Standards.

In 2010, in an effort to better serve ELL students Statewide, ISDE conducted a needs assessment to guide the State's policy and funding direction for ELL programs. In this assessment, ISDE examined data from the ISAT, IELA, IRI[6], and Integrated Focus Visits (monitoring and technical assistance visits) provided to school districts. As a result of the assessment, ISDE shifted more attention to improving English Language Development (ELD) program services by developing the Idaho Toolkit and organizing ELD Standards Workshops Statewide.

To ensure consistency and better assist all districts in providing research-based ELD program services, ISDE developed the Idaho Toolkit in Fall 2011. The Idaho Toolkit provides districts with historical foundations, legal requirements for teaching ELL students, content standards, and the most current research on effective and culturally responsive programs and instructional practices for ELLs. The Toolkit is designed so

[6] ISAT – Idaho Standards Achievement Tests, the general assessment series of mathematics, reading, and language usage used to meet NCLB requirements.
IELA – Idaho English Language Assessment, the English language proficiency assessment used to meet NCLB's Title III requirements and to assess entry, exit, and progress of English language proficiency by ELL students.
IRI – Idaho Reading Indicator, a reading assessment required by Idaho Statute to be given in K-3 twice a year to monitor students' progress and identify achievement gaps in reading skills.

school districts and charter schools can tailor it to their individual needs.
ISDE also organizes regional ELD Standards workshops every year. Through these workshops, the State assists ELL teachers, content teachers, and school administrators as they incorporate ELD standards into their instruction. This serves to ensure that ELLs have full access and opportunity to master prescribed academic content. As Idaho transitions to Common Core State Standards and WIDA Standards aligned to the Common Core, these workshops will focus on the new Standards and how Idaho educators can view these standards as intricately connected rather than separate from one another. Trainers for these workshops are State-endorsed and highly qualified elementary and secondary school ELD teachers/coaches and content area teachers. ISDE has found these workshops to be particularly effective because they are provided by educators in the field who use the standards every day.

In addition to efforts already in place, the State will use State-endorsed, highly qualified elementary and secondary school ELD teachers/coaches and content area teachers to provide more targeted professional development opportunities to ensure the full implementation of WIDA standards. ISDE's LEP Coordinator will work collaboratively with the content specialists at the State to provide specific professional development opportunities, tools, and resources for the access to and mastery of the Common Core State Standards by ELL students.

Following adoption of the WIDA standards, Idaho will also adopt a new online English Language Proficiency Assessment being developed by WIDA through an ED Enhanced Assessment Grant.

National Center and State Collaborative (NCSC) GSEG Tier II Involvement:
Idaho's involvement in the NCSC as a Tier II state participant, allows Idaho teachers' of students with significant cognitive disabilities access to the Common Core State Standards aligned professional development, curriculum and instructional resources pilot tested and refined by the Tier 1 states. Idaho will have access to all NCSC products and materials before broad dissemination by 2015. Specifically, Idaho's involvement as a Tier II state is to provide feedback on usability and outcomes of NCSC provided tools and protocols. Idaho will look to recruit a minimum of one to two cohorts, consisting of two to three teachers of students with significant cognitive disabilities who administer the ISAT-Alt, in each of our six state regions. Idaho will also look to recruit individual districts which can support district-wide collaboration regarding the NCSC professional development, curricular, instructional and assessment tools provided. Participating cohorts and/or districts will also be asked for input on alternate assessment decisions and will be utilized in delivering regional trainings once the NCSC alternate assessment has been developed.

Professional Development Timeline

Table 2 provides an overview of the professional development timeline, with activities described in greater depth below.

Table 2
Professional Development Timeline

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
2011-12 School Year					
Idaho Math Initiative		✓	✓	✓	
iSTEM Summer Institutes		✓	✓		
Idaho Summer Institute of Best Practices		✓	✓	✓	
District Leadership Team Workshops	✓				✓
Online Office Hours & Webinars		✓	✓		
Common Core State Standards Toolkits		✓	✓		
Summer Regional Institutes		✓	✓		
Response-to-Intervention (RTI)	✓			✓	✓
2012-13 School Year					
Integrating Classroom Technology		✓	✓	✓	✓
Curriculum Integration	✓				
Transition to WIDA Standards	✓		✓	✓	✓
Recruit and Establish NCSC cohorts		✓	✓		
Model Instructional Units		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
2013-14 School Year					
Implementation of WIDA Standards	✓		✓	✓	✓
Pilot NCSC PD, curriculum, and assessment resources		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
SMARTER Balanced Assessment Consortium Training		✓	✓	✓	✓

2011-12 School Year: Professional development activities during 2011-12 have focused on initial training opportunities to familiarize classroom teachers with the Common Core State Standards, how they can familiarize themselves with the new standards, and begin implementing the standards in their classroom if they choose.

- Idaho Math Initiative, 2008 to 2011: During this time, 59 percent of the required teachers and administrators have completed the three-credit Mathematical Thinking for Instruction course. The remainder is expected to complete it by the end of 2012-13. The MTI Course was designed as part of the Idaho Math Initiative in 2008. It was fully aligned to the Common Core State Standards in 2009. This course has helped ensure K-8 teachers and high school mathematics teachers are better prepared to implement the Common Core. Six regional mathematics specialists provide follow-up support to teachers as they work in the classroom.

- iSTEM Summer Institutes, July 2011: The iSTEM workshops consisted of three regional workshops held in Twin Falls, Nampa, and Coeur d'Alene. Teachers representing all grade levels across Idaho learned how to incorporate science, technology, engineering, and mathematics (STEM) activities into their lesson plans. ISDE presented on the Common Core State Standards at two of the three regional workshops, reaching 300 teachers at the Twin Falls and Coeur d'Alene regional workshops.

- Idaho Summer Institute of Best Practices, August 2011: More than 150 classroom teachers and building principals attended the two-day Summer Institute that focused on research-based best practices to incorporate in the classroom. The Institute was held in Wendell, Idaho Falls, and Coeur d'Alene. Each session focused on hands-on implementation activities and discussion of how the Common Core aligns to the current content standards.

- District Leadership Team Workshops, Fall 2011: In this capacity-building effort, an ISDE team delivered training to district leadership teams consisting of a superintendent, principal, curriculum director, test coordinator, and lead teacher. The State reached more than 110 district leadership teams serving more than 90 percent of Idaho students.

  At these workshops, each team learned the overarching concepts of the Common Core, a clear understanding of the implementation timeline and ways in which their district could begin the implementation process. The ISDE team demonstrated the Schoolnet instructional management system, a web-based platform providing instant access to the Common Core State Standards and lesson plans aligned to the standards.

ISDE's Coordinated School Health team presented on their efforts to work with the Council of Chief State School Officers Health Education Assessment Project (HEAP) to develop effective health education assessment resources.

Through this project, the State also will work to teach health content through literature and informational text, keeping with a major goal of Common Core to teach literacy across the disciplines.

- Online Office Hours, Spring 2012: ISDE staff are planning online office hours and short tutorials bi-monthly on selected Common Core State Standards topics. Online office hours will be open-ended webinars where teachers can join for a few minutes or for a long period of time, depending on their questions. No specific agenda is set, but this approach makes sure teachers have access to experts at ISDE's offices.

  The bi-monthly tutorials are scheduled webinars focused on a single topic. These have a set agenda with time left for questions at the end. Both online office hours and tutorials will be held after school hours to allow classroom teachers to participate. Copies will be archived and provided on the ISDE website and through Schoolnet.

- Hosted on the ISDE common core website, Common Core State Standards Toolkits specifically for teachers are being developed to be deployed in spring 2012 These Toolkits will be published on ISDE's website in January 2012 and advertised to teachers through the monthly teacher newsletter, direct e-mails to principals, Schoolnet and professional organizations. The Toolkit will include modules organized to move incrementally from awareness to deeper understanding. Introductory material includes short video vignettes created by writers of the common core that underscore key principles of the standards, tutorials on the structure of the standards and critical documents supporting the need to move to the Common Core. This is followed by materials such as an in-depth deconstructed version of the standards, the alignment analysis of the common core to Idaho Standards, comparison of and concrete examples of what the standards look like in the classroom. Among the items are videos of sample lessons, sample curricular units, curricular maps from several sources, in-depth instruction on writing instruction and assessment, content alignment tools, criteria to guide curriculum developers and publishers, and professional development tools. Finally, a synopsis of the role of Smarter Balanced Assessment Consortium and implementation of the common core demonstrates that this next generation assessment will adhere with fidelity to all core principles and claims of the common core. Links to all sample SBAC item types and important documents such as the Content Specifications are included. This site will be continually updated to provide Idaho teachers with the most complete and up to date resources as they are created or become available. These resources will also be available on Idaho's statewide data

management system, Schoolnet.

- Summer Regional Institutes, Summer 2012: The ISDE is planning Summer Institutes to delve more deeply into the Common Core State Standards and how a classroom teacher can transition to the new standards 2012-13 and beyond. The State has developed strategic partnerships with groups, such as the Boise State Writing Project, to provide training in specific areas of the Common Core. The Boise State Writing Project, for example, will provide training on writing across the curriculum including using scoring rubrics as a platform for instruction and a common language around learning, with specific tutorials around the three modes of writing emphasized by the Common Core: informative, narrative and argumentative. The Idaho Math Initiative staff will also host a Mathematics Initiative Conference that will provide deeper, hands-on work with the Common Core mathematics.

- RTI, The ISDE will continue to invest in building the expertise of all school staff and establishing district and school teams through the Math Initiative in order to support quality Tier1 and Tier 2 instruction. This includes special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.

2012-13 School Year: ISDE, working with strategic partners, will provide more in-depth training on the Common Core State Standards and how Idaho classroom teachers can effectively transition to the new standards.

- Integrating Technology: In Fall 2012, all high school teachers will receive a mobile computing device as the State begins to phase in its one-to-one initiative. Under this initiative, every Idaho high school will have a one-to-one ratio of mobile computing device to student and teacher by 2015-16. At the same time, the State is investing in additional technology for all classrooms with $13 million annually for technology and professional development. As Idaho's classroom teachers work to integrate technology in the classroom, the State will partner with Boise State University to show them how advanced classroom technology can assist in transitioning to the Common Core State Standards.

  In partnership with Boise State, ISDE will create short, web-based interactive tutorials demonstrating best practices in classroom technology integration tied to the Common Core. The tutorials will emphasize Universal Design for Learning (UDL) to ensure teachers know how to individualize instruction and meet the needs of all students, including those who are English language learners, students with disabilities, or low-achieving students. All tutorials will be archived online for future use.

- Curriculum Integration: ISDE Content Coordinators for mathematics and English language arts will develop curricular protocols and training in repurposing existing curricular resources to bolster the areas needed to support a successful implementation of the Common Core. The Coordinators will work closely with ISDE's Limited English Proficient Coordinator, Special Education team, and Statewide System of Support team to ensure that their work also meets the needs of all students, including English language learners, students with disabilities and low-achieving students.

- Model Instructional Units: ISDE Content Coordinators for mathematics and English language arts will develop model instructional units and videos of instructional best practices. The Coordinators will utilize Schoolnet to share these materials with classroom teachers across Idaho.

- Regional Math Specialists: As a vital link in providing support and extended follow-up to the common core compliant MTI training course which they will continue to teach, these specialists will deliver instructional support to in-service teachers to improve content knowledge, pedagogical knowledge, RTI, and CCSS knowledge . In addition, regional specialists will provide critical support of focused school improvement efforts to ensure high quality mathematics professional development and effective transition to the common core. The well-established structure of the MTI program, the expertise of the specialists, and the strength of the current relationships with the field built over a number of years, makes the cadre of regional specialists a potent tool in service of common core implementation.

Transition to WIDA Standards: ISDE will provide the professional development required by the WIDA (World-Class Instructional Design in Assessment) Consortia to ensure the State provides the necessary training for all teachers as they transition to new English Language Development (ELD) Standards.

- Recruit and establish regional cohorts for piloting of the National Center and State Collaborative (NCSC) tools.

- RTI: RTI The ISDE will continue to invest in building the expertise of all school staff and establishing district and school teams through the Northwest Inland Writing Project and the Boise Writing Project who provided training to over 1000 Idaho teachers in 2010 in order to support quality Tier1 and Tier 2 instruction. This included special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.

2013-2014 School Year: The 2013-14 school year is the first that Idaho's teachers will be teaching Common Core State Standards in their classrooms. The State will offer ongoing support throughout this year.

- Regional Mathematics Specialists: This group will continue to build the capacity of teachers and school and district teams by providing additional outreach opportunities for professional development, particularly in the summer for administrators and teachers. Model lesson plans will be created and available for all individuals and teams who complete the MTI course to further bolster integration of common core math principles into classroom instruction.

- Implementation of WIDA Standards: ISDE will provide the professional development required by the WIDA (World-Class Instructional Design in Assessment) Consortia to ensure the State provides the necessary training for all teachers as they begin teaching the new English Language Development (ELD) Standards.

- Piloting of NCSC Tools: ISDE will use NCSC professional development, curriculum, instruction and assessment resources and tools and provide required feedback on usability and outcomes. ISDE will collect input from cohorts/districts for alternate assessment decisions in Idaho

- RTI An increased effort to build capacity of the school and district teams will be the cornerstone of RTI efforts. The ISDE will continue to invest in building the expertise of all school staff through the Math Initiative in order to support quality Tier1 and Tier 2 instruction. This includes special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.

- SMARTER Balanced Assessment Consortium Training: ISDE will pilot the new assessment developed through the SMARTER Balanced Assessment Consortium (SBAC) The end-of-the-year summative assessment will be fully implemented in 2014-15 school. Formative assessment tools that teachers can use throughout the school year will be available in 2014-15 as well. In 2013-14, ISDE will make SBAC-related resources available to classroom teachers, including formative and interim assessment item banks, learning progressions with embedded test items, performance tasks with annotated scoring guides. Scoring guides and examples for all constructed items and performance assessments, including practice sets and annotated scoring guides for writing assessments will be included in this suite of tools for teachers. The ISDE will provide training on these resources throughout the year.

- *Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so?*

ISDE has a plan to provide professional development and ongoing support to principals based on the Common Core State Standards.

The building principal is the instructional leader who plays a critical role in making the implementation of the Common Core State Standards successful and sustainable. As the instructional leader, the building principal will provide support, technical assistance, evaluation and guidance. To fulfill this role, the State will provide principals with initial professional development and ongoing support.

The State's goal is for every building principal to be the instructional leader with a high level of knowledge of the Common Core State Standards.

To accomplish this goal, ISDE is developing a three-pronged approach that will provide face-to-face professional development for building principals, a toolkit of resources for principals to utilize during the school year, and additional training on the teacher performance evaluation process. First, in Spring 2012, ISDE will develop and publish a Toolkit for Principals on its website. The Toolkit will include an in-depth suite of materials focused on awareness and deep understanding of the standards and the important changes they demand in the creation and delivery instruction. Other critical sections will provide training on teacher evaluations and what quality instruction infused with common core principles looks like for all disciplines. Principals imbued with deep working knowledge of the common core will help drive the instructional change so essential for successful implementation. ISDE will advertise the Toolkit to principals and district superintendents through direct e-mails, newsletters, and professional organizations. In addition, the State will offer webinars in the spring on how to use the Toolkit. ISDE will hold at least three focus groups with principals in different regions of the State to get feedback on the effectiveness of the Toolkit and what, if any, improvements should be made. The State also will measure the effectiveness of the Toolkit during administrator professional development opportunities in Summer 2012.

Second, ISDE will host training opportunities for principals in Summer 2012 focused on the Common Core State Standards. These workshops will be designed to build deep knowledge of the common core and provide administrators tools to provide effective and constructive feedback via classroom observations and evaluation of lesson plans using the newly adopted UDL compliant lesson plan template. ISDE will measure the effectiveness of the trainings with pre- and post-surveys. After the trainings, ISDE will hold at least three focus groups with building principals and instructional coaches located in certain districts and schools across the state to gather more data on school-based needs to implement the Common Core successfully.

Additionally, ISDE will host at least two focus groups with classroom teachers from different regions of Idaho to gather their feedback on what more building principals need to be effective instructional leaders and to successfully implement the Common Core. These focus groups will all be conducted by the end of September 2012, so the results can be used to shape future trainings.

Finally, by Fall 2012, ISDE will develop teacher performance evaluation protocols that incorporate the Common Core State Standards. Idaho already has a Statewide Framework for Teacher Performance Evaluations based on the Charlotte Danielson Framework for Teaching. ISDE has been providing training on this new evaluation model to teachers and school administrators since Fall 2009. Idaho school districts and public charter schools implemented this framework for the first time in 2011-12. In Fall 2012, ISDE will provide additional training to classroom teachers and school administrators on how building principals and other evaluators should incorporate the Common Core State Standards into the teacher performance evaluation process. The training will be a combination of face-to-face workshops and webinars offered throughout the school year.

In addition to these efforts, ISDE will ensure the Common Core State Standards are incorporated into the agendas and discussions of pre-established statewide professional learning communities for school administrators. ISDE created the Idaho Superintendents' Network in 2009 to support the work of district leaders in improving learning outcomes for all students by focusing on the quality of instruction. Currently, 37 superintendents participate in the Network, representing one-third of superintendents statewide.

Superintendents who serve a high percentage of at-risk students receive first priority to join. Membership is limited based on funding. The group meets face-to-face four times a year. Topics for discussion in 2011-12 have included improved outcomes for students, developing a sense of purpose, working with stakeholders, district central offices and learning improvements, creating and supporting district and building-level leaders, and analyzing teaching and learning through data. ISDE's Content Team is regularly consulted by the Superintendents' Network staff to ensure Common Core State Standards are incorporated into the discussions regarding how these key leaders must plan and prepare for implementation.

The Principal Academy of Leadership (PALs) is a project developed by ISDE to support the work of building-level administrators in improving outcomes for all students by focusing on the quality of instruction. Approximately 35 principals participate each year in a balance of content, professional conversation, and collegial instructional rounds related directly to improving the overall effectiveness of the Instructional Core such as those described below.

The effective leadership strands focus on:

- Leadership Framework & Competencies: The leadership framework is structured on the Nine Characteristics of High Performing Schools supported by McREL's Leadership Framework and the Educational Leadership Standards (ISLLC). Turn-Around Leadership Competencies will also support the leadership framework.

- Instructional Rounds: A network approach of improving teaching and learning at the instructional core through calibration visits and instructional classroom observations connecting Danielson's Framework to walk-though strategies.

- Professional Growth & Development: All participants complete a 360° Self-Assessment Evaluation provided by Education Impact. The information from this assessment helps each participant develop a professional growth plan to increase his or her effectiveness.

- Collegial Connection & Collaboration: Throughout the PALs project, there are many opportunities for all participants to network and connect through State-wide summits, regional meetings, and individual coaching calls.

Because PALs is funded under the Title I-A Statewide System of Support, principals are selected based on their school's improvement status and whether the school receives Title I-A funds. They meet four times a year in addition to conference calls and regional working sessions. New participants will selected be based on the placement of the school in the new accountability structure proposed in Idaho's ESEA Flexibility application. Priority will be given to those in the lowest-performing schools.

- *Does the SEA propose to develop and disseminate high-quality instructional materials aligned with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students?*

The ISDE will create and implement a process for the continual vetting of quality instructional materials and provide access to such material on the ISDE website and on the statewide learning management system, Schoolnet.

- *Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*

Over the past five years, Idaho has significantly expanded the access to advanced opportunities for all students attending Idaho's public high schools.
First, the Idaho State Board of Education and Idaho Legislature approved new graduation requirements in 2007 for the Class of 2013.[7] This was intended to ensure that high school graduates are better prepared for postsecondary education.

Under these new requirements, students must take three years of mathematics, three years of science, and a college entrance examination. School districts and public charter schools must offer high school students at least one advanced opportunity, such as dual credit, Advanced Placement, Tech Prep, or International Baccalaureate.

Second, over the past three years, the State has created the Idaho Education Network (IEN). This is a high-speed, broadband intranet connecting every Idaho public high school with each other and to Idaho's institutions of higher education. The IEN was made possible through a change in Idaho Code and then by leveraging Federal, State, and private funding to invest $40 million into building. (See Idaho Code 67-5745D online at http://legislature.idaho.gov/idstat/Title67/T67CH57SECT67-5745D.htm.) In addition to providing connectivity, the Network equipped at least one room in every high school with video teleconferencing equipment affording all students access to the educational opportunities they need, no matter where they live.

The possibilities of the Network are endless, and Idaho schools are just beginning to realize the value of this project. Currently, students are using the IEN to go on virtual field trips to places like the Great Barrier Reef or the Holocaust Museum. It is largely being used to take and complete courses not currently offered in a school or district, such as dual credit and Advanced Placement courses. The Idaho State Board of Education has set a goal for students to be taking 180,000 dual credits per year by 2020. Right now, approximately 8,000 students are taking 46,134 dual credit hours statewide. The IEN will help the State meet this goal by making sure every school and district has access to these courses. In 2011-12, more than 800 students were taking dual credits via the IEN. Eventually, the IEN also will expand to Idaho's elementary and middle schools as well as Idaho's community libraries.

Third, as part of comprehensive education reform laws passed in Idaho during the 2011 Legislative Session, a Dual Credit for Early Completers program was enacted. (For the full text of Idaho Code 33-1626, see http://legislature.idaho.gov/idstat/Title33/T33CH16SECT33-1626.htm.) In this program, students who complete all State high school graduation requirements, except their senior project, not later than the start of the twelfth grade are eligible to enroll in up to thirty-six (36) postsecondary credits of dual credit courses during their twelfth grade year at State expense. The State expects the program to grow in future years as students learn about the program through their schools.

[7] Idaho's new high school graduation requirements are available online at http://adm.idaho.gov/adminrules/rules/idapa08/0203.pdf under IDAPA 08.02.03 104, 105, and 106.

Fourth, Idaho passed a new law to change the State's public school funding formula so funds follow the student through Fractional Average Daily Attendance (ADA). Fractional ADA will first go into effect for 2012-13.

In the past, school districts received full units of funding for students attending their schools, even if students only attended part of the day.

Through Fractional ADA, the State will divide school-day funding into segments to ensure the funds follow a student if he or she chooses to supplement their traditional education at a high school with online courses, dual credit courses, or other options such as professional-technical courses at a neighboring school district. Thus, Idaho's college and universities, other school districts, and online courses providers become eligible for a fraction of ADA funding for students participating in their courses during the school day. This will allow more students to take college-level courses, AP courses, or other courses not offered at their high school.

Finally, in the State's new accountability system, Idaho will hold public high schools accountable for the number of students who enroll in and successfully complete advanced courses, such as dual credit, Advanced Placement, Tech Prep, or International Baccalaureate. Under this new system, Idaho high schools will earn more points toward becoming a Five-Star School if more students enroll in and successfully complete an advanced opportunity course[8].

ISDE decided to make this a component of the new accountability system to encourage more school districts and high schools to offer advanced opportunities.

- *Does the SEA intend to work with the State's IHEs and other teacher and principal preparation programs to better prepare—*
    - *incoming teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new college- and career-ready standards; and*
    - *incoming principals to provide strong, supportive instructional leadership on teaching to the new standards?*

If so, will the implementation of the plan likely improve the preparation of incoming teachers and principals?

[8] In Idaho Administrative Rule, advanced opportunity courses are defined as dual credit, Advanced Placement, Tech Prep, or International Baccalaureate courses. See *IDAPA 08.02.03.106*.

ISDE has worked with the Idaho State Board of Education ("State Board") and Idaho's institutions of higher education (IHEs) to improve the preparation programs for classroom teachers and principals to ensure they have the skills and knowledge necessary to prepare all students to meet college- and career-ready standards.

ISDE and State Board staff first worked to align teacher preparation programs to the Common Core State Standards in 2011.

In August 2011, ISDE presented a proposed change in Idaho Administrative Rule to the State Board. The rule was adopted by the Board on November 3, 2011. It now will go before the House and Senate Education Committees of the Idaho Legislature in January 2012 for final approval.

The ISDE is working with institutions of higher education and other teacher preparation programs during the current school year to explain the changes in the teacher preparation program approval process and how they can best meet these new requirements. (For more on IDAPA 08.02.02.100, see http://adm.idaho.gov/adminrules/rules/idapa08/0202.pdf.)

Under the rule change, the ISDE would redesign the approval process for teacher preparation programs to ensure Colleges of Education and other preparation programs are producing candidates who have the skills and knowledge necessary to effectively teach the Common Core State Standards to all students, including English language learners, students with disabilities and low-achieving students.

The rule change provides the State Board more oversight of the teacher preparation approval process through focused reviews of preparation programs aligned to State-specific, core teaching requirements. Teacher preparation programs must demonstrate they are meeting these goals no later than 2014-15 in order to receive approval.

The State will measure the effectiveness of teacher preparation programs in two ways. First, focused reviews will be conducted in person. Once the rule change is effective, the State reviews of the preparation programs will be conducted every third year to specifically monitor candidate performance data in the following areas:

- Integration of appropriate educational technology into lesson plans and curriculum.

- Evidence of candidate knowledge and skill related to Common Core State Standards in mathematics instruction. ISDE is in the early stages of developing the framework for this evaluation, but it will include the components of the Mathematical Thinking for Instruction course for elementary school teachers, application of statistics for secondary school

teachers and pre-service standards aligned to the Common Core State Standards. ISDE currently is working with groups of teachers, school administrators, and higher education faculty to develop the pre-service standards aligned to the Common Core.

- The State is using Total Instructional Alignment (TIA); another recognized professional development strategy. TIA work already has begun in Idaho and will continue in 2012 with the assistance of ISDE staff.

- Evidence of candidate knowledge and skill related to Common Core State Standards in English language arts instruction. ISDE is in the early stages of developing the framework for this evaluation, but it will include pre-service standards aligned to the Common Core State Standards as well as competencies specifically addressing the needs of English language learners and students with disabilities.

- The ISDE currently is working with groups of teachers, school administrators, and higher education faculty to develop the pre-service standards aligned to the Common Core. The State is also using the TIA methodology for this work; work already begun and which will continue in 2012 with the assistance of ISDE staff.

- Evidence of growth through clinical practice culminating in a professional development plan for the beginning teacher. Supervision of clinical practice will be aligned with the Idaho Statewide Framework for Teacher Performance Evaluations, based on the Charlotte Danielson Framework for Teaching.

  Through this alignment, the State will support a continuum of growth beginning in pre-service and provide a consistent construct for supporting teachers in their development towards becoming highly effective practitioners.

Second, the State will measure the effectiveness of teacher preparation programs through the use of longitudinal data. With the Statewide longitudinal data system, Idaho can connect candidates back to the teacher preparation programs they attended. Idaho first implemented its Statewide longitudinal data system in 2010-11. Thus, the first data on teacher preparation programs are expected to become available at the end of 2011-12. This data element will be one of the multiple measures used to evaluate the success of Idaho's Colleges of Education and other teacher preparation programs. Idaho has also participated in Stanford's Teacher Performance Assessment Consortium (TPAC) and will continue to participate with a focus on assessing the performance of ABCTE (American Board for Certification of Teacher Excellence) candidates.

Idaho already has made significant progress in aligning the standards in the Colleges of Education and other teacher preparation programs to the Common Core State Standards through the statewide Idaho Math Initiative. The Idaho Math Initiative has been described above in considerable detail.

The ISDE and State Board now are beginning to address necessary changes to administrator preparation programs that will make sure all principals recognize their roles as instructional leaders who have the skills and knowledge necessary to prepare all students to meet college- and career-ready standards.

Currently, under Idaho Code and Idaho Administrative Rule, the State does not have authority over principal preparation programs. These are the steps the State is taking to address administrator preparation programs.

First, the ISDE has brought together stakeholders from across Idaho to develop a Statewide framework for administrator evaluations. The ISDE conducted similar work in 2008 to create a Statewide Framework for Teacher Performance Evaluations based on the Charlotte Danielson Framework for Teaching. Under Idaho Code, Idaho's certificated staff, including administrators, must be evaluated at least annually; however, neither Code nor Administrative Rule sets standards upon which administrators will be evaluated. Therefore, evaluations vary from district to district and school to school.

In December 2011, the ISDE convened a steering committee and a larger stakeholder group to craft the framework for administrator evaluations in Idaho. The steering committee meets monthly to plan future meetings for the larger stakeholder group, evaluate past meetings from the stakeholder group and make sure the work of the stakeholder group is keeping consistent with State and Federal requirements as well as research. The stakeholder group meets monthly to work on creating the framework for administrator evaluations.

The working group is made up of the following participants: Rob Winslow, Executive Director of the Idaho Association of School Administrators; Karen Echeverria, Executive Director of the Idaho School Boards Association; Robin Nettinga, Executive Director of the Idaho Education Association; Christina Linder, Director of Certification and Professional Standards at the ISDE; Steve Underwood, Director of the Statewide System of Support at the ISDE; Becky Martin, Coordinator of Teacher Quality at the ISDE; and Rob Sauer, Deputy Superintendent of Great Teachers and Leaders Division at the ISDE.

The stakeholder group is made up of the following participants:

- Wiley Dobbs, superintendent in Twin Falls School District
- Geoff Standards, principal in Meridian School District
- Shalene French, principal in Idaho Falls School District
- Alicia Holthaus, principal in Grangeville

- Anne Stafford, teacher in Boise School District
- Nancy Larsen, teacher at Coeur d'Alene Charter Academy
- Chuck Wegner, curriculum director in Pocatello School District
- Marni Wattam, special education director in Post Falls School District
- Penni Cyr, Idaho Education Association President
- Dave Anderson, school board trustee in Oneida School District
- Mike Vuittonet, school board trustee in Meridian School District
- Cathy Canfield-Davis, higher education representative in Moscow
- Kathleen Budget, higher education representative in Boise
- Laurie Boeckel, Idaho PTA representative
- Selena Grace, Office of the State Board of Education
- Roger Brown, Office of the Governor
- Senator John Goedde, Idaho Legislature
- Senator James Hammond, Idaho Legislature
- Senator Steve Bair, Idaho Legislature

While there is consensus among stakeholders that instructional leadership will be a primary component in the State's evaluation system, corollary performance measures have yet to be determined. The group plans on concluding its work by the end of May 2012.

At the completion of the ISDE's work to develop a Statewide framework for administrator evaluations, the State will propose redesigning the principal preparation program approval processes to ensure these programs align with Statewide standards and measures. This timeline and process is fully described in Section 3 of this application.

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State's college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*

    - *Raising the State's academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of postsecondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient scores on the State assessments and the ACT or SAT scores accepted by most of the State's 4-year public IHEs, or conducting NAEP mapping studies.)*

    - *Augmenting or revising current State assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State's college- and career-ready standards?*

- *Implementing another strategy to increase the rigor of current assessments, such as using the "advanced" performance level on State assessments instead of the "proficient" performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success?*

If so, is this activity likely to result in an increase in the rigor of the State's current assessments and their alignment with college- and career-ready standards?

Idaho will focus all of its resources and efforts on moving to the next generation of assessments and building capacity at the local level to implement these new assessments.

The next generation of assessment includes, but is not limited to, Idaho's involvement in the SMARTER Balanced Assessment Consortium (SBAC). Idaho will pilot the SBAC assessments in the 2013-2014 school year and fully implement these assessments in the 2014-2015 school year.

In addition to its work with SBAC, Idaho is developing a Statewide item bank from which school districts and public charter schools can develop quality assessments at the local level that are aligned to the Common Core State Standards.

In November 2010, ISDE worked with more than 50 mathematics and science teachers to create end-of-course assessments in six courses: biology, earth science, physical science, pre-algebra, algebra I, and geometry. Because of this work, each subject area now has roughly 350 items in it and one complete form of each assessment. These tools now are available to all school districts and public charter schools to be used as end-of-course tests or as benchmark or interim tests throughout the school year.

Since the State received a grant from the J.A. and Kathryn Albertson Foundation to deploy an instructional management system across Idaho, the SDE also will begin loading these assessment items into the Schoolnet system (described in detail previously in this section).

The grant funding from the Albertson Foundation also is allowing ISDE to create a bank of assessment items constructed of items from other States and Idaho school districts; all of which are first aligned to the Common Core State Standards. Through the timeline below, numerous Idaho teachers will be invited to item alignment workshops to conduct the alignment and learn how to effectively use formative practices and interim assessments aligned to the Common Core State Standards. The alignment activity also will serve as an outreach and professional development opportunity as it will significantly increase teacher understanding and awareness of

the Common Core.

Table 3
Timeline of Idaho Interim Assessment Item Bank

By October 30, 2011	2500 items loaded and available to create tests	2,500 items	Science and Math EOCs- Currently available in Schoolnet are: Pre-Algebra, Algebra, Geometry (1,402 items); and Earth Science, Physical Science, and Biology (1,124 items.)
By January 16, 2012	3000 items loaded and available to create tests	2000 state items 1000 district items	Primarily Math Gr. 3-8 with some ELA and Science. Primarily upper level Math & Language Arts/ English as well as some Science.
By February 20, 2012	2000 additional items	1200 state items 800 district items	Same priorities as above with further expansion into science.
By March 19, 2012	2500 additional items	1500 state items 1000 district items	Same priorities as above with expansion into Social Studies.
By June, 2012	5000 additional items	5000 state items	The ISDE will continue to add state released items until there is a sufficient number in grades 3-12. The SDE will also look into adding items for K-2.

Idaho has consulted with the Technical Advisory Committee in possible ways to gain more information on students' performance on the Common Core State Standards by utilizing the current ISAT. One potential, still in discussion, is the possibility of coding current items, if applicable, to the Common Core State Standards and giving a holistic Common Core score to for students in addition to the current reported score. Idaho is still investigating the possibilities with the TAC.

- *Does the SEA propose other activities in its transition plan? If so, is it likely that these activities will support the transition to and implementation of the State's college- and career-ready standards?*

All plans are outlined in the previous sections.

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

1.C Did the SEA develop, or does it have a plan to develop, annual, statewide, high-quality assessments, and corresponding academic achievement standards, that measure student growth and are aligned with the State's college- and career-ready standards in reading/language arts and mathematics, in at least grades 3-8 and at least once in high school, that will be piloted no later than the 2013–2014 school year and planned for administration in all LEAs no later than the 2014–2015 school year, as demonstrated through one of the three options below? Does the plan include setting academic achievement standards?

Option A:
If the SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment (RTTA) competition, did the SEA attach the Memorandum of Understanding (MOU) submitted under that competition? (Attachment 6)

Idaho is a governing state in the SMARTER Balanced Assessment Consortium. See Attachment 6 - SMARTER Balanced Assessment Consortium for the Memorandum of Understanding

Principle 1 Overall Review

Is the SEA's plan for transitioning to and implementing college-and career-ready standards, and developing and administering annual, statewide, aligned high-quality assessments that measure student growth, comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?

The Idaho State Department of Education (ISDE) has built a strong plan to transition to and implement college- and career-ready standards is sound, comprehensive, and attainable within the timelines established in the above narrative. The State has demonstrated extensive plans to strengthen professional development for current classroom teachers and principals and to align teacher and principal preparation programs with Common Core Standards. ISDE also is working with the State Board to ensure the State measures the effectiveness of teacher and principal preparation programs every year and holds these programs accountable for their outcomes.

The State is making significant progress to improve its already rigorous annual statewide assessments as it transitions to Common Core State Standards. Idaho is adding additional measures of student achievement, such as interim assessments, which classroom teachers and building principals can use throughout the school year to guide instruction and raise achievement for all students, including students with disabilities, English language learners and low-achieving students.

Through these efforts, Idaho is creating a consistent, comprehensive, and sustainable infrastructure that promotes quality instruction in every classroom while offering effective support to all students as they progress toward mastery of college- and career-ready standards.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

PRINCIPLE 2: INTRODUCTION

ESEA Flexibility permits Idaho to build on its successes. Like others, Idaho saw increasing numbers of schools identified for improvement. This reversed beginning in 2008 and through 2011 (declining from 46%, to 40%, to 31% and 31% in each respective year), despite increasing benchmarks. Meanwhile, student achievement increased statewide from 2007 to 2011. The median combined percent of school-level student proficiency on the state test for Reading and Math increased 4.9 points for all students (to 84.7%) and 7.8 points among the economically disadvantaged (to 79.2%). Gains steadily rose each year, which is encouraging since Idaho 4th and 8th grade NAEP scores in these areas are equal to or statistically higher than the national average. Idaho attributes this success largely to changes in its Statewide System of Support.

However, this success is not yet enough. There have been modest gains among English learners and students with disabilities. With the Common Core State Standards, achievement for all students must be raised even higher still. Therefore, Idaho will continue with a single accountability system for all schools, regardless of Title I status, using a Five-Star scale to annually evaluate and recognize school performance. The system of differentiated recognition, accountability, and support will enable the State to diagnose and more adequately meet the needs that exist in its schools and districts.

Schools and districts will be evaluated based on four metrics: absolute performance (percent of students who are proficient), student academic growth to standard for all students, academic growth to standard for equity groups, and postsecondary and career readiness. These metrics are incorporated in a compensatory framework in which schools and districts accumulate points in subdomains along a continuum of performance. Points accumulated will result in annual determinations based on a Five-Star scale. The State's goal is to get all of its schools and districts into the highest two categories: Four and Five Stars. These are reserved for schools and districts that effectively meet the needs of all students across the various metrics of performance.

The One, Two, and Three-Star categories will be used to identify schools and districts for differentiated levels of accountability and support. Support mechanisms for all schools and districts focus with the greatest intensity on the lowest-performing systems. The Statewide System of Support's processes and programs strategically determine what the lowest-performing schools and districts need, match resources and supports to those needs, and work to build the capacity of the district in order to improve the outcomes of its schools.

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

2.A.i.a. Did the SEA propose a differentiated recognition, accountability, and support system, and a high-quality plan to implement this system no later than 2012 school year, that is likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction of students?

a. *Does the SEA's accountability system provide differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in those LEAs based on (1) student achievement in reading/language arts and mathematics, and other subjects at the State's discretion, for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); (2) graduation rates for all students and subgroups; and (3) school performance over time, including the performance and progress of all subgroups?*

Idaho's single accountability system is one that has a foundation in rewarding schools and districts for not only excellent performance but also strong growth and measures that indicate preparation for postsecondary and career readiness. Idaho's focus on building local capacity to improve achievement over the course of ESEA, has illustrated that schools can make significant progress and yet are still considered failing under a restrictive definition. Safe harbor calculations do not go far enough to illustrate the kind of growth achieved by many of these schools.

An achievement-only based system provides a disincentive for focus on seemingly unachievable goals for many students and subgroups with low achievement. Conversely, the growth measures to achievement included in Idaho's system provide a stronger focus on the possibilities for subgroups and, in turn, serve as an incentive for schools to focus on increasing subgroup performance. Idaho's plan not only addresses achievement gaps among subgroups, but also for students who may not be members of any one of the designated groups who are low achieving. Through calculations to address growth to proficiency (see Adequate Student Growth Percentile description), students who are not making growth sufficient to get to proficiency within three years or by 10th grade, whichever comes first, are identified and schools are rated accordingly.

Idaho's Accountability System includes four measures and plus the rate of participation in State assessments. The four measures are outlined in Table 4.

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students[9]
3. Growth and growth toward proficiency for all students and subgroups over time: and
4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

The details that follow are organized into two main sections. First, a full description of the measures, standards, and accountability system are outlined in *Differentiated Recognition and Accountability*. Second, the *Rewards and Sanctions* section articulates the core support components to provide differentiated support systems and details the rewards, recognition, and required improvement actions.

PART I: DIFFERENTIATED RECOGNITION AND ACCOUNTABILITY

Idaho's accountability metric is based on a Five Star rating system. Idaho chose to use the star system for several reasons. First, the State believes it is important to provide easily understood information to parents and constituents about the performance of the schools and district in their community. A star rating system has been used in numerous venues with broad understanding across constituencies. Second, a system, like grading, that has become too widely associated with percentages would confine Idaho in setting its specific goals for the targets a high-achieving school and district must meet (i.e. a five-star school is not one that meets 90 percent of the benchmarks; the typical cut point for an A). Third, Idaho wanted a system that rewards schools and districts and creates an incentive for improvement. With a star rating system, schools deemed to be a three-star school can demonstrate the achievement and growth areas of exceptional performance but also focus on what it takes to reach a four-star and five-star rating without the stigma of being labeled failing overall.

Idaho has built a single system that seamlessly identifies Priority and Focus Schools as One and Two Star schools, respectively. The rationale and explanation of how this single identification protocol works is detailed in Sections 2D and 2E.

[9] Idaho was granted a waiver due to late implementation of its longitudinal data system. The 4-year, cohort-based graduation rate will be fully implemented by 2013-14. At that time, Idaho will also be able to report subgroup graduation rates. See Attachment 13

Table 4
Idaho Accountability Measures

Idaho's Accountability Measures					
	Achievement	**Growth to Achievement**	**Growth to Achievement Subgroups**	**Postsecondary and Career Readiness**	**Participation**
Points/Weight ***Schools with Grade 12*** ***All other Schools***	20 points 25 points	30 points 50 points	20 points 25 points	30 points N/A	Star Rating Change
Measure	**Idaho Standards Achievement Tests (ISAT)** **Idaho Standards Achievement Tests- Alternate (ISAT-Alt)** • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	**Idaho Growth Model** • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	**Idaho Growth Model** • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	**Graduation Rates** (33.3%) **College Entrance/Placement Exams** (33.3%) **Advanced Opportunities** (33.3%)	**Participation rate** (100%)
Standard	% of students proficient and advanced	**Median Student Growth Percentile (SGP)** Normative growth relative to like peers **Adequate Student Growth Percentile (AGP)** Criterion referenced growth relative to proficiency target.	**Disaggregated subgroups:** • **Free/Reduced Lunch Eligible** • **Minority Students** • **Students with Disabilities** • **Limited English Proficient Students** **Median Student Growth Percentile (SGP)** Normative growth relative to like peers **Adequate Student Growth Percentile (AGP)** Criterion referenced growth relative to proficiency target.	**Graduation rate** **College Entrance/Placement** % of students reaching the college readiness score on SAT, ACT, ACCUPLACER or COMPASS **Advanced Opportunities** % of total eligible students (juniors and seniors) completing at least one AP, IB, dual credit or Tech Prep course. % of student completers reaching receiving a C or better in an AP, IB, dual credit or Tech Prep course.	**Participation Rate** Schools and Districts must test 95% of all students and all subgroups in each subject on the ISAT and ISAT-Alt. Participation rates less than 95% will result in a decrease by one star the overall school or district rating.

ACHIEVEMENT

The achievement metric measures school and district performance toward the academic standards assessed on the Idaho Standards Achievement Tests (ISAT) and alternate (ISAT-Alt) in reading, language usage, and mathematics. The determination is based on the percentage of students at the proficient or advanced category. Points are given on a scale indicating higher points for a performance at proficient or advanced.

Table 5 is the point distribution for the achievement categories:

Table 5
Achievement Points Eligible

Percent Proficient and Advanced	Points Eligible
95% - 100%	5
84% - 94%	4
65% - 83%	3
41% - 64%	2
≤ 40%	1

Idaho will report for each school and district the points earned for the achievement metric as in Table 6. Each school and district will earn points based on the proficiency percentages for reading, language usage, and mathematics.

Table 6
Achievement Point Distributions

Achievement	Points Earned	Points Eligible	N	% Proficient	% Advanced	Total %
Reading		5				
Language Usage		5				
Mathematics		5				
Total		15				
Percentage of Points	Total/15=X%					
Total Points Awarded	X * 20 (Schools with Grade 12) X * 25 (All other Schools)					

The percentage of points awarded will be scaled for the total points for schools to the appropriate weighting. For example, an elementary school that receives 13/15 points will have received 86.7% of the points and will be given 22 of the 25 total points for this metric. A high school that receives the same 13/15 points will be given 17 out a total of 20 points.

GROWTH TO ACHIEVEMENT AND GROWTH TO ACHIVEMENT SUBGROUPS

Idaho's growth measure uses the Student Growth Percentiles (SGP; also known as the Colorado Growth Model) to create both a normative measure of growth and a criterion-based measure. This combination is an important distinction in that growth alone is an insufficient measure. Growth must become proficiency or the measure of growth provides no better measure than proficiency alone. The first measure, normative growth, provides a median growth percentile for each subject area in each school. The normative growth measure calculates a growth percentile based on comparing like students or in other words, students who have scored in the same score range on the ISAT in the previous year.

Then, considering where a student scores in the current year, he or she is given a growth percentile. The Median Student Growth Percentile (SGP) is then assigned for each subject area and to an overall median percentile for each school and district.

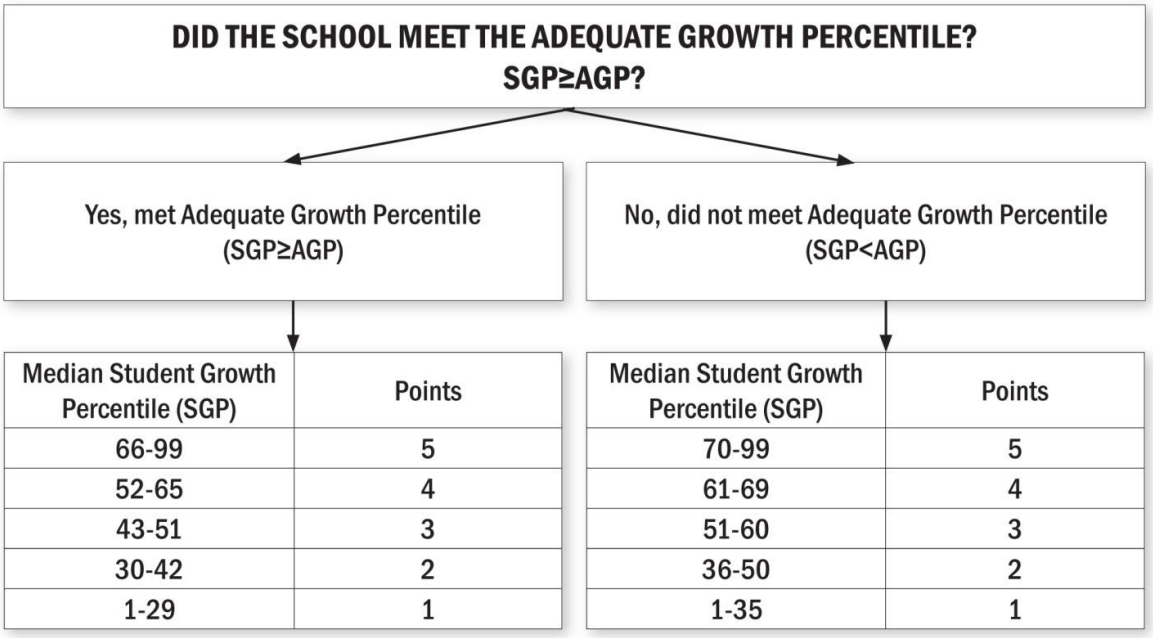
However, a normative measure is not sufficient without a criterion to ensure each student will eventually reach proficiency. The second measure, the criterion growth measure or Adequate Student Growth Percentile (AGP), is a further calculation for each student. The AGP calculates the required percentile of growth needed for a student to reach or maintain proficient or advanced within three years or by 10th grade, whichever comes first. These measures are calculated for students in each subject area (reading, language usage and mathematics).

The Growth to Achievement and Growth to Achievement Subgroups indicators use two different scoring matrices depending on whether or not the median growth percentile of the school or subgroup meets or exceeds the adequate growth needed for that school or subgroup. Growth to Achievement and Growth to Achievement Subgroups are evaluated first based on the criterion of whether or not the growth rate is adequate for the typical or median student in the school/subgroup to reach or maintain a performance level of proficient or advanced within three years or by 10th grade, whichever comes first. Academic growth and academic growth gaps are then evaluated based on a normative comparison to other schools. The three questions below determine the targets for each school and district.

(1) What was my school or district's median student growth percentile (SGP)?
(2) What was my school or district's median adequate growth percentile (AGP), the growth percentile needed for the typical student in my school or district, to reach proficient or advanced within three years or by 10th grade?
(3) Did my school meet adequate growth? If yes, follow the scoring guide for "Yes, met adequate growth." If no, follow the scoring guide for "No, did not meet adequate growth."

Answering these questions results in a selection of a Growth to Achievement and Growth to Achievement Subgroups rating. This is due to the emphasis placed on moving students who are farther behind faster. Table 7 is the scoring guide and point allocation for each subject area for each school and district.

Table 7
Adequate Growth Flowchart



Median Student Growth Percentile (SGP)	Points
66-99	5
52-65	4
43-51	3
30-42	2
1-29	1

Median Student Growth Percentile (SGP)	Points
70-99	5
61-69	4
51-60	3
36-50	2
1-35	1

For example:
• What was my school's median growth percentile in elementary math? **87**
• What was my school's median adequate growth percentile in elementary math? **83**
• Did my school meet adequate growth in elementary math? **Yes**, my growth was adequate because my median growth percentile (SGP) in elementary math is more than my median adequate growth percentile (AGP) in math. **Using the YES scoring guide**, my growth in elementary math earns me **FIVE points**.

GROWTH TO ACHIEVEMENT

Table 8
Growth to Achievement Distributions

Growth to Achievement	Points Earned	Points Eligible	N	Median Student Growth Percentile (AGP)	Median Student Adequate Growth Percentile (SGP)	Made Adequate Growth?
Reading		5				
Language Usage		5				
Mathematics		5				
Total		15				
Percentage of Points	Total /15 =X%					
Total Points Awarded	X * 30 (Schools with Grade 12) X * 50 (All other Schools)					

The percentage of points awarded will be scaled for the total points for schools to the appropriate weighting. For example, an elementary school that receives 13/15 points will have received 86.7% of the points and will be given 43 of the total points 50 for this metric. A high school that receives the same 13/15 points will be given 26 out a total of 30 points.

GROWTH TO ACHIEVEMENT SUBGROUPS

Growth to Achievement Subgroups are calculated exactly the same as Growth to Achievement (with both the Median Student Growth Percentile and Adequate Student Growth Percentile). For this measure, those calculations are applied to the following subgroups to determine SGP and AGP:

- Free and Reduced Lunch Eligible
- Minority Students
- Students with Disabilities
- Limited English Proficient Students (LEP)

Free and Reduced Lunch (FRL) Eligible – FRL eligibility will still be used to represent the subgroup of students who live in families which are economically disadvantaged. The State is not making any change to the definition of this subgroup.

Racial and Ethnic Equity (Minority Students) – Idaho is not a very racially or ethnically diverse State; approximately 85% of the population is white. However, ISDE is strongly committed to educational equity among racial and ethnic groups. In smaller school districts, the lack of racial and ethnic diversity virtually precludes reporting by race or ethnicity group.

This has been an obstacle to equity in the past. Therefore, the State has changed two aspects of its accountability plan to particularly address the issue of masked ethnicity groups. First, the minimum N count for all metrics has been reduced from N>=34 to N>=25. Second, minority students are classified into one ethnic equity group. While combining across defined student groups is not a guarantee of attaining large enough numbers for reporting (N>=25), it increases the probability of highlighting potential disparities. Minority students are defined as all students who are coded in one of the following race categories: American Indian/Alaskan Native, Asian, Black/African American, Hawaiian/Other Pacific Islander, Hispanic or Latino, and two or more races. While these race and ethnicity categories will be combined for the accountability matrix, they will continue to be reported publicly by each individual classification.

Students with Disabilities – The State is not making any change to the definition of this subgroup. It is comprised of students with an Individual Education Plan (IEP) as defined by the eligibility requirements outlined in the Idaho Special Education Manual.

Limited English Proficiency (LEP) – Students who are defined as Limited English Proficient are determined as such through Idaho's ELL placement test and are served through LEP programs within Idaho districts. Idaho also defines students in the US school system for the first year to be LEP1 students. Currently, these students take the Idaho English Language Assessment (IELA) and therefore are exempted from taking the ISAT Reading and ISAT Language Usage tests; however, LEP 1 students must take the ISAT Math. The scores for LEP1 students are not included in the proficiency calculations for schools or districts. Idaho will continue this practice and the definition of LEP students will remain the same. In addition, Idaho will also remove LEP students within the first three years (LEP1, LEP2, LEP3) of being new to a US school from the Achievement calculations. LEP2 and LEP3 students will be included in the Growth to Achievement and Growth to Achievement Subgroups calculations. With the introduction of the growth model, districts and schools will be afforded the opportunity to illustrate the growth and progress made toward proficiency without the penalty of not proficient students who are still learning the English language. This methodology will allow the school system to make sufficient progress in English proficiency instruction prior to a determination about subject area proficiency, while at the same time holding the school accountable for the student's growth in those areas.

Due to the limited sizes of most subgroups in Idaho, Idaho will deploy the following business rules in the subgroup calculations. Idaho will first calculate the Growth to Achievement Subgroups by each of the four listed subgroups (LEP, Students with Disabilities, Free and Reduced Lunch eligible students, Minority Students). If a school has all four subgroups, those subgroups will be calculated based on the performance of each subgroup. However, given that a large number of Idaho schools do not have subgroups that meet the N>=25 threshold, Idaho is ensuring that all students who traditionally have been identified as having gaps in performance, be accounted for by combing those four groups into one subgroup. Each student, regardless of multiple subgroup designations, shall only be counted once in the total subgroup.
The median growth will be calculated for that total subgroup for each subject area. If a school has no subgroups, even after combining all four of the identified subgroups, the points eligible for the Growth to Achievement Subgroups shall be awarded based on the overall Growth to Achievement of the school.

This methodology uses a two-fold approach to ensure students most at risk are identified in some way. Idaho first will award points for subgroups. If that is not possible, Idaho will combine the subgroups to ensure those students' growth to achievement is built into the accountability matrix. Under the current system and without this grouping, it would be possible for small subgroups of students to only be accounted for in the overall calculations and therefore masking their performance or gaps. All subgroup performance, including public reporting separately all ethnicity and races, will be publicly reported as is currently the practice by Idaho for groups of N>=10.

Schools will receive a report that utilizes the elements reported in Table 9.

Table 9
Growth to Achievement Subgroups Distribution

Growth to Achievement Subgroups	Points Earned	Points Eligible	N	Median Student Growth Percentile (SGP)	Median Adequate Growth Percentile (AGP)	Made Adequate Growth?
Reading		**20**				
Free/Reduced Lunch Eligible		5				
Minority Students		5				
Students with Disabilities		5				
Limited English Proficient Students		5				
Language Usage		**20**				
Free/Reduced Lunch Eligible		5				
Minority Students		5				
Students with Disabilities		5				
Limited English Proficient Students		5				
Mathematics		**20**				
Free/Reduced Lunch Eligible		5				
Minority Students		5				
Students with Disabilities		5				
Limited English Proficient Students		5				
Total		60				
Percentage of Points	Total/60 = X%					
Total Points Awarded	X * 20 (Schools with Grade 12) X * 25 (All other Schools)					

The percentage of points awarded will be scaled for the total points for schools to the appropriate weighting. For example, an elementary school that receives 50/60 points will have received 83.3% of the points and will be given 17 of the 20 total points for this metric. A high school that receives the same 50/60 points will be given 21 out a total of 25 points.

POSTSECONDARY AND CAREER READINESS

Idaho has created a foundation for rewarding schools and districts that increase the postsecondary and career readiness of their students. In 2007, the Idaho State Board of Education (ISBE) and Idaho Legislature approved an administrative rule (which has the force of law in Idaho) that all 11th grade students must take one of the four college entrance or placement exams (SAT, ACT, ACCUPLACER, or COMPASS) beginning with the graduating class of 2013. In 2011, Idaho signed a contract with the College Board to provide the SAT or ACCUPLACER to all 11th grade students at no cost to them.

Students who would receive a non-reportable score due to the accommodations required by their Individualized Education Plan (IEP) are exempt from this rule. However, given that there are a variety of options; counselors are being trained in the best way to include all students without violating an IEP. In April 2012, Idaho will administer the first round of SAT and ACCUPLACER exams. Additionally, Idaho passed legislation during the 2011 legislative session wherein the State will pay for dual credit enrollment up to 36 credits for any student who has completed all State graduation requirements prior to their senior year. Dual credit enrollment has been a focus of Idaho for several years. ISBE has set a goal for Idaho students to complete 180,000 dual credits per year. This legislation also provided the funding required to increasing the numbers by giving students greater access to dual credit opportunities. Idaho has provided a number of opportunities, but fundamentally believes that the same foundational skills in mathematics and English language arts are needed for postsecondary and career success.

Within this metric, there are three categories; each given equal weight. The first, graduation rate, will be calculated using the NCES formula that is currently used by Idaho and described in the State's approved NCLB accountability workbook. See the formula below.

$$G = c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^{9}}$$

Where

G	=	graduation rate.
c_{st}^{long}	=	four-year completion rate for state *s* at year *t*.
g_{st}	=	number of high school completers at year *t*.
d_{st}^{12}	=	number of grade 12 dropouts at year *t*.
$d_{s(t-1)}^{11}$	=	number of grade 11 dropouts at year *t*-1.
$d_{s(t-2)}^{10}$	=	number of grade 10 dropouts at year *t*-2.
$d_{s(t-3)}^{9}$	=	number of grade 9 dropouts at year *t*-3.

Idaho's graduation rate goal is 90%. As per the agreement with ED to implement the cohort-based graduation rate in 2013-14, Idaho will switch to the cohort-based graduation rate and reset the graduation rate goal at that time. The point distribution for graduation rates is as follows:

Table 10
Graduation Rate Eligible Points

Graduation Rates	Points Eligible
90% - 100%	5
81% -89%	4
71% - 80%	3
61% - 70%	2
≤ 60%	1

The second category is College Entrance and Placement Exams. In addition to the reading and mathematics Idaho Standards Achievement Tests (ISAT) and Idaho Standards Achievement Tests-Alternate (ISAT-Alt), Idaho will also include in the metric results from the SAT, ACT, ACCUPLACER, and COMPASS. The Idaho State Board of Education passed Idaho Administrative Code requiring all students, beginning with the graduating class of 2012-13, to take one of the four listed college entrance/placement exams by the end of their junior year (IDAPA 08.02.03.105.03).

Idaho will establish a benchmark score that has the highest probability that the student will not need remediation for each exam and the metric will give points for the percentage of students that reach these set benchmarks. For example, the College Board has established that a composite score of 1550 on the SAT indicates an increased probability of success (defined as a freshman average grade of B- or higher) in college. This benchmark will be evaluated to determine the score where students are best prepared for college and professional technical courses. During the summer of 2012, the colleges and universities in Idaho will convene to agree upon a set cut score for the ACCUPLACER. That score will be used for this measure. The benchmarks for the ACT and COMPASS will either be set by the same process and adopted by the State Board of Education or be set by the Idaho State Board of Education based on past placement requirements of the state colleges and universities.

Table 11
College Entrance/Placement Exam Eligible Points

Percent of Students Meeting the College Entrance or Placement Exam Benchmark	Points Eligible
80% - 100%	5
65% - 79%	4
55% - 64%	3
40% - 55%	2
≤ 39%	1

The third metric is Advanced Opportunities which includes both the percent of students who completed and the percent who earn a grade of C or better on an Advanced Placement (AP), International Baccalaureate (IB), or dual credit or tech prep course. Eligible students in this category are all public school juniors and seniors. The first measure considers the total number of students eligible for such courses (as defined in IDAPA 08.02.03. 106.02) to be all juniors and seniors and the percent of the eligible students who took one or more courses. The second measure is a cumulative percentage of the number of courses taken by any eligible students who completed a course. If a student takes multiple courses, the higher of the two course grades will be calculated into the matrix.

Table 12
Advanced Opportunities Eligible Points

Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
Percent Completing Advanced Opportunity	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50% - 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

Table 13
Overall Points for Postsecondary and Career Readiness Measures

Postsecondary and Career Readiness	Points Earned	Points Eligible	Total %
Graduation Rate		5	
College Entrance/Placement Exams		5	
Advanced Opportunities		5	
Total		15	
Percentage of Points	Total/15 =X%		
Total Points Awarded	X * 30 (Schools with Grade 12) N/A (All other Schools)		

The percentage of points awarded will be scaled for the total points for schools with a grade 12 to the appropriate weighting. For example, a high school that receives 13/15 points will have received 86.7% of the points and will be given 26 of the 30 total points for this metric. Schools with no grade 12 will not be rated on this metric. The distribution of the points for schools without grade 12 is more heavily weighted in the first three metrics.

PARTICIPATION

All schools and districts must have at least a 95% participation rate in the State assessments for all of their students, including all subgroups, or the star rating for the school or district will be dropped one star.

STAR RATING

All the above measures are rolled into a cumulative measure that results in a star rating of one to five.

Table 14 illustrates how the star rating system is operationalized with all four of the measures. The star rating system follows the total number of points. Districts default to the schools with Grade 12 metric unless the district does not include Grade 12.

Table 14
Star Rating Point Range

Star Rating	Total Point Range
*****	83-100
****	67-82
***	54-66
**	40-53
*	≤39

Table 15
Example Overall Rating Chart for A School with Grade 12

Accountability Measures	Points Achieved	Points Eligible	Star Rating
Achievement	10	20	
Growth to Achievement	20	30	
Growth to Achievement Gaps	10	20	
Postsecondary and Career Readiness	25	30	
TOTAL	65	100	***
Participation Rates	Were at least 95% of students tested?	Yes	***
STAR RATING	Three Star		

Table 16
Example Overall Rating Chart for A School without Grade 12

Accountability Measures	Points Achieved	Points Eligible	Star Rating
Achievement	20	25	
Growth to Achievement	40	50	
Growth to Achievement Gaps	20	25	
TOTAL	80	100	****
Participation Rates	Were at least 95% of students Tested?	No, star rating drops 1	***
STAR RATING	Three Star		

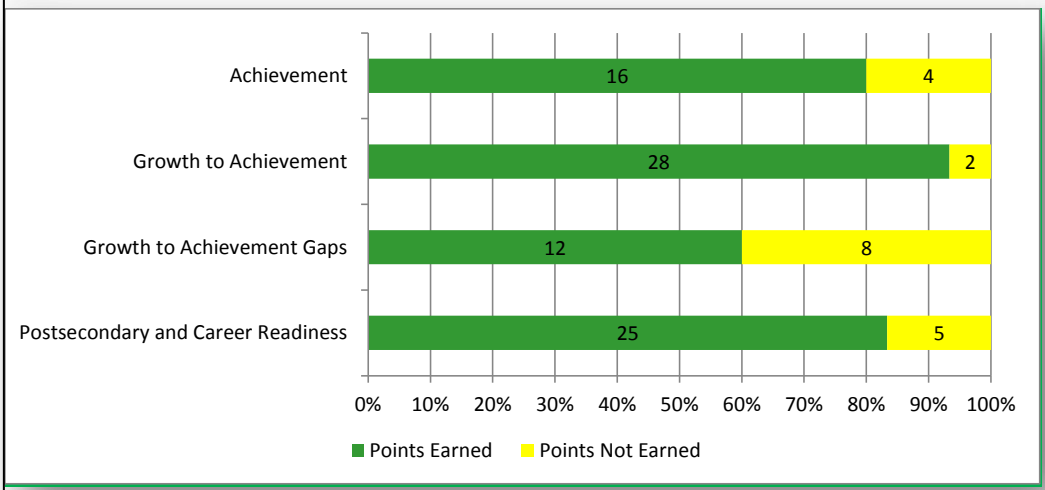
ACCOUNTABILITY REPORT CARD

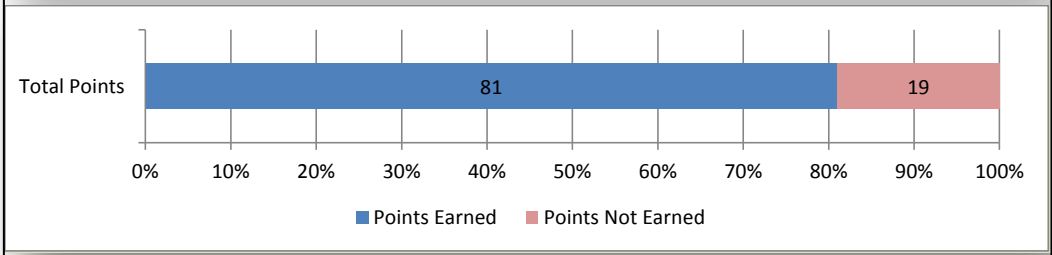
The State has historically made accountability results known at the school and district level on its website in the form of a Report Card house at http://devapps.sde.idaho.gov/reportcard. ISDE will continue this practice. The report card has included tabs that highlight Adequate Yearly Progress (AYP), general assessment results, teacher quality, and graduation rates. The Report Card will maintain this basic structure. However, the AYP tab will be replaced for each school and district with a report that displays the following data elements and information as shown in Table 17.

Table 17
Example School Report Card

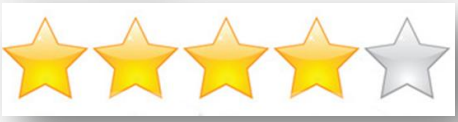
Annual Report Card (2012-2013):

Lincoln High School
Generic School District #999





2012-2013 School Year Star Rating:



The use of this Report Card format will facilitate broader stakeholder understanding of the data metrics behind the school's overall Star Rating. Stakeholders will be able to explore the data more deeply by visiting the other tabs that detail the underlying data, such as assessment results broken out by grade level.

PART II: REWARDS AND SANCTIONS

The primary elements of Idaho's differentiated system of recognition, accountability, and support are:

1. Differentiated levels of rewards, sanctions, and consequences;
2. The WISE Tool Improvement Planning process;
3. Diagnostic reviews to assess local capacity, and
4. A Statewide System of Support that utilizes tiered levels of intensity and state intervention.

This section first provides a table for an overview of the rewards and sanctions at both the district and school level. Table 18 and Table 19 explains each of the elements of the system (Recognition and Rewards, WISE Tool planning, Statewide System of Support, School Choice, Supplemental Tutoring Services, Professional Development Set Aside, and State Funding Alignment).

Table 18
Rewards and Sanctions Overview – District Level

Districts	Five Star	Four Star	Three Star*	Two Star†	One Star
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
WISE Tool	Optional (Continuous Improvement Plan)	Optional (Continuous Improvement Plan) *However, must coordinate district planning requirements with any One or Two-Star school level plans*	Continuous Improvement Plan *However, must coordinate district planning requirements with any One or Two-Star school level plans*	Rapid Improvement Plan *Also: Must coordinate district planning requirements with any One or Two-Star school level plans*	Turnaround Plan *Also: Must coordinate district planning requirements with any One or Two-Star school level plans*
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
Family and Student Support Options • **Supplemental Tutoring Services** • **School Choice**	Must provide for eligible students in One or Two-Star schools	Must provide for eligible students in One or Two-Star schools	Must provide for eligible students in One or Two-Star schools	Must provide for eligible students in district	Must provide for eligible students in district
Professional Development Set-Aside	Optional	Optional	Optional	Required 10% of District Title I funds	Required 10% of District Title I funds
State Funding Alignment Requirements‡	No additional requirements	No additional requirements	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds

* Three, four, and five three star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.
† One and two star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.
‡ State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining 1 and 2-year teacher contracts. Further inclusion in the plans includes a provision for focus on the teacher and administrator evaluation plans and how parental input will be included.

Table 19
Rewards and Sanctions Overview – School Level

Schools	Five Star	Four Star	Three Star[§]	Two Star[**]	One Star
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
WISE Tool	Optional (Continuous Improvement Plan)	Optional (Continuous Improvement Plan)	Continuous Improvement Plan	Rapid Improvement Plan	Turnaround Plan
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
Family and Student Support Options • **Supplemental Tutoring Services** • **School Choice**	Optional	Optional	Optional	Must provide for eligible students	Must provide for eligible students
Professional Development Set-Aside	Optional	Optional	Optional	Required 10% of school Title I funding allocation NOTE: *This amount may aggregate into the District 10% set-aside*	Required 10% of school Title I funding allocation NOTE: *This amount may aggregate into the District 10% set-aside*
State Funding Alignment Requirements[††]	No additional requirements	No additional requirements	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds

[§] Three, four, and five three star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.

[**] One and two star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.

[††] State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining 1 and 2-year teacher contracts. Further inclusion in the plans includes a provision for focus on the teacher and administrator evaluation plans and how parental input will be included.

RECOGNITION AND REWARDS

Idaho will replace its current reward system with **one** reward for schools that earn "Five Star School" status under the State's next generation accountability plan. Five Star Schools will be determined under Idaho's new Accountability Plan (*as described in Part I of this section*). A school must be a Five Star School in order to be nominated for national awards such as the National Blue Ribbon Award and Distinguished School Awards.

Both Five Star and Four Star schools will be publicly recognized for their achievement through media releases and through ISDE's websites and social media outlets.

PRIORITY AND FOCUS SCHOOLS OVERVIEW

Idaho is placing an emphasis on the accountability and support systems necessary for One and Two Star Schools (Priority and Focus Schools). The tables provided above for the Rewards and Sanctions Overview designation schools in the One and Two-Star categories based on entrance and exit criteria. The Turnaround Plan and associated requirements are the expectations for One Star Schools (i.e., Priority Schools). The Rapid Improvement Plan and associated requirements are to be implemented in Two Star Schools (i.e., Focus Schools). Charts 1 and 2 on the following page depict the relationship between the accountability requirements and support mechanisms available to One and Two-Star Schools.

Chart 1

Relationship of Accountability and System of Support for One-Star Schools

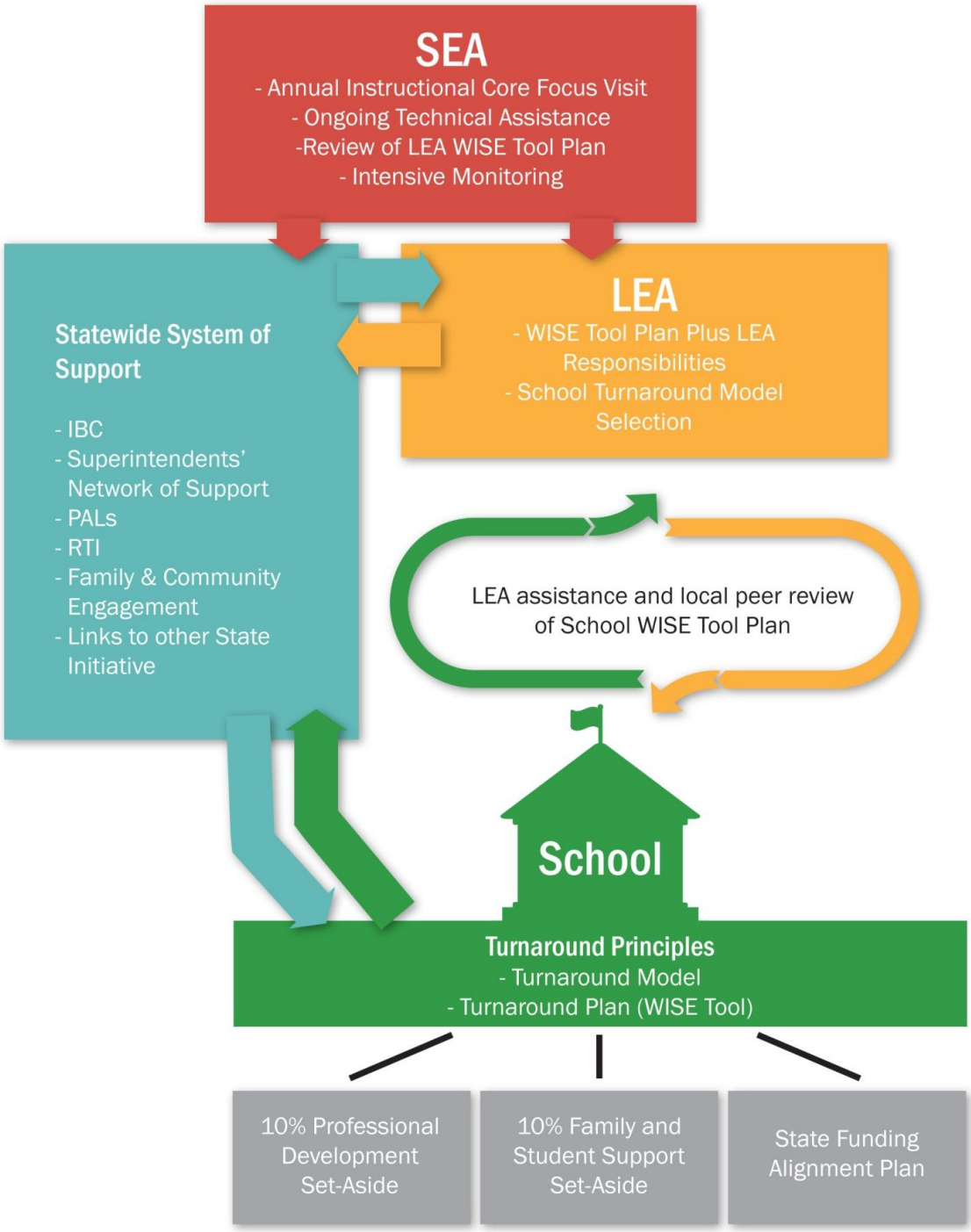
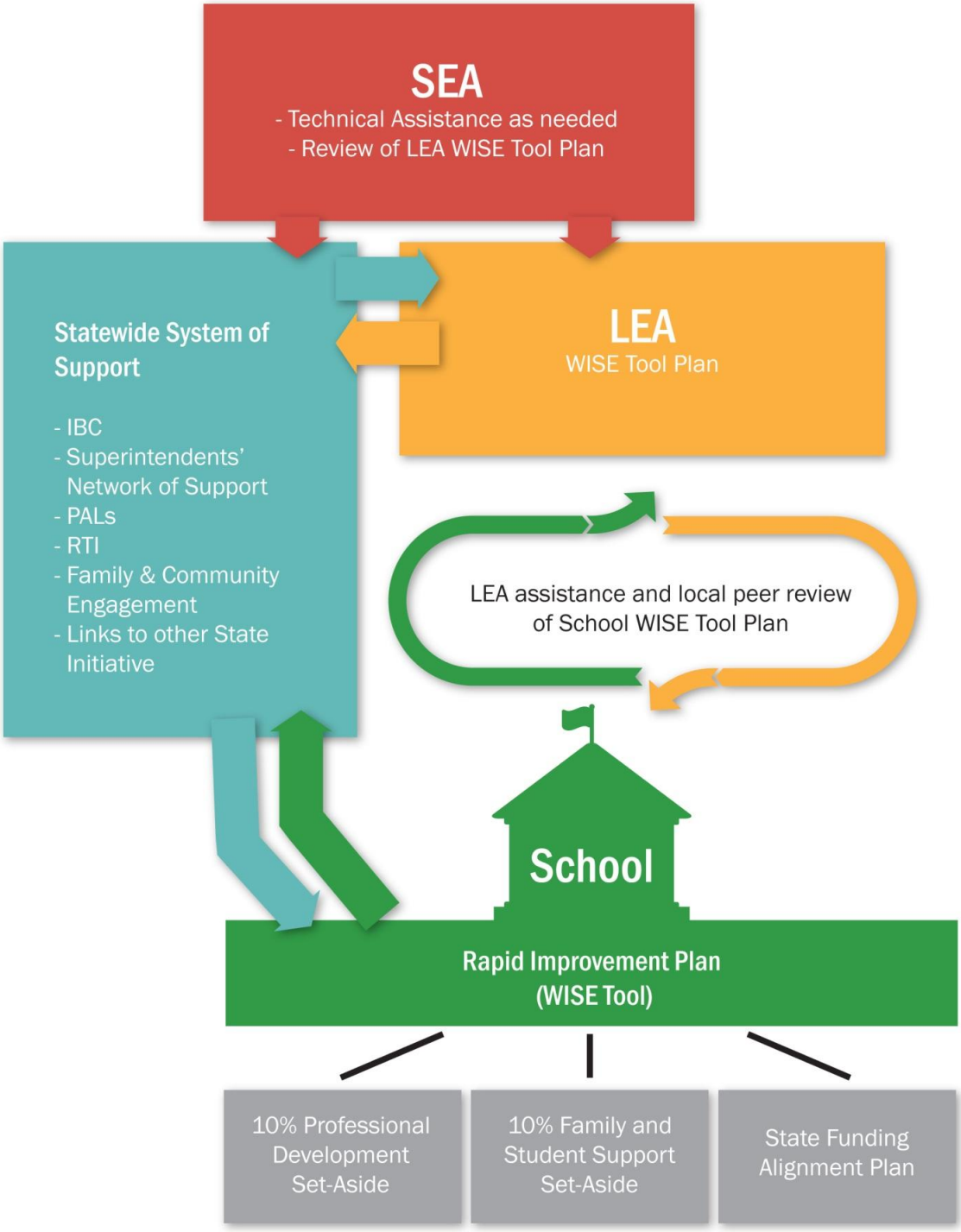


Chart 2

Relationship of Accountability and System of Support for Two-Star Schools



WISE TOOL

In 2009, the national Center on Innovation and Improvement's (CII – a center funded by the U.S. Department of Education to provide schools and districts with the information and skills they need to make wise decisions on behalf of students) asked Idaho to participate in the first cohort of the Academy of Pacesetting States. Participation in the CII Academy of Pacesetting States and the use of its tools has also served to significantly shape the evolution of the State's model for differentiated support. The WISE Tool, an online strategic planning process, is Idaho's version of the CII Indistar online strategic planning tool.

Idaho has divided responsibility for compliance into two areas: (a) applications for basic funding and assurances of compliance to ESEA and State requirements; and (b) planning tools for system improvement. Anything related to the former goes into our Consolidated Federal and State Grant Application (CFSGA). Anything related to the latter goes into the WISE Tool. What does not fit into the actual format of the WISE Tool, but which fits the intent of improvement planning, gets embedded within a dashboard that CII makes available when logging into the WISE Tool. CII customizes the dashboard for our state, which makes our state able to adapt quickly to new directions.

There are three levels of planning that Idaho makes available to schools and districts through the accountability and support system. The levels are differentiated to best meet the needs of the students in that school or district. The least intensive level is the Continuous Improvement Plan, which Three-Star Schools will utilize. The moderate level is the Rapid Improvement Plan, which Two-Star Schools will utilize. The most intensive level is the Turnaround Plan, which One-Star Schools will utilize. The planning requirements for each level are outlined in ISDE's *District and School Improvement Planning & Implementation Workbook* (Full document is available online at http://www.sde.idaho.gov/site/schoolImprovement/)

Continuous Improvement Plan

- **Schools --** The Continuous Improvement Plan provides the full set of indicators available through the WISE Tool. There are over 200 indicators in the school level tool. Because schools in this level have a basic level of capacity and performance that is approaching State expectations, providing the larger set of indicators allows schools to customize and fine tune their planning without as much prescription from the state.

- **Districts --** The district level Continuous Improvement Plan is also designed by CII and fits within the same online planning model. It is made up of a smaller set of indicators that relate to district context or governance; leadership; and curriculum, instruction, and assessment. Districts in this planning category are allowed significant flexibility in the choice of indicators used for planning.

Rapid Improvement Plan

- **Schools --** The Rapid Improvement Plan is made up of a sub-set of approximately 90 indicators within the WISE Tool. These indicators are those which have been identified by CII as the highest impact indicators in order to achieve rapid improvement.

- ISDE has rank-ordered these as to the most important for schools in the Focus category as defined in the ESEA Flexibility guidelines. Because these schools demonstrate the largest within school achievement gaps, the State's theory of action is that the school system is not as healthy as it should be, and that by addressing these high impact indicators, the school will get the most immediate return on investment.

  ISDE requires schools to plan for these indicators in stages; not all of them are required in any given year. This is to promote freedom of choice (i.e., self-selection of where to start) and buy-in at the local level. It is also to facilitate true planning, rather than a compliance mindset. However, the State does review the plans and expects the plan to reflect feedback provided to the school and the district through the Instructional Core Focus Visit[10], if applicable. During a Focus Visit, a group of experts from the ISDE evaluates instructional programs and the leadership and governance structure at a school and district. (See Section 2.E.iii for more detail on Focus Visits.) The State review and the use of the Focus Visit will ensure that the plan addresses any subgroups who are underperforming. In balancing a degree of freedom for affected schools with a degree of prescription, ISDE aims to cultivate leadership capacity so that reform is sustained in the long term.

- **Districts --** The district level Rapid Improvement Plan consists of the same indicators as those within the continuous improvement model. Districts in this planning category are allowed still allowed flexibility in the choice of indicators used for planning, but are required to address a few specific indicators deemed critical to rapid improvement.

Turnaround Plan

- **Schools --** The Turnaround Plan is a hybrid of the Rapid Improvement Plan described above and the Transformation Toolkit provided by CII. The Transformation Toolkit is a companion planning process within Indistar. The indicators were designed by CII specifically as part of the changes in the School Improvement Grants (SIG) under ESEA 1003g that occurred in FY 2009. These indicators have a comprehensive focus on the strands of the turnaround principles (e.g., teachers and leaders, governance, instructional and support strategies, and learning time).
  Idaho has taken a scaffolded approach to the use of the Transformation Toolkit.

[10] An Instructional Core Visit is an intensive evaluation of a school and district including observations of 100% of the classes, interviews with at least 60% of the staff, and interviews with parents and community members. The data are gathered against 49 indicators indicative of where the more intensive need and focus should be for the Turnaround Plan.

For schools with greater capacity, the Turnaround Plan is a combination of all the requirements for the Rapid Improvement Plan and specific portions that are extracted from the Transformation Toolkit. For contexts in which the need is more severe, the State directs the school to have a plan that solely uses the breadth and depth of the Transformation Toolkit. Districts with schools in the One Star category are required to support the Turnaround Plan with a specific set of indicators that describe how they will oversee the transformation of the school.

For example, districts have to identify what types of governance and staffing changes will occur prior to the school completing its level of planning.

- **Districts --** The district level Turnaround Plan is made up of the same indicators as those within the continuous improvement model. Districts in this planning category are allowed little flexibility in the choice of indicators used for planning, and are required to address a few specific indicators deemed critical to rapid improvement. Planning at this level requires local Board of Trustee action and must address specific leadership actions similar to school level Turnaround Principles.

Transition Period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. The existing NCLB improvement timeline will continue to be in place until spring 2013. However, an initial Star-Rating will be available to schools and districts by fall 2012. Therefore, there will be a transition period in which schools have labels under two systems. In order to provide clarity of the requirements for 2012-2013, the following table. Table 20 details how the requirements of the two systems will integrate for a one year period. The table explains what each level of NCLB School Improvement Status is required to do depending on the star rating earned at the end of 2011-2012. The requirements balance the new and old systems to alleviate burden where possible and maintain strong accountability where performance is low.

Table 20
Transitional Period School Improvement Requirements

NCLB Status 2012-2013	Star Rating for 2012-2013			
	Five or Four Stars	***Three Star***	***Two Star***	***One Star***
School Improvement (SI) Year 1	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan School Choice	Continuous Improvement Plan School Choice
SI Year 2	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan School Choice STS	Continuous Improvement Plan School Choice STS
Corrective Action *(SI Year 3)*	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan	Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan
Restructuring Year 1: Planning *(SI Year 4)*	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan School Choice STS State Funding Alignment Plan	NCLB Restructuring Plan School Choice STS State Funding Alignment Plan
Restructuring Year 2 (or beyond): Plan Implementation *(SI Year 5+)*	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan	NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan

STATEWIDE SYSTEM OF SUPPORT

The Statewide System of Support (SSOS) team problem solves to find solutions to local contexts and pulls from a variety of programs and strategies to build the capacity of leaders for sustainable improvement.

The Statewide System of Support team oversees the implementation of the following services directly:

- ✓ Idaho Building Capacity Project
- ✓ Principals Academy of Leadership
- ✓ Superintendents Network of Support
- ✓ Response to Intervention
- ✓ Family and Community Engagement
- ✓ Instructional Core Focus Visits
- ✓ WISE Tool Improvement Planning Supports – Local Peer Review

Idaho Building Capacity Project -- The Idaho Building Capacity (IBC) Project, began in 2008, is a cornerstone of Idaho's Statewide System of Support for Idaho schools and districts that are in need of substantial improvement. Cultivation of leadership in rural and remote areas within Idaho is a key focus. In partnership with Boise State University, Idaho State University, and University of Idaho. This amounts to over 10 percent of all schools in the state, over 30 percent of schools in improvement status, and over 30 percent of the districts in the state. ISDE has delivered this assistance to over 60 schools in more than 40 districts each year throughout every region of the State. Under the Idaho Accountability Plan, this project has the capacity to serve more than just the lowest performing 15 percent, but will target and prioritize One and Two Star schools.

The IBC project hires highly distinguished educators trained by the State to assist school and district leaders. Capacity Builders (CBs) are assigned to all participating schools and districts within the IBC network. CBs coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or district system. Capacity Builders are provided with a tool kit of school improvement resources, and, in partnership with school and district leaders, help create and implement a customized school improvement plan.

Principals Academy of Leadership -- The Idaho Principals Academy of Leadership (PALs) project was developed by ISDE to support the work of building level administration in improving outcomes for all students by focusing on the quality of instruction. PALs is a professional learning community structured for building level administration to provide a learning environment focused on increasing the effectiveness to the Instructional Core. Principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the Instructional Core.

Strands of study include activities such as:

- Evaluating Leadership Frameworks and Turnaround Leadership Competencies.
- Supporting Instructional Rounds and Classroom Observations.
- Implementing personal professional growth plans based on self-evaluations.
- Networking with collegial conversation, collaboration and relationship building.

PALs serves as a resource for principals in Turnaround Plan schools in order to support and build their capacity in specific aspects of leadership. Whereas participation in IBC requires a three-year commitment to developing the leader and leadership team capacity for improvement in a school related to the specific context of the school's needs, PALs provides training unique to the principal regarding higher level perspectives on leadership.

Superintendents Network of Support -- The Idaho Superintendents Network of Support project was developed by the ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of district leaders in improving outcomes for all students by focusing on the quality of instruction.

The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. They support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their districts. The Department acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the State together to discuss self-identified issues.

Topics for discussion include:

- Improved Outcomes for Students
- Working with Stakeholders
- Transforming District Central Offices for Learning Improvements
- Creating and Supporting District and Building Level Leaders
- Analyzing Teaching and Learning through Data
- Balancing Political Forces
- Value, Ethics and Beliefs: Moral Purpose of Leadership

The Superintendents Network of Support also serves as a resource for superintendents in districts with schools that are in the One, Two, and Three Star status in order to support and build their capacity in specific aspects of leadership.

Response to Intervention -- Response to Intervention (RTI) is a framework originally advocated by the National Association of State Directors of Special Education. RTI is a systemic approach that schools can use to better meet the needs of all learners, but it is also well suited for students with disabilities who have a Specific Learning Disability (SLD).

Idaho has intentionally increased use of RTI as a framework for continuous school improvement. RTI integrates assessment, intervention, and curriculum planning responsive to student data within a multi-level prevention system in order to maximize achievement for all students. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor students' learning progress, provide evidence-based interventions depending on a student's responsiveness, and identify students with learning or other disabilities, as defined by State law. Additionally, schools use the data gained to determine the effectiveness of intervention and core program instructional practices. Therefore, the feedback loop is able to be completed at all levels within a school: individual students, small intervention groups, whole class performance, whole grade level performance, and whole school performance.

In addition to the historical development of RTI, in the past three years Idaho has partnered with the National Center on Response to Intervention (NCRTI) to fine–tune and scale up implementation of RTI practices as part of our Statewide System of Support.

NCRTI has helped the State to further refine its working definition of RTI in a way that can apply to all schools and districts and within all subject areas, as opposed to just with the early implementation in the area of elementary literacy. Work with NCRTI has also helped the State explicitly tie the essential components of RTI into its larger school improvement model tools and framework: the WISE Tool and the Nine Characteristics of High Performing Schools. The four essential components of RTI match up with general school improvement and aspects of the ESEA Turnaround Principles very well:

- A school-wide, multi-tiered instructional and behavioral system for preventing student failure.
- Screening.
- Progress Monitoring.
- Data-based decision-making for instruction, movement within the multi-tiered prevention system, and identification of disabilities in accordance with State law.

The essential components of RTI and the Statewide System of Support components are tightly connected within Idaho's system (More on Idaho's RTI process is online at http://www.sde.idaho.gov/site/rti/.)

Family and Community Engagement -- ISDE has built a system to engage parents within the improvement process as well. The Family and Community Engagement Coordinator identifies, plans, and implements methods that would support district leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

Idaho has partnered with the Academic Development Institute (ADI), the parent organization for the Center on Innovation and Improvement (CII), to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices.
The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan.

As described on the FET website (www.families-schools.org/FETindex.htm), the tool provides:

- A structured process for school teams working to strengthen family engagement through the school improvement plan.
- Purposeful family engagement that is linked to student learning.

- Rubrics for improving district and school family engagement policies, the home-school compact, and other policies connected to family engagement.
- Documentation of the school's work for the district and State.
- A reservoir of family engagement resource for use by the school.

The FET is a supplemental tool that is closely aligned with the WISE Tool indicators and planning components related to engaging families and communities in academic improvement across the system. The Statewide System of Support team coordinates services among and between the various programs, such as the Idaho Building Capacity Project and others, in order to assist leaders in knowing how to engage families and their communities at large in the work of school improvement.

Instructional Core Focus Visit -- To determine existing capacity, the state uses the Focus Visit process, a modification of CII's *Patterns of Practice Guide*. Focus Visits use 49 indicators from the WISE Tool and collect evidence of practices associated with substantial school improvement. Data are collected by an external team of reviewers with expertise in the characteristics of effective schools. The external team observes 100 percent of the teachers, including teachers of special populations. Observational data are collected for a sub-set of the indicators that coincide with our statewide teacher evaluation. A protocol linked to the indicators is also used to interview individuals (at least 60 percent of the certified teaching staff and all administrators) and identify recurring themes. Focus groups are conducted in each school for parents, students, non-certified staff (e.g., cooks, custodians, paraprofessionals), and teachers. All data are then analyzed and triangulated to describe the practices of the system. Resulting recommendations are made to district leadership regarding appropriate next steps, especially in the area of leadership capacity and the turnaround principles. Focus Visits recur once a year for three years to maintain a balance of positive support and pressure and to help determine further state supports and/or interventions. Since the protocol is linked to the WISE Tool, recommendations directly tie back to school and district improvement plans and processes, which enhance ongoing assistance efforts. Recommendations will also include connections to programs, technical assistance, and training opportunities that match the needs of the school or district. Table 21 illustrates some examples of opportunities the state can recommend under four key areas of the system.

Table 21
Sample Support, Technical Assistance, and Training Opportunities

Teachers and Leaders
• State training for teacher and administrator evaluation. • Enroll in the Principals Academy of Leadership. • Enroll in the Superintendents Network of Support. • Enroll in the Idaho Building Capacity Project. • Technical assistance on the alignment of pay-for-performance and other state funds with turnaround principles.
Instructional and Support Strategies
• Enroll school leadership in RTI training opportunities. • Provide a Mathematical Thinking for Instruction (MTI) course to the school to align it with the Idaho Math Initiative and/or follow up visits from Regional Mathematics Specialists. • Training on the Common Core State Standards and technical assistance with how to align curriculum, instruction, and assessment practices. • Training in the state's instructional management system as a support for data utilization and curricular planning. • Technical assistance with ELL program design, training on the new WIDA standards, and technical assistance on aligning WIDA standards with RTI practices. • Targeted training to the school or district regarding the SMARTER Balanced Assessments.
Learning Time and Support
• Technical assistance on how to redesign the school day using supplemental tutoring services and/or other opportunities (e.g., 21st Century Community Learning Centers). • Access to and support with the Family Engagement Tool (FET). • Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process. • School or district-wide training on Positive Behavior Intervention Supports (PBIS).
Governance
• Technical assistance in the design of governance policies and practices. • Recommendations about capacity of school and/or district leadership resulting from Instructional Core Focus Visits. • Technical assistance in the alignment of state funds (e.g., technology funds, dual credit, pay-for-performance, etc.) with turnaround principles and the policies necessary to ensure their success.

In addition to the system-wide recommendations that can be made, Focus Visits provide a diagnostic review which gives district leadership the information necessary to meet the first turnaround principle (providing strong, effective leadership). From the initial Focus Visit, the district and the SEA will have sufficient information to determine whether the principal should be replaced or has sufficient capacity. This must be reflected in the school's Turnaround Plan.

The Focus Visit provides a depth and breadth of information about district leadership capacity as well. This assists with the State's determinations about the potential need for changes in district leadership, and the degree to which intervention from the state is required. Due to the complexities of local control, special consideration is given to the needs of district leadership. At times, districts are in need of improvement due to governance issues that can be changed through coaching of the superintendent and cabinet level staff. For this, the state will utilize support mechanisms to provide coaching. In other contexts, district leaders (e.g., superintendents or cabinet staff) may not have the capacity or may be unresponsive to external support. In this situation, the state will work directly with the local board of trustees to make recommendations regarding staffing. Recommendations may be paired with positive or negative incentives for change, such as providing extra grant funding to solve specific concerns or withholding funding until conditions are met. In rare cases, district leaders have sufficient capacity and are responsive to supports, but they are restrained by decision making and policies of the local school board.

In severe circumstances, the state will work directly with the community to inform stakeholders about the needs of their district since only the local community can facilitate a change in trustee membership.

Under these conditions, the State reserves the right to withhold any or all federal funding for use in providing services directly to the students, families, and community of that school district in a manner that will ultimately result in turning around the performance of the district.

Such services may include, but are not limited to:

- Contracting services, such as before and after school tutoring for students
- Providing transportation of students to other school districts
- Enrolling students in a virtual charter school and redirecting funds to that school
- Reserving a percentage of funds for the state to conduct public meetings, provide public notices, and work with the public to make necessary decisions about yearly school board elections

WISE Tool Improvement Planning Supports: Local Peer Review -- ISDE supports the development of school and district leadership capacity through a state and local improvement plan review process that builds a common vision. The State expects districts to be the first line of support for the lowest performing schools and provides training to district leadership teams to fulfill this role. The state has developed a common language regarding the characteristics of effective schools that is designed into the WISE Tool and its improvement planning processes.

When school-level plans are required (One, Two, and Three Star Schools), the State expects districts to provide technical assistance at every point prior to submission of the plan to the State. Thus, the State provides a rubric for districts to use in the review of school plans and requires districts to submit copies of their review rubric to the state to demonstrate that assistance has been provided. The expectation is that the district will use standards of review equal to or higher than what the State has described during district training opportunities, that it will work with the school until planning and implementation meets with local standards, and that it will not submit a plan until it is of high quality. The state then conducts an independent review and returns that feedback to the district and school. Where there are differences in state and local scoring of the rubric, the State returns the plan for revisions, which creates a space for conversation around what effective practice and planning truly are and leads to determinations about the types of technical assistance the State needs to provide to the district. This design encourages a capacity building relationship between the State and district and the district and school. With this in mind, peer review of improvement plans is a critical component of the state's accountability model. It enables collective knowledge to be built at the school, district, and state level.

FAMILY AND STUDENT SUPPORT OPTIONS

School Choice

Idaho will require School Choice only in its lowest performing schools and districts that are identified under the One Star and Two Star categories. One Star and Two Star districts and districts with One Star and Two Star schools must adhere to the following requirements to offer school choice:

- First, the district must set aside a full 10 percent of its Title I-A funds for Supplemental Tutoring Services and Choice Related Transportation.
- Second, the district must send notification to eligible students[11] at least 14 days prior to the beginning of the first day of school.
- Third, the district must offer School Choice for any school within the district that is identified as a Two Star or One Star school.
- Lastly, a district with an open enrollment policy may use this to fulfill the requirements of school choice so long as it can demonstrate that the impacted students eligible for choice have equitable opportunity for enrollment and transportation.

School choice can be met through the use of the Idaho Education Network and virtual charter schools as well as any public school in the State.

Transition period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. Existing NCLB improvement timelines will continue to be in place until Spring 2013.

[4] Districts that have met their School Choice and Supplemental Tutoring Services obligations may reduce the amount of the 10 percent set-aside according to rules defined in Attachment 12 on set-aside requirements

[11] Eligible students are those who are classified as basic or below basic in any of the subject areas within the accountability system. Attachment 14 – Family and Student Support Options

However, in order to transition to the new accountability system, any district or school that currently is required to offer school choice may immediately take advantage of the flexibility described by the definition of school choice in this waiver.

In other words, any school in improvement, corrective action, or restructuring must continue to offer school choice but may meet its obligation under the new definition for eligibility and set-asides outlined in this waiver application.

Supplemental Tutoring Services

Supplemental Tutoring Services (STS) will take the place of Supplemental Education Services (SES) and will be required in all One and Two Star schools and districts. STS shall be defined as additional academic support provided to eligible students[12] to enable them to catch up or keep up to standards and expectations in core academic content areas. This may include social and emotional support mechanisms, provided that they are strategically linked back to core academic content subjects in a meaningful way. Addition academic supports through STS must be provided in such a way as to extend learning time beyond the regular school day.

Therefore, STS must occur outside of the time allotment that counts toward Average Daily Attendance. This may be before school, after school, during the summer, or within the school day if the program is designed to extend learning time beyond that which is required by the State or if it provides support during times not traditionally scheduled for classes (e.g., lunchtime tutoring services). STS services must be provided by individuals who have a demonstrated track record of teaching students and ensuring significant academic growth (e.g., certified teachers, reading or mathematics specialists, highly qualified and experienced paraprofessionals, or external providers that have met high standards of performance).

STS differs from SES in that the school district has the obligation to design and provide the services and is not required to offer services through a list of multiple external providers. School districts must put out a request for proposals (RFP) and select at least one external provider in order to design and deliver STS services that aligns with the district's and school's improvement plans. The district must select such providers through its standard procurement policies in order to promote fair business practices. The state will no longer maintain a list of approved providers; rather, the district is expected to exercise sound judgment in the selection of external STS partners. (ISDE will monitor STS plans as part of its review process for the district and school.) If no proposals are received that satisfactorily meet the district's RFP requirements, the district may develop a plan in which, pending ISDE approval, the district may provide its own STS services.

Supplemental Tutoring Services must be provided to participating eligible students for a minimum of 2 hours per week for at least 28 weeks[13] (i.e., 56 hours of additional learning time). A school or district may cease services before this time at the request of the student's family.

[13] The State may adjust the required hours for tutoring up or down as it learns about implementation practices.

If a student demonstrates he or she is proficient in the subject area of the tutoring before the 56 hours are finished, a school or district may present progress monitoring and/or benchmark assessment data to the family in order to make a recommendation that services are no longer needed. However, it is the family's final decision regarding whether or not to continue services the entire length of time.

Funding of STS will be differentiated based on the context of each district and school. As mentioned elsewhere, STS will only be a requirement in One and Two Star Schools, but districts may choose to offer STS voluntarily in other categories. Districts will be required to set aside 10 percent of their district allocation of Title I-A funds for Choice and Supplemental Tutoring Services. If the district or any of its schools is in the One and Two Star categories; it may substitute, if documented in the CFSGA, the use State, local, or other appropriate grant funds (e.g., 21st Century Community Learning Center grants) equal to this amount in order to meet this requirement. Because the performance of students in non-Title I funded schools contributes to the overall performance and accountability of the district, districts may use the 10 percent set-aside to meet the tutoring obligations for eligible students in non-Title I funded schools[14]. If a district meets its obligations for school choice and STS, it may reduce its set-aside according to rules defined in Attachment 12.

Transition period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. Existing NCLB improvement timelines will continue to be in place until Spring 2013. However, in order to transition to the new accountability system, any district or school that currently is required to offer supplemental education services (SES) may immediately take advantage of the flexibility described by the definition of supplemental tutoring services (STS) in this waiver. In other words, any school in improvement year two, corrective action, or restructuring must continue to offer additional academic support to students in the form of STS and may meet its obligation under the new definition for eligibility and set-asides outlined in this waiver application.

PROFESSIONAL DEVELOPMENT SET-ASIDE

A district will be required to set aside 10 percent of the Title I-A school allocation for any One or Two Star school or of the district allocation if it is a One or Two Star district for professional development. This set-aside will follow the same regulatory structure as that which exists for schools in school improvement, corrective action, or restructuring and for districts in improvement or corrective action. On the other hand, the district may substitute State or local funds in an amount equal to or greater than the required 10 percent of Title I-A funds, if it has reason to do so in order to promote financial flexibility. In the event that a district takes this flexibility, it will be required to submit documentation to ISDE of the amount budgeted, the amount spent, and the actual activities and expenditures out of state and local funds.

[14] The flexibility for the use of Title I funds in non-Title I schools is described fully in Attachment 12 on set-aside requirements and optional flexibility.

In the case of non-Title I-A funded schools in the One and Two Star categories, and because such schools may be contributing to the district's inability to meet the needs of all learners, a district must demonstrate that it has devoted professional development services to that school from State or local funds or other grant funding sources (e.g., Title II-A district allocation or the district level professional development set-aside) in an amount equal to or greater than the amount that would otherwise be required if the school were operating a Title I program.

Examples of how districts or schools may use professional development set-aside funds include, but are not limited to, the following:

- Providing job-embedded coaching opportunities for teaching staff in core academic content areas.
- Providing district leadership institutes or academies focused on providing the capacity for continuous improvement and turnaround leadership.
- Training administrators who are responsible for instructional leadership and teacher evaluation on the effective use of formative teacher feedback (e.g., the Danielson Framework) and how to effectively design coaching and training opportunities in individual and group areas of weakness based on evaluation data.
- Training staff on (and monitoring the implementation of) new instructional programs and/or the use of data to inform decision making about instructional programs (e.g., Response to Intervention – RTI).
- Redesigning the collaboration structure of a school to develop better collaborative processes that will support the professional learning of staff members (e.g., professional learning communities).
- Developing staff understanding of how to effectively engage parents and the community in the improvement of academic performance across the school or district.
- Providing training and ongoing support for creating a positive school environment in important, non-academic factors, such as students' social, emotional, and health needs (e.g., Positive Behavior Intervention Supports – PBIS).

STATE FUNDING ALIGNMENT

For schools and districts that are in the One, Two, or Three Star Categories, Idaho will require annual plans to be submitted that are aligned with the improvement requirements of each context. These annual plans will be embedded into the WISE Tool as a supplemental plan on the Dashboard. ISDE will ensure alignment by including an approval process as part of the annual review conducted of improvement plans in the WISE Tool. Specifically, the funds which must be aligned are:

- **Pay-for-Performance- Hard-to-Fill and Leadership**: In addition to salaries, teachers and leaders can earn annual bonuses for taking on leadership duties or teaching in hard-to-fill positions. These funds are formula allocated to all districts. The district will need to ensure that, at minimum, funds used in One-, Two- or Three-Star schools are aligned with the larger plan (e.g., the bonuses should be used to support the Turnaround Principles where appropriate).

- **Pay-for-Performance- Student Achievement**: Schools eligible for State distribution of Pay-for-Performance Student Achievement funds must have a plan on file with ISDE for how the entire school's eligibility for funds will be further broken down into eligible groups of employees within the school. These funds are based on either how well schools demonstrate (a) academic growth or (b) overall student achievement. The formula places all schools into quartiles, with higher shares of the State allocation determined by increasingly higher performance in growth, proficiency or both. It is possible that persistently low-achieving schools will receive a share of the allocation.

- **Technology funds:** Idaho The Idaho Legislature approved a new, ongoing funding allocation for technology. As such, districts are required to submit plans yearly regarding how their technology funds will be used and tied to student achievement outcomes. Districts with One-Star or Two-Star Schools are required to detail how the use of these funds specifically align with the systemic improvement necessary in each school (e.g., for a school that must implement the Turnaround Principles, the district must describe how technology will improve curriculum, instruction, assessment, data utilization, etc.

- **Dual Credit**: Idaho is providing funding for secondary schools in order to pay for the costs of up to 36 credits of dual enrollment for each eligible student. Districts with schools in the One-, Two- or Three-Star status are required to detail how they will ensure that such opportunities are provided for all eligible students, especially those at risk. The district will also be required to explain how they are using dual credit funding to improve the design of the entire school program.

- **Teacher and Administrator Evaluations**: Teacher and administrator performance evaluations in Idaho already require a strong tie to student performance metrics (at least 50%). The State will require One-, Two- and Three-Star schools to demonstrate how the application of teacher and administrator evaluations enhances their improvement plans. Further, the WISE tool also includes criteria in which these identified schools must describe how they will strategically place teachers in the areas of highest need.

Through its annual review, ISDE will only approve district and school plans that ensure high quality alignment of these funding sources (required only of One and Two Star Schools i.e., Focus and Priority Schools. Plans deemed to be lacking alignment will not be approved, and districts will be expected to revise them at the district and/or school level as necessary. If a district is unable to create alignment, ISDE will provide technical assistance in how to utilize these funding sources.

OTHER STATE FACTORS THAT SUPPORT IMPROVEMENT

In addition to the work and experiences described above, Idaho has developed other tools that are intended to support the academic achievement of specific student groups.

1. $5,000,000 is allocated annually to provide remediation services for students who have not scored proficient on the ESEA accountability assessment. These funds are provided as an incentive to support school districts in their improvement efforts in that the distribution is conditioned on a match of at least one dollar in local expenditures for every two dollars in distributed State funding.

2. Another remediation program has been institutionalized providing early intervention for students in grades K-3 who are highly at risk of failing to master intended reading skills. The State has historically allocated approximately $2 million for this purpose to provide supplemental reading instruction.

3. As part of the Students Come First legislation, Idaho has placed new emphasis on paying hiring bonuses for hard-to-fill positions; especially those that involving work with low-achieving, special education, and limited English proficient students.

4. The Students Come First legislation also provided a mechanism to incentivize student growth in order to encourage improvement among schools with student groups that may struggle in school. School staff members are eligible for pay-for-performance bonuses when their school has performed according to set benchmarks for students' academic growth.

5. Additionally, ISDE has partnered with the University of Idaho's Center on Disabilities and Human Development to create the Idaho Assistive Technology Project (IATP). This project provides training and support Statewide concerning Universal Design for Learning (UDL) as it relates to lesson design and assistive technologies.

In addition to incorporating differentiated support mechanisms into the Statewide System of Support, the above are intended to document some of the more significant initiatives and projects Idaho has put into place to address the unique needs of students who are low-achieving or otherwise at risk of educational failure.

2.A.i.b. Does the SEA differentiated recognition, accountability, and support system create incentives and provide support incentives and provide support to close achievement gaps for all subgroups of students?

Idaho's educational system provides for incentives aimed at encouraging and rewarding schools closing achievement gaps that may exist among and between groups of students. The system includes a mix of incentives intended to stimulate substantial and continuous improvement.

Idaho's Statewide System of Support has been designed to help schools and teachers close achievement gaps that may exist between various student groups. As described in Section 2.A.i.a., the system provides for multiple support mechanisms.

The data on student performance and growth that drive identification for focus, priority, and rewards schools, include definitive information concerning the achievement and growth of all students including those with disabilities, English language learners, and those who are low-achieving.

In Idaho, schools that are nearing, meeting, or exceeding State expectations for students' academic growth are afforded more flexibility in relation to planning, use of discretionary funds, and participation in support activities. This serves as a positive incentive for schools to continue their improvement efforts. For example, a school that reaches the Four Star category has demonstrated effective school performance and can chose the type of planning process for continued improvement. The school may choose to use a planning tool outside of the State system. Further, there is no requirement for school choice or supplemental tutoring services, but the school can provide same if they best serve given student needs.

Lastly, Idaho has chosen to lower the minimum number (N) for making accountability determinations regarding the achievement status of various student groups. Previously, N>=34 was the threshold. The public reporting threshold has been N>=10. ISDE will now make accountability determinations for all groups meeting N>=25. This lowering of the threshold will serve to highlight achievement gaps that may have previously been masked by low N counts.

2.A.i.c. Does the SEA's differentiated recognition, accountability, and support system include interventions specifically focused on improving the performance of English Learners and students with disabilities?

The Response to Intervention (RTI) framework is an integral part of Idaho's efforts to meet the educational needs of all learners, including English language learners and students with disabilities. Idaho's Statewide System of Support embeds the RTI conceptual framework into virtually every program and makes explicit connections to school improvement planning. For example, the clusters and indicators within the WISE Tool are aligned to the RTI framework so that schools and districts can plan for RTI while simultaneously planning for school improvement.

Using the RTI framework as part of our Statewide System of Support, ISDE works to ensure solid instruction in the core academic program for all students (Tier I), intervention and prevention support for those who need it (Tier II), and intensive support for those who are most in need (Tier III).

The State differentiates its support accordingly to assist schools and districts to meet the needs of English Language Learners (ELLs). As with students with disabilities, the State's support programs provide training and coaching for how to meet the needs of all learners, starting with core instruction (Tier I). However, many ELLs need two types of Tier II intervention—one that is academically focused and one that is linguistically focused. ISDE has provided tools, resources, and guidance in these areas.

Similar to what has already been described above, the State's support programs broker resources to ensure that schools and districts are matched with the supports they need. For example, if a

Capacity Builder is working with local leadership and identifies a need to improve outcomes for ELLs, the Capacity Builder would connect the school or district to training opportunities and external expertise available from ISDE or institutions of higher education. Additionally, if a school is struggling with meeting the needs of ELLs, ISDE will identify this need as it evaluates the local improvement plan. The State's Title III Coordinator participates in review of school improvement plans in order to provide feedback for the needs of the schools and districts. These design elements in the Statewide System of Support ensure that the needs of all ELLs are addressed, but especially in schools in the One and Two Star categories in which the state is working most directly.

For students with disabilities (SWDs), ISDE provides training and coaching regarding how to best support these students. The ISDE makes sure schools and districts have the support and expertise they need to best meet the needs of their students. For example, if a school in the One Star category needs support with SWDs, the Idaho Building Capacity Project targets Capacity Builders whose area of expertise is in Special Education for that school.

Or, for example, if training in such things as secondary transitions, identification of specific learning disabilities, or supporting the instructional needs of students with significant cognitive impairments is needed, schools are connected with experts at ISDE or institutions of higher education who can provide that training.

2.A.i.d. Did the SEA provide a plan that ensures that the system will be implemented in LEAs and schools no later than the 2012-2013 school year?

Idaho is well positioned to implement this system by 2012-13 given the Students Come First legislation enacted in 2011 and as evidenced by the documentation presented elsewhere in this section. This legislation as well as initiatives such as adopting a growth model comprises the foundation of Idaho's Next-Generation Accountability System. There are only a few elements needing to be changed or accommodated within Idaho State Board of Education Rules to fully implement his system. Those requirements are identified throughout this document.

The public reporting schema (district, school, and student growth reports) is close to be finalized as are the growth components detailed in Section 2.A.a. are required for the pay for performance laws. That reporting structure will be completely in place, as required by state law, in Summer 2012.

ISDE has determined the data analysis procedures and performance framework necessary to identify and implement the rewards and sanctions for schools and districts beginning in 2012-13. While the procedures for the identification of schools that are persistently low-performing will be new for the 2012-13 school year, the interventions and Statewide System of Support activities that will take place are built on existing programs and processes that have previously been successful in Idaho, such as the work done with the School Improvement Grant (SIG). These programs and processes will require only minor modifications, in most cases, and all of them will be ready for implementation in 2012-13.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☒ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The State will use existing accountability assessments approved under ESEA for Reading, Language Usage, and Mathematics. Additional metrics for growth on these assessments is incorporated, as is the use of post-secondary and career readiness measures. The metrics are defined in section 2.A.i.a (Part I).

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

Option C:

2.B. Option C: Did the SEA describe another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups?

i. Did the SEA provide the new AMOs and the method used to set these AMOs?

The AMOs in Idaho's system are imbedded in each of the metrics in the matrix as well as for the overall performance of schools and districts. Idaho wanted to clearly distinguish high-performing and reward schools and therefore intentionally set the bar for the highest eligible points at a high threshold for all metrics.

Going forward, Idaho may request to adjust these targets when three years of data has been captured. Given that the Idaho Student Longitudinal Data System has been in existence just 1 ½ years, a longitudinal comparison is not possible at this time. Also, some metrics, such as college entrance/placement exams have not yet been administered and so data are not available for all students. Therefore, all metrics that were available were set based on a 2010-11 data and current Idaho State Board of Education strategic goals. It is clear that longitudinal performance provides a more complete picture and will allow the State to set targets that more accurately reflect higher standards.

Achievement: ISDE set the bar for excellence at a high threshold. A total of 531 schools had at least 84% of their students as proficient or advanced in reading, 154 in language usage and 281 in mathematics. A total of 6 schools received all points possible for proficiency distribution as illustrated in Table 22.

Table 22
Proficiency Distribution of Schools and Districts

Points	Percent Proficient and Advanced in Reading	Schools (*N=622*)
5	95% - 100%	88
4	84% - 94%	423
3	65% - 83%	100
2	41% - 64%	11
1	≤40%	-
Points	**Percent Proficient and Advanced in Math**	**Schools (*N=622*)**
5	95% - 100%	26
4	84% - 94%	264
3	65% - 83%	290
2	41% - 64%	32
1	≤ 40%	10
Points	**Percent Proficient and Advanced in Language Usage**	**Schools (*N=616*)**
5	95% - 100%	4
4	84% - 94%	135
3	65% - 83%	400
2	41% - 64%	67
1	≤ 40%	14

Growth to Achievement: The Idaho Growth Model was newly introduced to the State during 2011. Preliminary calculations for the **normative growth elements** have been made and Student Growth Reports are in the process of being distributed to schools and districts. The Median Student Growth Percentiles (SGP) is a normative measure and therefore a normative distribution is the outcome. In other words, the total median growth of schools is relative to the growth by other schools with similarly performing students in the State. However, the Adequate Student Growth Percentile (AGP) is a **criterion referenced growth target** that is relative to the proficiency target and the performance of each student. The necessary growth for each student is then combined for a median AGP.

The Growth to Achievement metric sets goals high for all schools. Schools with a high percentage of students who are already proficiency are still expected to make growth. The targets for schools not making the median growth percentile are higher than for those schools that are already have high achievement. Yet, the Growth to Achievement metric still allows the State to place strong emphasis on growth for all students within the accountability system. Idaho has adapted and is using the Student Growth Percentiles and growth formula first adopted and implemented by Colorado, and strongly researched by both, the SGP author, Damian Betebenner, and Colorado's team. Idaho's adaptation includes use of the foundations of Colorado's model and Adequate Student Growth Percentile (AGP) formulas for this metric as well as for Growth to Achievement Gaps metric.

Schools will be evaluated on whether the Median Student Growth Percentile (SGP) was greater than the Median Adequate Growth Percentile (AGP, considered adequate growth to get to the target within three years or by 10th grade). Schools with a SGP greater than the calculated AGP will follow one trajectory while those schools that have shown a lesser AGP than the SGP will have a steeper trajectory.

This is due to the emphasis placed on moving students who are farther behind faster. The distribution of the points for school is shown in Table 23.

Table 23
Adequate Growth Flowchart

DID THE SCHOOL MEET THE ADEQUATE GROWTH PERCENTILE?
SGP≥AGP?

Yes, met Adequate Growth Percentile (SGP≥AGP)		No, did not meet Adequate Growth Percentile (SGP<AGP)	
Median Student Growth Percentile (SGP)	Points	Median Student Growth Percentile (SGP)	Points
66-99	5	70-99	5
52-65	4	61-69	4
43-51	3	51-60	3
30-42	2	36-50	2
1-29	1	1-35	1

Illustrated in Table 24 is the 2010-11 Growth to Achievement point distribution among Idaho schools. Clearly, this metric will present a challenge for most Idaho schools to get to the highest point distributions with only 5% of schools that met AGP also having SGP growth high enough to earn 5 points in each subject.

Table 24
Growth to Achievement Point Distribution

Subject	Met AGP		Did not meet AGP	
Total Possible Points	Schools	Districts	Schools	Districts
Reading	(*N=576*)	(*N=132*)	(*N=8*)	(*N=1*)
5	13	2	-	-
4	225	48	-	-
3	266	72	-	-
2	72	10	1	-
1	-	-	7	1
Mathematics	(*N=525*)	(*N=125*)	(*N=58*)	(*N=8*)
5	41	3	-	-
4	216	50	-	-
3	189	58	1	-
2	79	14	26	5
1	-	-	31	3
Language Usage	(*N=525*)	(*N=125*)	(*N=55*)	(*N=8*)
5	20	-	-	-
4	217	45	-	-
3	239	74	1	-
2	49	6	30	4
1	-	-	24	4

Growth to Achievement Gaps: Growth to Achievement Gaps calculations are made identically to the Growth to Achievement metric except that it is also done for each subgroup performance (Free and Reduced Lunch eligible, minority students, students with disabilities, and Limited English Proficient students). Shown in Table 25 is the distribution of Growth to Achievement Gaps when using 2010-11 data.

Table 25
Growth to Achievement Subgroup Point Distribution

Subject	Super Subgroup		Had All Four Subgroups	
Range of Possible % Points	Schools	Districts	Schools	Districts
Reading	(*N=497)*	(*N=85*)	(*N=40*)	(*N=36*)
80 – 100%	140	22	-	-
60 – 79%	185	44	2	9
40 – 59%	135	16	23	25
20 – 39%	37	3	15	2
Mathematics	(*N=497)*	(*N=86)*	(*N=41*)	(*N=35*)
80 – 100%	169	24	2	1
60 – 79%	161	33	7	3
40 – 59%	123	24	19	25
20 – 39%	44	5	13	6
Language Usage	(*N=483)*	(*N=87*)	(*N=58*)	(*N=34*)
80 – 100%	145	21	-	-
60 – 79%	204	34	14	-
40 – 59%	124	27	30	27
20 – 39%	10	5	14	7

This metric again clearly illustrates that fewer schools and districts are at the highest point ranges showing the targets are ambitious.

Postsecondary and Career Readiness: The metrics in this part of the accountability matrix are embedded in the Idaho State Board of Education's (ISBE) strategic goals.

- Graduation Rate: The ISBE set the high school graduation rate target at 90%. Therefore, the metric awards schools and districts that achieve at least 90% graduation rate with the highest amount of points. In 2010-11, the graduation rate distribution for Idaho schools and districts included 138 schools and 97 districts achieving a 90% graduation rate or better.

  Conversely, the lowest point award is for a graduation rate of 60% or lower. This threshold was selected to mirror and aspect of the priority school definition in the waiver.

Table 26 details the distribution of graduation rates among Idaho schools and districts.

Table 26
Total Number of Schools Achieving Graduation Rate Distributions

Graduation Rates	Schools (*N=166*)
90% - 100%	135
81% - 89%	14
71% - 80%	5
61% - 70%	2
≤ 60%	10

- College Entrance/Placement Examinations: Idaho will implement a requirement for all 11th graders to take the SAT, ACT, ACCUPLACER, or COMPASS tests in Spring 2012. At present, the only data the State has is for the self-selected population of students who have previously taken one of these tests. Presented in **Error! Reference source not found.** are data from the past two years of performance on these exams. Starting in 2012, the State will have data for all students on one of these assessments.

Table 27
College Entrance/Placement Exam Composite Scores and Total Students Participating

College Entrance/Placement Exams	State Composite Score (2009-10)	Total Students (2009-10)	State Composite Score (2010-11)	Total Students (2010-11)
SAT	1509	3,336	1598	3,557
ACT	21.8	10,647	21.7	11,321
COMPASS	NA		NA	12,412
ACCUPLACER	NA	98	NA	231

Prior to Spring 2012, students were not required to take any of these exams. In Spring 2012, the requirement will go into effect and the State signed a contract to offer the SAT or ACCUPLACER free to all students. COMPASS composite scores were not collected by the State or available from ACT for 2009-10 or 2010-11.

Idaho will establish a benchmark score having the highest probability that a student will not need remediation in entry-level college mathematics and English courses and the metric will give points for the percentage of students that reach these set benchmarks. For example, the College Board has established that a composite score of 1550 on the SAT indicates an increased probability of success in college.

This benchmark will be evaluated by ISDE to determine the score where students are best prepared for college and professional technical courses at Idaho institutions of higher education. During Summer 2012, the Idaho colleges and universities will convene to agree upon a set cut-score for the ACCUPLACER. That score will be used for this measure. The benchmarks for the ACT and COMPASS will either be set by the same process and adopted by ISBE or be set by ISBE based on past placement requirements of the State's colleges and universities.

Given that these exams will be administered to all Idaho public school students for the first time in Spring 2012, it is expected the overall performance will be lower. Also given the need to set AMOs at ambitious but achievable levels, Idaho has chosen to set the points eligible within this metric at a lower target initially. After the first two years of administration of these exams, Idaho will reevaluate the distribution of the percentage of students meeting those benchmarks and coordinate with Idaho's colleges and universities to determine if the benchmarks need to be reconsidered.

- Advanced Opportunities is also an ISBE strategic goal. As noted earlier, Idaho has not only set targets for providing more students more advanced study opportunities, but has also formalized those goals in the form of funding for up to 36 credits of dual credit enrollment for students who have met all graduation requirements before their senior year.

- Under this AMO, Idaho set two ambitious goals. First, the points available are based on the percentage of the total eligible population (defined as all juniors and seniors) taking at least one advanced study opportunity defined as an Advanced Placement (AP), International Baccalaureate (IB), dual credit, or tech prep course. ISBE's strategic plan goals for each of these opportunities are varied. Illustrated in Table 28 are the Board's goals, the current percentage of students engaging in advanced opportunities, and the percentage of the students taking classes in which they received a grade of C or better for the course.

Table 28
State Board Strategic Goals for Advanced Opportunities and 2010-2011 Statewide Numbers

Advanced Opportunity	State Board Goals (Percent of Students)	2010-11 Statewide Percent of Students	2010-11 Percent of Students Achieving C or better
AP	10%	7.7%	92%
IB	No goal	1.2%	89.4%
Dual Credit	25%	12.0%	Collection begins March 2012
Tech Prep	27%	22.9%	Collection begins March 2012

2010-11 AP data are the percent of students taking an AP exam, not enrolled in an AP course.

Given the varied data on this metric and the low numbers of participants currently, Idaho believes that it has set an ambitious but attainable goal. Further, Idaho is committed to not only providing opportunities but to ensure that those opportunities transcend into positive outcomes for students; thus the inclusion of a passing grade. These goals will be reconsidered after two years of data are available and after evaluation of the success of offering these opportunities throughout the State.

Table 29
Point Matrix for Advanced Education Opportunities

Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
Percent Completing Advanced Opportunity	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50 - 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

Participation Rate: Idaho subscribes to the importance of including all students so much so that this metric was determined to override all other performance and growth by a school or district if a 95% goal is not met at all subgroup and all student levels.

Schools and districts must test 95% of all students and all subgroups in reading, mathematics and language usage. This goal was set as a continuation the current law set in Idaho Administrative Code (IDAPA 08.02.03.112.04.b).

ii. Did the SEA provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs?

The rationale for each target set was outlined in Section 2.B.i above. The current performance of schools as well as the increasing goals set for the State, were balanced to provide ambitious yet attainable goals throughout all the metrics. The final Star Designation for each school and district is the cumulative effect of the all the metrics and thereby validly results in the schools designated needing the greatest intervention by the State and impacted school district. As noted throughout the related description, the AMOs will be reexamined when additional data become available and goals will be reset to continue the progression of performance standards expected for the high performance for all schools and districts.

iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of progress?

Idaho does not require different AMOs for Districts, schools, or subgroups. However, the Adequate Student Growth Percentile within the Growth to Achievement and Growth to Achievement Gaps metrics requires more growth by those students that are further behind in order to have made adequate growth.

iv. Did the SEA attach a copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups? (Attachment 8)

Included in Attachment 8 is a detailed description of the average Statewide proficiency for all students and subgroups in reading and mathematics. The Idaho Report Card can be found at: http://devapps.sde.idaho.gov/ReportCard/Results?Scope=state&SchoolYearId=8&DistrictCode=999&SDESchoolCode=999.

However, at present Idaho uses an indexing formula to calculate proficiency for Adequate Yearly Progress (AYP). Under this formula, basic students are counted as 0.5 proficient. Therefore, the percentage of proficient and advanced students is more accurately represented in Attachment 8.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

Currently in Idaho, two awards are given annually the Idaho State Board of Education for the highest-performing and highest-progress schools. Both awards are based on a school's performance on the ISAT and the ISAT-Alt. This reward system will change under Idaho's application for *ESEA Flexibility*.

Idaho will replace its current reward system with **one** reward for all schools that earn "Five Star School" status under Idaho's next-generation accountability system. Five Star Schools will be determined under Idaho's new Accountability Plan (*see methodology for determining Five Star School in **Section 2.A.i***.). A school must be a Five Star School in order to be nominated for national awards, such as the National Blue Ribbon Award or Distinguished School Awards. Five Star Schools identified for rewards status will be done so consistent with the definition of either a "highest performing school" or a "high-progress school" as set forth in the *ESEA Flexibility* document. The use of Title I funds in connection with the recognition of rewards schools will be limited to Title I schools receiving that recognition.
Additionally, ISDE plans to conduct two (regionally) focus groups in Spring 2012 with stakeholders to solicit suggestions for additional reward strategies for high-performing and high-progress schools and to assess the potential support (as well as the likelihood of being able to implement same) for the additional strategies that are put forth. The goal of this effort is to determine a richer, fuller range of potential rewards.

2.C.ii Provide the SEA's list of reward schools in Table 2.

Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeal any discrepancies. Once this appeal process is completed, Idaho will produce a comprehensive star rating list for the US Department of Education.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Five Star Schools will be announced at the same time the ISDE announces Statewide accountability results for all schools (typically August annually). Members of the Idaho State Board of Education will publicly recognize Five Star Schools in a schoolwide assembly in September or October of each year. Five Star Schools will receive public recognition in three ways:

- Statewide announcement in August/September;
- Schoolwide assembly in September/October; and
- Symbol of recognition, such as a flag flow outside their school or a plaque to be hung at the school.

In addition, staff in Five Star Schools will receive financial rewards (Title I funds will not be awarded to non-Title I schools). Idaho has implemented a Statewide pay-for-performance plan for certificated staff at school buildings. One way in which staff can earn pay-for-performance bonuses is if entire schools reach specific achievement or normative growth goals. Staff in Five Star Schools will participate in these financial rewards since they will be identified as the highest-performing and high-progress schools statewide.

In refining the awards system, ISDE consulted extensively with members of the Idaho State Board of Education, representatives of the community, and representative of Districts in focus groups in determining the key ways in which to recognize schools and districts.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

Did the SEA describe its methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools?

Priority Schools are identified as those schools that receive a One-Star rating as described in Section 2.A.i based on the achievement of the all students group, the growth to achievement of all students, the growth to achievement of the identified subgroups and, if a high school, through the post-secondary and career readiness measures. Through this comprehensive

measure of student achievement, student growth, growth to standards, growth by students in subgroups, and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are the lowest-performing schools in Idaho. A One-Star rating does meet the ESEA Flexibility definition of "priority school," which is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.
The total number of One-Star schools identified in the preliminary data equals 5.29% of the Title I schools in Idaho and includes 29 schools.

One Star schools meet the definition of a priority school as found under the Peer Review Guidance. The One Star schools, although based on a multitude of measures rather than just achievement, include the same lowest five percent of Title I schools in terms of all student proficiency, all Title I or Title I eligible school with a graduation rate of less than 60%, and the Tier I and Tier II schools currently using SIG funds to implement school intervention models with very few exceptions. Of the five high schools that have graduation rates <60%, only one is not identified as a One Star school. That school is, however, rated as a Two Star school. There were 8 schools that received SIG funds. Of those 8, two are identified as One Star, one as a Two Star, three as Three Star, one as a Four Star and one as a Five Star school. Given that the interventions implemented by the SIG have been in place for two years now, improvement by these schools should be expected. Further, these measures ensure that the improvement is illustrated through a continuous growth rather than just achieving the benchmark for one year.

2.D.ii Provide the SEA's list of priority schools in Table 2.

Does the SEA's request include a list of its priority schools? (Table 2)

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all One Star schools for the US Department of Education. The preliminary identification has listed 5.29% of Title I schools as One Star schools.

a. Did the SEA identify a number of priority schools equal to at least five percent of its Title I schools?

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all One Star schools for the US Department of Education. The preliminary identification has listed 5.29% of Title I schools as One Star schools.

b. Did the SEA's methodology result in the identification of priority schools that are —

(i) among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and have demonstrated a lack of progress on those assessments over a number of years in the "all students" group;

(ii) Title I-participating or Title I-eligible high schools with a graduation rate less than 60 percent over a number of years; or

(iii) Tier I or Tier II schools under the School Improvement Grants (SIG) program that are using SIG funds to fully implement a school intervention model?

The state has verified this through five steps and will again review the ratings once the data has been appealed in the following steps: 1) a list will be created providing Star Ratings for the schools on the next generation accountability system metric described in Section 2.A.i.2) the Star Rating list will be compared to a rank ordered list of Title I schools by the all student proficiency on ISAT reading and mathematics; 3) the Star Rating list will be compared to a rank ordered list of Title I and Title I eligible schools' graduation rates <60%, 4) the Star Rating list will be compared to the current Tier I and Tier II schools utilizing School Improvement Grant funds to implement a school intervention model, 5) a cumulative chart will be created to illustrate any differences in the Star Rating list with the comparison lists.

As would be expected with different metrics, there are slight differences in the lists as outlined above.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Are the interventions that the SEA described aligned with the turnaround principles and are they likely to result in dramatic, systemic change in priority schools?

The interventions Idaho plans to use are aligned to the Turnaround Principles defined in ESEA Flexibility. Each intervention is designed to improve the academic achievement of students in Idaho's One-Star Schools and will be selected based on input from families and community members. Idaho aligned its interventions to the Turnaround Principles, as defined in the ESEA Flexibility guidance.

a. Do the SEA's interventions include all of the following?

Every One-Star School is required to write a Turnaround Plan, with the assistance of the State and a turnaround coach. The school's District and the State are responsible for making sure the school implements the Turnaround Plan effectively. If the plan is found not to be effective during the turnaround process, the One-Star School must work with its District and State to make changes accordingly.

Before the One-Star School writes a Turnaround Plan, the State conducts an Instructional Core Focus Visit. Staff from the Idaho State Department of Education (ISDE) visits the school and its District to collect evidence of practice. This evidence shapes the Turnaround Plan.

Before the One-Star School or District creates its Turnaround Plan, the District must choose one of the permissible Turnaround Models. The following are the Turnaround Model options:

- **Transformation model**, which addresses areas critical to transforming persistently low-achieving schools. These areas include: developing teacher and principal leader effectiveness (depending on the track record of the principal, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

- **Turnaround model**, which includes, among other actions, replacing the principal and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards.

  A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

- **Restart model**, in which a district converts the district public school to a charter school or closes and reopens it under the management of an education management organization (EMO) that has been selected through a rigorous review process. Such a school is still entirely accountable to the local school board for the results it produces.

- **School closure**, in which the district closes the school and enrolls the students who attended the school in other higher-achieving schools in the district.

- **Governance Partnership Model** in which the district partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:

  - Agreeing to utilize services provided directly to the district by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school and district;
  - Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that has a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan;

- **Special Rule for District Charter Schools:** For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

After choosing a Turnaround Model, the One-Star School and its District develop a Turnaround Plan. The Turnaround Plan provides the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school and district that have led to persistently low student achievement outcomes. The plan must incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for the Turnaround Plan category.

The One-Star School must use the State's WISE Tool to write its Turnaround Plan. The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning. The WISE Tool is made up of 88 indicators. Each indicator is tied to research on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students.

In addition to requirements the One-Star School must implement through its Turnaround Plan, the State also places requirements on Districts in which a One-Star School is identified. The District must use the WISE Tool for district improvement planning and begin implementing research-based strategies in its lowest-performing schools. Strategies may include addressing governance and staffing. Through this planning process, the State makes sure the District is responsible for the success of the One-Star School and every school within the District.

The Turnaround Principles, as defined in the ESEA Flexibility guidance, are embedded in the WISE Tool indicators. During the local and state review of the Turnaround Plan in the WISE Tool, the rubric will provide a score for the plans created for each separate Turnaround Principle. Here are the ways in which improvement efforts for One-Star Schools are aligned to the Turnaround Principles:

> *(i) providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;*

1- The One-Star School must evaluate the performance of the current principal when it selects a Turnaround Model. The State conducts an Instructional Core Focus Visit to evaluate current practices in the school and in the District.

The Focus Visit includes an analysis of the current leadership at the school level and recommendations are made to the district leadership regarding the performance of the principal. The district must then take the recommendations of the State into account.

2- If the district chooses to retain the principal, it must describe its evidence and rationale for doing so in the Transformation Toolkit indicators related to school leadership.

3- Under the WISE Tool, One-Star Schools must develop a leadership team structure that addresses school governance policies and incorporates the school improvement plan into these policies. If necessary, the school should address the principal's flexibility in the areas of scheduling, staff, curriculum and budget. Teachers in the school as well as the District and State must be involved in the development of the plan.

(ii) ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

1- The One-Star School must evaluate the performance of all staff when it selects a Turnaround Model. The State conducts an Instructional Core Focus Visit to evaluate current practices in the school and in the District. The Focus Visit includes an analysis of the current school staff and quality of instruction in the school.

2- In 2011, the State passed a law giving building principals more authority over the staff who work in their school. Under Idaho Code 33-523, principals can refuse the transfer or hire of a teacher in their school. In this way, the instructional leader of the school is empowered to prevent ineffective teachers from transferring into a One-Star School.

3- Through the school improvement planning process in the WISE Tool, One-Star Schools are required to plan for professional development based on the needs of the students in the school and the school staff. The plan must account for the relationship between classroom observations and professional development needs that targets specific areas of student performance. The plan must include job-embedded, ongoing professional development opportunities based on the school's evaluation and performance data. One-Star Schools are required to set aside 10% of Title I funds to support professional development activities for staff.

(iii) redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

Through the WISE Tool, a One-Star School is required to address the school schedule and additional time for student learning and teacher collaboration in its school improvement plan. Here are examples of specific indicators that schools may use to address these matters:

- Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
- The principal plans opportunities for teachers to share their strengths with other teachers.
- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.

(iv) strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;

The most important factor in turning around the One-Star School is improving the quality of instruction to ensure the school is meeting the needs of every student, including English language learners, students with disabilities and low-achieving students. Through the WISE Tool, a One-Star School is required to strengthen the school's instructional program so it meets students' needs, is based on research and aligned to Idaho's content standards which now include the Common Core State Standards.

Here are examples of some of the indicators in the WISE Tool. Every indicator in the WISE Tool is tied to research. See http://www.indistar.org/about/brochure/indistarbrochure.pdf.

- Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).
- Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- Units of instruction include standards-based objectives and criteria for mastery.
- The principal keeps a focus on instructional improvement and student learning outcomes.

(v) *using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;*

Through the WISE Tool, a One-Star School is required to use describe its plans and implementation efforts in the use of data to inform instruction for continuous improvement. Here are a few examples of indicators in the WISE Tool that require the use of data to inform instruction and time for teachers and staff to collaborate on the use of data:

- The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.
- Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
- Instructional Teams use student learning data to plan instruction.
- Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
- Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- Teachers re-teach based on post-test results.
- Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
- The principal plans opportunities for teachers to share their strengths with other teachers.

(vi) *establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and*

Through the WISE Tool, a One-Star School is required to develop and implement a plan for a supportive learning environment that improves school safety and discipline and ensures teachers and staffs address students' social, emotional, and health needs. Here are some of the WISE Tool indicators that address these matters:

- All teachers verbally praise students.
- All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
- Office and support staff are trained to make the school a 'welcoming place' for parents.
- All teachers display classroom rules and procedures in the classroom.
- All teachers correct students who do not follow classroom rules and procedures.

- All teachers reinforce classroom rules and procedures by positively teaching them.

(vii) providing ongoing mechanisms for family and community engagement?

One-Star Schools are expected to develop and implement plans that provide ways in which the family and community can engage in the school improvement process. Specifically, the WISE Tool includes the following indicators:

- The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
- All teachers maintain a file of communication with parents.
- All teachers systematically report to parents the student's mastery of specific standards-based objectives.

American Indian Tribes - Special Provision: For districts on or near tribal lands and with significant numbers of American Indian students enrolled in a One-Star School, the district must ensure it engages the tribe throughout the planning for the turnaround model and implementation process of the turnaround principles. ISDE will create a planning space within the WISE Tool that specifically allows the school and district to document the engagement of the local tribal community in addition to the existing planning indicators.

ISDE expects the school board to intentionally and formally seek input on policy and governance decisions regarding school turnaround and continuous support.

b. Has the SEA identified practices to be implemented that meet the turnaround principles and are likely to —

(i) increase the quality of instruction in priority schools;

Every One-Star School must submit a Turnaround Plan to the LEA and the State using the WISE Tool, a web-based school improvement planning tool. The indicators in the WISE Tool are aimed at improving student achievement through creating higher-quality instruction. Each indicator is tied to research-based practice.

(ii) improve the effectiveness of the leadership and the teaching in these schools; and

The One-Star School will improve the effectiveness of leadership and teaching by creating and implementing a Turnaround Plan and through one-on-one support from the State. The WISE Tool provides detailed steps that every One-Star School will take to improve leadership and the quality of teaching through its Turnaround Plan.

Specific indicators in the WISE Tool emphasize behavioral research regarding what effective principals must do to effect change in a school, including developing a leadership team and using data to guide instruction. These indicators are then connected to the use of the Danielson Framework for Teaching as an evaluation tool and the analysis of student achievement data to make sure the school is getting results.

The State also puts support structures in place to customize support for each One-Star School and the LEA that oversees it. The Idaho Building Capacity Project provides an external coach to a school and its district. The Idaho State Department of Education selects coaches, or Capacity Builders, from a pool of retired school administrators who have demonstrated excellence in instructional leadership in the past. The Capacity Builder works with the leader and leadership team in a school and at the district level to prompt thinking, instill internal knowledge and skills, and assist the school and the district as they evaluate the effectiveness of school improvement efforts. With this one-on-one support, the State is responsive to the One-Star School's needs and makes sure the School is effectively implementing its Turnaround Plan.

(iii) improve student achievement and, where applicable, graduation rates for all students, including English Learners, students with disabilities, and the lowest-achieving students?

The indicators that One-Star Schools must use in their Turnaround Plans are tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest-achieving students. Through the indicators, teachers must use data to guide and individualize instruction to meet student needs. The principal, as the instructional leader, is responsible for evaluating the classroom teacher and student achievement data to make sure goals are met for all students. The State must approve the school's Turnaround Plan and will remain involved in monitoring student progress.

c. Has the SEA indicated that it will ensure that each of its priority schools implements the selected intervention for at least three years?

Once identified, a school will remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the District, approved by the State and monitored by both the State and the District. Schools may exit priority status one year early if they meet the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification). If a priority school continues in this status for more than three years, the State will intervene as necessary in district leadership functions in order to ensure the school is turned around. Table 30 depicts the entrance and exit process and the sequence of years related to the One-Star school's Turnaround Plan requirements.

Table 30

School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit[15]

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
School year prior to the school year during which the first One Star rating is earned	*Depends on Star Rating Level*	*Depends on Star Rating Level*
Continuous Improvement Plan *The year following the first One Star rating*	Submit Continuous Improvement Plan and other state requirements (e.g., plan for aligning state funds)	Review school level Continuous Improvement Plan for approval before submission to the State
Turnaround Plan - Year 1 *The year following the second One Star rating*	<u>Fall</u> Participate in Instructional Core Focus Visit Begin providing School Choice Begin providing Supplemental Tutoring Services <u>Winter/Spring</u> Create school level Turnaround Plan aligned with turnaround principles and other state requirements	<u>Fall</u> Participate in Instructional Core Focus Visit Enroll district and school in appropriate technical assistance programs Choose school Turnaround Option Create district level plan for school turnaround principles <u>Winter/Spring</u> Oversee the development of school level Turnaround Plan Review school level Turnaround Plan for approval before submission to the State

[15] Star Ratings lag one school year behind the year in which they are earned because assessment data are produced each Spring and reported in the summer prior to the following school year. For example, if during the Spring testing window for 2011-12, a school performed in such a way as to earn a Three-Star rating, the Three-Star rating would go into effect for 2012-13, immediately after the Spring data are finalized and released.

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
Turnaround Plan - Year 2 *Consecutive year after "Turnaround Plan – Year 1"*	Full implementation of school level Turnaround Plan aligned with turnaround principles and other state requirements Submit updates and revisions to Turnaround Plan	Provide continuous support and monitoring of school level Turnaround Plan aligned with turnaround principles and other state requirements Review updates and revisions to school level Turnaround Plan for approval before re-submission to the State
Turnaround Plan - Year 3 *Consecutive year after "Turnaround Plan - Year 2", <u>unless</u> the exit criteria is met.*	Continue full implementation of school level Turnaround Plan aligned with turnaround principles and other state requirements Submit updates and revisions to Turnaround Plan NOTE: *If a Three Star rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the Turnaround Requirements one year early.*	Provide continuous support and monitoring of school level Turnaround Plan aligned with turnaround principles and other state requirements Review updates and revisions to school level Turnaround Plan for approval before re-submission to the State
Turnaround Plan - Year 4 *Consecutive year after "Turnaround Plan - Year 3"*	n/a	If a school has not met the exit criteria of two consecutive years at Three Star rating or higher by the end of Turnaround Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

2.D.iv. Is the SEA's proposed timeline for ensuring that LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014-2015 school year reasonable and likely to result in implementation of the interventions in these schools?

Idaho's proposed timeline for ensuring that Districts that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014-2015 school year is reasonable and is likely to result in implementation of the interventions in these schools.

The state will ensure that Districts implement meaningful interventions in One Star Schools (i.e., a Priority School) over the course of a graduated process to occur no later than 2014-2015. Because of the emphasis on district responsibility and capacity, the timeline articulates the actions that the state will take to inform districts regarding the identification of their schools. Then, the timeline allows the state sufficient time to conduct the Instructional Core Focus Visits that will be required to make determinations about leadership capacity and develop recommendations for local planning. After the recommendations from the Instructional Core Focus Visits, the timeline allows districts sufficient time to plan for district requirements, consult with families and the community, and to make important decisions regarding school governance. Once the district has completed the actions required of it, the timeline details the particulars required for school level planning.

- *Does the SEA's proposed timeline distribute priority schools' implementation of meaningful interventions aligned with the turnaround principles in a balanced way, such that there is not a concentration of these schools in the later years of the timeline?*

As detailed in Table 31, the timeline targets state, district, and school activities that will occur in order that the Turnaround Principles will be implemented in schools by 2014-2015; implementation efforts will continue in 2015 and beyond. The timeline does not distribute schools differentially or save all aspects of implementation for the latter years of the timeline. All schools identified will follow this timeline.

Table 31
Turn Around Principles Timeline

Timeframe	Agency	Action
Spring 2012 – Spring 2014	SEA	Continue implementing school turnaround models in persistently low-achieving schools identified under the School Improvement Grant 1003(g) requirements; monitor implementation; support district and school turnaround efforts through technical assistance and various programs
Spring 2012	SEA	Identify first year of schools achieving One Star according to new performance framework; notify districts of school ratings
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to Districts regarding the requirements and Turnaround Principles that are expected to be implemented in schools which are in the Turnaround Plan category
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect
Summer 2013	SEA	Notify Districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of One Star Ranking
Fall 2013	SEA	Conduct Instructional Core Focus Visits in Turnaround Plan schools; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures
Fall 2013	LEA	Begin providing required services for eligible students in each Turnaround Plan and Rapid Improvement Plan school (e.g., School Choice, Supplemental Tutoring Services) and enroll in appropriate state-sponsored technical assistance programs for the district and school
Fall 2013	LEA	Utilize state feedback from Instructional Core Focus Visit; consult with families and the community to gather input regarding School Turnaround Options; decide which School Turnaround Option the district will utilize for each Turnaround Plan school; and begin the district level planning and implementation work required of the school Turnaround Plan.
Winter 2014	SEA	Review district level planning components and selection of School Turnaround Option for state approval
Spring 2014	LEA and School	Develop school level Turnaround Plan components that account for the Turnaround Principles and any other state required activities
Spring 2014	SEA	Review school level planning components of the Turnaround Plan for state approval
Fall 2014 – Spring 2015	SEA, LEA, & School	Full implementation of school level Turnaround Principles in schools that are in the Turnaround Plan category; continuous monitoring, collaboration, and support between school, District, and SEA
Spring 2015 & beyond	SEA	Monitor and support implementation of the Turnaround Principles throughout the duration of the period for which the school is identified in the Turnaround Plan category; if the school does not exit from the Turnaround Plan category, make a determination regarding state intervention at the district level

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement exits priority status?

a. *Do the SEA's criteria ensure that schools that exit priority status have made significant progress in improving student achievement?*

The exit criteria ensure One Star Schools have made significant progress. One Star Schools will remain under the requirements of the Turnaround Plan, once identified, for at least three years in order to fully implement the Turnaround Principles and meaningful interventions, unless they meet the exit criteria. The state has set criteria for removing a school from the One Star School category (i.e., priority status) once it has made significant progress. The method the state will use to determine if a school or district has met its annual measurable objectives results is a rating scale of one to five stars. This annual rating includes absolute achievement and student growth. In order to be removed from One Star School status, a school must achieve a three-star ranking or better for two consecutive years after initial identification.

- *Is the level of progress required by the criteria to exit priority status likely to result in sustained improvement in these schools?*

The level of progress required is likely to result in sustained improvement. The state has determined that the exit criteria of two consecutive years achieving a three-star ranking or better on the annual measurable objectives is likely to result in sustained improvement. First, this is due to the fact that the school has demonstrated evidence of achievement that is not simply a one year anomaly. Rather, minimum state benchmarks have been met and the system has sustained that level of performance over time. Second, to achieve a three-star rating or better, the school must be demonstrating system-wide improvement in order to impact the multiple sub-domains on the performance framework. Because the exit criteria is based on all four dimensions of the accountability system, when a school receives a higher star rating, it illustrates that the school's performance has improved throughout and includes more than just students reaching proficiency. It includes all student and subgroup growth; growth to proficiency; and, for high schools, it also includes three measures of postsecondary and workforce readiness.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools."

Did the SEA describe its methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as focus schools?

Focus Schools will be identified as those Title I schools that receive a Two-Star rating as described in Section 2.A.i. Through this comprehensive measure of student achievement, student growth, growth to standards, growth by students in subgroups and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are among the lowest-performing in Idaho due to achievement gaps. A Two-Star rating does meet the ESEA definition of "focus school," which is a Title I school in the State that, based on most recent data available, is contributing to the achievement gap in the State. The total number of Two-Star Schools in Idaho includes 9.85% or 54 of the Title I schools in the State.

Idaho has defined Two Star schools as those that have low overall achievement and have a notable proficiency gap for subgroups. This is measured through the growth to achievement and growth to achievement subgroups. The One and Two star schools also encompass all schools that have a graduation rate <60%.

2.E.ii Provide the SEA's list of focus schools in Table 2.

Did the SEA include a list of its focus schools? (Table 2)

a. Did the SEA identify a number of focus schools equal to at least 10 percent of the State's Title I schools?

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all Two Star schools for the US Department of Education. As noted in the aggregate in Table 2, 9.84% of Idaho schools are preliminarily classified as Two Star schools.

b. In identifying focus schools, was the SEA's methodology based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system or, at the high school level, graduation rates for one or more subgroups?

SDE identified schools based on the total points awarded in the achievement category, the points awarded for growth to achievement and growth to achievement subgroups and for high schools, graduation rate, advanced opportunities and college entrance and placement exam preparedness. This point matrix created an overall rating for the school which then placed them on the rating scale.

c. Did the SEA's methodology result in the identification of focus schools that have:

(i) the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, the largest within-school gaps in the graduation rate; or

(ii)a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate?

SDE focused on definition ii. SDE verified the subgroup performance this through four steps: 1) a list was created providing Star Ratings for the schools on the next generation accountability system metric described in Section 2.A.i., 2) the Star Rating list was compared to a rank ordered list of Title I schools by the size of the proficiency gaps by all subgroups in reading and mathematics; 3) the Star Rating list was compared to a rank ordered list of Title I and Title I eligible schools' graduation rates, 4) a cumulative chart was created to illustrate any differences in the Star Rating list with the comparison lists.

As noted in the introduction to this waiver, Idaho's population precludes many schools from having reportable subgroups. Idaho has taken a strong approach in looking at subgroups in two different ways; both from four identified subgroups and then through the combined subgroup if there were not enough reportable students. This approach has allowed the Star Rating system to identify gaps for students that would otherwise only be part of an overall calculation. This identification produces a different list of schools than just comparing gaps of lowest and highest performing subgroups, which only affect a small number of schools in Idaho.

d. Did the SEA identify as focus schools all Title I-participating high schools with a graduation rate less than 60 percent over a number of years that are not identified as priority schools?

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all Two Star schools for the US Department of Education. As noted in the aggregate in Table 2, 9.84% of Idaho schools are preliminarily classified as Two Star schools.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Did the SEA describe the process and timeline it will use to ensure that each LEA identifies the needs of its focus schools and their students and provide examples of and justifications for the interventions the SEA will require its focus schools to implement to improve the performance of students who are furthest behind?

Every Two-Star School is required to write a Rapid Improvement Plan, with the assistance of the Idaho State Department of Education (ISDE). The school's District and the State are responsible for making sure the school implements the Rapid Improvement Plan effectively. If the plan is found not to be effective during the improvement process, the Two-Star School must work with its District and State to make changes accordingly.

Regardless of the school's Rapid Improvement Plan, the State will require every Two-Star School to follow specific guidance to offer school choice options, supplemental tutoring services and financial set-asides for professional development to make sure the needs of all low-achieving students are met. Two-Star Schools must follow this guidance in the school year immediately follow their identification. (See the Timeline in Table 32 for more detailed information.)

School choice options and supplemental tutoring services are comprised of a 10 percent district Title I-A set-aside intended to provide support to families and students in the time during which the school is working on substantial improvement. The State will define "school choice" as providing an alternative learning setting to families and their eligible students in which instruction is not provided by the same school. The State will define "supplemental tutoring services" as providing extra tutoring in the core academic content areas to families and eligible students. Further description is given in section 2.A.i, eligibility requirements are outlined in Attachment 14 on Family and Student Support Options, and rules concerning the set-aside are set forth in Attachment 12.

The State will define the "professional development set-aside" as a 10 percent set-aside of Title I-A funds at either a school or district level, depending on variables at the district level that is intended to align with the professional growth needs of the entire staff in a school (or district). Further description is provided in section 2.A.i, and rules concerning the set-aside are set forth in Attachment 12.

The Rapid Improvement Plan will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school and District that have led to achievement gaps and low student achievement outcomes.

The plan must incorporate strategies based on scientifically based research that will close achievement gaps and address the specific academic issues that caused the school to be identified as a Two-Star School.

The Two-Star School must use the State's WISE Tool to write its Rapid Improvement Plan. The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning. The WISE Tool is made up of 88 indicators. Each indicator is tied to research on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students. Through the plan approval process, the State and District will make sure the Two-Star School has selected indicators and is implementing interventions that are proven to help the student populations affected by the school's achievement gap(s).

While the Two-Star School must determine its current level of performance in relation to all 88 indicators within the WISE Tool, it must set priorities and create in-depth, thorough plans for a smaller, actionable sub-set of approximately 20 indicators. The Two-Star School will be expected to plan for and achieve the full set of 88 indicators within its three years of improvement. However, by creating more in-depth plans for at least 20 indicators, the school can focus on priority student populations and more effectively sustain changes in the greatest area of need.

The State also places requirements on Districts in which a Two-Star School is identified. The District must support the planning and implementation processes in the Two-Star School. The ISDE monitors the District's support efforts through a local peer review process[16]. The District must coordinate technical assistance for the school and review the quality of the Rapid Improvement Plan created by the leadership team in the Two-Star School. The District is responsible for reviewing the plan and ensuring it is implemented effectively. The District's review will be documented and submitted to the ISDE, at which time a quality review will be conducted by the State to ensure the District has met its obligation to support the school.

Two-Star Schools will be required to annually review and update their Rapid Improvement Plans and resubmit these plans for the District and ISDE to approve. The ISDE will use this data to determine how effectively the Two-Star School is implementing its Rapid Improvement Plan and what, if any, adjustments need to be made. The State will work directly with the District and school to make the necessary adjustments. The ISDE will continue to monitor the District's involvement and support to the Two-Star School through the local peer review process.

The ISDE will conduct Instructional Core Focus Visits to Two-Star Schools on an as-needed basis. In the Focus Visit[17], a small group of staff from the State Department of Education conducts an on-site visit to evaluate current practices in the school and in the District. To determine which schools need Focus Visits, the ISDE will analyze student achievement data from the school and district levels, along with other sources of diagnostic information such as results from federal program monitoring visits. If a Focus Visit occurs, the ISDE will expect the Two-Star School to revise its Rapid Improvement Plan to reflect the recommendations provided to the school and the District.

[16] The local peer review process applies to Focus and Priority schools and is explained in detail in section 2.A.i.
[17] Focus Visits are described in detail in section 2.A.i.

Districts in which a Two-Star School is identified will enroll in technical assistance opportunities that the ISDE makes available, such as professional development and on-site instructional coaching. The technical assistance opportunity must be aligned with the needs of the Two-Star School. For example, if a Two-Star School in a District is struggling to meet the needs of diverse learners, the District would enroll in Response to Intervention training. If the district determines the Two-Star School lacks leadership capacity, the District would enroll in the Idaho Building Capacity Project[18], which provides an instructional coach on site. Through the Rapid Improvement Plan, the ISDE will ensure the District and Two-Star School select the most appropriate technical assistance available.

Table 32 provides a comprehensive timeline for how the State will ensure each District identifies the needs of its Two-Star School(s) to best meet the needs of the students.

[18] More information on the IBC Project is found in section 2.A.i and at http://www.sde.idaho.gov/site/ssos/IBC.htm.

Table 32
Timeline on how the State will ensure each District Identifies the Needs of its Two-Star School(s)

Timeframe	Agency	Action
Spring 2012	SEA	Identify first year of schools achieving Two Stars according to new performance framework; notify districts of school ratings.
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to Districts regarding the requirements that are expected to be implemented in schools which are in the Rapid Improvement Plan category (i.e., Focus Schools); provide guidance to Districts regarding the requirements that are expected to be implemented in schools in the Two Star School status.
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect.
Summer 2013	SEA	Notify Districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of Two Star rating or below.
Summer 2013	SEA	Notify Districts of schools within their districts that are identified as being in the Two Star School category (i.e., a Focus School); determine if school data suggest Instructional Core Focus Visit.
Fall 2013	SEA	Conduct Instructional Core Focus Visits in Two Star schools on an as-needed basis; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures.
Fall 2013	LEA	Begin providing required services for eligible students in each Two Star school (e.g., School Choice, Supplemental Tutoring Services) and enroll in appropriate State-sponsored technical assistance programs for the district and school.
Fall 2013	LEA and School	Develop school level Rapid Improvement Plan components that account for all improvement activities required by the State.
Spring 2014	LEA	Review school level planning components for district approval.
Spring 2014	SEA	Review school level planning components for State approval.
Spring 2015 & beyond	SEA	Monitor and support implementation of the Rapid Improvement Plan throughout the duration of the period for which the school is in the Two Star School category; if the school does not timely exit from the Two Star School category, make a determination regarding possible State intervention at the district level.

Has the SEA demonstrated that the interventions it has identified are effective at increasing student achievement in schools with similar characteristics, needs, and challenges as the schools the SEA has identified as focus schools?

Every Two-Star School must write and implement a Rapid Improvement Plan that it develops through the WISE Tool. The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning that is made up of 88 indicators. Each indicator is tied to researched best practices on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students. Through the plan approval process, the Idaho State Department of Education (ISDE) and District will make sure the Two-Star School has selected indicators and is implementing interventions that are proven to help the student populations affected by the school's achievement gap(s).

The ISDE will review student achievement data and other diagnostic information, such as federal program review visits or results of Focus Visits, to determine if the Two-Star School is implementing the Rapid Improvement Plan effectively. The State will require changes be made to the plan, if necessary.

The Two-Star School and its District will be required to participate in State technical assistance opportunities, such as Response to Intervention or the Idaho Building Capacity Project that will best meet the needs of the students who are struggling in their school.

This approach has been successful at assisting Idaho schools in meeting the State's adequate yearly progress goals; in significantly decreasing the percentage of schools identified for improvement, corrective action, and restructuring under current ESEA requirements; and for raising student achievement outcomes in general. For example, of 22 schools in the third cohort of the Idaho Building Capacity Project, the average school saw positive gains in the percent of students scoring proficient or advanced between 2009 and 2011 in both the students' categories and the primary sub-groups for both Reading and Math. This is demonstrated in Table 33.

Table 33
Average Percentage Student Proficiency Gains for Schools with Capacity Builders (2009-2011)

	Average Percent of Students at Proficient or Advanced 2009	Average Percent of Students at Proficient or Advanced 2011	Average gain in individual school's percentage points from 2009 to 2011
Reading (all students)	83%	91%	+7[19]
Reading (sub-groups of limited English Proficiency, economically disadvantaged, and students with disabilities)	66%	83%	+12
Math (all students)	74%	87%	+10
Math (sub-groups of limited English Proficiency, economically disadvantaged, and students with disabilities)	56%	75%	+17

Has the SEA identified interventions that are appropriate for different levels of schools (elementary, middle, high) and that address different types of school needs (e.g., all-students, targeted at the lowest-achieving students)?

Through the development of the Rapid Improvement Plan, the Two-Star School must take into account its grade levels and individual needs. The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning that is made up of 88 indicators. Each indicator is tied to researched best practices on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students. The indicators can be adjusted to meet a school's individual needs, as necessary.

[19] This column does not equal the difference in the columns for 2009 and 2011. This column is based on actual differences at the individual school level, not differences in the averages indicated in the chart.

The Idaho State Department of Education (ISDE) and District ultimately will be responsible for approving the school's Rapid Improvement Plan. Through this approval process, the ISDE and District will make sure the Two-Star School has selected indicators and is implementing interventions that are appropriate for its grade levels and student needs. The ISDE and District will monitor the school's progress and ensure the Rapid Improvement Plan is working effectively for students. If not, the plan will be adjusted to better meet students' needs.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status?

Once identified, Two-Star Schools will remain in the Two-Star category unless they meet the exit criteria or drop into the One-Star category. Under Idaho's accountability plan, a school can exit from the Two-Star category once it makes enough progress to rank as a Three-Star School or higher for two consecutive years. (See Section 2.A.i. for more details on Idaho's Star Rating System.) If a Two-Star School ranks in the One-Star category for two consecutive years, it will be required to implement the Turnaround Plan and interventions required of a One-Star School. Table 34 illustrates the sequence of events from entrance to exit related to the Rapid Improvement Plan associated with focus schools.

Table 34
School Level Rapid Improvement Plan Timeline for Entrance, Requirements, and Exit[20]

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
School year prior to the school year during which the first Two Star rating (or less) is earned	*Depends on Star Rating Level*	*Depends on Star Rating Level*
Continuous Improvement Plan *The year following the first Two Star rating (or less)*	Submit Continuous Improvement Plan and other state requirements (e.g., plan for aligning state funds)	Review school level Continuous Improvement Plan for approval before submission to the State
Rapid Improvement Plan - Year 1 *The year following the second Two Star rating (or less)*	Fall Participate in Instructional Core Focus Visit (if required by SEA) Begin providing School Choice Begin providing Supplemental Tutoring Services Create school level Rapid Improvement Plan aligned with turnaround principles and other state requirements	Fall Enroll district and school in appropriate technical assistance programs Oversee the development of school level Rapid Improvement Plan Review school level Turnaround Plan for approval before submission to the State

[20] Star Ratings lag one school year behind the year in which they are earned because assessment data are produced each Spring and reported in the summer prior to the following school year. For example, if during the Spring testing window for 2011-12, a school performed in such a way as to earn a Three-Star rating, the Three-Star rating would go into effect for 2012-13, immediately after the Spring data are finalized and released. Entrance to the requirements for Two Star schools is based on two consecutive years in which a Two-Star rating or less is earned. In other words, the first year may be One-Star and the second Two-Star, or Two-Star then One-Star, or both years may be Two-Star in order to enter the requirements associated with Two-Star Schools that lack progress.

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
Rapid Improvement Plan - Year 2 *Consecutive year after "Rapid Improvement Plan – Year 1"*	Full implementation of school level Rapid Improvement Plan and other state requirements Submit updates and revisions to Rapid Improvement Plan	Provide continuous support and monitoring of school level Rapid Improvement Plan aligned and other state requirements Review updates and revisions to school level Rapid Improvement Plan for approval before re-submission to the State
Rapid Improvement Plan - Year 3 *Consecutive year after "Rapid Improvement Plan - Year 2", unless the exit criteria is met.*	Continue full implementation of school level Rapid Improvement Plan and other state requirements Submit updates and revisions to Rapid Improvement Plan *NOTE: If a Three Star rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the Rapid Improvement Plan Requirements one year early.*	Provide continuous support and monitoring of school level Rapid Improvement Plan and other state requirements Review updates and revisions to school level Rapid Improvement Plan for approval before re-submission to the State
Rapid Improvement Plan - Year 4 *Consecutive year after "Rapid Improvement Plan - Year 3"*	n/a	If a school has not met the exit criteria of two consecutive years at Three Star rating or higher by the end of Rapid Improvement Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board.

a. Do the SEA's criteria ensure that schools that exit focus status have made significant progress in improving student achievement and narrowing achievement gaps?

The performance framework by which the State evaluates progress includes measurements of proficiency, growth, growth to proficiency, and postsecondary and career readiness. To exit the Two-Star category, a school must demonstrate progress across these comprehensive measures of student achievement for two consecutive years.

Is the level of progress required by the criteria to exit focus status likely to result in sustained improvement in these schools?

Based on the State's comprehensive accountability system, the ISDE firmly believes the exit criteria of two consecutive years achieving a Three-Star ranking will result in sustained improvement for Two-Star Schools.

These schools will have demonstrated evidence of significant increases in student achievement across proficiency, growth, growth to proficiency, and postsecondary and career-readiness metrics for more than a single school year.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Two Star Schools	Focus Schools[21]	63			G
One Star Schools	Priority Schools	29		C, D, E	
Five Star Schools	Reward Schools	32	A		

Total # of Reward Schools: 32
Total # of Priority Schools: 29
Total # of Title I schools in the State: 548
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 5

DRAFT

[21] As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all One Star, Two Star and Five Star schools for the US Department of Education.

Key

Reward School Criteria:	**Focus School Criteria:**
A. Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D.** Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Does the SEA's differentiated recognition, accountability, and support system provide incentives and supports for other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps? Are those incentives and supports likely to improve student achievement, close achievement gaps, and increase the quality of instruction for students?

The State's accountability system provides incentives and supports that are likely to improve student achievement, close achievement gaps, and increase the quality of instruction for all students in Idaho, including those in other Title I schools.

Idaho has developed one comprehensive system of recognition, accountability, and support that applies to all schools, regardless of Title I funding. Non-Title I schools and Title I schools not identified as One-Star or Two-Star Schools will be evaluated under the same accountability system each year. All schools will be rated based on a Five-Star scale. Schools that receive a Three-Star rating are approaching the State goals for excellence in proficiency, growth, growth to proficiency, and postsecondary and career-readiness but still have areas of improvement. Therefore, Three-Star Schools will be required to develop and implement a Continuous Improvement Plan.

The Idaho State Department of Education (ISDE) has designed a set of options for Three-Star Schools that incentivize internal motivation among school staff by (1) giving them more operational flexibility in school improvement planning at the local level, (2) creating options for participation in State support programs at no cost, (3) permitting the schools and their districts to pursue funding flexibility related to Title I set-asides, and (4) allowing Three-Star Schools to more easily transition to Four-Star or Five-Star status. Here is a brief description of these options for Three-Star Schools.

First, the Three-Star School has more flexibility in the improvement planning process. The school will develop and implement a Continuous Improvement Plan in the WISE Tool[22], the State's web-based school improvement planning tool. Whereas One-Star and Two-Star Schools must address plans that meet all 88 indicators in the WISE Tool, Three-Star Schools will have more flexibility and only need to address indicators that align with the school's areas of need. The plan will be annually revised and updated. The ISDE will review the plan for effectiveness.

Second, the ISDE will offer Three-Star Schools the opportunity to participate in statewide technical assistance activities offered through the Statewide System of Support. Participation in training, leadership support networks, or intensive improvement coaching is available at no cost to the Three-Star School. For example, if the Three-Star School and the ISDE determine the school needs technical assistance in building instructional leadership within the school, then the school can participate in the Idaho Building Capacity Project. Through this project, the school will receive on-site coaching from a veteran educator for up to three years.

Third, the ISDE will give Three-Star Schools more financial flexibility as they implement their Continuous Improvement Plans. Three-Star Schools as well as Four-Star and Five-Star Schools will receive optional fiscal flexibility. The following types of set-asides will be optional to promote continuous improvement[23]:

- Set-aside Title I-A funds for supplemental tutoring services to provide additional learning opportunities for students and according to the definitions provided in this ESEA Flexibility request.
- Set-aside Title I-A funding for professional development according to the definitions and parameters defined in this request.

In addition, ISDE will ensure that Three-Star Schools are given priority in grant opportunities (prior to Four- and Five-Star Schools) to obtain additional funds to support improvement efforts, as appropriate and as permitted by grant regulations.

Fourth, the State's accountability system creates an incentive for schools to move up to a Four-Star or Five-Star rating, where they can earn rewards and public recognition. Three-Star Schools will be able to transition more easily to the Four-Star rating or higher. Under Idaho's accountability system, a Three-Star School can move to a new rating in just one school year.

The ISDE and Districts will make sure these incentives and supports improve student achievement outcomes in Three-Star Schools. Similar to the improvement planning process for One-Star and Two-Star Schools, the District in which a Three-Star School is located will play a critical role in the development and

[22] The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning. It is made up of 88 indicators aligned to researched best practices.
[23] A complete definition and description of the set-aside flexibility option is provided in Attachment 12.

implementation of the school's Continuous Improvement Plan. Specifically, Districts will be required to review the school's Continuous Improvement Plans each year, provide feedback and approve the plans prior to submitting such plans to the ISDE.

ISDE will provide a specific rubric for Three-Star Schools, and the District will use this rubric to conduct peer review[24] sessions either within the district or through partnerships with other school districts. The peer review will ensure a high-quality implementation of the Continuous Improvement Plan. The District will make online reports on its progress and support of the Three-Star School through the WISE Tool. ISDE will work with Three-Star Schools by reviewing the Continuous Improvement Plan, monitoring District reports in the WISE Tool and providing schools with access to technical assistance through the Statewide System of Support.

Through these incentives and supports at the State and District levels, the State will make sure other Title I schools and non-Title I schools improve student achievement, close achievement gaps, and increase the quality of instruction for all students in Idaho.

[24] Local peer review is a process that balances local review by and assistance from the district for each school. It is assisted by quality control review processes in which the State supports the district. A full description is provided in section 2.A.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G *Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:*

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and

iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Is the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, likely to succeed in improving such capacity?

The ISDE has described how it will build capacity at the school, district and State level through the improvement planning process, effective implementation of an improvement plan and technical assistance offered through the Idaho Statewide System of Support. All these processes are aligned with researched best practices and will be evaluated on a regular basis by the district and the State to ensure they are working effectively at the school level. If not, changes will be made accordingly to best meet the needs of the students in the school.

Idaho's accountability system will build capacity at the State, district and school levels for the following reasons.

First, strong performance at the district level is necessary for improvement to take place the school level. The ISDE ensures that districts play a critical role in the improvement planning and implementation process. The ISDE, district and school work together to develop an improvement plan for schools that rated as One-Star, Two-Star or Three-Star. The plans will vary depending on the schools' needs, but each entity uses the web-based WISE Tool to write and review the improvement plan. Through this planning process, the State ensures both the district and school address leadership needs.

Second, when schools participate in technical assistance activities or support programs, such as Response to Intervention training or the Idaho Building Capacity Project, the ISDE requires district leadership to enter into performance agreements that detail expectations for how the district also will be involved in the project and support the schools. To build capacity at the State level, the ISDE has formed partnerships with institutions of higher education, such as Boise State University, to successfully implement and sustain the Idaho Building Capacity Project and other critical technical assistance activities.

Third, when the ISDE conducts professional development opportunities for Response to Intervention or other programs that work to strategically meet the needs of English language learners, students with disabilities and low-achieving students, the trainings are designed to support leadership teams. The ISDE focuses on a district or school leadership team, rather than only individuals, to ensure the program is sustained. These trainings require all district leadership roles to be present, such as the superintendent, federal programs director, LEP director, special education director, curriculum director.

Fourth, all improvement activities are tied to research. The ISDE requires districts and schools to develop improvement plans using the web-based WISE Tool because it includes 88 indicators that are tied to research.
This bolsters the improvement process because teams know how to connect their learning to the planning expectations the ISDE has put in place.

Fifth, improvement activities at the district and school levels are evaluated annually by the State and the school district. to make sure the school's improvement plan is working effectively to raise student achievement or close achievement gaps. The State and district use achievement data and other diagnostic factors, such as on-site Focus Visits or federal program review visits, to conduct the evaluation. If the plan is not working effectively, the State and district will work with the school to revise its plan or offer additional technical assistance activities aligned to the school's needs.

In these ways, the State is making sure it is building leadership capacity at every level. The ISDE integrates a State role, district role and school role into every planning, implementation and review process. The effectiveness of this model will ensure leaders at all levels gain the knowledge and skills they need to support teaching and learning and implement continuous, substantial improvement after the State's involvement ends.

The ISDE believes this system of accountability will work to improve student achievement and close achievement gaps because it is based on research and based on previous successes in the State. Idaho became the subject of a case study on promising practices within the Statewide System of Support in 2010. The National Center on Innovation and Improvement (CII) published *Transforming a Statewide System of Support: The Idaho Story* (Lane, 2010) highlighting how the

State's model has resulted in changed partnerships with districts and schools in a way that is contributing to improved student achievement and sustainable improvement across the State. The following is an excerpt for the findings of the study:

> *The original purpose of this case study was to document how Idaho had developed its statewide system of support. In the process of documenting Idaho's story, what we found was a state that has dramatically altered its relationship with districts and schools. In three years, beginning in 2008, the Idaho Department of Education has transformed its approach to working with schools, revised (or created anew) all the tools that they use with schools around school improvement, and developed a set of institutional partners that strengthen the system, thereby contributing to the sustainability of overall improvement efforts. Perhaps most telling is the fact that by the end of the 2010 school year, many schools and districts* ***not*** *identified for improvement began to request access to the same supports and assistance provided to underperforming schools…Idaho is developing a system of support for all schools, not just those identified as low performing by state and federal accountability systems (Lane, 2010).*

a. Is the SEA's process for ensuring timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools likely to result in successful implementation of these interventions and in progress on leading indicators and student outcomes in these schools?

The ISDE has described a plan to evaluate improvement plans and interventions in One-Star and Two-Star Schools on a regular basis. Every One-Star and Two-Star School must submit an improvement plan through the WISE Tool, the State's web-based school improvement planning tool. The WISE Tool has 88 indicators tied to research in school improvement. Each district in which a One-Star or Two-Star School is located also must develop and submit an improvement plan. All interventions must be aligned to the indicators in a school or district's improvement plan. Here are the ways in which the improvement plans for One-Star and Two-Star Schools will be monitored:

> First, the WISE Tool contains several ways in which the State and school districts can monitor improvement activities. It is accessible at the State, district and school levels so staff at all levels can coordinate planning and provide feedback. External improvement coaches, such as those provided through the Idaho Building Capacity Project, will have access to the WISE Tool to comment on improvement plans. The Tool includes timelines and self-monitoring procedures to promote internal responsibility and team planning.
>
> Second, the ISDE and the school district are responsible for evaluating the effectiveness of the One-Star or Two-Star school's improvement plan annually. The ISDE also will evaluate the district's improvement plan annually.

The ISDE and district will use student achievement data and other diagnostic information, such as Focus Visits (if conducted) or federal program reviews. If a plan is not being implemented effectively, the ISDE and district will make changes to the plan or interventions offered to the school.

Did the SEA describe a process for the rigorous review and approval of any external providers used by the SEA and its LEAs to support the implementation of interventions in priority and focus schools that is likely to result in the identification of high-quality partners with experience and expertise applicable to the needs of the school, including specific subgroup needs?

The ISDE has described a rigorous review and approval process for external providers. The following is the process the ISDE will use.

Many of Idaho's districts and schools are located in rural and remote areas. Thus, it is unlikely that new external providers will be available to assist One-Star or Two-Star Schools in their efforts to improve student learning. As such, ISDE does not intend to maintain a state list of newly approved providers. However, the ISDE has existing partnerships with Idaho's three institutions of higher education (IHEs), which serve as approved external partners and have a track record of providing high-quality services in every region of Idaho.

These approved providers include the Center for School Improvement at Boise State University, the Intermountain Center for Education Effectiveness at Idaho State University, and the College of Education at the University of Idaho.

If school districts desire to utilize additional external providers, they may choose to do so at a local level. To attain State approval, the district must define the plan for services, the costs entailed and governance relationships agreed upon in each applicable One-Star or Two-Star School through the district improvement planning process, submitted to the ISDE in the WISE Tool.

The plans for other external providers will be evaluated on a case-by-case basis by the Statewide System of Support (SSOS) Leadership Team, which oversees the review and approval of all improvement plans and associated requirements. Districts plans for other external providers will be evaluated based on the degree to which they demonstrate:

- a rigorous and thorough review, or screening, of available external providers has been conducted by the district
- a rigorous and thorough bidding process has been conducted by the district, if more than one choice is available
- that the external provider's services align with the implementation of the turnaround principles as defined in the Idaho Accountability Plan
- the external provider is sufficiently qualified to provide the services necessary for implementation of the turnaround principles or associated services

If the plan for utilizing a previously unapproved external provider is found lacking, the SSOS Leadership Team will provide direct support and assistance to district leadership in the process of recruiting, screening, and selecting such providers, and then require the plan to be revised as appropriate.

b. *Is the SEA's process for ensuring sufficient support for implementation in priority schools of meaningful interventions aligned with the turnaround principles (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources) likely to result in successful implementation of such interventions and improved student achievement?*

The SEA's process for ensuring sufficient support for implementation in One-Star Schools of meaningful interventions is aligned with the Turnaround Principles and likely to result in successful implementation of such interventions and improved student achievement.

The interventions, planning, and expectations for implementation that ISDE has created for schools in One-Star status are comprehensive and integrated across multiple support programs and aligned with each other.

The Turnaround Principles are embedded in the improvement planning process that all One-Star Schools must complete through the WISE Tool, a web-based school improvement planning tool with 88 different indicators. Additional actions, such as the support of effective teaching and learning through professional development and the temporary support needs of students, are enabled through leveraging District funds previously targeted to specific activities under ESEA Section 1116(b)(10).

Districts with One-Star Schools are still required to set aside funds for professional development, school choice, and supplemental educational services according to the definitions provided in the Idaho Accountability Plan. Additionally, the State leverages funds through section 1003(a) and 1003(g) allocations as permitted within ESEA to deliver and provide services directly to schools and their districts as well as provide grants directly to the district to pay for other innovations at the local level. Lastly, the State has written flexibility into this waiver request with the intent of aligning other Federal funding streams, such as 21st Century Community Learning Centers, to support extended learning time and supplemental tutoring to students in need of support.

An additional process the State plans to use to support successful implementation of the Turnaround Principles is the coordination of State funds to reward teachers in hard-to-fill and leadership positions. In 2011, Idaho passed comprehensive education reform laws, known as "Students Come First" that includes a Statewide pay-for-performance plan to reward teachers for improvement student achievement, working in hard-to-fill positions and taking on leadership duties. In

the 2012-13 school year, school districts will work with teachers to develop plans to identify the hard-to-fill positions and leadership duties that should be awarded at the local level. Plans and bonuses will vary from district to district. The State will provide funding in Fall 2013 for districts to offer rewards in these two areas to support effective teaching and leadership. For example, districts can use these funds to incentivize job-embedded instructional coaching by providing bonuses to teacher leaders. For more information on Students Come First laws, see http://www.studentscomefirst.org/bill.htm.

c. *Is the SEA's process for holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools, likely to improve LEA capacity to support school improvement?*

The SEA's process for holding Districts accountable for improving school and student performance, particularly for turning around One-Star Schools, is likely to improve District capacity to support school improvement.

As has been described throughout the flexibility request, Idaho has designed all of its K-12 educational support systems with significant consideration given to district leadership capacity and the ways in which districts develop and support school leadership capacity that is necessary to support school improvement.

- First, the district must be involved in the One-Star School's improvement planning process and implementation of its improvement plan. ISDE holds districts accountable for their responsibility through multiple means, one of which is State review of school improvement plans the district has already approved via local peer review. Subsequently, ISDE will offer assistance to the district and work with them to improve the plans and/or improve the district's capacity to help its schools improve student learning.

- Second, ISDE programs emphasize the development of district leadership capacity along with school leadership. For example, the Idaho Building Capacity Project ensures that for every participating school that is in need of improvement, there is an external Capacity Builder, or improvement coach, who also works with the district superintendent and district leadership team on improvement of the district system.

- Third, ISDE designs and delivers training opportunities for Response to Intervention and other initiatives to district leadership teams to ensure they have the capacity to implement sustainable school improvement practices. District and school leadership teams must work in tandem to achieve higher student outcomes, especially in turning around the lowest-performing schools.

PRINCIPLE 2: SUMMARY

ISDE is seeking to maximize the flexibility being offered within ESEA in order to build on previously successful practices and move to a more comprehensive approach to improvement and accountability. The State strongly believes in the moral imperative to improve the academic outcomes of all students, but especially those most at risk. The State has experienced a reversal in the trajectory of schools identified for improvement, and ISDE has developed a plan for differentiated recognition, accountability, and support in order to capitalize on the momentum of the past few years.

The State recognizes that it still must work to improve the academic outcomes of students who are at risk. In order to differentiate between the needs of schools and districts, the State model is changing from a conjunctive system of achievement targets to a performance framework that is compensatory in nature. As such, schools and districts will be classified on a spectrum of performance, with points accumulated across multiple metrics, and will be subsequently labeled each year using a Five-Star Scale to differentiate between the highest and lowest levels of performance.

In response to the need of each school and district, the State has designed recognition opportunities, accountability requirements, and support mechanisms that appropriately match each system's performance. In order to leverage substantial improvement in the lowest performing schools and districts, the State will provide intensive intervention and support opportunities. This comprehensive approach is developed with the intent that all schools and districts will ultimately meet high expectations and move across the Five-Star Scale into the highest levels of performance (i.e., Four and Five-Star Status).

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	**Option B**	**Option C**
☐ If the SEA has not already developed any guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

	iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	

PRINCIPLE 3 – INTRODUCTION

This section primarily provides an overview of work already done in Idaho around teacher evaluation, the efforts to strengthen evaluations for continuous improvement, and the processes in place to create a system for administrator evaluation:

Idaho has created, and continues to develop, statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Under Students Come First, at least 50 percent of teacher and administrator performance evaluations must be based on student achievement. Two other required measures of educator performance are parental input and observation. Districts must make sure that parent input is included on teacher and school-based administrator performance evaluations going forward. This data must be considered as part of the overall evaluation, however, districts have local control over by what means they collect and at what percentage they calculate parent information into the evaluation equation. Additionally, every school district is currently using the Statewide Framework for Teacher Performance Evaluations, based on the Danielson Framework for teaching. The states goal is to increase the frequency of interaction between teachers and administrators around this model, and ensure that data gathered from evaluations informs ongoing professional growth.

Currently, the Idaho State Department of Education is working with educational stakeholder groups to develop the specifics of a statewide framework for administrator evaluations to ensure this goal.

One of the priorities of the State is to emphasize the principal's role as an instructional leader who is proficient in assessing teacher performance and carrying out reflective conversations to promote each teacher's growth. This work is underway and should be completed by May 2012. Once established, the State intends to use this framework to make necessary changes within administrator preparation programs, and to implement Individual Professional Performance Plans for both teachers and administrators prior to initial certification.

3.A.i The SEA has developed and adopted one or more, but not all, guidelines consistent with Principle 3.i. Explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students:

In March 2011, Idaho lawmakers enacted Students Come First; a significant new law mandating unprecedented change for the State's K-12 schools. One of the three foundational pillars underlying Students Come First is dedicated to developing great teachers and leaders in Idaho, with the goal for every student to have a highly effective teacher every year of his or her schooling. At the center of this pillar is an emphasis on teacher and administrator evaluations.

These evaluations build on Idaho's past work to create a Statewide framework for teacher performance evaluations to further ensure that all educator evaluations involve multiple measures, with at least 50 percent of the evaluation based on growth in student learning. The landmark legislation provides for the following (see Idaho Code 33-513 through 33-515 and 33-1004I). http://legislature.idaho.gov/legislation/2011/S1108.pdf and http://legislature.idaho.gov/legislation/2011/S1110.pdf:

- Educators will be evaluated based on their impact on student growth, with not less than 50 percent of academic growth accounting for an educator's total evaluation;
- Evaluation will serve as a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, and non-renewal;
- Annual performance evaluations will be made for all teachers and principals; and,
- Forced placement of teachers is prohibited. This means that no building administrator may be forced to employ a teacher released or otherwise displaced from another school within the district.

A timeline outlining key events in the development and confirmation of adoption of Idaho's educator evaluation policy is included as Attachment 10.

The events included in this timeline illustrate a comprehensive plan that will likely lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement. Attachments 10 and 11 provide evidence of Idaho's commitment to a rigorous and relevant evaluation system reflected in policy changes in all phases; from full implementation to proposed rule. Together, these changes represent a comprehensive system for evaluation that will be

used for continual improvement of instruction and will meaningfully differentiate educator performance using multiple, valid measures and emphasizing student growth.

i. Evidence of the adoption of the guidelines (Attachment 11):

- Students Come First-Proposed revisions to Idaho Code 33-513 through 33-515:
  - http://legislature.idaho.gov/legislation/2011/S1108.pdf
- Students Come First-Proposed revisions to Idaho Code 33-1004I:
  - http://legislature.idaho.gov/legislation/2011/S1110.pdf
- Finalized Idaho Code 33-513 through 33-515 and Idaho Code 33-1004I
  - http://legislature.idaho.gov/idstat/Title33/T33CH5SECT33-513.htm
  - http://legislature.idaho.gov/idstat/Title33/T33CH5SECT33-514.htm
  - http://legislature.idaho.gov/idstat/Title33/T33CH5SECT33-514A.htm
  - http://legislature.idaho.gov/idstat/Title33/T33CH5SECT33-515.htm
  - http://legislature.idaho.gov/idstat/Title33/T33CH10SECT33-1004I.htm
- Idaho Administrative Rule - IDAPA 08.02.02.120

ii. The SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year:

The teacher evaluation guidelines were adopted by the Idaho Legislature in March 2011. Development and adoption of the administrator evaluation guidelines will follow the same process, with recommendations going to the State Board of Education in April 2012. The ISDE and educational stakeholder groups have discussed administrator evaluation since Idaho developed a Statewide Framework for Teacher Performance. In May 2008, the first task force was charged to develop "minimum Statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho." They completed their work in April 2009 but in December 2011, the ISDE convened a Focus Group to start work in the area of crafting a Statewide Framework for Administrator Performance.

In the first few months of this work, all stakeholders have shown strong support for the development of a rigorous framework for administrator evaluation; thus; suggesting successful adoption of the related/necessary policies in the 2011-2012 school year. ISDE held its first meeting with representatives from educational stakeholder groups on December 15, 2011. Participants included:

- Administrators from both large urban and small rural districts
- Public School Teachers
- Central District Staff- Directors of Curriculum and Special Education
- Idaho Education Association President
- School board trustees from both large urban and small rural districts
- Higher education representatives
- Idaho PTA representative
- Office of the State Board of Education representative
- Office of the Governor representative
- Senator John Goedde, Idaho Legislature
- Senator James Hammond, Idaho Legislature
- Senator Steve Bair, Idaho Legislature

(See Attachment 15 - Meeting Minutes from December 15, 2011)

This Focus Group will continue to meet once monthly. ISDE has created a webpage at http://www.sde.idaho.gov/site/teacherEval/ where interested stakeholders and members of the public can track the group's progress, find links to the research and provide feedback to group members. The group plans on concluding its work by May 2012.

In addition to the Focus Group, ISDE has formed a smaller working group that will also meet monthly to plan for the larger group meetings and specifically craft related State's policy based on stakeholder feedback. The smaller working group consists of the Executive Director of the Idaho Association of School Administrators, the Executive Director of the Idaho School Boards Association, the Executive Director of the Idaho Education Association, and ISDE staff.

(See Attachments 15 and 16 - Meeting Minutes from November 2011 and January 2012 meetings.)

iii. Description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines:

Idaho values stakeholder input, even beyond teachers and principals, in developing evaluation policy, and will continue to provide avenues for input in developing remaining guidelines. In Fiscal Year 2009, $50,000 was legislated to fund the research and development activities of the Teacher Evaluation Task Force as briefly referenced above. The task force was comprised of key stakeholders from across Idaho who shared a desire to improve education through a consistent set of statewide standards for teacher evaluation. Teachers, parents, school administrators, school board trustees, legislators, and representatives of higher education were involved in the Teacher Performance Evaluation Task Force. The task force met initially in May 2008 with the charge of "developing minimum statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho."

(See Attachment 17 - 2010 Legislative Report on the Teacher Performance Evaluation Task Force)
http://www.sde.idaho.gov/site/teacherEval/docs/implementation/2010%20Legislative%20Report%20-%20Teacher%20Evaluation.pdf.

Key findings of the Teacher Evaluation Task Force included:

1. Idaho lacked consistency, reliability and validity in measuring teacher performance. Both the standards and procedures by which teachers were being evaluated lacked consistency from one school district to the next and often within a district from one school to another.
2. Many teachers expressed concern about the quality, fairness, consistency, and reliability of teacher evaluation systems that were being used.
3. Many school districts had spent considerable resources creating robust, research-based teacher performance evaluation models (but disparate) that were developed with stakeholders involvement.
4. Idaho's school administrator preparation programs needed to focus more on the supervision and evaluation of teachers in a purposeful, consistent way.
5. A majority of Idaho's school districts were utilizing a teacher performance evaluation model based on Charlotte Danielson's Framework for teaching domains and components of instruction.
6. Idaho's Core Teaching Standards, used in pre-service teacher education and key to the ongoing professional development for practicing teachers, were aligned with Charlotte Danielson's Framework for teaching domains and components of instruction.

Based on task force recommendations, the Idaho State Board of Education and Idaho Legislature subsequently approved administrative rule changes to adopt a Statewide Framework for Teacher Performance Evaluations in Idaho in January 2009. (See Attachment 18 – Idaho Administrative Rule IDAPA 08.02.02.120, http://adm.idaho.gov/adminrules/rules/idapa08/0202.pdf.) The following timeline for implementation of the new Idaho teacher performance evaluation standards was then adopted and executed:

- Summer 2009: The Idaho State Department of Education began offering trainings and technical assistance on teacher performance evaluation standards. These trainings were part of the technical assistance provided by ISDE designed to assist school districts in the implementation of their new evaluation models.

- 2009-10 school year: Districts and public charter schools worked with educational stakeholders to develop evaluation models.

- February 2010: Districts and public charter schools submitted their proposed models for State approval. The adopted model had to be signed by representatives from the Board of Trustees (school board members), administrators, and teachers. If a school district or public charter school was not prepared to submit their evaluation model and policy for review at that time, the ISDE had to have received evidence that progress was being made toward Fall 2011 implementation. These districts and public charter schools had to submit a letter outlining progress along with a timeline for completion.

- Fall 2010: At a minimum, districts and public charter schools had to begin piloting their approved Teacher Performance Evaluations:
    i. Districts and public charter schools were required to submit an interim progress report to ISDE regarding plan implementation.
    ii. A waiver process was afforded for districts and public charter schools showing evidence of progress but needing additional time before piloting.

- Fall 2011: Full implementation of the teacher evaluation model.

Technical Assistance Provided by ISDE:
Beginning in 2010-2011, ISDE provided technical assistance to school districts and public charter schools in their efforts to implement the new teacher evaluation requirements. This technical assistance included:

- Six face-to-face regional workshops on the Charlotte Danielson Framework. The workshops were designed for school administrators and focused on giving them a deeper understanding of the Charlotte Danielson Framework and how to use the framework for teacher evaluation purposes.

- A contract with Educational Impact to provide 24-hour access to online video-based professional development to all public school teachers and administrator to support understanding of the Charlotte Danielson Framework. This online training was designed to help teachers and administrators better understand the basics of the Framework.

- A second contract with Educational Impact was authorized for the purpose of developing a custom training program targeted specifically at administrators. The training centered on how to use the Danielson Framework for evaluation purposes, including examination of performance artifacts and best practices in conducting pre- and post-observation conferences.
  The program allows administrators to view video footage of teachers in the classroom and practice evaluating teacher performance.

- A website remains posted with links to sample school district evaluation models, sample policy language, rubrics, evaluation tools, and other guidance that can be utilized by districts as they work to develop and revise their own models.

Idaho believes that these measures have, and will continue to, significantly contribute to the development of a more able Statewide teaching workforce; one that, in turn, will be better prepared to support improved student achievement. Ongoing implementation of support allows the ISDE to continue to gather feedback about staff development needs around the State.

The next steps in a unified effort to solidify Idaho's policy commitment to supporting great teachers and leaders to bring about improved student achievement includes creating policy for administrator evaluations in much the same way described above for teacher evaluations. ISDE is currently involving teachers, school administrators, and legislators, and other significant stakeholder group representatives in the development of the administrator evaluation, discussed in detail above. This work and a timeline for other statewide initiatives are outlined in Table 35.

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Table 35
Develop & Adopt Guidelines for Local Teacher and Principal Evaluation & Support Systems

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Develop a statewide definition and standards for "effective" teachers	Spring 2012-Fall 2012	Administrator Evaluation Focus Group, SEA, via Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified.	Limited timeframe and funding at this time
Develop language for Administrative Rule concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit formative observations and evaluative discussions at least twice per year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514	Spring 2012-Fall 2012	Administrator Evaluation Focus Group, SEA, via Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
State and stakeholders shall create a sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results.	Spring 2012-Summer 2012	Administrator Evaluation Focus Group, Idaho Department of Education Evaluation Capacity Taskforce	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time
ISDE convenes stakeholder group to define a framework for evaluating administrators to be adopted statewide. This group is titled the *Administrator Evaluation Focus Group*. The core/small team consists of ISDE Staff members along with educators associations. The larger focus group includes the core team and various stakeholders within Idaho	November 2011-May 2012	Administrator Evaluation Focus Group, Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
1. Together with Administrator Focus Group generate statewide definition and standards for "effective" school administrators 2. Administrator Focus Group will establish a framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon student growth and achievement 3. The Administrator Focus Group will design an administrator evaluation framework heavily focused on Instructional Leadership 4. Establish the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group	December 2011-May 2012	Administrator Evaluation Focus Group, Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
1. ISDE and stakeholders will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) 2. Stakeholders shall also create framework for policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a District	March-May, 2012	Administrator Evaluation Focus Group, Evaluation Capacity Taskforce, Idaho Department of Education	Attachment 15 Agenda from Dec 15. 2011 Administrator Evaluation Focus Group Meeting Attachment 16 Minutes from large Administrator Evaluation Focus Group	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
1. Develop a Professional Performance Plan for Principals that will hold them accountable for progress in addressing inter-rater reliability 2. Principal professional performance plans will include goals addressing school climate and working conditions, developed with reference to a working conditions or school leadership survey. The intent is that this process will allow educators to give feedback on the professional development they receive and will help principals monitor and ensure that educators have access to appropriate and high quality professional development	January-May, 2012	Administrator Evaluation Focus Group, Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting Attachment 16 Minutes from large Administrator Evaluation Focus Group	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
(cont'd) 3. Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed 4. Produce language in Administrative Rule (or Statute) to hold principals accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability 5. Create a framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed					

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
1. Professional Performance Plan Framework shall be created for educators that will form the basis of subsequent evaluations and allow districts to assess growth and development. 2. Create language in Administrative Rule (or Statute) for Professional Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development	January-June 2012	Administrator Evaluation Focus Group, Idaho Department of Education	Attachment 15 Agenda from Dec 15. 2011 Administrator Evaluation Focus Group Meeting Attachment 15 Minutes from large Administrator Evaluation Focus Group	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
1. Create a theory of action and an action plan that identifies a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) 2. Create a framework for policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within all Districts 3. Using current research, create a list of options and strategies for use by Idaho educators that will provide meaningful feedback and encourage timely support to educators to improve their practice	January-August 2012	Evaluation Capacity Taskforce Administrator Evaluation Focus Group Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting Attachment 16 Minutes from large Administrator Evaluation Focus Group	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
1. Present proposal to State Board concerning the framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth 2. Provide recommendations to State Board concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable	May-June 2012	Evaluation Capacity Taskforce Administrator Evaluation Focus Group Idaho Department of Education	Attachment 15 Agenda from Dec 15. 2011 Administrator Evaluation Focus Group Meeting Attachment 16 Minutes from large Administrator Evaluation Focus Group	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time
Public comment period pertaining to the sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results	Fall 2012	ISDE	Attachment 18 IDAPA 08.02.02.120	ISDE Staff Time Necessary but unknown at this time	Resources for Technical Assistance and Support

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Public comment period of Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth, development and achievement	Fall 2012	ISDE	Attachment 18 IDAPA 08.02.02.120	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support
Public comment period concerning Principals being held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability	Fall 2012	ISDE	Attachment 18 IDAPA 08.02.02.120	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support
Public comment period concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year These observations and evaluative dis-cussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514	Fall 2012	ISDE	Attachment 18 IDAPA 08.02.02.120	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Public Comment period concerning the Administrator Focus Group determinations concerning: 1. statewide definition & standards for "effective" school administrators 2. framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon growth in student achievement 3. administrator evaluation framework heavily focused on Instructional Leadership 4. the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group	Fall 2012	ISDE	Attachment18 IDAPA 08.02.02.120	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
(cont'd) 5. systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g., measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)					
1. All districts and public charter schools must adopt a policy to include student achievement data as part of their evaluation models for superintendents, assistant superintendents, directors, principals, other district administrative employees and certificated employees	After June 30, 2012	ISDE	Attachment 18 IDAPA 08.02.02.120	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Continued implementation of Idaho Mentor Network with the addition of mentoring for administrators: a. Planning and Designing Professional Development for New Teachers and Mentoring for Equity b. Continue coursework for Consulting Teacher Endorsement	School Year 2012-2013	ISDE	Attachment 19 Executive Summary for Mentors Attachment 20 Leading the Framework for Teaching Action Plan	SPDG Grant, Title IIA funds	Managing continuing capacity Continued funding source

v. The SEA has checked Assurance 14.

3.A.ii Teacher and principal evaluation and support systems for which the SEA has developed and adopted guidelines, consistent with Principle 3, are systems that meet the specified waiver criteria:

Idaho's current educator evaluation system meets the basic waiver elements set forth in 3.A.ii a-f. It is important to note, however, that all of Idaho's related legislation recognizes the need for flexibility in a State that is deeply committed to local control. Clarification of the degree of flexibility allowed in order to maintain the balance between consistency across the State and recognition of districts' unique needs is addressed through the rules promulgation process. Further definition of evaluation processes and timelines will be added to Idaho Administrative Rules prior to full implementation in school year 2014-15. Each element is outlined in Table 3.A.ii(a) *Implementation Timeline for Proposed Rule Changes* included at the end of this section.

The evaluation systems established for Idaho educators will promote reflective practice and the development of ongoing, personalized professional development plans leading to improved support for turning around low-performing schools and measurably increased student achievement for all students.

a. Idaho's Educator Evaluation System will be used for continual improvement of instruction.

The teacher evaluation model set forth under IDAPA 08.02.02.120 was adopted in 2010 (http://adm.idaho.gov/adminrules/rules/idapa08/0202.pdf). A significant portion of teacher evaluation is a performance assessment, based upon the *Danielson Framework for Effective Teaching*. Administrative rules specifically address using this evaluation model for the purpose of improving instructional practices. Subsections m and n require school districts to report the following to ISDE in order to receive evaluation plan approval:

i. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool used to inform professional development.
ii. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists individual educators in need of improvement.

Idaho's longitudinal data system, *Idaho System for Educational Excellence (ISEE),* allows administrators to track teacher evaluations over time, and to assess the student achievement gains that may result from targeted professional development for teachers. In addition, Administrative rules charge each administrator with the responsibility for being trained in personnel evaluation and districts must commit to ongoing training and funding as follows:

i. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.

ii. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.
iii. Funding – a plan for funding ongoing training and professional development for administrators in evaluation.

Additionally throughout Principal 2, teacher and administrator evaluations are connected to school improvement plans. Teacher and administrator performance evaluations in Idaho already require a strong tie to student performance metrics (at least 50%). The State will require One- and Two-Star schools to demonstrate how teacher and administrator evaluations enhance their improvement plans by embedding the concepts in the Rapid Improvement and Turnaround Plans.

b. Idaho's Educator Evaluation System meaningfully differentiates performance using at least three performance levels.

ISDE developed regulations found in IDAPA 08.02.02.120 specifically to support teachers in continual improvement of instructional practices. Currently, school districts are required only to report teacher performance evaluation information in the aggregate as "proficient" or "not proficient." However, ISDE has since begun work on revised rules that will be legislatively approved in January 2013. Revised Idaho Administrative Rule language will require districts to implement a four-tiered rating system by the 2013-14 school year. Under the rule change, there would be four performance levels for all teachers: not proficient, basic, proficient, or distinguished. Additionally, administrator evaluations shall be reported using the same four-tiered ranking system.

c. Idaho's Educator Evaluation System will use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys).

Currently, Idaho's Students Come First legislation enacted in 2011, requires that teacher performance evaluations be based upon multiple measures to include, at minimum:

1. Growth in student achievement data (Idaho Code 33-513 through 33-415B) to be weighed at not less than 50 percent in the evaluation of every educator
2. Teacher observations using the Danielson Framework for Effective Instruction (IDAPA 08.02.02.120.)
3. Parental Input (Idaho Code 33-513)

Idaho is also is in the process of rewriting State policies to include these requirements through Administrative Rule:

1. Multiple measures must be used to evaluate teacher performance. (State shall create a menu of State-approved measures. Preliminary work based upon NCCTQ Research, Attachment 21 - Alternative Measures of Teacher Performance
2. Data must be gathered with sufficient frequency to provide a basis for the evaluation. (State shall create a definition for "Sufficient Frequency" and develop a sample calendar for guidance)

The State is additionally exploring effective measures related to special student population to further inform teacher evaluation policies. A primary goal for Idaho is to ensure that highly effective teachers are in place throughout the public school system, especially for our most difficult to teach students. In order for the SDE to identify effective teachers, it is first necessary to define "highly effective" teaching and then to develop efficient and practical tools to measure it in the context of special education.

The Special Educator Evaluation Project focuses on these important tasks. Beginning with the most complex issue in measurement and assessment of teacher evaluation systems (i.e. special education), this project will provide critical information and insight to some of the most difficult measurement, practical and political issues that can inform the scaling up of such a system to other certification and endorsement areas. This project is under the direction of Dr. Evelyn Johnson, in partnership with the ISDE, Boise State University, and the Lee Pesky Learning Center.

The purpose of this project, under the direction of Dr. Evelyn Wood is to develop a special educator evaluation tool that a) directly links to student outcomes; b) is grounded in Danielson's domains; c) consists of multiple sources of data; and d) provides a system for collaboration among IHE special educator preparation programs, districts, the Idaho SDE, and the National Comprehensive Center for Teacher Quality.

To accomplish this goal, we will focus on two primary objectives:

1. Develop a definition of special educator efficacy
2. Support the state's development of a teacher evaluation system by informing the components specific to special education teachers

Participants were recruited by coordinating with existing state projects such as the New Teacher Project, State Mentor Network and graduates of state special education preparation programs.

Developing such a special education evaluation model will enable the Idaho State Department of Education to align certification standards, teacher preparation, teacher evaluation and school improvement consistent with the guidelines for a comprehensive teacher evaluation system.

(i) The SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high quality manner across schools within an LEA:

In March 2012, a workgroup comprised of key ISDE staff, external stakeholders and consultants from the Northwest Regional Comprehensive Center will form an Evaluation Capacity Taskforce that will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, and can be implemented in a quality manner.

This group will focus on the development of a theory of action linked to measuring performance for both teachers and principals, supporting related professional development, and creating a process for the ISDE to monitor school district's educator evaluation systems. The goal of the group will be to produce a Statewide system of support and accountability to ensure consistent and sustainable implementation of valid evaluation systems.

This Evaluation Capacity Task Force will also vet various measure for grades and subjects in which assessments are not required under ESEA section 1111(b)(3), and provide a menu of options for districts to begin piloting by the 2013-14 school year.

No later than August 2012, policy created by the Evaluation Capacity Taskforce will be presented for preliminary approval through the State Board of Education. Subsequently, following the rules promulgation process, the proposed policy will go out for a period of public comment in Fall 2012. Formal Legislative approval is expected to follow in Spring 2013. This timeframe will allow districts to pilot an evaluation model incorporating all of the related statutory and administrative rule changes in the 2013-14 school year. ISDE will require that each district's plan be submitted to the State no later than January 2014 to be reviewed and approved. Each plan must include evaluation processes and specific measures for both teacher evaluation and administrator evaluation. ISDE monitoring of school district plans will begin in Fall 2015.

(ii) For grades and subjects in which assessments are required under ESEA section 1111(b)(3), the SEA defines a statewide approach for measuring student growth on these assessments:

State Superintendent Tom Luna has long been an advocate for including student academic growth measures in gauging the success of schools and teachers. To gain a more robust assessment of how our schools, teachers, and students are performing, Idaho will supplement proficiency scores with a new form of

accountability—one that recognizes and rewards academic growth in addition to achievement. This is Idaho's Growth Model.

Idaho's Growth Model is the Student Growth Percentiles (SGP) framework created by Damian Betebenner and utilized by the state of Colorado. The goal of including growth in Idaho's assessments is to maximize student progress toward college- and career-readiness. To help ensure that all students are college- and career-ready by the time they exit high school, both a definition of "readiness" and a comprehensive measurement system are needed in order to determine how well students are progressing toward that goal.

The growth model adds value to proficiency assessments because it takes into account where a student starts the year academically. By grouping students who perform similarly at the beginning of the year, we can compare a student's growth against that of his/her academic peers over time. Idaho has also adopted a metric to ensure adequate growth to a standard. As outlined in Section 2.A.i. the Adequate Student Growth Percentile will illustrate if a student has made sufficient growth to reach proficiency within three years or by 10th grade, whichever comes first.

(iii) For grades and subjects in which assessments are not required under ESEA section 111(b)(3), the SEA plans to provide guidance to LEAs on what measures of student growth are appropriate, and establishes a system for ensuring that LEAs will use valid measures:

ISDE will convene an Evaluation Capacity Taskforce, referenced above in 3.A.c(iii). This task force will vet various means of measuring student growth in grades and subjects in which assessments are not required under ESEA section 1111(b)(3), and provide a menu of options for districts to begin piloting by the 2013-2014 school year .The Taskforce shall use as a foundation NCCTQ's "Measuring Teachers' Contributions to Student Learning Growth for non-tested Grades and Subjects" research and policy brief on http://www.tqsource.org/publications/MeasuringTeachersContributions.pdf).

Once the menu of options for assessment becomes available, districts will include each measure to be used for each subject and grade as a requirement for state approval of the LEA's evaluation plan. Final evaluation plans must be submitted to the ISDE no later than Spring 2014. LEAs that do not use state approved menu options will need to provide rationale and research to support their choice. ISDE monitoring of LEA measures and implementation shall begin in Spring 2015.

d. Idaho's Educator Evaluation System will require the evaluation of teachers and principals on a regular basis.

Educators are required to receive a performance evaluation annually according to Idaho Code 33-514):

There shall be a minimum of one (1) written evaluation in each of the annual contract years of employment, the first portion of which shall be completed before February 1 of each year, and shall include input from parents and guardians of students as a factor. A second portion shall be included for all evaluations conducted after June 30, 2012. This second portion shall comprise at least fifty percent (50%) of the total written evaluation and shall be based on objective measure(s) of growth in student achievement. The requirement to provide at least one (1) written evaluation does not exclude additional evaluations that may be performed.

By June 30, 2013, the state will additionally create guidelines for when, and what types of data, should be collected on a regular basis to provide enough information to draw fair and consistent results with respect to the evaluation of teachers and administrators. Revisions to policy shall require that novice or partially proficient teachers shall be observed at least twice annually, and that all other staff shall submit to, at least, two formative observations and/or evaluative discussions within the school year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

e. Idaho's Educator Evaluation System will provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.

To ensure that the feedback informing professional development is meaningful, Idaho will design an administrator evaluation framework heavily focused on Instructional Leadership. The standards for, and definition of, an effective principal will articulate how they should lead and support instructional improvements in their buildings. In December 2011, the ISDE convened a Focus Group to start work in the area of crafting a Statewide Framework for Administrator Performance. These stakeholders will meet monthly through the Spring, and have shown strong support for the development of a rigorous framework for administrator evaluation.
The plan is to adopt temporary and proposed rule to immediately enforce policies in time to pilot administrator evaluation measures in the 2012-13 school year.

Additionally, current Administrative Rule IDAPA 08.02.02.120 requires districts to provide, for State approval, a "plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement." Plans under previous statute and rule have already been approved, but another round of approvals will be necessary once all new statewide guidelines have been formally adopted. To further ensure that evaluation results clearly guide professional development, proposed administrative rule changes will

go forth in April 2012, and will include the following language under subsection 05(n):

> *No later than March 01, 2014, districts shall have established an individualized teacher evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished . Districts shall ensure that an Individualized Professional Performance Plan is created for each teacher based upon evaluation findings, and to be used in subsequent years as the baseline measurement for professional development and growth.*

Similar language pertaining to Individualized Professional Performance Plans will appear in administrative rule guiding the evaluation of administrators (See Attachment 23 - Proposed Board Rule Change, discussed in greater depth in Section 3B).

SEA guidelines will ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice:

As stated above, Idaho code is being revised to include guidance for when and what types of data might be collected on a regular basis to provide enough information to draw fair and consistent results with respect to the evaluation of teachers and administrators. State policy will require that all staff submit to a minimum of two formative observations and evaluative discussions per year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

SEA guidelines will likely result in differentiated professional development that meets the needs of teachers:

Both principals and teachers will be held accountable for progress against goals set forth in an Individualized Professional Performance Plan. The beginning performance plan shall be established from baseline performance scores articulated as part of the initial certification requirement, implemented through teacher and administrator preparation programs.

Administrators will monitor and support individualized teacher growth over time using this plan and its subsequent revisions. Central district offices will likewise continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.

f. Idaho's Educator Evaluation System will be used to inform personnel decisions.

Beginning with evaluations conducted during the 2011-12 school year, evaluations provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning, and retaining personnel. See Idaho Code 33-513 through 33-515.

Table 36
Implementation Timeline for Proposed Rule Changes

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
The sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results will be presented for approval to the State Board of Education	April-June 2012	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Conditional of State Board of Education approval
The State Board of Education will adopt as a temporary and proposed rule the recommendations of the Administrator Evaluation Focus Group	April-June 2012	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Conditional of State Board of Education approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Legislation in place to require teacher evaluations to be reported individually and based upon 4 ranking determinations; not proficient, basic, proficient, and distinguished	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Contingent upon legislative approval
Legislation approval concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Contingent upon legislative approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Legislation approval for recommended framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Contingent upon legislative approval
Legislative approval concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Contingent upon legislative approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Legislative approval concerning the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth, development, and achievement	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Contingent upon legislative approval
Legislative approval for principals accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses – inter-rater reliability, – and the framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Contingent upon legislative approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
All charters and districts must report teacher evaluations according to 4-tiered ranking system; not proficient, basic, proficient, and distinguished	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Contingent upon legislation approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
1. Create language in Administrative Rule (or Statute) that provides a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) 2. Create language in Administrative Rule (or Statute) to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a District	Spring 2013	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Conditional of State Board of Education approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Legislative approval for the sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results	Spring 2013	ISDE	No evidence at this time - Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Contingent upon legislative approval
Public comment period of systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) – and policy to ensure that evaluation measures are implemented in a consistent and high- quality manner across schools within a District	Fall 2013	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

The SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines that are likely to lead to high-quality local teacher and principal evaluation and support systems:

The SEA has developed a timeframe for the development and implementation of an educator evaluation system that involves stakeholders in the process, incorporates support and accountability for districts, and will likely lead to high quality local teacher and principal evaluation systems. This work was begun in 2009, focusing on teacher evaluation, and has continued to evolve with the implementation of Students Come First and the recent work of the Administrator Evaluation Focus Group. A timeline of all events related to this work, past, present, and planned for the future appears below:

Table 37
Timeline of Events Related to ISDE Implementation of Evaluation Policy

Timeline	Event(s)
February 2009	Presented Teacher Performance Evaluation recommendations to the Idaho Legislature
April 2009	The State Board of Education adopted as a temporary proposed rule the recommendations of the Teacher Performance Evaluation Task Force- IDAPA 08.02.02.120
August 2009	The ISDE sponsored Regional Trainings for Administrators on utilizing the Danielson Framework for teacher evaluation purposes. Districts worked with stakeholders to create models
February 2010	Districts were required to submit their proposal models to ISDE for review and approval. District's model had to be signed by representatives of the Board of Trustees, administrators, and teachers
March 2011	Temporary proposed Administrative Rules formally approved by the Legislature
2010-2011 School Year	At a minimum, districts began piloting their approved Teacher Performance Evaluations
March 2011	Students Come First legislation enacted requiring all districts and public charter schools to work with stakeholders to (1) adopt a policy to include student achievement data as part of their evaluation model and (2) adopt a policy to include parent input as part of their evaluation model

2011-2012	Districts begin full implementation of their teacher evaluation model. All district and public charter school teacher and principal evaluation models require review and approval by ISDE and are posted to the State's website along with the results of all teacher and principal evaluations in accordance with the American Recovery and Reinvestment Act reporting guidance
December 2011	ISDE convenes stakeholder group to define a framework for evaluating administrators
March 2012	ISDE will convene an Evaluation Capacity Taskforce to formally determine a systematic way to monitor and support districts to ensure that all measures used in determining performance are valid and can be implemented in a quality manner
2012	The State Board of Education will adopt as a Temporary and Proposed Rule, the recommendations of the Administrator Evaluation Focus Group, IDAPA 08.02.02.121 beginning formal promulgation of rule
2012-2013 School Year	Districts begin implementation of teacher evaluation models that provide for multiple measures to include, at a minimum, 50 percent student growth measures and parental input for all educators. Districts will additionally develop and adopt local evaluation models for administrators based upon Temporary Proposed Rule
2013-2014 School Year	Districts begin piloting principal evaluation models and submit plans to the ISDE for review and approval before formally adopting that model district wide
2014-2015 School Year	Full implementation of principal evaluation models. ISDE will begin monitoring

ISDE has a process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems.

Every school district and public charter school first submitted its teacher evaluation model to ISDE for review and approval in February 2010. To be approved, the evaluation model had to meet the minimum Statewide standards required by Idaho laws and rules. Models must address performance levels, reliability and validity, and ongoing training and professional development. A team of reviewers at ISDE, trained in the framework, review and approve the evaluation models. (See Attachment 24 - Teacher Evaluation Standards and Requirements Rubric). Plans not approved were returned to the districts, highlighting recommendations for change. Plans were then revised and resubmitted to ISDE for review and approval. Once approved, any changes made to a district's evaluation model must be resubmitted to ISDE.

As a result of Students Come First, school districts have begun revising evaluation plans for another round of State reviews. Additionally the ISDE is developing guidance for administrator evaluations that will be approved prior to the 2012-13 school year. These requirements will also need to be reflected in revised educator evaluation plans.

In order to allow districts to be purposeful in planning, and to maximize stakeholder input, ISDE will allow districts to use the 2012-13 school year to draft, discuss, and preliminarily adopt district policy. By the 2013- 14 school year, the district's evaluation administrator model must be implemented in a pilot form (at minimum) and final drafts of the district's revised evaluation plan that included processes and measurements to evaluate both teachers and administrators must be submitted to ISDE for review and approval no later than January 1, 2014. (See Attachment 23 – Proposed Board Rule Change; IDAPA 08.02.02.120.08 and IDAPA 08.02.02.121.07)

ISDE's process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the involvement of teachers and principals. According to current Idaho Administrative Rule, IDAPA 08.02.02.120, school districts must implement teacher evaluation processes and support systems with the involvement of education stakeholders:

> Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. *The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.*

As part of ISDE's review process, proof of stakeholder participation must be submitted by each district in order to qualify its educator evaluation plan for State approval. (See Attachment 24 - Teacher Evaluation Standards and Requirements Rubric). As noted above, a similar system for developing, piloting, implementing, and monitoring an evaluation framework for administrators is being crafted. ISDE will ensure that stakeholder participation is a key part of developing the State's framework, as well as a requirement for all districts in adopting their own educator evaluation systems within this framework. The Department held its first meeting with representatives from all major educational stakeholder groups on December 15, 2011. Meetings will continue monthly to gather input that will eventually shape the administrator evaluation framework. ISDE has created a webpage where interested stakeholders and members of the public can track the group's progress, find links to the research guiding ISDE discussions, and provide feedback. The process and timeline for this work is described in greater detail in section 3.A.i.

The SEA's process ensures that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA.

In March 2010, the Idaho Legislature formally approved Idaho's Statewide Framework for Teacher Performance Evaluations.

The legislation formalized requirements previously prescribed through a temporary administrative rule. In order to assist districts in adopting and piloting the system with consistency, ISDE produced and distributed implementation guidance Statewide, and posted the information on its website. (See Attachment 25- Teacher Performance Evaluation Implementation Guidelines; http://www.sde.idaho.gov/site/teacherEval/docs/implementation/Implementation%20Guidelines.doc).

The process and timeline for this work is described in greater detail in section 3.A.i.

The SEA's process ensures that all measures used in an LEA's evaluation and support systems are valid, meaningful measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA.As has been noted earlier, the Students Come First legislation (March 2011) further solidified the State's commitment to developing great teachers and leaders, with the goal for every student to have a highly effective teacher every year of his or her schooling. At the center of this statute is an emphasis on valid and reliable teacher and administrator evaluations. These evaluations build on Idaho's past work to create a Statewide framework for educator performance evaluations ensuring that all educator evaluations involve multiple measures, with at least 50 percent of the evaluation based upon growth in student achievement. These changes, preliminarily approved in 2011, await final legislative approval during the current session (See Attachment 26 – Revised IDAPA 08.02.02.120 Legislative Approval 2012). In order to be approved by the State, each district's teacher evaluation model must include the following:

- **Performance Levels:** Each school district must identify descriptors of performance levels for each domain. Examples of performance levels a district might identify include: not proficient, basic, proficient, and distinguished. In recognition of research into mastery, proficient performance in a domain is meeting 80 percent of the components. Beyond this, the ISDE will propose Board Rule change to be effective as of Spring 2012, in which all educators will be mandatorily ranked using the 4-tiered system referenced above.

- **Reliability and Validity:** Idaho's Teacher Performance Evaluation requires that each district's evaluation tool and process be valid and reliable and utilize data to support same. Districts will report content validity data within the first year - gather input from those being evaluated on the indicators within components and domains (this meets the requirements in the Idaho Administrative Code 08.02.02.120). Reliability is demonstrated through the plan for ongoing training for evaluators to ensure that different evaluators recognize the same behaviors at the same level of performance. In addition, ISDE is piloting a certification process for ensuring inter-rater reliability among evaluators, discussed in greater detail below. Proposed board rule will also require proof of proficiency in assessing teacher performance.

Training and Professional Development: As part of each district's process and implementation of a teacher evaluation model, there must be a plan for ongoing training for evaluators/administrators as well as professional development for teachers on the district's evaluation tool and process. Beyond this, the ISDE will propose Board Rule change to be effective as of Spring 2012, in which proposed Board Rule will additionally require an Individualized Professional Performance plan to track growth and achievement.

A means for providing evidence of inter-rater reliability is being piloted through ISDE at this time. To further promote rigor and reliability in evaluations, ISDE is currently offering opportunities for school districts to pilot the *Teachscape Danielson Proficiency Assessment.* This is intended to achieve inter-rater reliability as it relates to evaluation based upon classroom observation (See Attachment 27 – Danielson Brochure - Proficiency Assessment - http://www.teachscape.com/products/danielson-proficiency-system).

This pilot effort involves 50 administrators from northern Idaho school districts. The participants receive extensive training in conducting classroom observations, conferencing, and gathering artifacts for assessment. Each participant is then required to take a proficiency assessment to achieve certification in accurate evaluation. In January 2012, the pilot was expanded to include over 150 more administrators and teacher leaders in two additional regions of the State. The findings of this pilot will be used to inform further training and to explore building capacity across the state. (See Attachment 28 – Invitation to Participate.)

As noted in section 3A.ii(c), subsection *ii*, ISDE will also convene an Evaluation Capacity Taskforce charged to determine a systemic way to monitor and support districts to ensure that all measures used to determine performance are valid measures, and can be implemented in a quality manner. By March 2012, this group comprised of key ISDE staff, external stakeholders and consultants from the Northwest Regional Comprehensive Center will come together to develop a theory of action around measuring educator performance, supporting related professional development, and creating a process for ISDE to monitor school districts' systems.

The goal of the group will be to produce a Statewide system of support and accountability that will ensure consistent and sustainable implementation of valid evaluation systems for both teachers and administrators. This work will also include compiling a menu of recommendations for measuring student growth in grades and subjects in which assessments are not required under ESEA section 1111(b)(3) that will meet State approval.

Not later than August of 2012, additional amendments to policies created by this taskforce will be presented for preliminary approval through the State Board of Education. Subsequently, following the rules promulgation process of the proposed amendments, ISDE will begin monitoring all district plans beginning in Fall 2015.

The SEA's plan to be successful in ensuring that LEAs meet the timeline requirements by piloting evaluation and support systems no later than the 2013-2014 school year and implementing evaluation and support systems consistent with the requirements described above no later than the 2014-2015 school year.

As described throughout this document, ISDE has set forth a timeline for policy development and school district adoption that is consistent with the requirements of the ESEA Waiver Guidelines (See Attachment 23 – Proposed Board Rule Change) that includes key implementation dates. As has been evidenced throughout the State's responses to the questions set forth in this Principle, the timelines and various activities to be conducted have been determined to ensure that Idaho's evaluation and support systems will be piloted no later than the 2013-14 school year. That will be followed by full implementation in the 2014-15 school year; if not earlier.

Timelines that reflect a clear understanding of what steps will be necessary and reflect a logical sequencing and spacing of the steps necessary to implement evaluation and support systems consistent with the required timelines.

ISDE is confident that the timeline included within this ESEA flexibility submittal is logical and reasonable. Though there is much to be done within the timeframe, there is a sense of urgency and a commitment from all stakeholder groups that makes the plan reasonable. With the implementation of the teacher evaluation, and processes for approving district evaluation plans already in place, Idaho has a good foundation on which to build, based upon successful precedent.

The greatest challenge to the timeline, however, is that at this time, funds to fully support the professional development for school districts are scarce. The state will continue to use Title IIA State Project funds to provide technical assistance and training to districts to implement evaluation systems, but without further funding the speed at which the state will be able to deeply assist and regularly monitor in every district may be slowed. The State will not compromise on fidelity of implementation; however, it is always a challenge to reach geographically removed areas. The State's ability to secure adequate resources, outside of Title IIA, will ultimately dictate the speed of full implementation statewide.

The SEA's plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems that are likely to lead to successful implementation.

The ISDE is confident that the components detailed above will ensure adequate guidance and technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems that will likely lead to successful implementation. A summary of some of these key activities follow:

- ***Creation of Evaluation Capacity Taskforce.*** This group will focus on the development of a theory of action linked to measuring educator performance, supporting related professional development, and creating a process for the ISDE to monitor school district's educator evaluation systems. The goal of the group will be to produce a Statewide system of support and accountability to ensure consistent and sustainable implementation of valid evaluation systems.

- ***ISDE Policy Guidance.*** ISDE will have all policy in place by Spring 2012 and allow districts to use the 2012-13 school year to draft, discuss, and preliminarily adopt district policy for administrator evaluation systems, as well as finalize changes to teacher evaluation systems. By the 2013-14 school year, the district's evaluation models must be implemented in a pilot form (one school per district, at minimum) and the ISDE will establish a website to capture district reporting, and will solicit best practices from districts across the state. Final drafts of the revised educator evaluation plan must be submitted to ISDE for review and approval no later than January 1, 2014

- ***Established System for Reviewing and Approving Evaluation Plans.*** Idaho's Teacher Performance Evaluation policy requires that each school district's evaluation tool and process be valid and reliable and utilize data-based decision making practices for professional development. Any district plan that does not meet ISDE requirements is returned with comment to be revised and resubmitted.

  Districts report content validity data within the first year and gather input from those being evaluated (this meets the requirements in the Idaho Administrative Code 08.02.02.120). Reliability is demonstrated through the plan for ongoing training for evaluators to ensure that different evaluators recognize the same behaviors at the same level of performance. Proposed rule changes will further require "evidence of proficiency in evaluating teacher performance based upon the Danielson Framework for Effective Teaching." As above, an additional round of ISDE approval will be required for all evaluation systems once all changes are in effect, and administrator evaluation plans are fully in place.

- ***Face-to-Face Danielson Framework Training.*** Training will be provided across the state for administrators and teacher leaders. Training in the *Framework for Teaching* will increase the likelihood of effective instructional leadership within schools, and ensure inter-rater reliability in performing teacher evaluations.

  A means for providing legally defensible evidence of inter-rater reliability is being piloted through ISDE at this time. To further promote rigor and reliability in evaluations, ISDE is currently offering opportunities for school districts to pilot the *Teachscape Danielson Proficiency Assessment* and for school leaders to become "certified" evaluators.

While funds to fully support school districts in the implementation of teacher and principal evaluations are limited, the ISDE will leverage existing resources to implement these initiatives. How far ISDE will reach, and how timely the necessary technical assistance and support can be provided as well as regular monitoring of systems adopted by districts will be dependent upon staff time and available resources. At minimum, the statute and rule changes implemented by the State will eventually lead to successful implementation.

Planned pilot is broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEAs evaluation and support system.

Each school district will pilot the educator evaluation framework within their local context in the 2013-14 school year. As with the teacher evaluation system, every district was required to pilot in at least one school a year prior to full implementation. This shall also be the case with the revised teacher evaluation system and the new administrator evaluation system.

Because each school district across the state will be piloting to some degree, the ISDE is confident that the sample is broad enough, and sufficient feedback can be gathered. The ISDE will establish a website to capture district reporting, and will solicit best practices from districts across the state. Additionally, the newly established longitudinal data system will capture individual teacher evaluations from every district across the state to provide baseline data to ISDE.

3.B Idaho Department of Equation's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Table 38
Implementation and Capacity Building Timeline

Implementation and Capacity Building Timeline					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding)**	**Significant Obstacles**
Phase I implementation-pilot (20% of districts) • Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability • Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed	2013-14 School Year	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Time Additional funding necessary but amount unknown at this time	Concern about sufficient resources for technical assistance and support Managing continuing capacity Continued funding source

Implementation and Capacity Building Timeline					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding)**	**Significant Obstacles**
• Legislation concerning a systemic way to monitor and support a process for ensuring that all measures included in determining performance levels are valid, e.g. measures that are clearly related to increasing student academic achievement and school performance (including measures in non-tested subjects and grades) • Policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a district	Spring 2014	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval
• All districts and charters will implement the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development	Fall 2014	ISDE	No evidence at this time. Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Additional funding necessary but amount unknown at this time	Limited funding at this time. Contingent upon legislative approval

Implementation and Capacity Building Timeline					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding)**	**Significant Obstacles**
Phase II full implementation–Statewide • Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed	2014-15 School Year	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval
• ISDE will establish a process of appeals for districts that wish to contest a plan not approved. This will be accomplished through the same taskforce that will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within a district	Fall 2014-Spring 2015	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval

Implementation and Capacity Building Timeline					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding)**	**Significant Obstacles**
• The educator evaluation plan will be thoroughly developed in multi-phases. The final stage will bring together stakeholders who have piloted the various State mandated programs to gather information and evaluate further modifications to State policy as a result of stakeholder feedback	Fall 2014-Spring 2015	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval
• System will be created by ISDE and stakeholders concerning the continuous improvement and modification of educator evaluations in comparison to student achievement and stakeholder response	Fall 2014-Spring 2015	ISDE	No evidence at this time. Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval

PRINCIPLE 3: SUMMARY

Idaho has created, and continues to develop, statewide frameworks for performance evaluations using multiple measures to improve the craft of teaching and instructional leadership. Recent legislation guarantees that 50 percent of teacher and administrator performance evaluations will be based on student achievement, and that districts must include parent input as part of teacher and school-based administrator performance evaluations. Additionally, teacher observations are conducted consistently across the state, based on the Danielson Framework for Teaching, and are an integral part of a teacher' overall performance evaluation. The states goal is to increase the frequency of interaction between teachers and administrators around this model, and ensure that data gathered from evaluations informs ongoing professional growth.

The means for capturing growth data for teachers shall begin with an Individual Professional Performance Plan that will be part of the summative evaluation completed in pre-service, prior to initial certification. This plan will be carried throughout a teacher's career, revised with every subsequent evaluation to provide insight into, and evidence of, a teacher's professional growth. To ensure that every teacher evaluation results in meaningful, valid feedback that will inform this professional learning plan, Idaho has made it a priority to emphasize the principal's role as an instructional leader; proficient in assessing teacher performance and carrying out reflective conversations to promote effective classroom practice. To this end, proof of proficiency in assessing teacher performance will become a requirement of every Idaho principal.

Currently, the Idaho State Department of Education is working with educational stakeholder groups to specifically identify a full set of requirements for administrators, developing a statewide framework for administrator evaluations that will move Idaho closer to its goal to having an effective teacher in every classroom. This work is underway and should be completed by May 2012. Once established, the State intends to use this framework to make necessary changes within administrator preparation programs. A key component will be to also implement Individual Professional Performance Plans for administrators prior to initial certification.

The State will continue to assess and refine educator evaluation systems through monitoring, and is committed to creating guidance, providing technical assistance, and making policy adjustments according to research in best practices and data collected from the field. Idaho will continue to look for new partnerships and leverage existing partnerships to accomplish the highest quality and greatest possible consistency in evaluation systems across the state.

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

November 7, 2011

TO: Superintendents, Principals, Business Managers, Charter School Administrators, Title I Directors, Special Education Directors, Testing Coordinators, Technology Coordinators and Public Information Officers

FROM: Tom Luna, Superintendent of Public Instruction

RE: Weekly E-Newsletter

IN THIS REPORT:

- **Superintendent Luna to testify before Congress about NCLB**
- **State Board advanced online learning requirement**
- **Offer your comments on Idaho's NCLB Waiver application**
- **Idaho kicks off the third annual Idaho Math Cup**
- **Idaho students excel in reading compared to other states**
- **Superintendent's Schedule**
- **What's New**
- **News from the State Board of Education**
- **Reminders**
- **Upcoming Deadlines**

SUPERINTENDENT LUNA TO TESTIFY BEFORE CONGRESS ABOUT NCLB (GO TO TOP)

Superintendent of Public Instruction Tom Luna will testify before the U.S. Senate Health, Education, Labor and Pensions (HELP) Committee hearing on the reauthorization of the Elementary and Secondary Education Act (ESEA) Tuesday, November 8, 2011 at 10 a.m. ET (8 a.m. MT).

The Senate HELP Committee is currently considering legislation to reauthorize ESEA, more commonly referred to as the No Child Left Behind Act of 2001. As Idaho's State Superintendent and the President Elect of the Council of Chief State School Officers, Superintendent Luna has played a critical role in encouraging Congress to reauthorize No Child Left Behind and in shaping reauthorization legislation.

For more information on the hearing, visit http://www.help.senate.gov/.

STATE BOARD ADVANCES ONLINE LEARNING REQUIREMENT (GO TO TOP)

The Idaho State Board of Education approved a change in the graduation requirement for high school students last week. Starting with the graduating class 2016, students in Idaho will be required to take two (2) credits online.

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"Everything is moving online and we're doing our students a disservice if we're not giving them an opportunity in this arena," said Board President Richard Westerberg. "Our own institutions tell us that high school students need to have online learning skills to be more successful once they arrive on campus."

The rule, IDAPA 08-0203-1102, will start with incoming freshman in the fall of 2012. Local districts will have the latitude to determine which classes will be offered to students online and when they can take them during their four years in high school.

"Local control is the key," said Board Vice-President Ken Edmunds of Twin Falls. "We have one hundred fifteen local districts in this state and each one is unique. They must have that flexibility to work this out in the best manner possible – locally."

Superintendent of Public Instruction Tom Luna added: "This vote is a great step toward ensuring all Idaho students not only graduate from high school but graduate prepared to go on to postsecondary education and the workplace. By allowing parents and local school districts to choose online courses and providers that best meets their students' needs, we now know that every Idaho student will gain the critical digital learning skills they need to be successful in the 21st Century."

The Board took extensive public comment throughout the rule making process including a series of seven (7) local public hearings in various locations state-wide. A sub-committee of local school superintendents, teachers, school board members, parents, legislators and educational experts worked on the draft rule prior to the public hearings. "Those folks who said we did this despite overwhelming public opposition need to understand that the majority of people who commented opposed the law itself," said Subcommittee Chairman and Board Secretary Don Soltman of Twin Lakes. "The law is passed. We are bound to comply with the law. The input we received on the actual proposed number of classes themselves was very constructive."

The Idaho Legislature will now have an opportunity to review the rule in January of 2012.

OFFER YOUR COMMENTS ON IDAHO'S NCLB WAIVER APPLICATION (GO TO TOP)

The Idaho State Department of Education is seeking comments from all educational stakeholders and the general public as it works to apply for a waiver under the No Child Left Behind Act of 2001.

With a waiver, Idaho will create a new system of increased accountability that focuses on academic growth and college and career readiness. Idaho is well positioned to apply for a waiver because the state has adopted higher standards, implemented statewide pay-for-performance, and tied educator performance evaluations in part to student achievement under the *Students Come First* education reform laws.

The waiver application is different from reauthorization. Currently, the U.S. Senate is considering legislation that would reauthorize No Child Left Behind. Superintendent Luna has strongly encouraged Congress and the Administration to take action and reauthorize No Child Left Behind, since it is four years overdue. However, until the law is reauthorized, Idaho is moving forward in applying for a waiver to ensure we can create our own system of increased accountability and flexibility for all schools and districts.

STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

"Everything is moving online and we're doing our students a disservice if we're not giving them an opportunity in this arena," said Board President Richard Westerberg. "Our own institutions tell us that high school students need to have online learning skills to be more successful once they arrive on campus."

The rule, IDAPA 08-0203-1102, will start with incoming freshman in the fall of 2012. Local districts will have the latitude to determine which classes will be offered to students online and when they can take them during their four years in high school.

"Local control is the key," said Board Vice-President Ken Edmunds of Twin Falls. "We have one hundred fifteen local districts in this state and each one is unique. They must have that flexibility to work this out in the best manner possible – locally."

Superintendent of Public Instruction Tom Luna added: "This vote is a great step toward ensuring all Idaho students not only graduate from high school but graduate prepared to go on to postsecondary education and the workplace. By allowing parents and local school districts to choose online courses and providers that best meets their students' needs, we now know that every Idaho student will gain the critical digital learning skills they need to be successful in the 21st Century."

The Board took extensive public comment throughout the rule making process including a series of seven (7) local public hearings in various locations state-wide. A sub-committee of local school superintendents, teachers, school board members, parents, legislators and educational experts worked on the draft rule prior to the public hearings. "Those folks who said we did this despite overwhelming public opposition need to understand that the majority of people who commented opposed the law itself," said Subcommittee Chairman and Board Secretary Don Soltman of Twin Lakes. "The law is passed. We are bound to comply with the law. The input we received on the actual proposed number of classes themselves was very constructive."

The Idaho Legislature will now have an opportunity to review the rule in January of 2012.

OFFER YOUR COMMENTS ON IDAHO'S NCLB WAIVER APPLICATION (GO TO TOP)

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STATE SUPERINTENDENT
PUBLIC INSTRUCTION

November 7, 2011

TO: Superintendents, Principals, Business Managers, Charter School Administrators, Title I Directors, Special Education Directors, Testing Coordinators, Technology Coordinators and Public Information Officers

FROM: Tom Luna, Superintendent of Public Instruction

RE: Weekly E-Newsletter

IN THIS REPORT:

- **Superintendent Luna to testify before Congress about NCLB**
- **State Board advanced online learning requirement**
- **Offer your comments on Idaho's NCLB Waiver application**
- **Idaho kicks off the third annual Idaho Math Cup**
- **Idaho students excel in reading compared to other states**
- **Superintendent's Schedule**
- **What's New**
- **News from the State Board of Education**
- **Reminders**
- **Upcoming Deadlines**

SUPERINTENDENT LUNA TO TESTIFY BEFORE CONGRESS ABOUT NCLB (GO TO TOP)

Superintendent of Public Instruction Tom Luna will testify before the U.S. Senate Health, Education, Labor and Pensions (HELP) Committee hearing on the reauthorization of the Elementary and Secondary Education Act (ESEA) Tuesday, November 8, 2011 at 10 a.m. ET (8 a.m. MT).

The Senate HELP Committee is currently considering legislation to reauthorize ESEA, more commonly referred to as the No Child Left Behind Act of 2001. As Idaho's State Superintendent and the President Elect of the Council of Chief State School Officers, Superintendent Luna has played a critical role in encouraging Congress to reauthorize No Child Left Behind and in shaping reauthorization legislation.

For more information on the hearing, visit http://www.help.senate.gov/.

STATE BOARD ADVANCES ONLINE LEARNING REQUIREMENT (GO TO TOP)

The Idaho State Board of Education approved a change in the graduation requirement for high school students last week. Starting with the graduating class 2016, students in Idaho will be required to take two (2) credits online.

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Superintendent of Public Instruction Tom Luna and staff from the State Department of Education already have reached out to the leaders of educational stakeholder groups about the waiver application. Now, the public has an opportunity to comment on what Idaho's new accountability system should look like. Parents, teachers, school administrators, students, taxpayers, business representatives, and others are strongly encouraged to comment.

To submit your comments, please visit http://www.sde.idaho.gov/site/forms/ESEA_Flexibility.asp. Learn more about the waiver process before commenting online at http://www.sde.idaho.gov/site/assessment/FederalReq/.

The Idaho State Department of Education will submit its waiver application to the U.S. Department of Education in February 2012.

IDAHO KICKS OFF THE THIRD ANNUAL IDAHO MATH CUP (GO TO TOP)

Apangea Learning Inc. in conjunction with the Idaho State Department of Education and the Idaho Math Initiative has kicked off the 3rd Annual Idaho Math Cup. Students across the state will be battling to win the title of Idaho Math Cup Champion.

Last year's champion was Lisa Frost's math class at the Idaho Virtual Academy. This year's winning class will receive the coveted Idaho Math Cup and an awards ceremony where each student will receive special recognition, complete with customized certificates and T-shirts.

Apangea will also name Regional Class Champions who will receive a special pizza party prize package, and Individual Champions receiving movie passes, Amazon Gift Cards and an Xbox 360.

"I am excited to announce the third annual Idaho Math Cup! The Math Cup is a great way to motivate Idaho students to improve their academic achievement while having fun," Superintendent of Public Instruction Tom Luna said. "Through web-based Apangea Math, students who struggle and those who are advanced have the opportunity to compete against other schools and classrooms in the state to solve complex math problems. I wish every student and classroom the best of luck."

Find more details at the dedicated Apangea Idaho Facebook page at www.facebook.com, check out www.apangea.com or hear stories from year's winners at Apangea Learning's YouTube channel.

The Idaho State Department of Education provides Apangea Math to students as a part of the Idaho Math Initiative. Students can access Apangea from school, at home, or from any computer with internet access including any Idaho Public Library through the Idaho Commission for Libraries' Online @ Your Library Broadband Technology Opportunities Program. Apangea has been helping thousands struggling kids across Idaho since 2008 with online supplemental instructional and tutoring program.

"Doing math can and should be fun. Kids in Idaho are going to compete in a class v. class format to win the Idaho Math Cup. Many students will do extra math during the evenings and weekends to help their class get ahead. While the

Attachment 2
Public Comments for Suggested Change and ISDE Response

Comments with suggested changes were received from a variety of stakeholders. These comments were consolidated and are addressed in this document. Also included in Attachment 2 are all letters and public comments.

Stakeholder Group	Public Comment Synopsis	ISDE Response
General Waiver Information		
• Don Bingham, District Administrator, Jefferson County School District • Idaho Association of School Administrators • Kuna School District • Mary Vagner, Superintendent, Pocatello/Chubbuck School District • Meridian School District • The Committee of Practitioners (COP)	Concerned over the fact that Idaho is utilizing one accountability system for both Title I schools and non-Title I schools without providing addition funding for non-Title 1 Schools to address the requirements mandated under the waiver.	The Idaho State Board of Education and Superintendent of Public Instruction Tom Luna have long supported one, streamlined accountability system for all Idaho's public schools to ensure all students receive a uniform education that best meets their needs. This accountability system is different in its requirements for expenditures in that only the lowest-performing schools are required to set aside funds. The plan details flexibility for the use of federal funds in order to meet the obligations in non-Title I schools that are identified as One or Two Star Schools.
• Meridian School District • Jason Bransford, District Administrator, Idaho Distance Education Academy • Joy Rapp, Superintendent, Lewiston School District	Concerned that Idaho's waiver proposal is too complex to understand, especially for parents and school patrons. Does not believe that the peer review committee will determine that Idaho's system meets the standard of simplicity.	While some have said the new accountability system is too complex, others have raised concerns that it is not complex enough. The State believes it has struck the right balance to best meet the needs of Idaho's students. Based on input from all educational stakeholders, Idaho determined it was critical to create an accountability system based on multiple measures of student performance (growth and achievement) as well as college- and career-readiness metrics. Idaho's new system of increased accountability does include more measures of student achievement; however, because multiple measures are included, it now provides a more accurate picture of how Idaho schools are performing academically. Through

Stakeholder Group	Public Comment Synopsis	ISDE Response
		the Five-Star rating system, we have worked to make this system easy to understand for all parents, patrons, students and educators.
• Kuna School District	The man hours involved in these compliance issues erodes the time available for student instruction.	The new Five-Star rating system will reduce the amount of time spent on compliance issues because it focuses on the specific areas of need in 15 percent of schools statewide: the One-Star and Two-Star schools. These schools will receive the most technical assistance from the State, but will mostly work with their local school districts to develop and implement improvement plans. The State will monitor progress and ensure every school is reaching student achievement goals. Three-Star Schools will have much more flexibility in how they implement improvement plans, and Four-Star and Five-Star Schools will be recognized and rewarded for their great work.
• Joy Rapp, Superintendent, Lewiston School District • Kuna School District	Concerned that the state does not have the funding and resources to implement waiver plan. Waiver sets aside funding for rewards, when the state should be putting money towards teacher pay, professional development, collaboration time and instructional coaches.	Right now, the State does not have the funding to maintain two system of accountability. Through Idaho's education reform known as Students Come First, the State has finally been able to implement a growth model, which educators have demanded for years. Now, Idaho is applying for a waiver aligned to this growth model and Students Come First laws. With this waiver, we will have one system of accountability that more accurately measures school performance and ensure we spend our scarce resources on the schools and students who need it most. In addition, through Students Come First, the State actually is making unprecedented investments in Idaho schools to financially reward teachers, provide professional development statewide, and ensure every student has access to a highly effective teacher and the

Stakeholder Group	Public Comment Synopsis	ISDE Response
		best educational opportunities every year they are in school. For example, next year, Idaho will be able to offset reductions in teacher pay to ensure teacher compensation will actually increase by 5 percent in the next school year.
• Don Bingham, District Administrator, Jefferson County School District • Idaho Association of School Administrators • Mary Vagner, Superintendent, Pocatello/Chubbuck School District	Concerned that there was not sufficient time or opportunity to comment and provide feedback on the waiver and that the process, as undertaken in Idaho, does not meet the requirements that the "SEA must meaningfully engage and solicit input from diverse stakeholders and communities."	The ISDE conducted focus groups prior to beginning the writing of the waiver and has provided a draft document for public comment for almost a month. Given the short timeframe for response to the US ED deadline, ISDE has worked diligently to provide avenues for input from all groups. A full listing of those consulted in addition to the public comments can be found on pages 10-13 of the waiver.
• Idaho Association of School Administrators	States have been assured by the U.S. Department of Education that the intent of the Flexibility Application is to eliminate unnecessary burden and duplication. It appears that this plan may be more burdensome than is required by the ESEA.	All federal documents from the US Department of Education are required to have a statement about reduction of burden. The statement generally refers to asking states to find ways to reduce paperwork and accounting, though not to the neglect of federal requirements. The new accountability plan has reduced burden across the state in the following ways. ISDE is identifying far fewer schools and districts that must implement SES and Choice, reduced the set-aside to 10%, and only requires it in the lowest performing school systems. It has simplified the federal grant application (i.e., the CFSGA) and reduced multiple planning tools (e.g., Schoolwide and Improvement Plans) into one (the WISE Tool). ISDE continues to find ways to coordinate and consolidate efforts to meet this principle.

Stakeholder Group	Public Comment Synopsis	ISDE Response
Principle 1: College- and Career-Ready Expectations for All Students		
• Shalene French, Principal, Rocky Mountain High School, Bonneville School District	Concerned that teachers and administrators will not have adequate time to learn and understand the Common Core State Standards, the new assessment and the growth model before they are all implemented in the timeframe given.	The Common Core Standards were adopted in 2011 and will not be fully adopted (expected to be taught in the classroom) until 2013-2014. A full year after implementation of the Common Core State Standards, the new assessment will be given. Neither of these measures will be incorporated into the Idaho Accountability plan until those implementation dates.
• Idaho Association of School Administrators • Joy Rapp, Superintendent, Lewiston School District	It appears, because of the considerable difference in the range of scores allowed for a Five Star school or district compared to the other four, that the 5th Star is used to identify elite schools for rewards. Very few schools in Idaho would be able to earn a Five Star rating. We would recommend that the targets be adjusted so that more than one school would earn a 5 in reading and language usage.	The Five Star schools are set to illustrate the top 5% of schools in Idaho. Several benchmarks were reset based on these comments. First, the growth to achievement matrix was reset and can be found in Table 7, page 60. Second, the overall Star rating matrix was also lowered. This matrix can be found in Table 14, page 69. With these changes, there are now 5% of schools in the Five Star rating, 5% rated a One Star and 10% rated as Two Stars.
• Boise School District • Idaho Association of School Administrators • Joy Rapp, Superintendent, Lewiston School District • Mary Vagner, Superintendent, Pocatello/Chubbuck School District • Meridian School District	Concerned over references to Total Instructional Alignment (TIA) and Universal Design for Learning (UDL). They believe that instructional decision making and curriculum decisions are best made at the local level.	The reference to UDL is specific to the model lesson plans that teachers may submit as statewide models to be placed in Schoolnet. For posting lesson plans for use statewide, the SDE needed to designate a model that would address the many different learning styles of students and to maintain some consistency and quality control. The reference to UDL does not mandate the use of UDL for any other purposes and does not require districts to adopt UDL. The reference to TIA is used as an example of a process that districts may use to unpack the common core and to demonstrate efforts that are being made across the state.

Stakeholder Group	Public Comment Synopsis	ISDE Response
• Christi Hines-Coates, District Administrator, Shelley School District	Is supportive of utilizing Universal Design for Learning (UDL) for all lesson plans being submitted as models for the state. She wonders if there will be any professional development and training on UDL.	The State Department of Education is in the planning stages of recruiting and training a cadre of peer coaches who will act as trainers and reviewers of lesson plans submitted online into the statewide learning management system Schoolnet. This cadre will be trained in the principals of Universal Design for Learning as well as the Charlotte Danielson Framework to act as a local resource at the district level. In addition to the peer coach model the SDE plans to implement a series of live professional development opportunities over the course of the next year which will incorporate these principles. Archived professional development will be made available on demand.
• Mary Vagner, Superintendent, Pocatello/Chubbuck School District	TIA is referenced several times in the document but credit is not given to Lisa Carter who is the author of the trademark. Waiver also does not give credit to Idaho State University and Southeastern Idaho School Districts that have been a part of the cooperate effort to establish TIA.	A footnote has been added to the TIA reference crediting Lisa Carter, Idaho State University and the southeastern Idaho school districts.
• Roni Rankin, Teacher, Cascade School District	Concerned over the use of multiple choice tests being used to assess the Common Core State Standards. We should be using authentic assessments for this purpose.	The SMARTER Balanced Assessment, which will be given in 2014-2015, will be the first time Idaho students are given an assessment on the Common Core State Standards. That test will include both a writing component as well as authentic learning tasks (problems that may take up to two class periods for a student to accomplish) along with adaptive selected-response and technology-enhanced items.

Stakeholder Group	Public Comment Synopsis	ISDE Response
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support		
• Don Bingham, District Administrator, Jefferson County School District • Idaho Association of School Administrators • Joy Rapp, Superintendent, Lewiston School District • Mary Vagner, Superintendent, Pocatello/Chubbuck School District • Meridian School District • The Committee of Practitioners (COP)	Concerned that the star rating system is too tied to the norm for hotels, restaurants and daycare centers which operate entirely differently than schools. Believes that the Star system diminishes the complexity of the educational system and does not reflect the realities of the Star system in other settings. Would like to see four categories used with descriptors that are aligned to the states teacher evaluation model and include, Distinguished, Proficient, Basic, Needs Improvement.	Idaho chose to use the star system for several reasons. First, the State Department of Education received consistent feedback from all stakeholder groups during the October focus groups– including parents, teachers and school administrators– that Idaho should create a new system of accountability that is easier for families and community members to understand. The State has always strongly believed it is important to provide easy-to-understand information to the customers of education – students, parents and families – about the performance of the schools and districts across Idaho. For these reasons, the State chose a rating system to meet this need and address stakeholder concerns. Second, the State chose a Star rating system, as opposed to other rating systems such as grading, because stakeholder groups said they did not want schools to be graded on an A-F scale. The State agrees that the grading system is not the right system for Idaho because it has become too widely associated with percentages, such as 90 percent equaling an A grade, that would confine Idaho in setting its specific goals for the targets a high-achieving school and district must meet. Instead, we chose the Star rating system because it is easy for parents and patrons to understand but still allows the state to rate school performance using multiple measures that best meet student needs. Third, Idaho selected the Star rating system because we believe it rewards schools and districts publicly and creates an incentive for improvement. With a Star rating, schools deemed to be a Three-Star School can demonstrate the achievement and growth areas of exceptional performance but also focus on what it takes to reach a Four-Star or Five-Star rating without the stigma of being labeled as “failing” or “needs

Stakeholder Group	Public Comment Synopsis	ISDE Response
		improvement" overall. Some comments suggested using labels such as exemplary, basic, and needs improvement. Using descriptors like these creates value judgments about the school, while the star simply is a graphical representation of the numbers behind the performance.
• Judy Herbst, Teacher, Bonneville School District	Concerned that the Star rating system will damage the self-esteem of students and cause teachers to leave a one or two star school to work in 4 or 5 star schools.	We believe that the star rating system is less stigmatized than the current labeling system associated with AYP and less demining than using labels such as exemplary, basic, and needs improvement. Using descriptors like these creates value judgments about the school, while the star simply is a graphical representation of the numbers behind the performance.
• Mary Vagner, Superintendent, Pocatello/Chubbuck School District •	Concerned about lowering the n to 25 from 34 for subgroups.	For the same reasons of the grouping of minority students in Idaho (small populations and less diversity), the N was lowered to ensure subgroups of students are being served.
• Andree Scown, Superintendent, Pleasant Valley Elementary District	Concerned that the N of 25 will not work for small school districts like hers that has a total of 9 students with no subgroups. How will points be awarded?	As with the AYP matrix, small school numbers will be calculated on a three-year rolling average (achievement) and median (growth) to ensure statistically valid comparisons. SDE is still determining how to handle these small groups in the first year with only one year of data.
• Gary Johnston, District Administrator, Vallivue School District • John Crawford, Principal, Hobbs Middle School, Shelley School District • Joy Rapp, Superintendent, Lewiston School District • Penny Cyr, President, Idaho Education	Concerned that the subgroup reporting drops to 10 and would like to see it left at 34. Believes that 10 are statistically not valid.	This was a typographical error left in one section of the draft waiver. It has been corrected to be consistent with the N>=25 throughout the rest of the waiver.

Stakeholder Group	Public Comment Synopsis	ISDE Response
Association • The Committee of Practitioners (COP)		
• Idaho Association of School Administrators	Concerned that the Median Growth Percentile rates are too high to allow districts to achieve maximum points. This is especially an issue with the 5 Star systems. By setting the requirements too high, it limits the opportunity to motivate staff to improve student achievement.	The growth to achievement matrix was adjusted based on these recommendations and can be found in Table 7, page 60.
• Meridian School District	Concerned about the metrics that will be used to determine which schools receive the various ratings. Believes that the plan is too much like NCLB in that there are numerous ways in which every school in Idaho can fail and that only a very few will receive a top rating.	The new metric is a compensatory system where schools are rewarded for successes (through the award of greater points). In addition, the greatest amount of weight is placed on rewarding growth, the primary complaint of what wasn't included in AYP. Also, the plan moves away from a deficit or failure model because there are not pass/fail targets. The model takes the level of performance and places it on a continuum.
• Joy Rapp, Superintendent, Lewiston School District • Ryan Kerby, Superintendent, New Plymouth School District	Concerned that some of the metrics are extremely inconsistent in degree of difficulty for achievement: Adequate Growth metrics are too high for 5 star. Advanced opportunities are too low and do not align with the State Board of Education's plan.	The growth to achievement matrix was adjusted based on these recommendations and can be found in Table 7, page 60. The advanced opportunities grid is exactly aligned to the State Board of Education goals which can be found in Table 28, page 105. As noted, after a year, the State Board may consider adjusting those goals.
• Penny Cyr, President, Idaho Education Association	Including Dual Credit, AP and Tech Prep completers as a factor puts those schools that have been organized and arranged in a homogenous manner (i.e., ELL Schools), may be putting their rating at risk, even though the physical arrangement of the school is better for students.	The Advanced Opportunities metric is only applied to those schools with a grade 12, mostly high schools. The language schools or ELL schools are more typically elementary schools and the achievement calculations take into account students learning the language for the first three years.

Stakeholder Group	Public Comment Synopsis	ISDE Response
• Mary Vagner, Superintendent, Pocatello/Chubbuck School District	Concerned that the Dual Credit requirement could create equity issues for students who are not able to afford to pay for dual credit courses.	The Students Come First legislation addresses this concern by providing students an opportunity to take dual credit courses, paid for by the state, if they complete their high school graduation requirements early. This policy is being revised to allow students to qualify for the funding without having to have already taken their final year of Math, further expanding the opportunity.
• Boise School District • The Committee of Practitioners (COP)	Rather than use students who complete advanced course, Tech Prep, and Advanced Placement classes as a rating indicator, a better indicator would be success in that coursework. It might be appropriate to consider using assessment results (college final exams, Advanced Placement tests results) in evaluating college preparation in advanced classes, rather than enrollment and particular grades. A grade of "C" is not necessarily and indicator of college readiness.	This suggestion will continue to be investigated and discussed with the stakeholders. Currently, the course grade is the most readily available measure to incorporate into the accountability system. The other measures suggested are not taken by all students in these advanced opportunity courses.
• Boise School District • Committee of Practitioners (COP)	Would like to see the State add numbers of students who are in college preparation programs (such as AVID) to the College and Career-Ready count to more accurately reflect districts' work to accelerate all students, including our most at-risk populations.	This is another recommendation that ISDE will continue to investigate. Currently, the state does not have data on student enrollment in these programs. It will also be important to determine which types of programs would qualify in this regard.
• Idaho Association of School Administrators • Meridian School District	Concerned with provisions for Idaho's post-secondary institutions to provide dual credit courses for 50% of the state's junior and seniors. Concerned that institutions of higher education do not have capacity to deliver courses at that rate and that the state should consider a phase-in process.	Schools are eligible to receive all 5 eligible points for having as few as 25% of the eligible students complete dual credit classes. Further, Schools with 16% of their students taking dual credit courses receive 4 points provided at least 75% received a C or better. Table 12 on page 67 illustrates the goals. This chart was set up to incorporate time to increase dual credit offerings.

Stakeholder Group	Public Comment Synopsis	ISDE Response
• Don Bingham, District Administrator, Jefferson County School District	Concerned that the SAT is part of the plan. Originally, they were told that the SAT was going to be required for all 11th graders; it was under the guise that it would be to help more students prepare to go to college. Now it is a high stakes test.	The SAT is provided as one option for students to meet the state graduation requirement. The metric will have a cut score set at a point where students leaving high school would not need remediation when taking entry level English and mathematics courses. The encouragement provided in the accountability plan is to encourage schools to ensure students are prepared for postsecondary coursework not unlike the mission currently. The score of the SAT will not be a graduation requirement for the individual student and the point ranges for districts account for less than 100% of students meeting the benchmark.
• Mary Vagner, Superintendent, Pocatello/Chubbuck School District	Concerned that the SAT, ACT, ACCUPLACER or COMPASS exams are being utilized as a factor since students may not be motivated to do well on them.	The college entrance and placement exams are not only a high school graduation requirement, but also a requirement for entrance into postsecondary institutions within the state. Students wishing to attend postsecondary opportunities have an explicit motivation for this entrance. It is also an opportunity for Idaho schools and districts to encourage and inform students of the importance of these assessments.
• Accountability Oversight Committee	Would like Science to play a role in the accountability system.	The ISAT and ISAT-Alt Science assessments are given only in grades 5, 7 and 10. SDE determined that 85 schools either do not have one of those grades or do not have 25 students that take the science assessment; therefore they would have no rating system for that measure. It was determined that science would be reported with the overall metrics in a prominent way and that SDE and the State Board of Education would discuss additional science assessments.
• Boise School District • Idaho Association of School Administrators • Joy Rapp, Superintendent,	Concerned that the way graduation rates are calculated will inadvertently target Alternative Schools and schools serving high populations of LEP students as the lowest	As per the definition in the ESEA guidance, high schools with graduation rates <60% automatically qualify a school for one star (priority status). ISDE has amended that requirement. Under Idaho's plan, the graduation rate is

Stakeholder Group	Public Comment Synopsis	ISDE Response
Lewiston School District • Mary Vagner, Superintendent, Pocatello/Chubbuck School District • The Committee of Practitioners (COP)	five percent. It is recommended that graduation rates be based on growth, if not for all, at least Alternative Schools.	one aspect of a star rating determination and therefore, high schools with a 60% graduation rate will indeed get the lowest points for that measure, but could obtain higher points for growth to achievement, for example and would not automatically be classified as a One-Star school. See Section 2D for this explanation.
• Mary Vagner, Superintendent, Pocatello/Chubbuck School District	Concerned that Waiver lumps all subgroups together and they are concerned about the message this will send to minority groups. They recommend subgroups be disaggregated.	The Growth to Achievement Subgroups category lists and provides information on the four subgroups identified (LEP, students with disabilities, free or reduced lunch eligible students and minority students). Idaho's population is so homogenous that without some type of grouping, these subgroups are never reported and therefore gaps are left unexamined. In consultation with the Idaho Hispanic Commission they supported the idea of consolidating subgroups as long as the races and ethnicity were reported separately. The state has agreed to maintain separate subgroup reporting outside of the accountability matrix.
• Kuna School District • Boise School District • The Committee of Practitioners (COP)	More time should be taken to carefully consider MGP and AGP for LEP students in direct relation to their language acquisition level. At minimum, goals for LEP and LEPX students should be differentiated. Concerns with the inclusion of the LEP subgroup in the same way it has previously been represented. We recommend replacing the LEP subgroup with an LEPX subgroup. We would also suggest that the State take this opportunity to keep the LEP subgroup and	Based on feedback, Idaho has revised its plan to include the following provisions regarding the inclusion of LEP students: The scores for LEP1 students will not be included in the proficiency calculations for schools or districts. In addition, Idaho will also remove LEP students within the first three years (LEP1, LEP2, LEP3) new to a US school from the Achievement calculations. LEP2 and LEP3 students will be included in the Growth to Achievement and Growth to Achievement Subgroups calculations. With the introduction of the growth model, districts and schools will be afforded the opportunity to illustrate the growth and progress made toward proficiency without the penalty

Stakeholder Group	Public Comment Synopsis	ISDE Response
	include an accurate measure of LEP student performance through the incorporation of the IELA. If the LEPX scenario is not acceptable to the U.S. Department of Education, we would propose that the State examine extending LEP1 status to five school years.	of not proficient students who are still learning a language. This change can be found on page 62 in Section 2Ai.
• Peter Lipovac, School Board Member Blackfoot School District	School Districts with considerable American Indian populations should have tribal input and oversight of the district ESEA programs, as already proposed by US Senator Akaka through his Senate committee.	The State agrees that input from the tribes is critical in the school and district improvement process, especially in schools on or near tribal lands. ISDE has embedded a specific requirement in the accountability plan related to tribal input for One Star Schools in section 2.D.iii regarding "providing ongoing mechanisms for family and community engagement." ISDE will work to find other practical ways to include significant and ongoing tribal input in the lowest-performing schools.
• [redacted], Parent, Boise School District	Concerned that the waiver does not address how Special Education students will impact the number of students completing AP, Dual Credit and Tech Prep courses. Also concerned how Special Education students will impact College Entrance Exam scores and ratings for a district.	The State Department of Education is commitment to the success of all students in meeting high academic standards, including students with disabilities, or SWD. The Department employs a practice of SWD's are considered general education students first, and as such, Idaho's ESEA Flexibility Waiver opens opportunities for SWD's through the recognition of growth as a measure of achievement. By considering growth, SWD's will have another mechanism to demonstrate their ability to achieve, and in some cases surpass, the high academic standards that are typically associated with AP, Dual Credit, and Tech Prep courses. The Department also recognizes the unique attributes of SWD's when considering College Entrance Exams and other Post School Activities. To ensure the Department is meeting those needs, Idaho's Special Education Department has work to develop policies, practices, and procedures around graduation and college entrance exams that allows local districts to

Stakeholder Group	Public Comment Synopsis	ISDE Response
		inform the students Individualized Education Program (IEP) Team in the allowable activities, including accommodations and exemptions, they may consider in planning for that students education past high school.
• Jerry Keane, Superintendent, Post Falls School District	Concerned that he did not see any reference regarding how the current NCLB Sub groups will be utilized or not utilized in the proposal. Will the state still use the ELL and Special Education sub groups as part of the rubric to establish a school rating?	The scores for LEP1 students will not be included in the proficiency calculations for schools or districts. In addition, Idaho will also remove LEP students within the first three years (LEP1, LEP2, LEP3) new to a US school from the Achievement calculations. LEP2 and LEP3 students will be included in the Growth to Achievement and Growth to Achievement Subgroups calculations. With the introduction of the growth model, districts and schools will be afforded the opportunity to illustrate the growth and progress made toward proficiency without the penalty of not proficient students who are still learning a language. This change can be found on page 62 in Section 2Ai. Students with disabilities will continue to be included in calculations as they are currently. The Achievement category is calculated only on the overall group for the school. Under the Growth to Achievement Subgroups, Students with Disabilities is a subgroup and the growth of these students will contribute to the points eligible.
• Idaho Association of School Administrators	Superintendents have not been given critical growth calculations that are being used in this application. In principle, we support moving to a growth model. However, since we have not been provided the data, we have been unable to gain an understanding of the impact on schools and districts to determine if this plan will be effective in improving Idaho's K-12 education.	This is a valid concern and therefore, ISDE will not submit a list of the schools and their star ratings as required in the waiver. Instead, ISDE will build an application similar to the AYP appeals site and provide districts the opportunity to view and appeal any data related to the star rating. Once this process is completed, Idaho will submit the final list to US ED.

Stakeholder Group	Public Comment Synopsis	ISDE Response
• Penny Cyr, President, Idaho Education Association	Waiver states that in severe circumstances, the state reserves the right to withhold any or all federal funding. Is there a better way for the state to intervene that does not take precious resources away from already-struggling students?	This option existed in the previous accountability system and was used only once or twice. Its application was and will be temporary. This will only apply to the circumstance in which a One Star School or One Star District is not making progress in meeting the needs of the students for which it is responsible due to policies and/or practices that inhibit, interfere with, or otherwise prevent district and school employees from improving their practice. This consequence will not be used unless other options have been exhausted. The purpose of federal funds is to improve outcomes for those who are educationally disadvantaged. If a district is governed in a way in which this purpose is not being met, the State is obligated to intervene in the program and the use of the funds.
• Boise School District • Idaho Association of School Administrators • Mary Vagner, Superintendent, Pocatello/Chubbuck School District	Concerned about the involvement of the State Department of Education in the removal of administrative staff and the replacement or removal of school board members. How will the State Department of Education determine the effectiveness of each of the above categories? What "severe circumstances" would precipitate trustee removal?	ISDE will not make any final decisions about staff removal. This is a local control issue, which is why staffing concerns will be recommendations made to the appropriate decision-makers. The waiver requires evaluating the capacity of the principal in a One Star School. It is not fair to hold people accountable in isolation if they are dependent on a system. If a principal is restricted by district policies or practices, accountability should focus on the causes. Ultimately, the responsibility for the quality of the district is in the hands of the locally elected officials. Some states have begun taking over schools and districts to reconstitute their governance. ISDE will operate within the boundaries of local control. If a district continues to lack progress over time in the lowest performing schools, accountability will include financial consequences and increased public awareness about performance.

Stakeholder Group	Public Comment Synopsis	ISDE Response
		"Severe circumstances" will be identified based on a preponderance of evidence, starting with academic performance, but also including observational and qualitative data collected in Focus Visits, federal program monitoring, and other appropriate sources.
• Barney Brewton, • Principal, Post Falls School District	What will happen to those schools/districts that are currently in various stages of school improvement under the old system? Will they be able to earn a 4 or 5 star rating?	ISDE has created a matrix that details how schools will transition to the new system. The matrix was added to section 2.A.i at the end of the WISE Tool requirements. School improvement status under the old system will overlap with the first year of Star Ratings. School requirements will be based on the existing school improvement status and the level of Star Rating. Where appropriate, ISDE has applied the new flexibility options for STS and Choice and removed requirements for schools achieving a high Star Rating.
• Joy Rapp, Superintendent, Lewiston School District • The Committee of Practitioners (COP) • Joy Rapp, Superintendent, Lewiston School District	Eliminate the Continuous Improvement Plan requirement in the WISE tool for Three Star schools and districts.	The waiver requires prescriptive accountability in the State's lowest-performing schools. However, it also requires that the State ensure continuous improvement in all other schools. Schools with mid-level performance (Three Stars) have data that indicate the need for improvement and support. The State has removed the previous requirements of SES, School Choice, Corrective Action planning, and Professional Development set-asides for this category of school, but is committed to transparency and accountability for improvement nonetheless. The requirement to continuously plan under the direction of its district is minimal compared to the previous system and will be kept in the plan.

Stakeholder Group	Public Comment Synopsis	ISDE Response
• Idaho Association of School Administrators • Meridian School District	Concerned that the Idaho Education Network is referenced as an option for school choice when it is not a school and its limited offerings do not make it a viable option.	This is a misunderstanding of the plan. The State will work to provide better training and dissemination of the information in the future. The plan does not say IEN is an option for choice; it describes how the school may use courses delivered at a distance, such as through the IEN, in order to meet the Choice obligation. This is to improve and broaden the practice of Choice, especially in areas in which choices have been limited. This way, the district and school does not actually have to lose the student to another school. If they can provide a choice in the core subject areas (provided by an instructor who is not employed by the school), it fulfills the requirement because the family and/or student can choose to be taught by someone else in the core subjects.
• Boise School District	Concerned about how capacity and cost issues will be addressed as they relate to school choice.	School Choice is limited to the lowest-performing schools in the State. The State has written significant flexibility into the plan for both the funding and design aspects of Choice in order to address capacity and cost issues.
• Don Bingham, District Administrator, Jefferson County School District • Idaho Association of School Administrators • Joy Rapp, Superintendent, Lewiston School District • Mary Vagner, Superintendent, Pocatello/Chubbuck School District • Meridian School District • The Committee of Practitioners (COP)	Concerns over the fact that School Choice and Supplemental Educational Services have been included in the waiver application since they are not a requirement and research does not necessarily show that they contribute to improvement in student achievement.	The STS (tutoring) and Choice requirements have been limited to the lowest performing schools. This is a substantial reduction from the previous accountability system. The plan also creates significant flexibility for how to meet the STS and Choice obligations that were previously unavailable to districts. While the old SES model had significant flaws, research does support the need for additional learning time (an element required of the waiver). The decision to use STS and Choice is a matter of principle. In the lowest performing schools, there are many students who need additional help. STS and Choice are the only options available to empower families and students with an alternative method of support. It gives

Stakeholder Group	Public Comment Synopsis	ISDE Response
		them opportunity for additional assistance or an alternative instructional setting. Without it, they are left to the sole discretion of the school while it is undergoing change. Substantial improvement of a school takes time, and the students and their families cannot afford to wait for the changes to take full effect.
• Boise School District • Don Bingham, District Administrator, Jefferson County School District • Idaho Association of School Administrators • Joy Rapp, Superintendent, Lewiston School District • Kuna School District • Mary Vagner, Superintendent, Pocatello/Chubbuck School District • Meridian School District • The Committee of Practitioners (COP)	Concerns over the fact that the waiver application requires 20% set aside for School Choice and Supplemental Education Services and expands requirement to require districts to use own funds to provide these resources for non-Title I schools in addition to a 10% set aside for professional development for teachers in non-Title I schools.	The application has been revised. The amount was reduced from a 20% set-aside for STS (tutoring) and Choice to a 10% minimum set-aside with flexibility for up to 20%. The requirements have not been expanded; the previous system required districts to use their own funds for tutoring and choice in non-Title I schools. The application provides flexibility to districts to meet the requirement in non-Title I schools using the Title I set-aside. The application has also been revised to define the parameters for the services entailed in STS so that a district will be able to reallocate unused funds more quickly.
• Ryan Kerby, Superintendent, New Plymouth School District	The waiver should not be presented as a road to financial gain for teachers. Student achievement, Pay for Performance and 5-Star, 4-Star ratings should not be mixed.	The reference to Pay for Performance is in the planning that must be done based on a star rating. It is ISDE's goal that state dollars be examined as to how they can best increase student achievement.

Stakeholder Group	Public Comment Synopsis	ISDE Response
Principle 3: Supporting Effective Instruction and Leadership		
• Boise School District	What does it mean that CCSS will be incorporated into teacher performance evaluation protocols (p. 32)? Will additional changes be required beyond those outlined in Students Come First? What will this look like?	The Evaluation Capacity Taskforce will make recommendations about how districts can incorporate specific performance indicators in Domains 2 and 3 related to the integration of technology and appropriate integration of common core standards. These will be recommendations and provided as a resource to districts that can be adopted by districts for evaluation purposes if they so desire.
• Penny Cyr, President, Idaho Education Association	Waiver states that Idaho is in the process of rewriting state policy to include a requirement that multiple measures be used to evaluate teacher performance and that the state will create a menu of state approved measures. How, if at all, is the state involving teachers in the development of the menu of multiple measures?	In March 2012, the state will convene the Evaluation Capacity Taskforce comprised of key ISDE staff, external stakeholders including teachers, principals, superintendents, representatives of the Idaho School Boards Association, the Idaho Education Association, the Parent Teacher Association, higher education representatives and consultants from the Northwest Regional Comprehensive Center to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, and can be implemented in a quality manner. The goal of the group will be to produce a Statewide system of support and accountability to ensure consistent and sustainable implementation of valid evaluation systems. This Evaluation Capacity Task Force will also vet various measure for grades and subjects in which assessments are not required under ESEA section 1111(b)(3), and provide a menu of options for districts to begin piloting by the 2013-14 school year.
• Penny Cyr, President, Idaho Education Association	Waiver states that data must be gathered with sufficient frequency to provide a basis for the evaluation. How is the state planning to define the term sufficient frequency? Who is included in these discussions? When will the	The Evaluation Capacity Taskforce will address and make recommendations to the State Department of Education, the State Board of Education and the Idaho Legislature on a number of topics related to teacher and principal evaluations including what constitutes sufficient

Stakeholder Group	Public Comment Synopsis	ISDE Response
	definition be made? Will school districts and those who will be affected be provided an opportunity to respond and offer suggested changes, if needed?	frequency as is required in the waiver guidelines.
• Andree Scown, Superintendent, Pleasant Valley Elementary District	Concerned about legalities of teacher evaluation and the transparency of publicly rating schools on teacher performance when they only have one teacher. How will confidentiality be kept?	The State Department of Education must collect specific data on all teacher and principal evaluations to be in compliance with the Phase II ARRA SFSF requirements. While school districts and public charter schools will be required to submit data for all teachers and principals currently employed, the State Department of Education will ensure the privacy of Idaho teachers and principals is protected in accordance with State Statute 33-518 and IDAPA 08.02.02.130. To ensure this privacy, teacher and principal information will be reported in aggregate only and will not be reported in districts or public charter schools with fewer than five (5) teachers or five (5) principals.
• Boise School District	Will certain areas of the waiver plan be eliminated if funding is not available?	State Department of Education staff has been working and will continue to develop a comprehensive budget request to assist in implementing the various facets of the waiver. We plan on implementing the various components of the teacher and principal evaluation systems with fidelity but the speed and scope of the implementation will be determined by sources and amounts of funding.
• Boise School District • Joy Rapp, Superintendent, Lewiston School District • Mary Vagner, Superintendent, Pocatello/Chubbuck School District • Meridian School District	Waiver petition makes reference to moving to a twice a year evaluation system for teachers and administrators despite the fact that the Students Come First Legislation just moved Idaho from two evaluations annually to one.	The waiver application does not require two evaluations annually but rather suggests that policy will be revised to require that novice or partially proficient teachers be observed at least twice annually, and that all other staff shall submit to, at least, two formative observations and/or evaluative discussions within the school year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

Stakeholder Group	Public Comment Synopsis	ISDE Response
• Idaho Association of School Administrators	Concerned that some of the information in Section 3 requires new legislation or revised State Board Rule. A collaborative discussion is needed to evaluate these proposals that appear to have been decided before a process has been put in place. For example, will the "Teachscape Framework" that is included as Attachment 28 be an expectation for building administrators? If so, this seems premature, given that a committee is currently working to develop recommendations for administrator evaluation.	We agree that a collaborative discussion needs to take place related to the teacher and principal evaluation requirements and potential changes, which is why the Administrator Evaluation Focus Group and the Evaluation Capacity Taskforce have been and will be created. Both taskforces include individuals representing Idaho's education stakeholder groups, including teachers, principals, superintendents, higher education, Idaho School Boards Association, Parent Teacher Association and Idaho Education Association representatives.
• Teresa Jackman, District Administrator, The Academy (ARC) Charter School	Does not believe that parent input should be considered for teacher evaluations.	Idaho State Statute 33-514 requires the input from parents as a factor in a teacher and building based administrator's evaluation. We believe that the collection of parent or guardian input can and will enhance the collection of data that can be utilized to inform the administrator in completing a teacher's evaluation. The state of Idaho currently utilizes the Charlotte Danielson Framework for teacher evaluations. Within that framework, administrators are asked to evaluate teachers on how well the teacher communicates with families, how the teacher works to enhance family participation and how often the teacher communicates with families related to student participation and progress. A parent survey or other means of collecting parent input can be a truly effective way to gather data and artifacts to support this section of the teacher's evaluation.
• Teresa Jackman, District Administrator, The Academy (ARC) Charter School	The state needs to provide greater funding for professional development to support teachers and less flexibility in how those professional dollars are being spent. Currently, existing professional development dollars are being	The State Department of Education agrees that we need to continue to make professional development for educators a priority and has reorganized the State Department of Education towards that end by creating the Division of Great Teacher and Leaders. This Division will focus on

Stakeholder Group	Public Comment Synopsis	ISDE Response
	included in monies that districts have discretion over so they get spent on things other than professional development.	building great teachers and leaders through certification requirements and pre-service training, professional development, statewide pay-for-performance, and improved performance evaluations. In regards to less flexibility in how professional development dollars are being spent by districts, the State Department of Education is hesitant to be more prescriptive than is necessary in this area.
• Marjean McConnell, Bonneville School District	It is confusing as to when the State Department will start reporting teacher performance evaluation results. Is there any guidance on which tier a teacher should be placed in when reporting	The public reporting of teacher and principal evaluation results began September 30, 2011 in accordance with the Phase II ARRA SFSF requirements. Districts should report the results as Distinguished (top 5%), Proficient (or district equivalent) (top 15%, Basic (or district equivalent) and Unsatisfactory.
• Idaho Association of School Administrators	Concerned that the "longitudinal data system will capture individual teacher evaluations from every district across the state." Currently State law does not allow individual evaluations to be reported, and superintendents have previously raised concerns about including this information in the state data file.	The State Department of Education must collect specific data on all teacher and principal evaluations to be in compliance with the Phase II ARRA SFSF requirements. While school districts and public charter schools will be required to submit data for all teachers and principals currently employed, the State Department of Education will ensure the privacy of Idaho teachers and principals is protected in accordance with State Statute 33-518 and IDAPA 08.02.02.130. To ensure this privacy, teacher and principal information will be reported in aggregate only and will not be reported in districts or public charter schools with fewer than five (5) teachers or five (5) principals.

NEZ PERCE TRIBE
FEB - 1 2012
FINANCE DEPT

IDAHO DEPARTMENT OF EDUCATION
IDAHO INDIAN EDUCATION ADVISORY COMMITTEE

MEMORANUM

TO: Tom Luna, Superintendent of Education

CC: Marcia Beckman, Title I Director

FROM: Bryan Samuels, Chair of the Idaho Indian Education Advisory Committee

DATE: January 31, 2012

SUBJECT: Idaho's ESEA Flexibility Waiver

On January 12, 2012 at the State Indian Education Meeting, as recorded in the minutes of the meeting, Ms. Beckman distributed and requested Committee Member review the ESEA Flexibility Waiver information. Ms. Beckman provided and overview of the executive summary followed by a question and comment period.

There was no action taken on the report. Members were advised to contact Ms. Beckman if there were any questions or concerns prior to the state submitting the waiver request. I have not received any comments or communication from any Committee members or Tribal Organizations. My personal belief is that this waiver will allow schools near or on Indian Reservation in Idaho, who serve Native Children, an opportunity to develop a more equitable educational system to measure Native Students educational growth.

Thank you for your time and assistance in educating all students of Idaho.

Sincerely,

Bryan Samuels, Committee Chairperson
Indian Education Advisory Committee

State of Idaho

Idaho Commission on Hispanic Affairs

340 N. 8th Street, Suite 236 ❖ P.O. Box 83720 ❖ Boise, ID 83720-0006
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C.L. "Butch" Otter
Governor

Juan Álvarez
Chairperson

Margie Gonzalez
Executive Director

COMMISSIONERS:

Lori A Manzanares

Estela M. De González

Miguel Inzunza

José Luis Treviño

Senator Tim Corder

Senator Nicole LeFavour

Rep. Brian Cronin

Rep. Reed DeMoundaunt

February 7, 2012

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

Dear Superintendent Luna,

We are writing in support of Idaho's application for ESEA Flexibility. The Idaho Commission on Hispanic Affairs has provided input and feedback on Idaho's application, and we believe this new system of increased accountability will help raise academic achievement for all Idaho students, including our Hispanic students.

First, we are pleased to see the new accountability system is based on multiple measures, including academic growth. This new system will more accurately measure a school's performance in meeting the needs of all students year after year.

Second, we are pleased that the new system will hold all schools accountable for the progress of every student. The Idaho State Department of Education still will report data publicly for all student populations and ensure every school is providing the best educational opportunities for the students in that school.

For these reasons, the Idaho Commission on Hispanic Affairs supports Idaho's application for ESEA Flexibility and looks forward to the implementation of this new accountability system across Idaho.

Sincerely,

Margie Gonzalez
Executive Director

From: Senator John Goedde [mailto:jgoedde@senate.idaho.gov]
Sent: Tuesday, January 31, 2012 6:41 AM
To: Scott Grothe
Subject: comments

Idaho State Senate
Senator John Goedde

Scott – Please see comments below. John Goedde

I am pleased with the manner in which Idaho is seeking public comment on the ESEA waiver and am pleased that it appears the Department has taken such comments into consideration as it amended the waiver proposal to accommodate some of those concerns.
I like the idea that Idaho will use the Common Core work in a number of ways to efficiently bring about positive change in education. Such things as tailoring professional development and development of banks of test questions will benefit our state and save precious resources. The idea that higher education will also recognize proficiency in common core as a basis for college entry without remediation is a positive step as well.
It is good that completion of advanced courses is a factor in determining accountability and I appreciate the reference to Tech Prep in this area. The idea is to graduate students who are college or career ready and advanced classes bring students closer to that mark. The use of a C grade standard will encourage students to reach out to challenging courses without fearing the consequences of a lower grade.
I also appreciate the star rating system. Even a one star school denotes there is some merit there while an F has different connotations. I like how, through the rating system, schools will get the help they need to improve while funds and services will not be wasted on schools that are currently operated in exemplary fashion. Care needs to be taken on the rating of alternative schools since many start with student populations who have failed in traditional settings.
SES has not been a particularly well functioning program in the past and a more targeted focus for SES will reduce waste which has occurred in the past.
I hope that, for one and two star schools, the state can implement a school inspection program where a team of professionals can spend time interviewing staff and students as well as monitoring classroom activities and make those difficult recommendations for improvement based on their observations

Forwarded to Carissa Miller by:

Scott Grothe
Accountability Program Manager
Office of the Idaho State Board of Education
scott.grothe@osbe.idaho.gov
(208) 332-1572

STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

ESEA wavier summited by the Committee of Practitioners on February 3, 2012.

The Committee of Practitioners (COP) is made up of state-appointed members representing LEAs, parents, local school boards, private schools, and pupil services personnel for the purpose of providing experience and expertise to the state regulatory process. In Idaho, there are 28 Committee of Practitioner members. Twelve members provided feedback to Marcia on Idaho's Flexibility Waiver Application. In general, the Committee of Practitioners provided feedback in the following areas:

- Replace Star rating system with the ISAT rating system, i.e. Needs Improvement, Basic, Proficient, etc.;
- Adjust the target requirements to reflect the schools most in need of improvement rather than the majority of schools and districts;
- Eliminate the Continuous Improvement Plan requirements in the WISE for Three Star schools and districts;
- Eliminate (not reduce) the 20% set-aside for school choice and supplemental education services (supplemental tutoring services); reduce the Choice/SES set-aside to an amount between 5% and 10%; eliminate the 20% set-aside and remove the SES and School Choice requirements altogether; be more flexible with the 20% set-aside for Choice and SES;
- Consider students' success as measured by those who receive grades higher than a "C" in advance courses, Tech Prep., and Advance Placement classes rather than the number enrolled;
- Include the number of students who are in college preparation programs such as AVID in the rating system;
- Replace the LEP subgroup with an LEPX subgroup, which will more accurately show LEP program effectiveness and student growth;
- Include the criterion that schools that have a graduation rate of less than 60% are automatically categorized as one or two star schools for all schools except those classified as an "alternative school";
- Remove the "one accountability state" provision and apply the waiver requirements to Title I schools only;
- Remove the N=10 for special populations; change N to equal to 25.

From: Lowe, Greg [mailto:gmlowe@sd232.k12.id.us]
Sent: Friday, February 03, 2012 2:38 PM
To: Marcia M. Beckman
Subject: ESEA Flexibility Application

As a member of the state's Committe of Practioners, I would like to respond to the current ESEA waiver request. I apologize for submitting these comments during the final designated hour, February 3.

I am very supportive of the moving to growth measures for monitoring student achievement. It has been difficult as a district superintendent to work diligently with district teachers to ensure adequate academic growth with several subgroups of students and discover that LEP or Special Education scores have prevented us from reaching proficiency with AYP. In reality, we should be celebrating the significant amount of growth in these sub groups from year to year. In the old days of NWEA, we were provided research based data to look at baseline RIT scores for individual students and each sub group in our schools. Then the research gave us expected growth scores for those students and subgroups, and we then developed SMART goals and wrote specific action plans to meet those goals. The new flexibility requests allows us to return to baselines of achievement and then be held accountable for essential, expected growth for individual students as well as sub groups.

The component of incorporating the Common Core Standards will be extremely effective, especially with the essential professional development opportunities and additional tools and resources. We as educators should be accountable for making sure our students reach these standards.

I am also supportive of the Star scale system, but am somewhat concerned about 5 stars. I believe that if schools are aware of specific expectations for each Star, schools should be able to move forward to build performance to meet the next Star. One and two Star schools being required to develop meaningful improvement plans seems essential. The same holds true for three Star schools. It appears that four Star schools could actually be the "Distinguished" category which we use in other areas of our education system. Other Stars below four could be the Proficient, Basic, and Needs Improvement.

Thank you for the opportunity to respond. I am excited for the wonderful accountability opportunities this waiver will provide.

Sincerely,
Greg Lowe
Superintendent
Wendell School District #232

Tom Luna
Idaho Superintendent of Public Instruction
650 W. State Street
Boise, ID 83720

Dear Superintendent Luna:

On behalf of the thousands of parents in our membership, Idaho PTA Board of Directors has voted to support the State of Idaho's efforts to apply for additional flexibility under the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind.

While Idaho PTA supports many of ESEA's current provisions, particularly those that expand parental involvement policies, target resources to students and schools most in need, and increase the authorization of funds for ESEA programs, we support several changes that must be made to this law. Idaho PTA would prefer that Congress address the issues our nation faces and reauthorize ESEA. However, we recognize the legislative process appears to be stalled and Congress may not complete the reauthorization for some time. Therefore, we support the state's efforts to be granted a waiver.

Idaho PTA believes it is imperative that parents know exactly how their school is performing whether a school is excelling in raising student achievement or has areas in which it must improve. The current ESEA law does not provide this to parents. Under a waiver, we believe this information will be presented in transparent, accurate, and easy-to-understand ways to all parents along with information on what the state is doing to assist schools, what other education options are available, and how parents can get involved.

Idaho PTA has advocated for using multiple measures in a statewide accountability system. The current law does not allow for this. Under a waiver, we believe Idaho will be able to use multiple measures including academic growth and other important methods.

Idaho schools need additional flexibility from the current ESEA law. As with many good intentions come unintended negative consequences. With additional flexibility from a waiver, Idaho can create a new system of accountability that better serves students and families.

Sincerely,

Idaho PTA Board of Directors

LEADING LEADERS
IASA
IDAHO ASSOCIATION OF SCHOOL ADMINISTRATORS

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Email: iasa@idschadm.org

Rob Winslow, Executive Director

February 1, 2012

Mr. Tom Luna
Idaho State Department of Education
650 West State Street
Boise, ID 83720-0027

Dear Mr. Luna,

The school superintendents of Idaho welcome the opportunity to work with the State Department of Education to develop an effective waiver to the accountability requirements of the Elementary and Secondary Education Act (ESEA). Idaho superintendents convened a conference call on January 27 to identify our major concerns in the application and have worked together to produce the following suggestions.This is an important applicationand the components require careful consideration so that Idaho's waiver will be effective and that Districts will be able to implementit with the limited resources available to our schools.

The superintendents of Idaho were given the opportunity to review a draft of this application one day before the public comment period started on Tuesday, January 10, 2012. The public comment period lasted 21 days ending on February 1. It is our understanding that the State Department plans to provide the final document to the State Board of Education on February 3, 2012 to be included on their agenda for their next meeting.

While we appreciate the opportunity to comment and provide feedback,the process as undertaken in Idaho does not meet the requirements, found on page 8 of the application, that the "SEA must meaningfully engage and solicit input from diverse stakeholders and communities." The superintendents and other educational stakeholders have not been engaged in this process in a meaningful way. Documentation of involvement is found in meetings of minutes of various committees, the members of which have reported being asked to fill out evaluation forms before the committees have completed their deliberation. Further, superintendents have not been provided with the critical growth calculations that are being used in this application. In principle, we support moving to a growthmodel. However, since we have not been provided the data, we have been unable to gain an understanding of the impact on schools and districts to determine if this plan will be effective in improving Idaho's K-12 education.

We ask that the process be opened up and allow for real dialog to improve the application into a workable plan for Idaho.Our hope is that withthe time left before the application is submitted and throughout the revision process with the U.S. Department of Education, a meaningful collaborative process can be implemented so that a much improved application can be developed.At the very least, we request that the following revisions be made to the application.

States have been assured by the U.S. Department of Education that the intent of the Flexibility Application is to eliminate unnecessary burden and duplication. It appears that this plan maybe more burdensome than is required by the ESEA.

We request that this application be applied to only Title I schools. Idaho is one of two states that have applied federal sanctions from ESEA to all schools under our current Accountability Workbook. This application continues that practice. The State has allocated no additional funds to assist Idaho schools to meet these requirements. Thus districts are expected to utilize their limited state resources tomeet Federal requirements whether or not they have been proven effective in our specific settings. We do not oppose a separateplan for non-Title I schools. However, at this time we should limit this application to Title I schools and take additional time to create a process to develop an efficient and effective plan for non-Title I schools that can be implemented with our scarce resources.

Secretary Duncan, in a conference call with Superintendents, stated that SES and School Choice are removed as requirements of the waivers. He further stated that the Department believes that school district superintendents are best suited to determine appropriate interventions for their students.

We appreciate the needed changes to the current requirements around Supplemental Services (p.68) and the introduction of Supplemental Tutoring Services (STS).However, in light of the allowance that SES and STS are not required under the waiver, we request that the 20% set aside be eliminated. Setting aside these funds has not proven effective in Idaho and in many cases has limited the ability of schools to make the necessary investments in their student's performance. In many cases, the required set aside has reduced Title I services and limited investments in programs such as Response to Intervention and other proven methods to increase student performance.Requiring funding to be set aside for STS and to only allow these funds to be used outside the school day, limits the school's and district's ability to make sustainable, researched-based decisions to improve the education for all students. STS should be an option, not a requirement, available to schools and districts.

We request that School Choice also be eliminated as a requirement. With the rural nature of our State, many districts have had very limited or no meaningful option for School Choice. All parents already have the option for online virtual charter schools regardless of their status under ESEA. This option does not require funds to be set aside.Requiring funds to be set aside for choice has not proven to increase the academic performance of the students that stay in their designated school or for those that take the choice option.Funds should be utilized to improve education so that all students benefit. This application also lists the Idaho Education Network (IEN) as a possible school of choice.The IEN is not a school and its very limited offerings do not allow for a realistic school of choice.

We believe it is important to note that this plan contains provisions for districts to provide funding for non-Title I schools similar to the set-asides for Title I, and it is stated that these funds should come from district funds, grants or other federal funds.It should be noted that there are NO district funds available for such requirements.In the application, districts will also have to match the 10% set aside for Professional Development with local funds regardless of the needs of the individual district. Most Idaho districts currently have no district funds for staff development or other "discretionary" activities.These funds were among the first to be eliminated as many districts responded to the State cuts in funding.

We appreciate having multiple ratings, and believe that letter grades would be a poor choice for a ratingsystem.However, we request that the rating categories be reduced to four and that descriptors be used rather than "Stars."Being rated in the same manner as a motel or daycare center diminishes the complexity of the educational system and does not reflect the realities of the Star system in other settings. For example, if you wish to be a 5 Star hotel, the board of directors has made a decision to invest a considerable amount of funds in building and staffing a facility to meet those requirements. This is simply not the nature or system of public education nor would the public interpretation of such a system be fair or equitable.

Principle 1: College-and Career-Ready Expectations for All Students

It appears, because of the considerable difference in the range of scores allowed for a Five Star school or district compared to the other four, that the 5th Star is used to identify elite schools for rewards. Very few schools in Idaho would be able to earn a Five Star rating, especially when looking at the chart on page 79 [Growth to Achievement Point Distribution]. We would recommend that the targets be adjusted so that more than one school would earn a 5 in reading and language usage.

Creating four categories would allow for a more realistic system of rating Idaho schools.We also strongly urge utilizing descriptors that would align with the teacher evaluation model adopted by Idaho.We would recommend a collaborative effort to develop meaningful descriptors such as Distinguished, Proficient, Basic, and Needs Improvement.

We also have concerns with components of the application that seem to be making unilateral curriculum and process decisions without input from stakeholders.For example, it appears from the application that Universal Design for Learning (UDL) has been adopted as a State model.On page 16 it states, "Idaho is moving toward implementing UDL in all schools . . ." There has been no discussion of the merits of a statewide instructional model or an announcement of its adoption.

Principal 2 – State Developed Differentiated Recognition, Accountability and Support

We also appreciate that the "n" will change from 10 – as listed in the draft application to 25.This is a more appropriatelysized subgroup.

We have concerns with the expectation that Idaho's post-secondary institutions are to provide dual credit courses for 50% of our juniors and seniors. Although we support this effort, this requirementmakes the assumption that post-secondary institutions currently havethecapacity to accommodate an influx of dual credit courses and that a sufficient number of staff members are available in every district to teach these advanced courses. This requirement would at least need a phased-in process to build the capacity of institutions and schools in Idaho.

We would also like the graduation rate expectations to be based on a growth percentage to allow for diverse schools and to ensure that alternative schools are able to move beyond the bottom tiers of the rating system. The Median Growth Percentile rates are too high to allow districts to achieve maximum points.This is especially an issue with the 5 Star system. By setting the requirements too high it limits the opportunity to motivate staff to improve student achievement.

The involvement of the State Department of Education in the removal of administrative staff and the replacement or removal of school board members is outside the parameters required under the ESEA. The State Department of Education should not be involved with repurposing appropriated funds for the purpose of influencing election results to facilitate a change in trustee membership.

Principle 3: Supporting Effective Instruction and Leadership

There is much discussion of the teacher and administrator evaluation process.Many of these ideas require new legislation or State Board of Education rules. A collaborative discussion is needed to evaluate these proposals that appear to have been decided before a process has been put in place. For example, will the "Teachscape Framework" that is included as Attachment 28 be an expectation for building administrators?If so, this seems premature, given that a committee is currently working to develop recommendations for administrator evaluation.

The statement on page 143 reads, "Legislation approval concerning observations of novice or partially proficient teachers at least twice annually, while other staffsubmits to formative observations and evaluative discussions at least twice per year." This is currently not State law and the new legislation,"Students Come First"passed in 2011, removed the requirement of two evaluations for novice teachers.Given the comprehensive nature of the current evaluation requirements, administrators may be challenged to complete one evaluation on all certificated employees, especially since many districts have experienced cuts in administrative personnel.Without a considerable increase in funding for professional development needs arising from evaluations, these systems cannot be effectively implemented.As stated in the application, additional funds for this proposal are not available.

There is also a concern that the "longitudinal data system will capture individual teacher evaluations from every district across the state." (p. 154) Currently State law does not allow individual evaluations to be reported, and superintendents have previously raised concerns about including this information in the state data file.

Overall the application contains some important changes from the current No Child Left Behind Accountability expectations. These include moving to growth measures for monitoring student achievement, addition of measures for college and career readiness, and incorporating the Common Core Standards.

However, in order to accomplish the goals set out in the waiver process to eliminate unnecessary burden and duplication we request that attention be given to our suggested revisions. Specifically, the development of the application must include a meaningful collaborative process among all stakeholders. The application also needs to focus on Title 1 schools and allow the use of limited funds to be driven by a school and district planning process rather than arbitrary mandates from the state.

Thank you for all of your efforts. We appreciate the State Department's hard work and look forward to working with you to develop a high quality waiver for Idaho's ESEA Flexibility Application.

Sincerely,

Wayne Rush, Superintendent
Emmett School District
ESEA Waiver Committee Chairman for ISSA

cc: Idaho State Board of Education

The Independent
School District of Boise City

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Boise, Idaho 83709

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January 25, 2012

To: Dr. Carissa Miller, Deputy Superintendent of 21st Century Classroom

From: Dr. Don Coberly, Superintendent
Dr. Ann Farris, Federal Programs Administrator

Re: Comments and Questions Regarding Idaho's ESEA Flexibility Request

We appreciate the opportunity to provide comment and feedback on the waiver request. As with any document of this magnitude, we understand the time and effort that went into its creation and appreciate the scope of the work. You have provided an integrated look at the State's plan for ESEA-related requirements, Students Come First components, and Race to the Top initiatives. Following are our comments, questions, and suggestions for each principle outlined in the ESEA Flexibility Request document.

Principle 1: College and career-ready expectations for all students-

The Boise School District is excited about the adoption of the Common Core State Standards (CCSS) and is pleased that the SDE is working with institutions of higher education to prepare potential teachers in the CCSS (p. 20). We also appreciate the forthcoming teacher support through bi-monthly webinar tutorials (p. 27). A question we have for clarification in this area is:

What does it mean that CCSS will be incorporated into teacher performance evaluation protocols (p. 32)? Will additional changes be required beyond those outlined in Students Come First? What will this look like?

Also, you mention that "Idaho is moving toward implementing UDL in all schools..." (p. 16).

Is the State mandating one instructional model through Schoolnet? Is this an optional resource for schools and districts to use to strengthen tiered instruction/intervention (p. 23)?

Finally, regarding Principle 1, we applaud the State's effort to include students who complete advanced courses, Tech Prep, and Advanced Placement classes in the rating system to better support college and career readiness for all students.

Perhaps a better indicator would be success in that coursework – it might be appropriate to consider using assessment results (college final exams, Advanced Placement tests results) in evaluating college preparation in advanced classes, rather than enrollment and particular grades. A grade of "C" is not necessarily and indicator of college readiness.

We would also like to see the State add numbers of students who are in college preparation programs (such as AVID) in this count. This would more accurately reflect districts' work to accelerate all students, including our most at-risk populations. We recognize that it is important for students to be enrolled in higher level coursework, it is equally as important to have programs in place that adequately prepare all students to be successful in these courses regardless of background.

Principle 2: State developed differentiated recognition, accountability and support-

First of all, we appreciate the State's use of a five star rating system as opposed to letter grades that are associated with percentages. We are also pleased to see a system that includes multiple data points in calculating schools' ranking (p. 44). We feel this is the first step to more accurately reflecting school performance. We also appreciate the fact that you are willing to revisit and adjust criteria after examining data (p. 76).

We are concerned, however, with the inclusion of the LEP (limited English proficient) subgroup in the same way it has previously been represented (p. 49). The Boise School District understands the need for high expectations and high achievement for all students, including LEP students. Through NCLB, schools have often been labeled based solely on an achievement test normed for native English speakers. By definition, the LEP subgroup is "not proficient" in English.

We recommend replacing the LEP subgroup with an LEPX subgroup. Using ISAT data for LEPX students would more accurately show LEP program effectiveness and student growth. We would also suggest that the State take this opportunity to keep the LEP subgroup and include an accurate measure of LEP student performance through the incorporation of the IELA (Idaho English Language Assessment). This would allow schools to earn points based on both academic achievement and the acceleration of English language acquisition and would incorporate current AMAOs into one, streamlined accountability system. AGPs (p. 48) could more accurately reflect language acquisition research as well. This suggestion supports the State's goal to create a rating system that "validly results in the schools designated needing the greatest intervention by the State and impacted school district" (p. 83). If the LEPX

scenario is not acceptable to the U.S. Department of Education, we would propose that the State examine extending LEP1 status to five school years.

We are also concerned that schools that have a graduation rate of <60% will automatically be categorized as one or two star schools (p. 97). This creates the potential for all alternative schools to consistently make up the bottom tiers within the rating system. Obviously districts seek to increase graduation rates at their sites (ours has more than doubled). However, to have one criterion that trumps the multiple data points in the rating system seems punitive for alternative schools.

Our recommendation is to edit the language to read something like, "the one and two star schools will also encompass all schools that have a graduation rate <60% unless the school is classified as an alternative school. Alternative schools must show yearly increases in their overall graduation rates as part of their data set." We feel that changes to the LEP and <60% graduation categories would help avoid a system where the majority of schools identified as one and two stars are primarily alternative or LEP.

On another note, we welcome the needed changes to Supplemental Services (p. 68). Thank you! Districts can now design and/or contract with those who are truly concerned about providing quality services for students and extended time can be focused on students who actually show a need for additional support. No one could have anticipated the impact of SES, and we are grateful that you are proposing these changes.

We would like to ask the State to lower the required set-aside for STS to an amount between 5% and 10% at each district's discretion.

The 20% set-aside has created hardships for Title I programs which have directly impacted services to students, including RTI's tiered system of prevention/intervention. It also impacts the ability to hire support staff such as instructional coaches who reinforce initiatives as outlined in the State's plan. If this "framework is an integral part of Idaho's efforts to meet the educational needs of all learners" (p. 72) and is part of "sustainable school improvement practices" (p. 115) that will "ensure all students... are achieving college and career-ready standards" (p. 23), then schools and districts will continue to need the funding to provide quality support. It is a worthwhile process, but requires staff time in multiple areas (p. 64). We understand that districts may reduce the 20% if they meet the requirements outlined in Attachment 12. That occurs, however, months after allocations are given and staffing is complete. It also continues to divert large sums of funding away from core services to students and support for staff. Providing districts with flexibility regarding this set-aside would fulfill the State's desire to "recognize the need for flexibility in a state that is deeply committed to local control" (p. 136) and would be greatly appreciated.

Another concern related to local control is the State's ability to levy sanctions that include replacement of district principals and district-level administration (p. 65). The State also suggests they may "facilitate a change in trustee membership" (p. 66).

How will the State determine the effectiveness of each of the above categories? Is this through one Focus Visit? What "severe circumstances" would precipitate trustee removal (p. 66)?

Principle 3: Supporting effective instruction and leadership-

Most of this section outlines provisions in Students Come First upon which we have previously commented. We just have two areas for clarification within this topic. Our first relates to the "individualized professional performance plans" for teachers and principals (p. 141).

Could you explain what that will look like and if it is for all staff or just certain staff?

Also, the State mentions that "funds to fully support districts in implementation are scarce" and funds "are at issue" (p. 153). Can you share what this means as it relates to this document? Will certain areas be eliminated from the plan if needed? Will districts be required to fund these mandates?

Finally, in Attachment 14, we appreciate the State's efforts to provide choice to the appropriate students in two star schools. Our question is regarding choice and one star districts.

How will this process work with neighboring districts? Will they be required to take any student who requests a transfer? How will capacity/cost issues be addressed?

Again, thank you for all of your efforts. We appreciate your hard work and look forward to working with you as these areas are addressed and implemented across Idaho.

JOINT SCHOOL DISTRICT NO. 2
1303 E. CENTRAL • MERIDIAN, IDAHO 83642

DR. LINDA CLARK
SUPERINTENDENT

January 31, 2011

To: Mr. Tom Luna, Superintendent of Public Instruction
Mr. Richard Westerberg, President of the State Board of Education

From: Dr. Linda Clark, Superintendent
Joint School District No. 2 Board of Trustees

Thank you for the opportunity to provide written feedback on the waiver request that is soon to be submitted to the U.S. Dept. of Education. It is clear that a tremendous amount of effort has gone into the formulation of this document. There are many positives in the application and the district applauds the move toward the Common Core Standards and toward the use of true growth measures for monitoring student achievement.

While this letter will provide our input on specific provisions of the Waiver Request, it is important to first state our great disappointment in what we believe are the State's unrealistic assessment of the major flaws of the so-called No Child Left Behind (NCLB) legislation, and what appears to be a commitment to repeat or, in some cases, actually expand them through the framework that would be established via the provisions of this document.

Specifically, this statement refers to provision of the Waiver Request that applies it to all schools in Idaho. Close to ten years ago, our district testified before the State Board, urging that Idaho apply NCLB only to Title I schools, as we believed most other states were doing. Our appeal fell on deaf ears, and when the dust had settled, only Idaho and Louisiana had applied the law and its tenets to all schools. After Hurricane Katrina, Idaho was left as the only state taking this action, and as feared, our state did not have the resources to provide support to all schools, and soon began to place increased burdens on districts to deal with schools as they moved through the various sanction levels.

Further, in point of fact, most of Idaho's so called "failing schools" actually have achievement levels of which many states would be proud. Supt. Luna has underscored this in his public statements in favor of the waiver in stating that, under the provisions of NCLB, many Idaho schools are being mislabeled as failing. While we understand that some individual desire a single accountability system for the State of Idaho, we believe that it is a grievous error to, once again, apply a system designed to identify and address the lowest schools receiving federal financial support to ALL schools in the state.

The requirements of the U.S. Dept. of Education are very clear in requiring states to identify and deal with the lowest 15% of Title I schools. There is no attempt at the federal level to make the

provisions reach beyond Title I, and in fact, the waiver process actually allows states to focus their attention and resources to only the lowest achieving portion of those schools receiving Title I funding.

Further, one pillar of the federal outline for the Flexibility Application is that the waiver request should be designed to eliminate unnecessary burden and duplication. As examples of this, the application no longer requires a 20% set aside for School Choice and Supplemental Educational Services (SES). Yet, the Idaho application keeps these in place (for one and two star schools), and additionally, requires districts to use their own funds to provide these resources for non-Title I schools in addition to a 10% set aside for professional development for teachers in non-Title I schools.

It should be noted that, according to the *Title One Monitor*, dated February, 2012, of the eleven states in Round I of the waiver process, only Colorado and Oklahoma maintain provisions for School Choice, and only Colorado has plans to continue SES.

Of additional concern is the language which indicates that School Choice can be met through the "IEN as well as any public school in the state." IEN is not a school and districts would be hard pressed to provide transportation for students "choosing" schools far outside of the local geographic area.

This is another example of over extending the requirements, and quite simply, districts have no funds to meet the proposed requirements for any of these purposes. There is nothing in these provisions in Idaho's application that reduces the burden to districts, and simply stated, cuts in discretionary funding over the past three years make it impossible for Idaho's school districts to fund what will be required in the proposed Waiver Request.

One additional comment in reference to School Choice and SES (termed by Idaho as STS) is that while the federal guidelines do not require keeping these in place, they do require that the continued use of Choice and/or SES – or any other intervention system that the state requires, must be based upon evidence that said system is based upon evidence that is contributes to improvement in student achievement. While Idaho has required vendors to collect some data, there is no national data to support that either Choice or Supplemental Educational Services make a difference in academic achievement.

There is reference in the document to a move to a "twice a year" evaluation system for teachers and administrators. Districts are just now grappling with the requirements of new legislation regarding evaluations, including a move to one "annual" evaluation for all certificated employees. The evaluation being put into place is solid and thorough, and if the federal requirements can be met with one annual evaluation, it is unclear why Idaho would feel the need to move to two per year (which has never been discussed in either the debate regarding the *Students Come First* legislation or subsequently). When staff asked this question during an SDE webinar, the response was "the law will have to come into alignment with the plan. . . ." This is a strange approach, to say the least.

It should be noted that is appears that the terms observation and evaluation are used interchangeably in the document, and they are two distinctly different facets of the supervision/evaluation process. Multiple observations and extensive data collection go into the actual "evaluation" instrument. Perhaps the state is actually talking about what constitutes an "evaluation cycle" – the process of getting the evaluation itself. It is further noted that numerous observations and conferences are an integral part of the supervision/evaluation process for any individual who is on an improvement plan or probation.

The federal guidelines ask that the system be understandable to parents. Again, referring to the *Title One Monitor*, it is noted that states in Round One have designed accountability systems that are far too complex. Given the complexities of Idaho's proposal, it is highly unlikely that the peer review committee will determine that Idaho's system meets the standard of simplicity.

While the "star" system is slightly better than an "A, B,C" system, we believe that the State would have a stronger, more easily understandable system by using simple designations such as "Distinguished" or "Exemplary" or something similar. There is concern about use of a system tied to the norm for hotels and restaurants which operate entirely differently than schools.

As a district, we also have serious questions about references to "Total Instructional Alignment (TIA)" and "Universal Design for Learning (UDL)" as we do not believe these have been vetted or discussed on a statewide basis, and we believe that instructional decision making and curriculum decisions are best made at the local level (within the state-adopted standards). Stakeholder input is vital in decisions such as these.

Joint School District No. 2 has made major strides in offering dual credit courses for our students, and our juniors and seniors are exponentially expanding their course completion. Even with this commitment, we are concerned with provisions for Idaho's post-secondary institutions to provide dual credit courses for 50% of the state's juniors and seniors. Currently, the institutions do not have capacity to deliver courses at that rate nor do Idaho's vastly different districts have a sufficient number of staff members to teach these advanced courses. We would suggest a phase-in process that allows for capacity building.

There are significant questions regarding the metrics that will be used to determine which schools receive the various ratings. To expand understanding of what we believe is being proposed, the Assessment Dept. of Joint School District No. 2 has developed a visual – in draft form – which is attached to this letter. It seems that, like NCLB, there are numerous ways in which <u>every</u> school in Idaho can fail and that only a very few will be found in the top rating. Perhaps that is the design. . . .

Thank you for the opportunity to provide written input into the process. We are, as always, available for further discussions regarding anything that is in this letter or that may come to light through other testimony.

State of Idaho
ESEA Flexibility Request

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support (pgs. 43 - 115)

★★★★★
★★★★

5 Star eligible for Recognition & Rewards
4 Star eligible for Recognition

★★★

- WISE Tool Continuous School Improvement Plan

★★

- WISE Tool - Rapid Improvement Plan
- School Choice & STS require 20% Title I set-aside
- School Choice
  Title & Non-Title
- Supplemental Tutoring Services (STS)
  Must occur outside of ADA time
  Not required to offer services through external providers

★

- WISE Tool - Turn-Around Plan
- School Choice & STS require 20% Title I set-aside
- School Choice
  Title & Non-Title
- Supplemental Tutoring Services (STS)
  Must occur outside of ADA time
  Not required to offer services through external providers

State of Idaho
ESEA Flexibility Request

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support (pgs. 43 - 115)

Star Rating Point Range

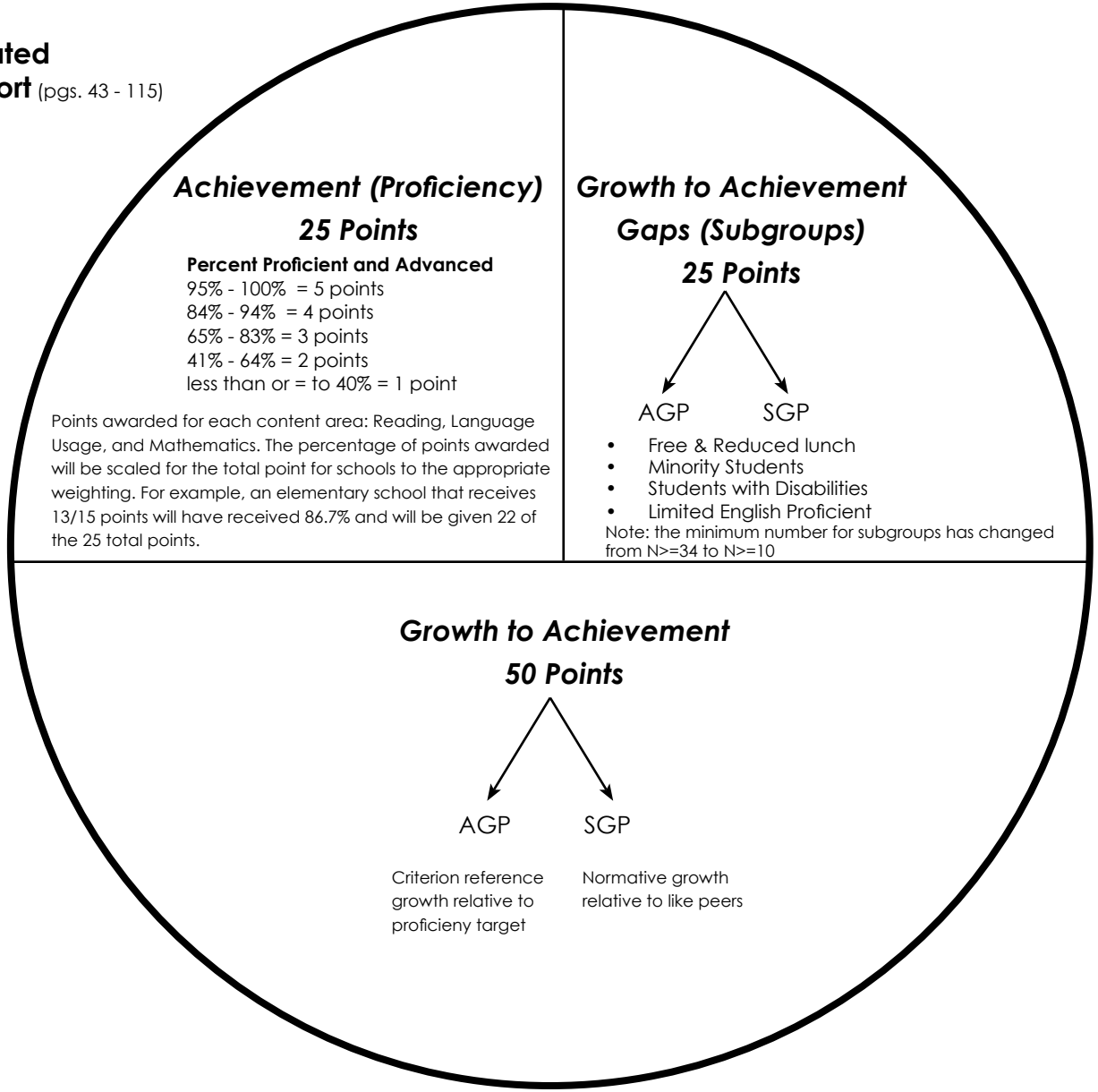
★★★★★ = 95 - 100
★★★★ = 80 - 94
★★★ = 61 - 79
★★ = 26 - 60
★ = > 25

Note: All schools must have at least a 95% participation rate in the State assessments for all of their students—including all subgroups—or the star rating will be dropped one star

AGP = Adequate Student Growth Percentile
The AGP calculates the required %ile of growth needed for a student to reach or maintain proficient or advanced within 3 years or by 10th grade. AGP is a criterion growth measure.

SGP = Median **Student Growth Percentile**
The SGP is a normative growth measure. The SGP calculates a growth percentile based on comparing students who have scored in the same score range on the ISAT in the previous year.

Elementary & Middle Schools



Total Points = 100

State of Idaho
ESEA Flexibility Request

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support (pgs. 43 - 115)

Star Rating Point Range

- ★★★★★ = 95 - 100
- ★★★★ = 80 - 94
- ★★★ = 61 - 79
- ★★ = 26 - 60
- ★ = > 25

Note: All schools must have at least a 95% participation rate in the State assessments for all of their students—including all subgroups—or the star rating will be dropped one star

AGP = Adequate Student Growth Percentile
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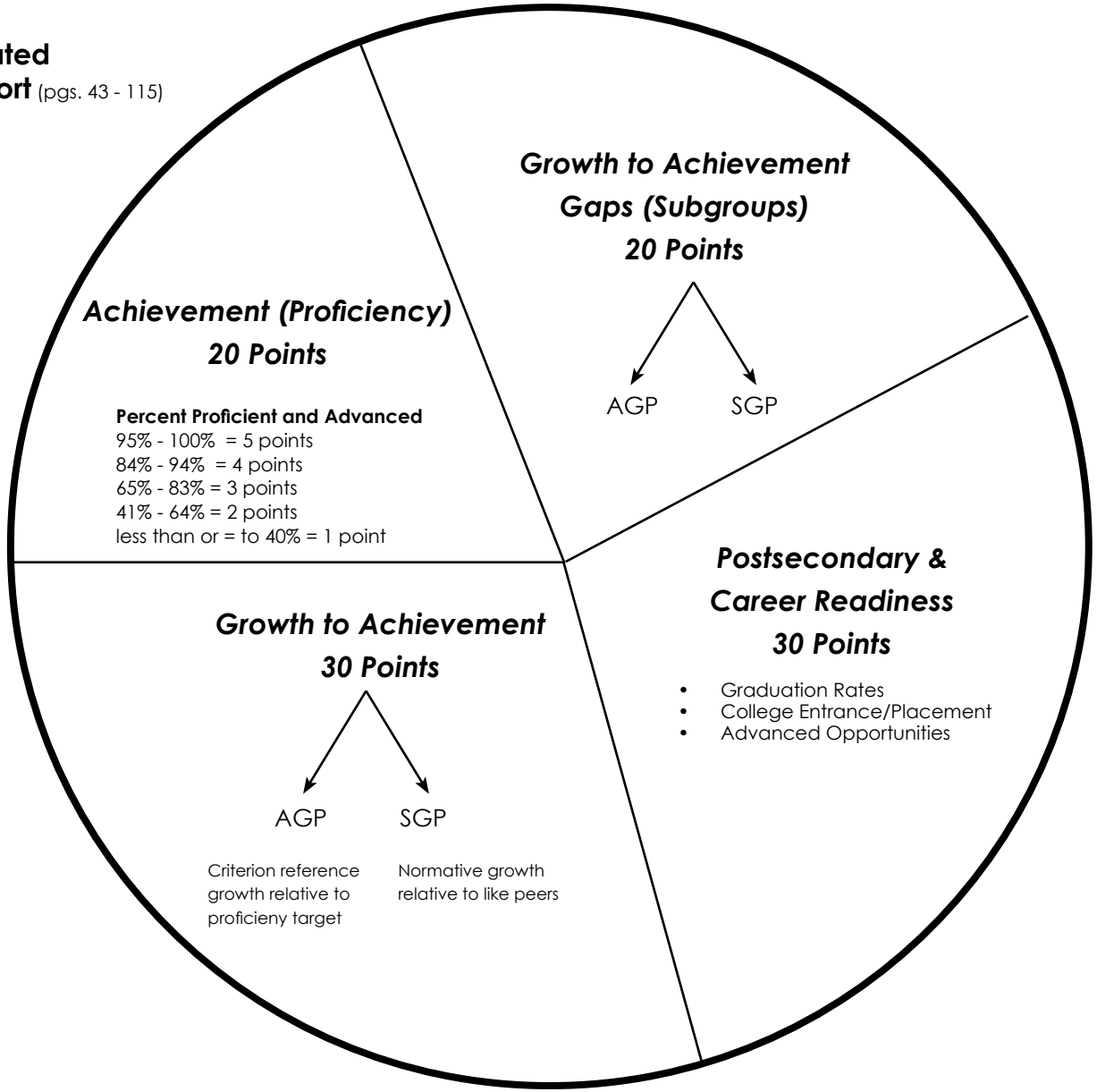
SGP = Median **Student Growth Percentile**
The SGP is a normative growth measure. The SGP calculates a growth percentile based on comparing students who have scored in the same score range on the ISAT in the previous year.

High Schools



Total Points = 100

JOINT SCHOOL DISTRICT NO. 2
Dr. Linda Clark, Superintendent

Additional Input on the Idaho Waiver from Requirements of N.C.L.B.
February 13, 2012

While we appreciate the modifications that were made in the draft form of the Idaho Waiver Request, there are areas of concern that have not been addressed, and additional questions that have arisen upon reading the final draft document.

(1) SCHOOL CHOICE –

First, of all, the changes to the Waiver Request do not speak to the issues that were originally raised regarding School Choice. Specifically, nothing seems to have addressed the original concerns regarding a parent's ability to select "any school in the state," and for the district to provide the transportation, issues we raised in our previous document. Is this truly the intent? Such a requirement could be potentially devastating to a district in which a parent chose a School in another part of the state, with the district providing the costs of transportation.

(2) S.E.S. VENDORS –

Secondly, Joint School District No. 2 previously received approval to be an SES vendor, and we have spent precious resources to design a plan that matches our curriculum and intervention system, purchase materials, and train instructors. Now, as part of the final draft, we are advised that we must choose a single, OUTSIDE vendor to provide the SES instruction. Further, it was our understanding that the final draft was based upon stakeholder input. What "stakeholder input" could possibly have resulted in such a drastic change as this – one that takes districts totally out of the picture and sends all resources to private companies.

What evidence demonstrates that external vendors provide greater growth for students than a sound district program? 'The data from Joint School District No. 2 demonstrates that our results are as good as, or even better than the results of most external vendors. In addition, I would again cite Secretary Duncan's verbal comments to superintendents that neither SES or Choice are required elements in the Waiver process, and his strong statement of the Administration's belief that school superintendents are best equipped to make intervention decisions. Clearly, Idaho lacks this same confidence level in its districts.

(3) IDENTIFICATION OF SCHOOLS

Next, the plan calls for identifying the lowest 15% of schools in the state (as one and two star schools). Under the first rating forecast, Joint School District No. 2 has 13 schools out of our 49 identified as one and two star schools. This is 26% of our schools. Further, of our 10 Title I schools, six are on the list with ratings of 2 Stars (60% of our Title buildings). How is it possible

that schools in our district have a higher percentage of buildings in need of improvement compared to the state as a whole – especially given the district's strong academic performance across many measures and many years? Instead, I suggest that this points to a strong possibility that the formulas, as written, do not accurately predict which schools are in need of improvement. It appears that Idaho is simply perpetuating the incorrect perception that successful schools are failing ones.

Further, it is noted that Joint School District No. 2, Idaho's largest school district, and one noted for academic excellence has only one (1) five star school – Eagle Elementary School of the Arts. Given the strong academic standing of our schools, and their current AYP status, these ratings seem highly skewed!

There is an additional concern regarding identification of schools. In looking at the "star" ratings, I note that all of our academies fall into the one and two star rating (3 with 1 star and 2 with 2 stars). (In fact, they are our only 1 Star schools.) Both the middle and high school academies are filled with students who come to them significantly below proficiency and who, without this intervention, would undoubtedly drop out (or flunk out). Each class that comes to these schools is comprised primarily of "failing" students, and for many of the academy students (who have been unsuccessful in large school settings), these schools act as "Tier II Interventions". Yet, the proposed rating system will put all of these schools in jeopardy. Consideration must be given for the realities of alternative schools, and I strongly urge that they be recognized as Tier II intervention schools and granted some kind of special consideration, allowance, dispensation, etc. Otherwise, they will ultimately cease to exist as an option for students and families.

(4) ADVANCED OPPORTUNITIES FOR STUDENTS

It is important to draw attention to the accountability measure for high schools which credits them for the dual credit, AP, IB, and PT post-secondary level credits earned by their students. We do not believe that all classes are noted in the master system, and we are certain not all schools are credited with their total enrollment numbers.

According to the stated metric, Advanced Opportunities should include both the percent of students who complete and the percent that earn a grade of C or better in an AP, IB, dual credit, or tech prep course. It is stated the dual credit data was pulled from the data each district uploaded into ISEE.

Based on this data set, one would not be able to identify all of our dual credit courses. Each course in our system has a unique course code identifier. The same course may be offered at one of our high schools for dual credit and not at another. This will fluctuate as it is based on the approval of specific high school instructors by each of our partner universities. We have over 100 teachers now approved to teach college level courses. Each year these numbers have grown and instructors are approved throughout the school year

I have just been advised that there is now a "drop down" menu available for reporting dual credits by section. The entry of this data will be time consuming and staff intensive as it must

be done by individual instructor and individual course. Once again, a very limited staff will be charged with a large task to be completed on a short time frame. Clearly, the star ratings, as released, are not accurate for our high schools.

Additionally, for some time, the district has been raising serious issues that surround calculation of post-secondary credits earned by Professional-Technical students. These issues have not been resolved, and we have no confidence that these credits are included in the calculations for our high schools. In fact, given the current situation, it is impossible that they have been included.

(5) PUBLIC COMMENTS

Lastly, we are unable to identify the location where the public comments were published. While one of the documents indicates it is more than 500 pages in length, what is visible ends with slightly more than 300 pages. The Waiver Process calls for transparency. Will the SDE or OSBE make the information available or advise us of the correct manner in which to access the comments. This is a very strong concern, especially given the changes in SES made between the "comments" draft and the final one sent to the State Board of Education for approval.

(6) CONCLUSION

In closing, it is important to reiterate that Joint School District No. 2 is strongly in favor of accountability, and we have been genuinely excited about Idaho's attempts to return its accountability system to one that measures student growth. What we do not understand is why Idaho is, in fact, seeking to put a system into place that does not take advantage of all of the options afforded by the Administration's waiver process (such as eliminating SES and Choice) and why Idaho insists on measures that are not required (such as applying it to all schools and eliminating districts as the providers of needed intervention).

Finally, I wish to highlight our previously stated concerns about Idaho's determination to apply Federal requirements which are designed for schools in poverty to ALL of its schools. This approach failed under NCLB and there is no reason to believe it will be successful under the Waiver Process. Idaho lacks the resources necessary to apply the accountability system to all schools, including both resources for state level support and resources made available to districts to provide the needed support.

Respectfully,

Dr. Linda Clark, Superintendent
Joint School District No. 2

Comments from Kuna School District:

We celebrate the undertaking of this waiver to improve education for our Idaho students and in moving us toward model systems worldwide. The concern reflected by this project is most admirable. We appreciate the opportunity to give input to this waiver which is a necessary step in the development and improvement of Idaho's educational systems for our 21st Century Learners. Our interest in giving input is to support the statewide team effort in making this a winning waiver to enhance educational opportunities for Idaho students. Following are some concerns:

Diverse Stakeholder Engagement - Substantiation and alignment to scientifically sound research.

"SEA must meaningfully engage and solicit input from diverse stakeholders and communities." P. 8
While some SEA engagement has been documented, what needs to be addressed is "meaningful". Supporting information below:

- Real change can happen when stakeholders are engaged at the *meaningful* level. There is no shortcut in building stakeholder investment through engagement efforts create shared knowledge, real dialogue and ownership in the schools. (NSPRA)
- The business world knows that stakeholder engagement can ensure broad support and buy-in…which is essential to gaining support for policy. *Meaningful* stakeholder engagement is also effective in ensuring transparency and social accountability. It is from the careful balancing of all of the views, ensuring that everyone has a voice and all are listened to with respect, that robust, sustainable and equitable policy can be developed. http://www.unep.fr

Engagement and Not Tokenism

- Arenstein, in 1969, described degrees of citizen participation ranging from non-participation, to tokenism, to true partnerships. Tokenism is where stakeholders are informed, passively consulted, but not actively engaged. In true partnerships, participants engage actively in decision making and journey with the project, thus taking responsibility for the way the project develops. Stakeholder engagement at this level will lead to robust, appropriate and acceptable decisions that can be supported by all stakeholders.

Having been involved in gathering public input and grassroots decision making for years, I understand the difficulty of obtaining the participation and input from the diverse populations to the degree you would desire. **This makes it even more urgent that you carefully consider all input you are now receiving so that we can reach the collaborative partnership that provides the buy-in necessary for robust and successful implementation.**

Rewards and Incentives - Substantiation and alignment to scientifically sound research.

Research to support this is at best inconclusive.
Please reference:

- What Works Clearinghouse for 2010 and 2011 studies at http://ies.ed.gov/ncee/wwc/topic.aspx?sid=17
- More on the study of Internal Control Psychology in *Activating the Desire to Learn*, by Bob Sullo, ASCD,

Comments from Kuna School District:

- Daniel H. Pink at http://www.ted.com commenting on the differences in extrinsic motivators for many of the 20th Century tasks versus higher cognitive demands of 21st Century tasks. Traditional notions of management are great if you want compliance. But if you want engagement, self-direction works better.

The idea of a merit rating is alluring. The sound of the words captivates the imagination: pay for what you get; get what you pay for; motivate people to do their best, for their own good. The effect is exactly the opposite of what the words promise. W. Edwards Deming

- From a **climate survey** we have just completed in our district, an overwhelming number of teachers responding indicated need of more time to collaborate and receive needed professional development and more staff to meet student needs and keep class sizes within the optimum number. While salaries have been frozen or decreased, the demands on the time it takes to be the kind of effective teacher they would like to be has increased and supporting access to materials as decreased. Before the SEA considers setting aside money for compliance rewards, we need to make sure districts can pay teachers a yearly salary that can include enough face-to-face instructional time, professional development time, collaboration time and preparation time. Professional development needs to include time for job imbedded PD and instructional coaches to support that. The positive effect of having dedicated instructional coaches is well documented, for one example, from Reading First Schools.
- To think that a top down model that forces compliance with external motivation in the false hope/belief that it will meet an externally created goal is non-congruent with research and proven practice. There is no research to tie external incentives to create the kind of lasting internal motivation that can ultimately inspire better teachers who can have the vision and commitment to affect students' internal motivation to become life-long learner.

Idaho Building Capacity Project and Family and Student Support Options – disconnect

- The progress made moving from SES to STS is definitely in the right direction.
- The unilateral, mandatory 20 percent set aside, however impedes the progress of expediency and focus of funding and should be eliminated. The many cuts in program monies have resulted in fewer staff and resources to serve the very students needing the most effective and supportive programs.
- The man hours involved in these compliance issues erodes the time available for student instruction.
- Mandatory set asides actually fly in the face of the Capacity Builder program for lower performing schools. "The Capacity Builders …help create and implement a customized school improvement plan." P. 62. A more effective use of funding would be to use their collaboration in building a plan and budget that directly enhances the school's ability to meet the needs of students and raise academic success. This may mean more staff to effectively implement an RTI piece, etc. Schools/Districts would then submit a plan and budget aligned with identified needs and initiatives. This is more in keeping with the intent that the waiver is to provide flexibility in improving the quality of instruction. (waiver draft pp. 67, 68, 69 and 99)

Single Accountability System

While the "single accountability system" has merit, the funding specified in this document to fund non-Title I schools comparable to Title I schools is not realistic. Adequate district funding does not exist to support that requirement.

Comments from Kuna School District:

LEP Subgroup

More time should be taken to carefully consider MGP and AGP for LEP students in direct relation to their language acquisition level. At minimum, goals for LEP and LEPX students should be differentiated.

This input is endorsed by Superintendent Jay Hummel, Assistant Superintendent Wendy Johnson and The Kuna School Board

Memorandum

February 1, 2012

To: Tom Luna, Superintendent of Public Instruction

From: Lewiston School District Administrators:
Joy Rapp, Superintendent
Bob Donaldson, Assistant Superintendent
Mike Haberman, Director of Special Services
Ellen Perconti, Director of Curriculum

Copy: Marcia Beckman
Steve Underwood
Dr. Carissa Miller

Re: Comments Regarding Idaho's ESEA Waiver Request

Thank you for this opportunity to provide feedback on the draft waiver to the accountability requirements of the Elementary and Secondary Education Act (ESEA) developed by the State Department of Education. The effort to move from a system where missing one (1) of forty-one (41) indicators would result in a progression of school improvement to a system that recognizes both proficiency targets and growth is appreciated.

Below are suggestions that we hope will be considered as the final document is prepared:

Five Star Rating System Applied to Public Schools

We would propose moving away from the Five Star rating system. We would suggest using terms that are already familiar to parents, especially related to the ratings found in communicating the results of the *Idaho Standards Achievement Test.*

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5 Star ..... Distinguished
4 Star ..... Advanced
3 Star ..... Proficient
2 Star ..... Basic
1 Star ..... Needs Improvement

These are also similar to the terms being used in the evaluation model and all connote degrees of success and clearly identify degrees of improvement.

SCALE USED TO DETERMINE RANKING

It appears that the selected cut scores in the draft waiver are inconsistent in the degree of difficulty for achievement and yet have the same point value. It also appears that very few schools and in some cases not a single district in Idaho would be able to earn a Five Star rating, especially when looking at the chart on page 79 (Growth to Achievement Point Distribution). We would recommend that the targets be adjusted so that more than one school would earn five (5) points in reading and language usage.

Replacing the current system under No Child Left Behind with another system that appears to set unrealistic targets does not make sense. Additionally, by setting targets that will result in the majority of schools in Idaho being Three Star schools, the state must consider the capacity needed to provide the support outlined in the document. On page 153 statements such as "*funds to fully support districts in implementation are scarce*" and "*funds are at issue,*" leading one to believe that districts will need to find the funds necessary to meet the requirements outlined in the waiver. Funds are also scarce at the local level.

In addition, Page 1 of the Executive Summary states that each state's waiver must address four areas, one of which is reducing duplication and unnecessary burden. Imposing requirements on three-star schools, with a rubric designed to place the majority of Idaho schools in the three-star category, does not appear consistent with reducing duplication and unnecessary burden. We recommend adjustments that will target requirements on the schools most in need of improvement, not the majority of Idaho schools and districts.

SPECIFIC RECOMMENDATIONS

- Table 3 on Page 47 – The percent proficient in all categories should be adjusted by at least 3-5 percentage points in order to create a better distribution, especially for earning 5 points.

- Table 7 on Page 52 – There should be some accommodation for alternative schools to earn points in this category based on increasing graduation rates from year to year. In addition to an adjustment for alternative schools, other states have set targets that fall below current rates for graduation. The waiver submitted should take this into account as well.

- Table 19 on Page 79 – The metric should be amended so that more than one school and at least a few districts can earn five (5) points. With the majority of schools and districts only earning two (2) or three (3) points in this measurement, the proposed system is as flawed as was the concept of all students proficient by 2014.

Each metric should be carefully evaluated for reasonableness and appropriate weighting. Consideration should be given to the normative nature in which the Colorado growth model works. We concur that the targets should be rigorous, but the repetitive statement in the waiver document – "*The metric again clearly illustrates that fewer schools and districts are at the highest point range showing the targets are ambitious*" – should also contemplate that the targets

are achievable. The reality that 100% of students would be proficient in reading, mathematics and language usage was a major downfall of the tenets of No Child Left Behind.

Likewise, growth and proficiency targets for students with disabilities that are no different than for students without disabilities do not reflect reality. While we believe and strive every day for high achievement for ALL students, not recognizing the group effect of disability on scores of this demographic will guarantee frustration not unlike that experienced under No Child Left Behind. Idaho's state director of special education, Richard Henderson, has put forward a goal of raising the achievement of Idaho students who have been identified with a Specific Learning Disability to 60 percent combined proficiency within 5 years. This is an ambitious goal but one that reflects reality and that we can work toward achieving. We recommend changes to the achievement requirements for students with disabilities that are inclusive and ambitious but that do not have the same frustrations as the prior system.

REWARDS AND SANCTIONS

Due to the capacity of the state, we would recommend that the requirement of the Continuous Improvement Plan in the WISE tool be eliminated for Three Star schools and districts. This will allow the state to focus all resources (people, time, funds) on the lowest performing schools and districts and not dilute these efforts. The metric is currently structured to place many schools and districts in the Three Star category. As stated in the waiver, Idaho has noted on page 153 that *"funds to fully support districts in implementation are scarce"* and *"funds are at issue."* There seems to be no purpose in the state dedicating scarce resources to Three Star schools and districts.

FLEXIBILITY WITH TITLE I FUNDS

We would like to ask that the state eliminate the 20% set-aside for school choice and supplemental education services. Both have been eliminated as requirements through the waiver process. Both have created hardships for Title I programs and have limited success. The set-aside requirement has been found to impact services to students as determined at the local level. The implementation of a robust Response to Intervention (RTI) model requires the resources to assess and provide intensive, timely and specific remediation. The 20% set-aside simply reduces the resources to provide expanded learning opportunities to our most needy students.

If we are wrong in our understanding of the waiver requirements and school choice and supplemental education services are required components of the waiver, the flexibility to move to supplemental tutoring services is appreciated. If these two (2) requirements can actually be omitted from the waiver, we would recommend that they not be included in Idaho's plan.

MINIMUM NUMBER FOR ACCOUNTABILITY

Page 72 of the waiver indicates that the N will change from 34 to 10. As per the telephone conference, we were told that the N would be 25. We would be interested in knowing the thought process behind this change and the significance of 25 versus 34.

EVALUATION

The plan outlined in the waiver is very ambitious with very short implementation timelines. We noted that the requirement for the number of evaluations completed each year does not match the new legislation under Students Come First. The requirements for evaluation under this legislation were purported to be rigorous and meaningful when presented during the 2011 legislative session. Therefore, we offer the following suggestions:

- If two (2) evaluations are required in the waiver process, state that the first evaluation will include the Danielson Framework and be completed by February 1. The second evaluation will include parent input and growth in student achievement and will be completed by the end of the school year. This would equal two evaluations if this is what the waiver requires.

- Delay the requirement in Idaho Code for the evaluation to be comprised of *"objective measures of growth in student achievement"* until after the work found on pages 145 and 146 is completed. The work described is to ensure that all measures that are included in determining performance levels are valid measures, i.e., measures that are clearly related to increasing student academic achievement and school performance (including measures in non-tested subjects and grades).

Given the comprehensive nature of the current evaluation requirements, administrators may be challenged to complete one (1) evaluation on all certified staff, especially in larger schools or for administrators with multiple responsibilities.

COMPLEXITY OF THE PLAN

The plan is extremely complex and will be difficult to communicate to staff, parents and patrons. A communication plan should be under development as soon as the waiver is submitted for approval. There are many data features that are unfamiliar. Teachers, schools and districts have not seen growth data, are more familiar with the ACT than the SAT and are just implementing new laws that are reflected in the waiver. We also have concerns with components of the application that seem to be making unilateral curriculum and process decisions. Examples include Universal Learning by Design and TeachScape. Comments such as those found on page 16 – *"Idaho is moving toward implementing UDL in all schools..."* – seems premature when there has been no discussion with stakeholders who may already have other instructional initiatives at the local level.

THANK YOU!

We know that you will be reviewing feedback from many sources and would like to thank you in advance for your consideration of our comments and suggestions. It was evident that much work has been done to create this draft document. Your time and effort are appreciated!

IDAHO STATE DEPARTMENT OF EDUCATION

NCLB ESEA REQUEST
PUBLIC COMMENTS

Date	Name	Patron	District / Orgnaization	Email	ESEA Flexibility Comments
11/07/11	Barney Brewton	Principal / Administrator	Post Falls District	bbrewton@sd273.com	As Federal Program Director, I have directly overseen the Supplemental Educational Services program in my district. I see two major flaws in the law reagarding this aspect of NCLB; 1) Post Falls Middle School is in School Improvement due to their Special Eucation population; however, the only students eligible for services are those on Free and Reduced lunch. We are unable to target the Special Educaiton students with this program. 2) allowing private vendors to offer services. The vendors in our area have marketed their prorams aggressively without offering a quality program. We would much prefer those funds be spent by the school and district to target those students not making AYP benchmarks. Thank you for your time and consideration to this matter.
11/08/2011	Robert Celebrezze	Principal / Administrator	281	celebrezze@msd281.org	As Principal of Moscow High School for the past 12 years, I have dealt with numerous unfunded mandates from the State of Idaho and the federal government. According to the United States Census Bureau, the State of

					Idaho ranks 50th in per pupil funding for students in grades Kindergarten through Twelfth grade. I encourage the Idaho State Department of Education to push our elected officials to properly fund Public Education in our state. I fully support using college readiness scores as an indicator of school success. In order to compete academically in grades kindergarten through twelfth grade and beyond, the State of Idaho must properly fund public education. To literally be ranked 50th in the United States of America,in public school funding is certainly not going to assist in the push for educational excellence that as professional educators, parents and tax payers we all strive for.
11/08/11	Linda Reese	Principal / Administrator	414	lreese@kimberly.edu	Every child is an individual learner, the current ESEA proficiency model is most effective with the average learner, about 50% of the population. This current model lends well to a minimum level of expected education. The upper and lower quartiles of student achievement are not measured accurately as their growth is not available in bands of proficiency. Using a growth model applied to individual student achievement will reflect and encourage more student participation. Individual growth model will support classroom instruction and promote parent and school communication, by allowing inividual growth plans. This would allow all types of individual instructional plans and limitless student achievement.

11/09/11	Greg Kramasz	Principal / Administrator	340	gkramasz@lewistonschools.net	I support the request to opt-out of the current NCLB requirements for the State of Idaho. I believe as a State, we can craft a better plan to assess the growth and movement toward excellence for our Idaho children.
11/09/11	Kasey Teske	Principal / Administrator	Robert Stuart Middle Sch.	teskeka@tfsd.org	I applaud Superintendent Luna for his efforts to seek a waiver pertaining to the No Child Left Behind (NCLB) Act. Although goods things have occurred because of NCLB legislation, educators know that some parts of the law need to be changed in order for more goods thing to occur. A waiver will give the state of Idaho more flexibility to address these needs and lift restriction of the law that most likely will hamper continued academic improvement in Idaho.
11/09/11	Marti Pike	Teacher	411	pikema@tfsd.org	Please do not reauthorize NCLB.
11/09/11	Ted Larsen	Teacher	411		Local control of education is what the founders intended. One size does not fit all from Washington D.C.
11/10/11	Jason Bransford	Principal / Administrator	786	jasonbransford@idahoidea.org	I appreciate the shift toward a growth model, as I am certain it is a better indicator of educator and school effectiveness. However, it seems that this school year has a target that noone yet knows. I recommend stating the target for this school year, then implementing new performance models for future years. As you are aware, making AYP has many implications- including financial

					ones. This would eliminate the uncertainty regarding the present school year.
11/10/11	Fitz Peters	Principal / Administrtor	061	[redacted]	I urge a system of accountability, for I see it being the only way to move education further into the 21st Century. Yet that system should be built around student growth, not a focus on a student reaching an arbitrary point on a multiple choice test. If we get a newcomer to English, and our staff helps that student achieve 4 years of growth in one year - we are penalized because often that student is still critically below. If we take out limited English speakers (LEP) from our test results we are very close to 100% proficiency. If we are allowed reasonable time with LEP students, they too reach proficiency levels at a very high percentage. What frustrates me, is that we miss AYP with some of the highest achievement scores in Idaho and some of the highest LEP %'s in Idaho. Each year we have a whole new group of newcomers who need at least three years to gain enough ground. This time is not afforded to our schools and institutions so we must fill out corrective action reports, and send letters home about how we fail, when, given time, our students and teachers are creating remarkable results.
11/10/11	John Haire	Principal / Administrator	285	john.haire@psd285.org	Any educational judgment requires multiple measures to ensure accuracy. NCLB (ESEA)

					demonstrates neither sound nor research based educational business practice; one measure, one day, once a year with a monetary/punitive "grade" based on this singularity. Single snap shot assessments with finality judgments and subsequent consequences are poor practice. As educators who use research based, best practice multiple data measures for decision making, we must demand the same alignment for assessment of our craft. We must demand research based practice, multiple measure methodology or we fall short in our conviction of what we do and fail in our philosophical alignment for what we ask and the standard to which we hold ourselves.
11/10/11	Bryan Beddoes	Parent & School Psychologist	002	[redacted]	It is my belief that the ESEA as it stands is ineffective and actually leaves more children and schools in need. I do think that there needs to be some accountability for public education but the current model is not working.
11/10/11	Jim Foudy	Principal / Administrator	Barbara Morgan Elem.	jfoudy@mdsd.org	No Child Left Behind has certainly brought many benefits to public education, however as we approach benchmark levels that are closer and closer to 100% the positive intent of the law may be diminished. There will always be circumstances that hinder each child's ability to reach levels of proficiency with every test. It seems more appropriate to set expectations of growth, as we believe

					all children can grow. The other issue with setting the standard at 100% is that there may be unintended consequences with respect to what is taught and how it is taught. In other words, if the standard is 100% many schools may feel pressure to reduce the curriculum in such a way that the tested curriculum is the same as the taught curriculum. The tested curriculum should be part of the taught curriculum, but teachers teach so much more than is tested. For example, Idaho Code: 33-1612 discusses courses of instruction relative to a thorough system of public schools. There are eight definitions within this code that describe a thorough system of public schools. Character education, citizenship and technology skills are described as necessary within Idaho Public Schools. None of these skills are currently measured on the state assessment used to indicate Adequate Yearly Progress. Applying for a waiver that recognizes growth, rather than universal benchmark achievement will enable schools to continue the good work that they do educating children in comprehensive, rigorous and thorough ways. Thank you for considering this input. Respectfully, Jim Foudy
11/10/11	[redacted]	Parent	251	[redacted]	I'd like to know how many educators in our public school system are NOT meeting the Highly Qualified Status at time of employment? There are many teachers

					looking for work who meet HQ status, and under NCLB HQ status is required, so why are the districts hiring people to teach courses they are not qualified to teach? Do I support a waiver - NO. I believe schools should show the capability to meet CURRENT standards before trying to implement MORE standards.
11/10/11	[redacted]	Parent	261	[redacted]	No child left behind is just another way of telling these kids today. You don't have to work for what you get. I see that as a exscape goat to real life. It is one reason we have so many users on welfare today. Why work when this goverment will just take from the workers and give it to the lazy non workers. My book!! If you don't work you don't recieve. That is what once made America the greatest country in the world. Now look at the once great America. (BROKE)
11/10/11	Fritz Peters	Principal / Administrator	061	[redacted]	I urge a system of accountability, for I see it being the only way to move education further into the 21st Century. Yet that system should be built around student growth, not a focus on a student reaching an arbitrary point on a multiple choice test. If we get a newcomer to English, and our staff helps that student achieve 4 years of growth in one year - we are penalized because often that student is still critically below. If we take out limited English speakers (LEP) from our test results we are very close to 100% proficiency. If we are allowed reasonable time with LEP students,

					they too reach proficiency levels at a very high percentage. What frustrates me, is that we miss AYP with some of the highest achievement scores in Idaho and some of the highest LEP %'s in Idaho. Each year we have a whole new group of newcomers who need at least three years to gain enough ground. This time is not afforded to our schools and institutions so we must fill out corrective action reports, and send letters home about how we fail, when, given time, our students and teachers are creating remarkable results.
11/11/11	[redacted]	Citizen	001	[redacted]	I believe in the need for local districts to have flexibility and I have not cared much for NCLB because of its restraints, low bar and missing what is important in education: learning for ALL students. Generally speaking, teachers are not given credit for what they know works best for students. I believe RtI is greatly needed in every school if implemented properly and not used to stop referring children for special education consideration. It also helps in referring children for gifted education. My biggest concern is that the education system does not look at students' individual strengths. Instead we want them to be shaped from one mold. There are students who are gifted and have learning challenges or learn differently from the norm. These children are overlooked and are unsupported. The system needs to support ALL students by giving educators appropriate education in how to identify, assess, teach and support their students, not penalize them for not

					knowing how to do these things. Parents need to be supported and brought in to the system as a member of the team, not used as pawns for merit/performance pay.
11/11/11	[redacted]	Parent	304	[redacted]	The increased achievement goals for students are needed. The requirement for online classes is totally wrong and needs to be repealed. Public schools need to foster cooperation and group process toward public good, not singular separation on computer terminals. Whatever happens needs to be funded adequately, increase funds for schools immediately.
11/11/11	[redacted]	Trustee	283	[redacted]	School districts are already stretched to the limit. If the state of Idaho wants more from us they need to show up with more money Steve McDowell, trustee Dist. 283
11/12/11	[redacted]	Teacher / Parent	412	[redacted]	NCLB has put more stress and frustration on students and school districts than it has done good. The reforms that are working are those that the administration and teachers have chosen to include in districts, not the strict limitations imposed on us by NCLB. Until the government learns to listen to those that are in the classrooms (teachers, parents, students) passing laws and limiting funding will not reform anything.

11/12/11	Neil Barson	Teacher	002	barson.neil@meridianschools.org	Both NCLB and Mr. Luna's plan are flawed. Run education like a business? Great! Let's start at the top. ALL administrators, from building to district to state and federal level receive "pay-for-performance" when their school/district/state meets AYP. Until then, pay cuts all around.
11/14/11	Peter Lipovac	School Board Member	55	[redacted]	There need to be considerably greater flexibility in standards and assessments which may be adopted. The emphasis on the standardized testing processes and the ISAT test scores are counter-productive to comprehensive student progress and the entire educational process. School districts with considerable American Indian populations should have tribal input and oversight of the district ESEA programs, as already proposed by US Senator Akaka through his Senate committee. We need to look at countries and school systems which are already producing superior students. In this regard, Finland comes to mind. In Finland, which the students perform at the very top of the list, regular standardized tests have been abolished and only the very top students are able to be accepted into teacher training programs. Thses are essential reforms which we need to include in any ESEA authorizaton and which school districts all over Idaho and state and federal legislators

					ought to take to heart when developing laws and setting policies. Thank you.
11/14/11	Gayle DeSmet	Principal / Administrator	North Valley Academy	[redacted]	Thank you for working ahead of NCLB. It's past time to re authorize. Please make the evaluation for students a growth situation. That will take the "gotcha" out of the student and school evaluations Please help charter schools for certification of outstanding individuals without wading through education classes. A digital engineer would be glad to teach a class, but has no interest in being certified and earning teacher wages. Please help charter schools be able to adopt creative and unique teaching techniques. The PCSC only lets creativity squeak through that they allow. It is quite stifling, so little creativity is really happening.
11/14/11	David Wilson	Teacher	321	jwilson@msd321.com	I am in full support of the waiver. NCLB was great, in that it forced us to look at education and how it needed to change (I still think there are many more changes we need to make). However, (and a great example is at Madison Middle School) for the past 4 years I have worked here, Madison Middle School ranks as one of the top schools in the State of Idaho. Last year, 95.4% of students passed the Reading ISAT. 93.3% passed the Math ISAT. And nearly 90% of students passed the Language ISAT.

					What kind of system would punish a school for achieving such great scores? Yet NCLB would, and does, punish the Middle School, we are in "AYP Jail", and that is unfair for the patrons and employees of this great school.
11/14/11	Jackie Mitchell	Teacher	Madison Middle School	mitchellj@MSD321.com	I am in favor of the waiver. I believe that the NCLB laws, though well intended, put more responsibility on the public schools without considering the responsibility of the parent and family. Students get their work ethic, sense of responsibility, and their value systems from their home and family. Parents have a huge responsibility to value education, literacy, hard work and responsibility. They also have a responsibility to read to their children and instill a love for life-long learing. Parents and families should also support and help students at home, ensure they get proper nutrition, sleep, and that their basic needs for love, shelter, and security are met. When this does not happen, a school cannot expect the students lacking this type of support and parenting to perform at the same level of the students receiving such support. Public schools cannot make up for that no matter what laws are written, how many extra hours we work, how many additional programs we offer, or how much additional types of technology are required.

11/14/11	Steven Somers	Teacher	West Ridge Elem.	[redacted]	We need a restructured NCLB law that does not punish schools that do not reach their proficiency goals. The current law punishes rural and low socio-economic schools that are not able to reach their 100% proficiency goals by 2015. Financial punishments and incentive programs (merit pay) are NOT the solution to improving our schools. All parties must work together to improve our educational policies. A business model will not work in this complicated process of educating our youth...
11/14/11	Michelle Rightler	Teacher	IDEA	michellerightler@idahoidea.org	As a teacher and a parent in the state of Idaho, I have found that the standards of accountability to which Idaho has been held to be of low quality at best. Our state ranks consistently in the bottom 5 of performing states on NAEP measures. Additionally, when comparing learning objectives and standards to those of other states, Idaho students are held to levels that are a minimum of one grade level below for other states. So, for example, our learning standards for a 5th grader would be those of a 4th grader in the four core subjects. Having Idaho determine its own standards of accountability is a poor decision. If the learning requirements are already behind, taking students away from standardized tests and national learning objectives, with the advent of the Common Core standards, is folly.

11/14/11	[redacted]	Paraeducator	193	[redacted]	I would like to say that no child left behind may have had too much testing and standards for some but it at least left districts wiht the same standards throughout the different districts. I feel the standards that it made for the school made them exemplatory and kept Idaho on the high standard of education. No child left behind should stay intact without the state taking the low road of education and low cost that they seem to take without the great standards we have had. Thank you
11/21/11	Pete Koehler	Principal / Administrator	Nampa cluster of Schools	pkoehler@nsd131.org	I strongly support the application of a waiver for Idaho. As presently structured NCLB is not measuring a student's ability to think or reason. This needs to change. Local school districts need to have more say over the measurement process. Accountability must be measured on overall growth of children and not s simple standardized number.
11/23/11	[redacted]	Parent	091	[redacted]	NCLB in principle is good. However, there are many problems in making a number of non-teachers to be accountable. For example, when students don't have sufficient amount of school days, they can not learn properly. In Idaho, before the recession, there were 180 days of school. However, we really need ~200-210 days of school. The time should come from increase in number of days, instead of increase in the hours per school days. Lack of proper number of school days contributes to

	students not learning. 2) The Local Board of Trustees, Superintendents are also responsible for failing to deliver quality of instructions. In High School, when students don't have a year long course, they do not grow. They stagnate. Teachers are not responsible for this. The Board of Trustees (at the District Levels) and the local Superintendents have sway on the learning process. 3) The quality of building environment (e.g., electricity, heating, humidity, natural sunlight, etc.) helps or hinders learning process. Local public/voters control the finances that build schools. 4) The local administrators control the textbooks used. All of the math textbooks approved for use in Idaho below the AP calculus (for KG-6, Algebra, Geometry, Adv. Algebra, pre-calculus) are inadequate. They lack the rigors, quality homework exercises, and logic in derivations. Lack of quality instruction materials prevents students from growing. 5) There are parents who are not in position to help their child due to inadequate education, or lack of interest on their part. Either way, students can not learn. (For example, those parents who don't have command of English, can not assist their child with English portion of their school assignments.) 6) The reliance on standardized test, like ISAT to measure student's knowledge, are inadequate. The math ISAT are a joke. The questions asked in ISAT don't measure critical thinking. They

					don't ask the right questions that measures student's thinking. The tests (the sample questions released by Idaho SDE) clearly show that the standards are too low. Thus, teachers are not the only one who play a major role. If child fails to learn, it is due to system wide failure, but not due to the schools. Thus, I feel that NCLB is in principle good, but right people are not made accountable. The best way to make them accountable is to make it into a law when there is a "town hall" meeting where everyone, Superintendent and Chairman of the local Board of Trustee answers questions from the audience. This would be like the British Parliament, where the Prime Minister answers questions. The third party (like the speaker) would recognize a member of an audience to ask the questions.
12/05/11	Evan Ricks	Principal / Administrator	215	evanr@sd215.net	My concern is with the supplimental education portion of the law. Currently the districts with failing schools are required to set aside 20% title I funding for SES. Companies from outside the state come in and provide tutoring services that range from $60.00 to $70.00 per rhour per child. These companies see 5 kids per tutor making average $325.00 per hour. Pretty good fee for a tutor. We deal with accountability based on the ISAT IRI etc..

					These companies accountability is a pre-test of their choosing completing a workbook and giving a post-test after the 15 hours of sessions. There simply is no accountability to prove that the tutoring services improve student achievement on the ISAT or IRI. They are being heald to a completely different standard. By spending this 20% budget as required we are limited on the nunber of kids we can service in summer school. Please address the SES portion of the plan you are writing so we will not have to set aside funds for this purpose but that funds may be used for paying our own teachers to tutor as they do now for free.
12/12/11	Gary Johnston	District Administrator	Vallivue School Dist.	gary.johnston@vallivue.org	I would request that AYP targets remain the same for the 11-12 school year with reading at 85.6%, math at 83.0%, and language at 75.1% or higher.
12/15/11	[redacted]			[redacted]	I can't believe the State of Idaho,legislative branch, and governor has shoved this down our throats. Democracy does not exist in Idaho. Should send the bunch of you back to China where you belong.. Disgusted with Idaho politicians who line there own agenda without hearing from other points of view

01/02/12	Shalene French	Principal / Administrator	Rocky Mountain High School	frenchs@d93.k12.id.us	I appreciate the focus on accountability and higher expectations. Applying or requesting a NCLB Waiver in order to truly demonstrate actual student learning and academic growth should be our focus. My only concern is the actual time frame, the implementation of CCSS, the CC assessment ,and having an opportunity to really learn about the Colorado Growth Model. I want to be able to prepare for and support all of these significant changes.
01/08/12	[redacted]	Parent / Teacher	221	[redacted]m	Why are we applying for these flexibility measures? If we are unable to meet the requirements of ESEA, why are we unable to meet them? Thank you for your time. Respectfully, LaVon Dresen Emmett, Idaho
01/09/12	Tracie Anderson	School Board Member	231	[redacted]	Great job you guys. It is quite long and difficult to get through, but I can only imagine writing it. It looks like you took our suggestions, vague though they were, and constructed them into a workable 5 star rubric. I don't have enough knowledge or experience to be able to tell how it will all work out in practice, but it looks like a great place to start. THanks for all the time and energy you have spent on it.

01/10/12	Alan Dunn	Superintendent	322	adunn@sugarsalem.com	Supt Luna, I appreciate your leadership in the effort to change the way schools are evaluated under No Child Left Behind. I especially am appreciative of the plan you are using as you submit the waiver to the federal Department of Education. There are several parts to the plan that seem to be very well thought out: 1. A single system for all schools 2. The five star system for delineating a school's accountability 3. The multi-tiered method of evaluation which includes the ISAT, graduation rate, advanced courses, college entrance exams, etc. Having these particular sources of evaluation will motivate schools and districts to do well in each of those differing areas. 4. I especially appreciate that a school can be removed from one or two star status after only one year rather than the extended period of time required under NCLB.
01/11/12	Roni Rankin	Teacher	422	roni@cascadeschools.org	Dear Superintendent Luna: As an English teacher with 25 years of experience in the classroom in Idaho, I urge that our legislators recognize that multiple choice assessments do not and cannot hold students to high standards in one of the most important 21st century skills: written language. The common core standards require teachers to hold students accountable for writing skills; this complex skill cannot be measured on a simplistic, standardized,

multiple choice exam. Both the ACT and SAT contain a writing section, an acknowledgment that students must generate original content in response to a prompt in order to be fully accountable for having mastered the writing process.

Ironically, our state claims it holds students to high academic standards when Idaho does not account for how well students can read a prompt, organize their thoughts, and produce a written response. The language ISAT is not a meaningful measure of how well students use written language, but it is an easy test to evaluate. I urge you to replace the language ISAT with an authentic assessment piece that evaluates the most complex and important language standards. Preparing students for the 21st world of college and the workplace means we assess how well they can write an essay rather than answer multiple choice questions about one. One would not assess how well a quarterback can throw a football by asking him multiple choice questions about his skill. Let us not pretend that we are holding students to the highest standards when our state continues to use multiple choice questions to assess the complex skill of writing.

Sincerely,

Roni Rankin

01/11/12	Jerry Keane	Superintendent	273	jkeane@sd273.com	I did not see any reference regarding how the current NCLB Sub groups will be utilized or not utilized in the proposal. Will the state still use the ELL and Special Education sub groups as part of the rubric to establish a schools rating?
01/12/12		Patron Tax Payer	274		Please consider students who are on an Individual Educational Plan through the state and federal special education. There are many students who meet their growth potential, due to cognitive impairment or other disabilities and are unable to grow every year in their progress. This is important when considering the waiver under the NCLB and also the merit pay being adopted by the state of Idaho. Please remember all students that are in our public schools!!
01/12/12	Barney Brewton	Principal / Administrator	273	bbrewton@sd273.com	What will happen to those schools/districts that are currently in various stages of school improvement under the old system? Will they be able to earn a 4 or 5 star rating? Thanks, Barney
01/14/12	[redacted]	Parent	001		I see no difference between the current AYP system and giving a school a rating based on a number of stars. It's the same exact thing.

01/15/12	Judy Herbst	Teacher	093	[redacted]	I agree, parents and patrons will understand a 5 star stystem. How will this knowledge effect the self esteem and drive of the students attending a 2 star school? The outstanding staff will choose to exit these schools when given other opportunities to go to 4 and 5 stars schools. I wonder if the parents and patrons of a 1 and two star school will really do what it takes to make their school 5 star. I know the teachers and administration will work very hard because that is what educators always do! Teachers working at the 5 star schools will not be working nearly as hard as the 1 star schools' teachers, yet those will get their merit pay. The only way this can be fair is to keep all schools equal with socio-economic factors and students with emotional issues even. I have students who go home and sleep on the floor every night. I've had an 8 year little girl who has been sexually abused. Some students get a plastic sack of food to take home once a week so they can eat something every day on the weekend when they are not at school. These are not excuses, but it makes my job more difficult. Math and reading is not these kids' top priority. Amazingly, they do learn inspite of these hardships. Sometimes their test scores just don't make the grade for a 5 star school!!

01/15/12	[redacted]	Other	Citizen supporter of Public Education and former teacher	[redacted]	This application for a waiver of NCLB requirements is yet another instance that Tom Luna has no qualifications, no experience, and an embarrassment to the state of Idaho. If his new plan is truly effective in creating a system of quality education for our children, why is it desireable or necessary to waive standards of evaluation? Are we afraid the new system can't stand up to even normal scrutiny? Consider this a "no star" patron endorsement of this application for waiver and of the Luna plan.
01/16/12	Teresa Jackman	District Administrator	460	[redacted]	I would like to comment on the Supporting Effective Leadership and Instruction section of the ESEA Flexibility plan. I support a statewide teacher evaluation system. Although I feel some pieces of this plan are poorly informed, namely: * Parent input should not be any percent of a teacher's evaluation. As you know, all parents speak to their emotions when their children are called into question. * There must be better funding for professional development built into and protected under this part of the plan. The existing dollars set aside for professional development are being included in monies that districts have choice (flexibility) to reassign. Therefore, they are being spent in ways not related to professional development.

					* More monies should be sent to districts, rather than spent by the state department for professional development available to a small population of Idaho teachers. Thanks for this opportunity, I hope to take time to comment on other parts of the plan in the future.
01/16/12	[redacted]	Parent	001	[redacted]	Comments on Idaho's Flexibility Application My comments relate to the new rating system for evaluating schools. In particular I question two elements mentioned as evaluation criteria: 1) enrollment in and completion of AP classes, and 2) student test scores on college entrance exams. My son is a special education student and he attends a public high school here in Idaho. He has had an IEP since the beginning. He has not taken, nor is he planning to take, any AP classes. Also, his scores on college entrance exams are very low (a '2' on the writing section). Based on these two criteria he is a black mark against his school. Now understand that it is our intention and his that he not only attend college but graduate. It may take him 6-8 years but he will get it done. It is interesting to note that so called charter schools were not interested when we talked with them about his attending those types of schools. Can you blame them? And now with these new proposals, what school

would want him or other students like him? Students like him could keep a school from earning those coveted 5 star ratings. It would be very easy for a school to have 98% of the students take AP classes and score high on ACT and SAT tests if they did not have any special education or low ability students.

This is not Lake Woebegone where all the students are above average. This is Idaho where there is a large range of student abilities. If all schools are judged by the same measuring stick, without regarding to where students begin the learning process, the results will be skewed and invalid for comparing schools.
Yes, rating and comparing schools is important, but the criteria used for such measurement must start with the fact that not all student populations in Idaho schools are the same. I feel you need to go back to the drawing board and develop better criteria for comparing and rating schools.

[redacted]

01/18/12 Ryan Kerby Administrator New Plymouth

1) Even though the plan is comprehensive, and the measurement tools seem to be a reasonable starting place, some of the metrics are extremely inconsistent in degree of difficulty for achievement.
   Here are three suggestions:
   a. The Adequate Growth metric as written is not reasonable. One school in all of Idaho earning 5 points in Reading. You have got to be kidding me. The bad news is that the number of 5 point schools will decrease over time because of the normative fashion in which the Colorado growth model works. Data on the Colorado SDE website shows nearly all schools between the 44%tile and 56%tile, with very rare outliers at 75%tile or above. Here is a chart that would be more reasonable, in my opinion.

Table 18 p. 78 Did the School meet AGP MGP ≥ AGP				
Yes, MGP ≥ AGP			No, MGP < AGP	
MGP	Points		MGP	Points
66-99	5		74-99	5
56-65	4		61-73	4
45-55	3		51-60	3
30-44	2		36-50	2
1-29	1		1-35	1

b. When using Percent Advanced or Proficient, 95% is too high for 5-Star. (6 schools in Idaho are 5-Star. Unacceptable.)
This piece of the point system has a lot to do with demographics, and we need to be careful about bias. On this, if we are to err, do so on the side of reasonableness and consideration.

Table 3
Achievement Points Eligible

Percent Proficient and Advanced	Points Eligible
93% - 100%	5
80% – 92%	4
61% - 79%	3
41% - 60%	2
≤ 40%	1

c. Advanced opportunity units are too low for 4 and 5-Star schools. At a time when Mr. Luna is going around the state saying 12 dual credits in high school is the magic number, the plan as written gives five points to schools if half of their students take a total of 6 credits during their Jr. and Sr. years. (Or, 1/4th of students take 6 college credits if 90% earn a "C."!!!) This needs to be doubled at the very least. Also, as written it is not consistent with the SBOE plan. Schools can earn five points and not even reach the minimum expectations of the SBOE plan. Additionally, Advanced Opportunities will have a much bigger part of improving schools than the other two pieces of Postsecondary and Career Readiness, so the points should be greater. Here are better metrics for Tables 9 and 10:

Table 9

Advanced Opportunities Eligible Points

Advanced Opportunity Eligible Points	Percent of Jr's and Sr's Completing Two or More Advanced Opportunity Courses/year with C or better				
Percent Competing Advanced Opportunity	90% - 100%	75% - 89%	60% - 74%	40% - 59%	≤ 39%
50% - 100%	10	10	8	5	1
36% - 50%	7	7	6	4	1
25% - 35%	6	6	4	3	1
	Percent of Jr's and Sr's Completing One Advanced Opportunity Course/year with C or better				
50%- 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

Table 10

Overall Points for Postsecondary and Career Readiness Measures

Postsecondary and Career Readiness	Points Earned	Points Eligible	Total %
Graduation Rate		5	
College Entrance/Placement Exams		5	
Advanced Opportunities		10	
Total		20	
Percentage of Points	X%		
Total Points Awarded	X out of 30 N/A		

2) It would be better if this new AYP plan was not presented as a road to financial gain for teachers.
   a. Title funds are not available for all schools, so will be unevenly paid out;
   b. Even though there is little doubt that 5-Star and 4-Star schools will receive student achievement P4P, the methodologies are different. We should make it clear that these are two separate entities that are not hooked together. (i.e. One does not necessarily imply the other.) Absent that there will be a great deal of confusion, (actually there already is), and both the new AYP plan and P4P will be less effective. P4P came into being as a positive approach to school improvement in student achievement, the antithesis of AYP which has always been motivation through negativity and punishment. This will still be the case because schools that receive one, two, or three stars will be presented/perceived as ineffective schools. So, student achievement P4P and 5-Star, 4-Star AYP should not be mixed. They are oil and water. If this is not clear it will not be good for P4P in view of the November referendum because this new AYP plan will have a bunch of negative baggage.
   c. The Hard-to-Fill and Leadership aspects of P4P may well be funds that would need some control if AYP is not met (one or two stars).

01/15/12	[redacted]	Other	Citizen supporter of Public Education and former teacher	[redacted]	This application for a waiver of NCLB requirements is yet another instance that Tom Luna has no qualifications, no experience, and an embarrassment to the state of Idaho. If his new plan is truly effective in creating a system of quality education for our children, why is it desireable or necessary to waive standards of evaluation? Are we afraid the new system can't stand up to even normal scrutiny? Consider this a "no star" patron endorsement of this application for waiver and of the Luna plan.
01/18/12	John Crawford	Principal / Administrator	Hobbs Middle School	jcrawford@sd60.k12.id.us	First, I am big supporter of school improvement. I believe that we should strive every day to be better in working with students. The waiver will go a long way in unchaining us from the unrealistic goals of NCLB. However, as I read the waiver one thing does concern me. It is that the sub-group reporting drops to 10 students. That number causes a tremendous amount of concern for me and my colleagues around the state. I have spoken with very good math people and they tell us that ten is just not a statically valid number to draw any form of meaningful data. I feel that this number has to increase in order for the data to be valid. I would suggest that we leave the sub group reporting as is at thirty four. This number is one that we are familiar with and will protect the anonymity of the individual students in our care, Thank you for your time and consideration in this matter

01/22/12	Christi Hines-Coates	District Administrator	060	chinescoates@sd60.k12.id.us	Thank you for this wonderful plan. It is exciting to think ahead and know what this plan can do for the students in the state of Idaho. I do have a comment/question in regards to a professional development opportunity in regards to expected activity implementation. The waiver discusses the implementation of Universal Design for Learning (UDL), which is a very effective approach as the principles of UDL provide flexible approaches that can be customized and adjusted for individual needs; this is especially effective approach for increasing the academic success for those students with disabilities and English Language Learners. My comment/question is...will there be training for teachers and administrators on the principles of UDL? Thank you for your hard work on this waiver. I look forward to its implementation. Christi Hines-Coates

01/20/12	Jason Bransford	District Administrator	786	jasonbransford@idahoidea.org	I recently attended the webinar regarding the application for a waiver under NCLB. I also spent some time reading the application itself. I like the idea of measuring growth and excellence simultaneously, and many other aspects of this model. However, I am concerned that the application proposes a model that is simply not able to be understood by those outside the profession, and many inside the profession. In a previous position, I worked for a district in Texas that had a similarly complex pay for performance plan that few teachers fully understood. Because of the complexity of the plan, teachers felt helpless to meet goals that they had trouble understanding and measuring. When we have focused on a common vision in schools, and we all worked toward common goals, we have seen outstanding results. This waiver application is so complex that most of my staff will never fully understand the goals we are working toward. Certainly, this problem is even more substantiated regarding our patrons who wish to understand the school's goals as well. I would be happy to discuss ways to accomplish the same ends with goals that are more easily understood by all stakeholders. Please contact me if you wish

				to discuss this further. Thank you.
01/26/12	Marjean McConnell	093	mcconnem@d93.k12.id.us	On pages 8, 25, and 26 the plan refers to two evaluations for certified staff. It is not clear whether the two being referrred to are the 2 parts of the evaluation or two separate evaluations. Our district has appreciated evaluating teachers one time and having the time to be in classrooms working with teachers to improve instrution. Our administrators do evaluate teachers who are having problems twice or more a year. I would suggest you reconsider the frequency fo 2 for every teacher. On page 4 the plan refers to the 4 tiered system beginning in 2013 - 2014 but on page 36 the plan says the Board Rule goes into effect in the Spring of 2012. Will the state be assigning teachers to tiers this spring? I have asked and been told that there is no provision to collect domain scores this year through ISEE. How will the tiers be determined? Is there a criteria we could share with staff?

1/25/12	Ann Farris	District Administrator	001	ann.farris@boiseschools.org	We appreciate the opportunity to provide comment and feedback on the waiver request. As with any document of this magnitude, we understand the time and effort that went into its creation and appreciate the scope of the work. You have provided an integrated look at the State's plan for ESEA-related requirements, Students Come First components, and Race to the Top initiatives. Following are our comments, questions, and suggestions for each principle outlined in the ESEA Flexibility Request document. Principle 1: College and career-ready expectations for all students- The Boise School District is excited about the adoption of the Common Core State Standards (CCSS) and is pleased that the SDE is working with institutions of higher education to prepare potential teachers in the CCSS (p. 20). We also appreciate the forthcoming teacher support through bi-monthly webinar tutorials (p. 27). A question we have for clarification in this area is: What does it mean that CCSS will be incorporated into teacher performance evaluation protocols (p. 32)? Will additional changes be required beyond those outlined in Students Come First? What will this look like? Also, you mention that Idaho is moving

	toward implementing UDL in all schools�� (p. 16). Is the State mandating one instructional model through Schoolnet? Is this an optional resource for schools and districts to use to strengthen tiered instruction/intervention (p. 23)? Finally, regarding Principle 1, we applaud the State�s effort to include students who complete advanced courses, Tech Prep, and Advanced Placement classes in the rating system to better support college and career readiness for all students. Perhaps a better indicator would be success in that coursework � it might be appropriate to consider using assessment results (college final exams, Advanced Placement tests results) in evaluating college preparation in advanced classes, rather than enrollment and particular grades. A grade of �C� is not necessarily and indicator of college readiness. We would also like to see the State add numbers of students who are in college preparation programs (such as AVID) in this count. This would more accurately reflect districts� work to accelerate all students, including our most at-risk populations. We recognize that it is important for students to be enrolled in higher level coursework, it is equally as important to have programs in place that adequately prepare all students

	to be successful in these courses regardless of background. Principle 2: State developed differentiated recognition, accountability and support- First of all, we appreciate the State's use of a five star rating system as opposed to letter grades that are associated with percentages. We are also pleased to see a system that includes multiple data points in calculating schools' ranking (p. 44). We feel this is the first step to more accurately reflecting school performance. We also appreciate the fact that you are willing to revisit and adjust criteria after examining data (p. 76). We are concerned however, with the inclusion of the LEP (limited English proficient) subgroup in the same way it has previously been represented (p. 49). The Boise School District understands the need for high expectations and high achievement for all students, including LEP students. Through NCLB, schools have often been labeled based solely on an achievement test normed for native English speakers. By definition, the LEP subgroup is 'not proficient' in English. We recommend replacing the LEP subgroup with an LEPX subgroup. Using ISAT data for LEPX students would more accurately show LEP program effectiveness and student growth. We would also suggest that the

	State take this opportunity to keep the LEP subgroup and include an accurate measure of LEP student performance through the incorporation of the IELA (Idaho English Language Assessment). This would allow schools to earn points based on both academic achievement and the acceleration of English language acquisition and would incorporate current AMAOs into one, streamlined accountability system. AGPs (p. 48) could more accurately reflect language acquisition research as well. This suggestion supports the State's goal to create a rating system that "validly results in the schools designated needing the greatest intervention by the State and impacted school district" (p. 83). If the LEPX scenario is not acceptable to the U.S. Department of Education, we would propose that the State examine extending LEP1 status to five school years. We are also concerned that schools that have a graduation rate of <60% will automatically be categorized as one or two star schools (p. 97). This creates the potential for all alternative schools to consistently make up the bottom tiers within the rating system. Obviously districts seek to increase graduation rates at their sites (ours has more than doubled). However, to have one criterion that trumps the multiple data points in the rating system seems punitive for alternative schools.

	Our recommendation is to edit the language to read something like, "the one and two star schools will also encompass all schools that have a graduation rate <60% unless the school is classified as an alternative school. Alternative schools must show yearly increases in their overall graduation rates as part of their data set." We feel that changes to the LEP and <60% graduation categories would help avoid a system where the majority of schools identified as one and two stars are primarily alternative or LEP. On another note, we welcome the needed changes to Supplemental Services (p. 68). Thank you! Districts can now design and/or contract with those who are truly concerned about providing quality services for students and extended time can be focused on students who actually show a need for additional support. No one could have anticipated the impact of SES, and we are grateful that you are proposing these changes. We would like to ask the State to lower the required set-aside for STS to an amount between 5% and 10% at each district's discretion. The 20% set-aside has created hardships for Title I programs which have directly impacted services to students, including RTI's tiered system of prevention/intervention. It also impacts the

	ability to hire support staff such as instructional coaches who reinforce initiatives as outlined in the State's plan. If this framework is an integral part of Idaho's efforts to meet the educational needs of all learners (p. 72) and is part of sustainable school improvement practices (p. 115) that will ensure all students are achieving college and career-ready standards (p. 23), then schools and districts will continue to need the funding to provide quality support. It is a worthwhile process, but requires staff time in multiple areas (p. 64). We understand that districts may reduce the 20% if they meet the requirements outlined in Attachment 12. That occurs however, months after allocations are given and staffing is complete. It also continues to divert large sums of funding away from core services to students and support for staff. Providing districts with flexibility regarding this set-aside would fulfill the State's desire to recognize the need for flexibility in a state that is deeply committed to local control (p. 136) and would be greatly appreciated. Another concern related to local control is the State's ability to levy sanctions that include replacement of district principals

	and district-level administration (p. 65). The State also suggests they may "facilitate a change in trustee membership" (p. 66). How will the State determine the effectiveness of each of the above categories? Is this through one Focus Visit? What "severe circumstances" would precipitate trustee removal (p. 66)? Principle 3: Supporting effective instruction and leadership- Most of this section outlines provisions in Students Come First upon which we have previously commented. We just have two areas for clarification within this topic. Our first relates to the "individualized professional performance plans" for teachers and principals (p. 141). Could you explain what that will look like and if it is for all staff or just certain staff? Also, the State mentions that "funds to fully support districts in implementation are scarce" and funds "are at issue" (p. 153). Can you share what this means as it relates to this document? Will certain areas be eliminated from the plan if needed? Will districts be required to fund these mandates? Finally, in Attachment 14, we appreciate the State's efforts to provide choice to the appropriate students in two star schools.

					Our question is regarding choice and one star districts. How will this process work with neighboring districts? Will they be required to take any student who requests a transfer? How will capacity/cost issues be addressed? Again, thank you for all of your efforts. We appreciate your hard work and look forward to working with you as these areas are addressed and implemented across Idaho.
COMMENTS SUBMITTED ON OR AFTER 01/27/12					
01/27/12	Don Bingham	District Administrator	251	dbingham@sd251.org	Our district was very excited about the prospect of the waiver and the changes that it could allow. However, as we have read through the document we were a little disappointed by several components of the document. I will address both the positive aspects that we found in the current version of the document and those areas that we have a high level of concern and would like to see change. The biggest positive we found in the waiver was no longer relying on a single measure to determine if a school or district was successful. Using five measures to determine a schools success is far better than using those currently outlined in our State Accountability Workbook. Another positive was no longer disaggregating minority students into their individual groups, but allowing us to look at our minority population as a whole. Many of

	our Hispanic families really felt that NCLB discriminated against them by making them the spot light of all the district or schools woes due to all the reporting that was required by the federal law. It also allows us to not lose sight of those minority populations that have fewer than 34 students in them. Another positive was moving to more of a growth model to measure achievement. We do question plugging in another state's (i.e. Colorado) achievement to set up Idaho's system. Idaho is not Colorado. We have concerns about SAT being used as part of the plan. Originally when we were told that SAT was going to be required for all 11th grade students it was under the guises that it would be to help more student prepare or desire to attend college. Now it is showing as a high stakes test. The single biggest concern that we have with the waiver is the fact that it continues to hold all schools, regardless of receiving federal funds, to ESEA. As far as we know Idaho is the only state in the country that still does this. The federal law does not require it. In addition, we have very high concerns regarding being required to set aside comparable funds for non-title schools that we set aside for title schools. Where is

	that funding coming from, is this a new line of funding that the State will be providing. We have no other funds left to provide for a required 10% set aside for non-title schools that are one or two star schools. Obama's Administration is committed to eliminate crippling oversight and redundant programs. President Obama said so himself in the State of the Union, and Secretary Duncan stated similarly in his comments on a recent conference call to superintendents. Why are we making it more difficult than it needs to be? We should remove the language from the waiver that requires all schools in the state to be held to the ESEA. We should also remove the requirement to set aside funding for non-title schools. Related to this is the continual requirement for school choice and supplemental educational services. Although we did appreciate the flexibility given in the area of supplemental educational services, Secretary Duncan indicated during the afore mentioned conference call and it was also mentioned at the National Title I Conference that SES and school choice were key points of providing relief to states through the waiver process. Why are they still even being included in the waiver? If they are left in and non-title schools must also meet these requirements it will become an unfunded mandate, much as it is today. We feel that these two pieces (School Choice

and SES) of the current version of ESEA be removed from the wiaver.

As we have shared the waiver with teachers, principals, parents, and paraprofessionals they have all had the same reaction when we mention the ﷺStarﷺ rating. They all said they felt like we were going to a hotel or restaurant? Most of them think it is a terrible idea to use a rating system that has so many negative associations tied to it. Many felt that it was tacky. However, when we mentioned using a system of A,B,C,D, or F, they had the same reaction and also felt that it was almost too clichﷺ. However, they did offer some ideas for a better ranking system. Several of those ideas were as follows:

ﷺ A Ribbon System ﷺ Blue Ribbon, Red Ribbon, Yellow Ribbon

ﷺ Use Danielson Verbiage ﷺ Distinguished, Proficient, Basic, Unsatisfactory; or Distinguished, Proficient, Emerging, Unsatisfactory

ﷺ ISAT Verbiage ﷺ Advanced, Proficient, Basic, Below Basic

Another idea that was provided was to allow local school districtﷺs to develop their own system of ranking and get it approved by the state.
The final concern is the lack of input from

					stakeholders. It appears that we have spent more time and money getting stakeholder input regarding the Student Comes First technology issues, than we have in redesigning one of the most critical components of our educational system, accountability. We are always told when the State Department provides guidance in developing School Improvement plans that it should be a team effort all the way through. We must resist the urge to have one person write the whole plan and submit. I respectfully give that advice back to the department as they work on this critical piece of Idaho's future educational experience.
01/28/12	[redacted]	Other/Trustee	171	[redacted]	Accountability is assessed primarily through testing which interferes with progress toward 21st Century Skill development. I wonder if you are familiar with the information from the EdLeader21 group. They have a download MILE that addresses these issues. Websites: http://www.edutopia.org/blog/21st-century-leadership-overview-ken-kay http://edleader21.com/ http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid http://www.p21.org/tools-and-resources/online-tools/800

01/29/12	[redacted]	Education Consultant	BSU	[redacted]	I believe the teacher evaluation "Danielson Framework" based model is critical to the State of Idaho waiver. I believe districts/schools administrators/evaluators who are low performing(two star and one star) need to be trained in the Framework for Teaching and trained in Observation skills. Additionally, the principals/evaluators need to take the Proficiency Assessment to become certified evaluators so the focus is on the quality of the lesson and not the observer/evaluator. Current research as stated in the MET study and the Chicago study link increased student achievement to trained evaluators.
01/31/12	Penni Cyr	Idaho Ed Assoc.		pcry@idahoea.org	To Whom It May Concern: On behalf of the members of the Idaho Education Association, thank you for the opportunity to comment on Idaho's ESEA Flexibility Application. We have read the document extensively and offer the following comments for your consideration: ESEA WAIVER APPLICATION: Page 35 states that, "Idaho will hold high schools accountable for the number of students who enroll in and successfully complete advanced courses, such as dual credits, Advanced Placement, Tech Prep, or

	International Baccalaureate. Under this new system, Idaho high schools will earn more points toward becoming a Five-Star School if more students enroll in and successfully complete an advanced opportunity course. IEA RESPONSE: The goal of every school and the educators in that school should be to work with parents and students to obtain the skills they need to achieve academic success and skills to be a responsible, employed American citizen. Every child who attends school regularly should be able to show academic growth each year. However, just as every person grows physically at a different rate, so too, do students have differing academic growth rates. Under the new Five Star School system being proposed by the State Department, schools that do not have students who are academically prepared to enroll and successfully complete advanced courses will be disadvantaged. Those school districts that have chosen to arrange schools in a homogenous manner (i.e., ELL schools), may be putting their rating at risk, even though the physical arrangement of the school is better for students. ESEA WAIVER APPLICATION: Page 66 In severe circumstances, the

	state will work directly with the community to inform stakeholders about the needs of their district the state reserves the right to withhold any or all federal funding for... contracting services, such as before and after school tutoring providing transportation to students to other school districts enrolling students in a virtual charter school conduct[ing] public meetings, provid[ing] public notices, and work[ing] with the public . IEA RESPONSE: While we agree that there may be conditions, created by poor school board policy or lack of school board oversight, if a severe condition exists, is there a better way for the state to intervene that does not take precious resources away from already-struggling students? What other ways might the state be able to address these conditions without withholding funds from those who have no control over the decisions of elected officials? ESEA WAIVER APPLICATION: Page 67 Supplemental Tutoring Services (STS) will take the place of Supplemental Education Services (SES) . IEA RESPONSE:

	We are pleased to see this portion of the waiver application. Not only do we agree that STS must be provided outside of the regular school day, but we also greatly appreciate that this change will allow school districts an option of designing and providing their own services or offering services through an external provider. This flexibility will be helpful to those districts that want to and have the ability to create and provide high quality tutoring and supplemental services. ESEA WAIVER APPLICATION: Page 72 Idaho has chosen to lower the minimum number (N) for making accountability determinations regarding the achievement status of various student groups. Previously, N>=34 was the threshold. The public reporting threshold has been N>=10. ISDE will now make accountability determinations for all groups meeting the public reporting threshold. This lowering of the threshold will serve to highlight achievement gaps that may have previously been masked by low N counts. IEA RESPONSE: We have considerable concerns regarding changing the N from 34 to 10 for accountability determinations. First, under this change, 5% of all schools in Idaho will receive a One-Star rating; 10% of all schools

	in Idaho will receive a Two-Star rating, comprising 15% of all schools that will be required to operate under intensive school reform plans. Additionally, under this plan it will take three (3) years of consecutive Three-Star rating or more to get out of a One-Star rating, and it will take two (2) years of consecutive Three-Star (or higher) ratings to get out of a Two-Star rating. We have always been troubled by the possibility of that an individual student, or group of students, could be identified and singled out for ridicule. By lowering the N, our concerns are further heightened. ESEA WAIVER APPLICATION: Page 137 Idaho is also in the process of rewriting state policy to include [a requirement that]multiple measures be used to evaluate teacher performance. The waiver application goes on to state that the state will create a menu of state-approved measures. IEA RESPONSE: How, if at all, is the state involving teachers in the development of the menu of multiple measures to evaluate teacher performance? If the state has not made plans for the involvement of the professionals who will be evaluated under

					this system, we strongly encourage that they be included in the development of these measures. ESEA WAIVER APPLICATION: �Data must be gathered with sufficient frequency to provide a basis for the evaluation. (State shall create a definition for �Sufficient Frequency� and develop a sample calendar for guidance.)� IEA RESPONSE: How is the state planning to define the term �sufficient frequency?� Who is the state including in discussions as they develop the definition? When will the definition be made available? Will school districts and those who will be affected be provided an opportunity to respond and offer suggested changes, if needed? We appreciate the opportunity to comment and ask that you consider the information we have offered as you finalize the waiver application and prepare to present it to the State Board of Education for their approval. Sincerely, Penni Cyr, IEA President
01/31/12	Esperanza Zarur-Taylor	District Administrator	055	tayle@d55.k12.id.us	English Language Learners can not be proficient in three years. They will speak the language (maybe), but will not acquire the

					academic skill to be able to get the necessary score for proficiency. It seemed to me that in SES there will be more flexibility but later on it says the SDE will decide how the set aside will be used so there really won't be that alternative. I believe that the set aside will do more good in having After School Programs district wide during the school year than a 15 to 20 hour a year for tutoring.
01/31/12	Arnette Johnson	District Administrator	003	ajohnson@kunaschools.org	When I pasted my comments and tried to submit a moment ago, I got an error message. I then emailed my comments. Maybe this didn't like the length of my document.
01/31/12	Mary Vagner	Superintendent	025	vagnerma@sd25.us	The Pocatello/Chubbuck School District is supportive of an accountability system that focuses on growth in student achievement and not based on an unrealistic proficiency level of 100% of students proficient by 2014. That being said, there are a number of areas of concern regarding the SDE's ESEA Flexibility Waiver as noted below: • Timeline to Provide Feedback on the ESEA Flexibility Waiver: The district is concerned that the 21 day comment period is insufficient to thoroughly read, comprehend, and provide adequate feedback and that the plan was developed with insufficient collaboration among the

	stakeholders within school districts. • Idaho's Waiver Extends Beyond Requirements of USDOE: The district is concerned that under the waiver, as has been past practice, accountability is being applied for all schools, Title I and non-Title I schools alike, knowing that this is not a requirement of the US Department of Education. Our recommendation is to lift the unnecessary burden, as is mentioned on page 12. Many of the requirements within the waiver itself are contrary to "unnecessary burden." Two examples include the continued requirement for school choice and supplemental services. The district is not supportive of the requirement for the 20% set-aside of its Title I-A Funds for supplemental tutoring and school choice transportation. Further, if school choice remains as a requirement in one and two star schools, greater clarity needs to be addressed. The IEN is listed as a "choice" option when in fact the IEN is not considered a school. Further, is it intended that schools would transport to districts of choice per parent discretion? • Rating System: The district is supportive of a rating system different from that of NCLB of either making AYP or not. However, it is our belief that a five-star rating is too simplistic and is too similar to a hotel rating. Instead the district recommends the following four ratings: Exemplary,

	Distinguished, Progressing, and Needs Improvement. • Statewide System of Support: The bottom of page 65 and page 66 addresses district leadership and governance and how the superintendent and cabinet level staff may or may not be responsive to external support and/or may be restrained by decision making and policies of the local school board. The waiver indicates the state will work directly with the community to inform stakeholders about the district's needs and possibly facilitate a change in trustee membership and/or withhold federal funding to the district. Processes for trustee recall are already outlined in Idaho Code as is the fact that local boards are responsible for the hiring, evaluating, and firing of the superintendent and the superintendent, in turn, is responsible for the hiring, evaluating, and firing of district office staff. The state's approach as described on these pages is contrary to that of local control and decision-making, overextends the power and authority of the State Department of Education and is unnecessary. • Title I and Non-Title I: The intent of the federal Title I program is to ensure that disadvantaged children receive an education comparable to their more advantaged peers. The Pocatello/Chubbuck School District has used the Title I budget to put systems in

	place in all our Title I elementary schools to ensure the social, emotional, and academic achievement of all students in these schools. We are currently developing systems of support in our Title I secondary school. The waiver indicates that SES is going to be renamed as Supplemental Tutoring Services, with more options by a LEA to manage the program. Unfortunately, this program is to be implemented regardless of the Title I status of the school. In addition, all students in the One and Two Star Schools who are not reaching standards, regardless of their free and reduced lunch status, will be eligible. As described, the Supplemental Tutoring Services and School Choice will drain nearly half a million dollars from the schools that serve our students from poverty. This drain, over time, will undoubtedly impact the achievement of our economically disadvantaged students and may also violate comparability and supplanting principles. We also have concerns about the implications of maintenance of effort that could be required of a district once funds have been shifted to non-Title I schools. It would be the district's recommendation that districts are given the option and that at a minimum waiver language be changed from "must" to "can" or "may." • Professional Development Set-Aside: Under the waiver, districts will be required

	to set aside 10% of the Title I-A allocation for any one or two star school for professional development. Again, this is contrary to the notion of "unnecessary burden." The waiver indicates the district may substitute State or local funds in an amount equal to or greater than the required 10% of Title I-A funds "to promote financial flexibility" (page 68). Indeed, this set aside does not promote "financial flexibility," and in fact, limits flexibility and creates an additional financial burden on districts in an already very difficult financial time. Further, to require a district to set aside Title II-A funds in an amount equal to or greater than the amount that would otherwise be required if the school were operating a Title I program is not an example of "financial flexibility." The district recommends this requirement be eliminated. " Postsecondary and Career Readiness: The district has three specific concerns with regard to the postsecondary and career readiness measure. (1) Under this proposal, schools will earn points for the percentage of students reaching the college readiness score on SAT, ACT, ACCUPLACER, or COMPASS. The district is concerned that schools will be held accountable to this measure when students will have no accountability or motivation to perform to the best of their ability. Requiring students

	to complete a college entrance exam will not ensure more students go on to college. Perhaps more reasonable tuition rates would encourage more students to go on to college. (2) Additionally, an equity issue will exist between those students who are able to afford to pay for dual credit opportunities and those who cannot. (3) Finally, the district is concerned that schools with a graduation rate of less than 60% will automatically be categorized as one or two star schools (page 97). This may be problematic for alternative high schools that work with some of our most at-risk youth. To give them a less than desirable star rating for a graduation rate of less than 60% and ignore all other measures is counterproductive. The district recommends eliminating this requirement or at a minimum changing the language so that it includes a provision for a reasonable amount of improvement from one year to the next. • Total Instructional Alignment: Total Instructional Alignment is represented as a statewide initiative, with several references made to TIA in the waiver document (including pages 20, 36, 37). TIA is trademarked and should be noted as such with credit given to its author, Lisa Carter. Additionally, it is noted on page 20 that •During April and June 2011, Idaho began a comprehensive process of •unpacking•

	the Common Core State Standards. It is noted that TIA is funded through a SAHE grant and is a cooperative effort by all the Idaho state universities. Actually, to date, Idaho State University has taken the lead in helping TIA move forward statewide. The waiver should indicate as such. Additionally, while some funding is received through this grant, many districts contribute substantial professional development resources, including our district, to have staff members participate. It should be noted that the TIA process started as a grassroots effort among school districts (specifically in Southeast Idaho) and school districts should be listed as part of the cooperative effort. Teacher and Administrator Evaluations: The waiver indicates that teachers and administrators will be evaluated at a minimum of twice per year. Again, this is contrary to the notion of unnecessary burden and reducing duplication. Idaho Code currently indicates evaluations will occur annually. The district supports teacher and administrator evaluations be required once per year, consistent with current Idaho Code. Universal Design for Learning: Universal Design for Learning is promoted as an instructional model to be utilized within all districts. The district is not supportive of one state model. Our district has a well-

	functioning, board-approved Strategic Plan that is grounded in the Effective Schools Research and best practices. As such, an instructional framework (SIOP) is in place along with an RTI system of support for all students. To require a district to abandon their current instructional framework for another seems counterproductive. • Subgroups: It appears in the waiver that all minority groups will be lumped into one subgroup (page 46). Our district is concerned about the message that this may send to our minority groups and our staff as we strive to meet the needs of all students. We recommend subgroups be disaggregated. Additionally, the district is concerned about lowering the "n" to 25 students in a given subgroup and recommends the current "n" of 34 remain in place. In summary, the Pocatello/Chubbuck School District is grateful for the opportunity to provide feedback on the ESEA Flexibility Waiver, albeit a short and hectic turnaround time to provide thorough input. The district urges the Idaho State Department of Education to truly "recognize the need for flexibility in a state that is deeply committed to local control" as is quoted on page 136. As described above in our feedback, much of the accountability described within the

					waiver is contrary to the notion of unnecessary burden and reducing duplication. We urge the SDE to reconsider the requirements that extend beyond that required by the US Department of Education. cc: Board of Trustees Cabinet
02/01/12	[redacted]	High School Teacher/Retiree	151	[redacted]	The use of acronyms rivals that of military organizations and is equally confusing. The accountability aspect of this application is vital. Emphasis upon individual student progress, measured as indicated in this document is the most important issue addressed. NCLB created a homogenous grouping which did not create a real measure of progress in any district. Teacher/parent participation is absolutely the most important ingredient in this educational pie. Technology is only a tool to expedite the process. Please address it as such.
02/01/2	Andree Scown	Superintendent	364	ascown@jordanvalley.k12.or.us	I attended the Region III sups meeting last week and have some concerns specific to small schools. The N for subgroups will not work (even if changed to 25) as our district currently has 9 students total. In addition, this year we have no students in any of the subgroups. How will schools as small as Pleasant Valley (there are a number in

					Idaho) receive points in this category? I also have concerns about the legalities of teacher evaluation and the transparency of publicly rating schools on teacher performance....we have one certified teacher. How will confidentiality be kept?
02/01/12	Joy Rapp	Superintendent	340	jrapp@lewistonschools.net	Memorandum February 1, 2012 To: Tom Luna, Superintendent of Public Instruction From: Lewiston School District Administrators: Joy Rapp, Superintendent Bob Donaldson, Assistant Superintendent Mike Haberman, Director of Special Services Ellen Perconti, Director of Curriculum Copy: Marcia Beckman Steve Underwood Dr. Carissa Miller Re: Comments Regarding Idaho's ESEA Waiver Request Thank you for this opportunity to provide feedback on the draft waiver to the accountability requirements of the

Elementary and Secondary Education Act (ESEA) developed by the State Department of Education. The effort to move from a system where missing one (1) of forty-one (41) indicators would result in a progression of school improvement to a system that recognizes both proficiency targets and growth is appreciated.

Below are suggestions that we hope will be considered as the final document is prepared:

FIVE STAR RATING SYSTEM APPLIED TO PUBLIC SCHOOLS

We would propose moving away from the Five Star rating system. We would suggest using terms that are already familiar to parents, especially related to the ratings found in communicating the results of the Idaho Standards Achievement Test.

5 Star Distinguished
4 Star Advanced
3 Star Proficient
2 Star Basic
1 Star Needs Improvement

These are also similar to the terms being used in the evaluation model and all connote degrees of success and clearly identify degrees of improvement.

	SCALE USED TO DETERMINE RANKING It appears that the selected cut scores in the draft waiver are inconsistent in the degree of difficulty for achievement and yet have the same point value. It also appears that very few schools and in some cases not a single district in Idaho would be able to earn a Five Star rating, especially when looking at the chart on page 79 (Growth to Achievement Point Distribution). We would recommend that the targets be adjusted so that more than one school would earn five (5) points in reading and language usage. Replacing the current system under No Child Left Behind with another system that appears to set unrealistic targets does not make sense. Additionally, by setting targets that will result in the majority of schools in Idaho being Three Star schools, the state must consider the capacity needed to provide the support outlined in the document. On page 153 statements such as �funds to fully support districts in implementation are scarce� and �funds are at issue,� leading one to believe that districts will need to find the funds necessary to meet the requirements outlined in the waiver. Funds are also scarce at the local level. In addition, Page 1 of the Executive

Summary states that each state's waiver must address four areas, one of which is reducing duplication and unnecessary burden. Imposing requirements on three-star schools, with a rubric designed to place the majority of Idaho schools in the three-star category, does not appear consistent with reducing duplication and unnecessary burden. We recommend adjustments that will target requirements on the schools most in need of improvement, not the majority of Idaho schools and districts.

SPECIFIC RECOMMENDATIONS

• Table 3 on Page 47 • The percent proficient in all categories should be adjusted by at least 3-5 percentage points in order to create a better distribution, especially for earning 5 points.

• Table 7 on Page 52 • There should be some accommodation for alternative schools to earn points in this category based on increasing graduation rates from year to year. In addition to an adjustment for alternative schools, other states have set targets that fall below current rates for graduation. The waiver submitted should take this into account as well.

• Table 19 on Page 79 • The metric should be amended so that more than one school

	and at least a few districts can earn five (5) points. With the majority of schools and districts only earning two (2) or three (3) points in this measurement, the proposed system is as flawed as was the concept of all students proficient by 2014. Each metric should be carefully evaluated for reasonableness and appropriate weighting. Consideration should be given to the normative nature in which the Colorado growth model works. We concur that the targets should be rigorous, but the repetitive statement in the waiver document ◆ ◆The metric again clearly illustrates that fewer schools and districts are at the highest point range showing the targets are ambitious◆ ◆ should also contemplate that the targets are achievable. The reality that 100% of students would be proficient in reading, mathematics and language usage was a major downfall of the tenets of No Child Left Behind. Likewise, growth and proficiency targets for students with disabilities that are no different than for students without disabilities do not reflect reality. While we believe and strive every day for high achievement for ALL students, not recognizing the group effect of disability on scores of this demographic will guarantee frustration not unlike that experienced

under No Child Left Behind. Idaho's state director of special education, Richard Henderson, has put forward a goal of raising the achievement of Idaho students who have been identified with a Specific Learning Disability to 60 percent combined proficiency within 5 years. This is an ambitious goal but one that reflects reality and that we can work toward achieving. We recommend changes to the achievement requirements for students with disabilities that are inclusive and ambitious but that do not have the same frustrations as the prior system.

REWARDS AND SANCTIONS

Due to the capacity of the state, we would recommend that the requirement of the Continuous Improvement Plan in the WISE tool be eliminated for Three Star schools and districts. This will allow the state to focus all resources (people, time, funds) on the lowest performing schools and districts and not dilute these efforts. The metric is currently structured to place many schools and districts in the Three Star category. As stated in the waiver, Idaho has noted on page 153 that "funds to fully support districts in implementation are scarce" and "funds are at issue." There seems to be no purpose in the state dedicating scarce resources to Three Star schools and districts.

FLEXIBILITY WITH TITLE I FUNDS

We would like to ask that the state eliminate the 20% set-aside for school choice and supplemental education services. Both have been eliminated as requirements through the waiver process. Both have created hardships for Title I programs and have limited success. The set aside requirement has been found to impact services to students as determined at the local level. The implementation of a robust Response to Intervention (RTI) model requires the resources to assess and provide intensive, timely and specific remediation. The 20% set-aside simply reduces the resources to provide expanded learning opportunities to our most needy students.

If we are wrong in our understanding of the waiver requirements and school choice and supplemental education services are required components of the waiver, the flexibility to move to supplemental tutoring services is appreciated. If these two (2) requirements can actually be omitted from the waiver, we would recommend that they not be included in Idaho's plan.

MINIMUM NUMBER FOR ACCOUNTABILITY

Page 72 of the waiver indicates that the N will change from 34 to 10. As per the

telephone conference, we were told that the N would be 25. We would be interested in knowing the thought process behind this change and the significance of 25 versus 34.

EVALUATION

The plan outlined in the waiver is very ambitious with very short implementation timelines. We noted that the requirement for the number of evaluations completed each year does not match the new legislation under Students Come First. The requirements for evaluation under this legislation were purported to be rigorous and meaningful when presented during the 2011 legislative session. Therefore, we offer the following suggestions:

- If two (2) evaluations are required in the waiver process, state that the first evaluation will include the Danielson Framework and be completed by February 1. The second evaluation will include parent input and growth in student achievement and will be completed by the end of the school year. This would equal two evaluations if this is what the waiver requires.

- Delay the requirement in Idaho Code for the evaluation to be comprised of objective measures of growth in student

achievement until after the work found on pages 145 and 146 is completed. The work described is to ensure that all measures that are included in determining performance levels are valid measures, i.e., measures that are clearly related to increasing student academic achievement and school performance (including measures in non-tested subjects and grades).

Given the comprehensive nature of the current evaluation requirements, administrators may be challenged to complete one (1) evaluation on all certified staff, especially in larger schools or for administrators with multiple responsibilities.

COMPLEXITY OF THE PLAN

The plan is extremely complex and will be difficult to communicate to staff, parents and patrons. A communication plan should be under development as soon as the waiver is submitted for approval. There are many data features that are unfamiliar. Teachers, schools and districts have not seen growth data, are more familiar with the ACT than the SAT and are just implementing new laws that are reflected in the waiver. We also have concerns with components of the application that seem to be making unilateral curriculum and process decisions. Examples include Universal Learning by

					Design and TeachScape. Comments such as those found on page 16 ❒ ❒Idaho is moving toward implementing UDL in all schools❒❒ ❒ seems premature when there has been no discussion with stakeholders who may already have other instructional initiatives at the local level. THANK YOU! We know that you will be reviewing feedback from many sources and would like to thank you in advance for your consideration of our comments and suggestions. It was evident that much work has been done to create this draft document. Your time and effort are appreciated!
02/01/12	Rodd Rapp	Teacher	093	rappr@d93.k12.id.us	I'm not comfortable with using proficiency scores only as part of our school rating system. We need to try to get away from labeling students and a school failing if they are making growth. Some schools in higher socio-economic area have students that score proficient or advanced in raw number scores for the next year's expectations so a teacher could add no learning for those students and still be considered proficient or advanced, yet no growth had taken place. At other schools in lower socio-economic area there may be over 80% free and reduced lunch and a high number of

					students never hearing English at home or over the 12 weeks of summer vacation. Let's say we take a 3rd grader reading on a pre-primer Kindergarten level at the beginning of the year and then ends the year reading at a 2nd grade level, that student has made huge growth, yet he/she is still not proficient. But there had to be some excellent teaching going on in the classroom for that student to make that kind of growth. That is an example of tremendos growth and a very effective school. If we want to compare schools, we must take into consideration what the beginning level of the students is and gauge the growth they achieved by attending the school, not just the level that the students arrive with at as a result of their socio-economic status.
02/01/12	Tina Fehringer	Principal / Administrator	381	tinaf@sd381.k12.id.us	With the limited information available or offered from the State Department of Education on the ESEA waiver plan it is impossible to knowledgeably comment. I have emailed and called the State Department asking for clarification on several issues with no response from anyone that knows anything about the plan. I have only been told my questions will be forwarded. To date I have received no response and am quite frustrated about wanting to thoughtfully comment but not having my questions answered to do so. The proposed ﷺStar Systemﷺ is confusing

				and I have questions about how it works. Who can I contact to have the plan thoroughly explained with my questions addressed? I personally have spent considerable time trying to inform myself on the waiver through the website but I can't make sense of much information in the application, power point, or webinar handouts. Is it really a good idea to submit an application to the federal government when our own State Department of Education has not had the opportunity to present, explain or clarify it to those of us that are major stakeholders, care about education in Idaho and asking for information/clarification? Or is the comment opportunity for the application only being completed to inform the federal government that comments were "considered"?
02/01/12	[redacted]	Special Ed Advisory Panel	[redacted]	The Special Education Advisory Panel met on January 19 and reviewed the three page Executive Summary of the waiver under the Elementary and Secondary Education Act (ESEA). As a panel we felt we did not have enough time to make definitive comments however each member was encouraged to read the full document and comment personally. As a panel we did agree with the theory of the document. There were concerns about the implementation of the

					requirements for students with disabilities. It is clear that nothing in the document can override IDEA, but the issue is how the best decisions can be made for each student's Individual Education Plan. The state must be proactive in supporting the flexibility needed by each individual student and in helping the individual teams understand the processes involved.
02/01/12	Patti O'Dell	District Administrator	411	odellpa@tfsd.org	This is quite a comprehensive document and certainly took a huge amount of time and energy to write. Thank you for moving forward with this effort to improve the NCLB system so that it can be as beneficial to each child as possible. The TFSD is looking forward to full implementation of the CORE standards. As part of our Pay for Performance Plan, we are using EOC data. Through the process of tracking the EOC data first semester, it became clear to me that standardized EOCs would add validity to the data. I think that mandated, standardized EOCs might not fly with all districts, but in order to provide a valid and reliable assessment on the mastery of the CORE standards, it seems necessary. I reviewed the STAR system and it is difficult to find specific areas that may be problematic until we try it. I will be interested to see how much time this type

					of testing will take. I believe that our contracted year should be at least 220 days, with an increase in student days and teacher inservice and collaboration time. With expanded testing, I see this as even more critical, but recognize that we can't get funding for that. We need to be careful with LEP subgroups---the TFSD group includes refugees who maybe should be their own group. Not sure about the best approach here, but we need to consider this carefully so that we are able to accurately reflect how we are doing. Finally, SES! It looks like this plan includes much more flexibility and local control. YEA! I hope we will be able to provide after school programs for all kids in need---whether or not their school has one star or five! I would also love to get help to the high schools. Again, I applaud your efforts and we probably have to give it a try and then adjust as needed!
02/2/12	Gary Johnston	District Administrator	139	gary.johnston@vallivue.org	I do favor the state moving to a growth model described in the ESEA Waiver document. I would have liked to have seen a "sample school" used in the formula to have a better idea of how the model will work. I don't favor moving to 10 students for

	special populations. Thank you for your efforts in writing the waiver.

STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Idaho's ESEA Flexibility Application
Executive Summary
January 10, 2012

The State of Idaho is applying for flexibility under the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind, to ensure every student graduates from high school prepared to go on to postsecondary education or the workforce without the need for remediation. To accomplish this, Idaho has created a new system of increased accountability that focuses on postsecondary and career-ready standards; recognition, accountability and support for all schools; and a support system for effective instruction and leadership at every level.

Idaho has taken a lead role in building the next generation of accountability systems. By passing the Students Come First reform laws in 2011, the state has moved toward an education system based on academic growth and better preparing students for the world that awaits them after high school. Superintendent of Public Instruction Tom Luna worked with other states to develop key principles for new accountability systems through his role as President-Elect (and now current President) of the Council of Chief State School Officers. In June, Superintendent Luna sent a letter to Secretary Duncan, informing him that Idaho would begin moving toward a new system of increased accountability since Congress has not reauthorized No Child Left Behind. The new system would include more flexibility for school districts and a new accountability system that measures growth.

Under the current No Child Left Behind law, states can only measure school success based on proficiency – or how many students pass the test. The federal law, which originally passed in 2001, was supposed to be reauthorized four years ago so states could include academic growth, or how much progress a student makes in a given year. However, Congress has not taken action on reauthorization.

With a waiver to certain parts of the No Child Left Behind law, Idaho can create its new system of increased accountability based on higher standards, academic growth, and improved performance evaluations for educators – all key components of the Students Come First reform laws. These laws have positioned Idaho well to implement its new system of increased accountability.

In each state's waiver application, they must address four areas:

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

Here is an overview of how Idaho's new system of increased accountability will work.

College- and Career-Ready Expectations for All Students

Idaho adopted the Common Core State Standards for mathematics and English language arts and is implementing a comprehensive plan for transitioning to the standards by the 2013-2014 school year. The plan includes professional development opportunities and additional tools and resources that are targeted for Idaho teachers, principals and district leadership teams. All trainings and resources will ensure that students receive the education they need to meet these standards, including students who are English language learners, students with disabilities and low-achieving students. The State also is moving to next-generation assessments that are aligned with the Common Core State Standards

STATE DEPARTMENT OF EDUCATION

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BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

State-Developed Differentiated Recognition, Accountability, and Support

Idaho will maintain a single accountability system for all schools, Title I and non-Title I schools alike. Idaho will no longer measure Adequate Yearly Progress (AYP) for schools and districts. Under the new accountability system, the State has created a Five-Star scale to evaluate and recognize school performance.

The Five-Star scale uses multiple measures every year to determine a school's performance. Schools are evaluated based on student proficiency, student academic growth, student growth to proficiency, and postsecondary and career readiness metrics. The State will use the statewide standardized test, the ISAT, to measure growth and proficiency in grades 3-10. The State will use additional metrics, such as graduation rate, enrollment in and completion of advanced courses and student scores on college entrance exams to measure postsecondary and career readiness. Under Students Come First, the State already has moved toward measuring academic growth as well as proficiency.

Four-Star and Five-Star Schools will be publicly recognized and financially rewarded for their excellent performance. These schools will serve as an example to other schools. Under Students Come First, the State developed a statewide pay-for-performance plan to financially reward the certificated staff in schools that demonstrate overall excellence or significant academic growth each year. One-Star and Two-Star Schools will be required to develop school improvement plans tied to researched best practices and work closely with the State and their school districts to implement the interventions that are proven to raise student achievement and close achievement gaps. It will take these schools two consecutive years of progress to exit their status. Three-Star Schools also must complete an improvement plan but will be given considerable more flexibility in how they implement interventions to reach Four-Star or Five-Star Status. It will take these schools one year of progress to exit their status.

Supporting Effective Instruction and Leadership

Idaho has created statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Every school district is currently using the Statewide Framework for Teacher Performance Evaluations, based on the Danielson Framework for teaching, to evaluate teachers at least once a year. Now, under Students Come First, at least 50 percent of a teacher and administrator's performance evaluation also must be based on student achievement. In addition, schools and districts must make sure parent input is included on teacher and school-based administrator performance evaluations going forward.

In addition, the Idaho State Department of Education (ISDE) is working with educational stakeholder groups to develop a statewide framework for administrator evaluations. This work is currently underway and should be completed by May 2012. The State will use these frameworks to make necessary changes with teacher and administrator preparation programs. This process has already begun with action from the Idaho State Board of Education.

Reducing Duplication and Unnecessary Burden

Idaho fully deployed a statewide longitudinal data system in the 2010-2011 school year. This system, known as the Idaho System for Educational Excellence (ISEE), has consolidated data collection processes at the State and district levels and should reduce duplicative reporting and other unnecessary burdens on schools and districts. In addition, the Idaho State Department of Education (ISDE) received a $21 million grant from the J.A. and Kathryn Albertson Foundation to deploy the second phase of ISEE: a statewide instructional management system available to all classrooms, schools and districts.

STATE DEPARTMENT OF EDUCATION

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The State contracted with Schoolnet to provide the instructional management system. Through Schoolnet, a teacher or administrator can access Idaho's Content Standards, the Common Core State Standards, deconstructed Common Core State Standards, digital content aligned with the standards and lesson plans aligned to the content and standards. In the 2011-2012 school year, six school districts are piloting the additional use of assessment tools in Schoolnet. These assessment tools will be available to a majority of Idaho's schools and districts in the 2015-2016 school year through a competitive grant process. Eventually, all Schoolnet tools and resources will be available to every public school in Idaho in the 2016-2017 school year. The instructional management system will assist teachers and leaders in analyzing achievement data, building lesson plans and creating high-quality assessments.

STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

APPROVED MINUTES
STATE BOARD OF EDUCATION
August 11-12, 2010
Idaho State University
Rendezvous Complex
Pocatello, Idaho

A regularly scheduled meeting of the State Board of Education was held August 11-12, 2010 in Pocatello, Idaho at Idaho State University in the Rendezvous Complex.

Present:

Richard Westerberg, President	Ken Edmunds, Vice President
Don Soltman, Secretary	Emma Atchley
Milford Terrell	Rod Lewis

Tom Luna, State Superintendent of Public Instruction

Absent:
Paul Agidius

Wednesday, August 11, 2010

The Board met at 9:00 a.m. on Wednesday, August 11, 2010 at Idaho State University, Rendezvous Complex, Pocatello, Idaho. Board President Westerberg called the meeting to order at 9:34 a.m.

NAMPA CLASSICAL ACADEMY CHARTER SCHOOL – CHARTER REVOCATION APPEAL

The Board took up the business of considering the Charter Revocation Appeal being made by the Nampa Classical Academy (NCA) Charter School. Testimony was taken and recorded for public record. A written transcript of the recorded testimony is available at the expense of the requestor.

NCA was self-represented by Eric Makrush. The following individuals testified, and were questioned, on behalf of NCA:

- Eric Makrush, adhoc NCA Board Member
- Gary Perrin, Managing Member of BAP, LLC, Landowner of NCA Modular Site
- James Lorenzen, Former NCA Board Chairman, Current NCA Board Member

- Michelle Clement-Taylor, School Choice Coordinator, State Department of Education
- Terrance La Masters, Former NCA Board Treasurer, Current Chairman of the Board for NCA

The Public Charter School Commission (PCSC) was represented by Michael Gilmore, Deputy Attorney General. The following individuals were then cross examined:

- Gary Perrin, Managing Member of BAP, LLC, Landowner of NCA Modular Site
- James Lorenzen, Former NCA Board Chairman, Current NCA Board Member
- Michelle Clement-Taylor, School Choice Coordinator, State Department of Education
- Terrance La Masters, Former NCA Board Treasurer, Current Chairman of the Board for NCA

The following Board members submitted questions to NCA:

- Ken Edmonds
- Tom Luna
- Rod Lewis
- Milford Terrell
- Emma Atchley

The Board accepted a Profit & Loss statement, July 2009 through June 2010, as additional documentation from NCA.

Board President Westerberg recessed the meeting for lunch at 12:00 p.m. Board President Westerberg resumed the meeting at 12:37 p.m.

The PCSC was represented by Michael Gilmore, Deputy Attorney General. The following individuals testified, and were questioned, on behalf of the PCSC:

- Michael Gilmore, Deputy Attorney General
- Marcia Beckman, Title I Director, State Department of Education
- Tamara Baysinger, PCSC Manager

NCA was self-represented by Eric Makrush. The following individuals were then cross examined:

- Marcia Beckman, Title I Director, State Department of Education
- Tamara Baysinger, PCSC Manager

The following board members submitted questions to both parties:

- Ken Edmunds
- Tom Luna
- Rod Lewis
- Milford Terrell

Closing statements were presented by:

- Eric Makrush, adhoc NCA Board Member, on behalf of NCA
- Michael Gilmore, Deputy Attorney General, on behalf of PCSC

Board President Westerberg recessed the meeting for a break at 2:49 p.m. Board President Westerberg resumed the meeting at 3:03 p.m. and thanked everyone for their presentations and moved into the deliberation phase of the NCA hearing.

M/S (Soltman/Atchley): To deny the appeal by upholding the decision of the Idaho Public Charter School Commission on the grounds that the Nampa Classical Academy failed to establish that the Commission did not appropriately consider the revocation, and/or acted in an arbitrary manner in determining to revoke the charter.
Motion failed with a vote of 3 to 4 (Rod Lewis, Tom Luna, Milford Terrell, and Ken Edmunds voted nay).

M/S (Lewis/ Luna): To grant the appeal by reversing the decision for the Idaho Public Charter School Commission. This should be based on findings and conclusions to the effect that the Commission failed to appropriately consider the revocation. *Motion failed with a vote of 3 to 4 (Don Soltman, Richard Westerberg, Emma Atchley, and Ken Edmunds voted nay).*

Milford Terrell asked to leave the decision on the table and move this to the last item on the agenda tomorrow evening. No objections were presented and it was so ordered by Board President Westerberg. The Board does not expect NCA staff and/or PCSC staff to attend tomorrow evening.

Ken Edmunds asked if Board members can discuss information with the parties. It was determined that was possible only if both parties are present and the board member presents any subsequent findings to the remaining board members.

M/S (Terrell/Lewis): To ask Rod Lewis, Ken Edmonds, Don Soltman, and Tom Luna, as a committee acting on behalf of the Board, to bring back additional information to the Board at the end of tomorrow's meeting. *Motion carried with a vote of 5 to 2 (Don Soltman and Richard Westerberg voting nay).*

Board members discussed possible options:
- 60-90 days to allow counsel to review testimony of today's hearing.
- Assigning another entity, with more experience, to ensure that this school moves forward.
- Giving NCA a one year timeframe to cure the defect.
- Giving NCA a three year timeframe to cure the defect.
- Requiring that a certain person remain on NCA's board possessing an understanding of the financial aspects of the school.
- Overturn the revocation, NCA goes back under authorization of the PCSC.
- A remand decision, which would require the PCSC to perform another hearing.

Board President Westerberg recessed the meeting for a break at 4:00 p.m. Board President Westerberg resumed the meeting at 4:26 p.m.

M/S (Luna/Atchley): To accept the revised agenda as published.
Motion carried unanimously.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Luna said that most of the items on the agenda are for rules that are to be taken forward for public comment, which includes all items (except for items 1, 7, 11, 27 and 28). Board President Westerberg requested that Item # 9 be handled separately.

Mr. Luna covered the following points:

- 62% of Idaho schools made AYP this year. There are 41 target areas for each school, so this is not an easy task. More students in each school, and in each subgroup, had to reach a higher percentage to make AYP.
- The latest efforts by the U.S. Congress are to send more stimulus dollars to Idaho. Idaho qualifies for $10 million in education dollars. The money will come to the state in 45 days and the school districts have 21 months to use the funds. The funds can only be used to hire teachers, aides, backfill furlough days, or returning pay and benefits to teachers and staff. It cannot be used for facilities and programs.

2. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness Incorporated by Reference – Common Core Standards for Math

M/S (Luna/Terrell): To approve the Idaho Content Standards for Math as submitted effective for the 2013-2014 academic year. *Motion was approved unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Math. *Motion was approved unanimously.*

3. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Common Core Standards for English Language Arts.

M/S (Luna/Terrell): To approve the Idaho Content Standards for English Language Arts as submitted effective for the 2013-2014 academic year. *Motion was approved unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for English Language Arts. *Motion was approved unanimously.*

4. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Information and Communication Technology (ICT) Standards

M/S (Luna/Terrell): To approve the Idaho Content Standards for Information and Communication Technology as submitted. *Motion was approved unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Information and Communication Technology. *Motion was approved unanimously.*

5. Temporary and Proposed Rule – IDAPA 08.02.03.111, Timeline for Dissemination of Assessment Results and Communication to Parents

M/S (Luna/Terrell): To approve the Temporary and Proposed rules for IDAPA 08.02.03.111 to require a maximum of 3 weeks for dissemination of assessment results and communication to parents. *Motion was approved unanimously.*

6. Temporary and Proposed Rules – IDAPA 08.02.03.004.03 – Incorporation by Reference, the Limited English Proficiency Program Annual Measureable Achievement Objectives (AMAO) and Accountability Procedures; IDAPA 08.02.03.004.04 – Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards; IDAPA 08.02.03.112 – Accountability, Adequate yearly Progress AYP) Definitions.

M/S (Luna/Terrell): To approve the Temporary and Proposed rules for:

- **IDAPA 08.02.03.004.03-Incorporation by Reference, The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.**
- **IDAPA 08.02.03.004.04-Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards; and**
- **IDAPA 08.02.03.112-Accountability, Adequate Yearly Progress (AYP) Definitions.**

Motion was approved unanimously.

7. Temporary and Proposed Rule – IDAPA 08.02.03.105, Removal of the Science ISAT from the Graduation Requirement

M/S (Luna/Lewis): To approve the temporary and proposed rules for IDAPA 08.02.03.105 to remove the science ISAT requirement and instruct the Department of Education to develop End of Course assessments in science to serve as a graduation requirement by the graduating class of 2017. *Motion carried with a vote of 5 to 2 (Rod Lewis and Don Soltman voted nay).*

Superintendent Luna feels there is a better way to assess a student's proficiency in Science. Students are not taught sequentially in science similar to other subjects. The preferred approach is an end of course assessment for science. The requirement, as of 2013, would be eliminated and an end of course program would be implemented, as of 2017. Once the end of course assessments are implemented and reliable, we would move away from ISAT testing. Current ISAT testing in science is not an accurate reflection of science proficiency.

Rod Lewis expressed concerns that this approach will drop momentum in science learning, just as we want to keep the momentum.

Superintendent Luna would not object to a timeline prior to 2017, depending on resources to implement that timeline.

Don Soltman asked if this is a cost saving measure.

Superintendent Luna indicated that the amount is only for reporting purposes and is a small amount based on the total amount spent on testing.

Rod Lewis is concerned with postponing a science requirement for seven years.

Superintendent Luna does not feel that this lowers the bar, but it does postpone raising the bar. There are two things driving the postponement to 2017, which are resources and development processes.

8. Temporary/Proposed Rule Change – IDAPA 08.02.03.108 – Special Education

M/S (Luna/Terrell): To approve the temporary and proposed rule change to IDAPA 08.02.03.109 – Special Education. *Motion carried unanimously.*

9. Proposed Rule – IDAPA 08.02.03.160-161 – Safe and Supportive Schools

M/S (Luna/Terrell): To approve the proposed amendment to IDAPA 08.02.03.160 and IDAPA 08.02.03.161 Rules Governing Uniformity – Safe and Supportive Schools. *Motion carried unanimously.*

Don Soltman asked if there has been any analysis of the cost involved.

Marybeth Flachbart indicated that a position has been created at BSU and 48 consultants have been hired to provide training to schools, 7 regional consultants, and Positive Behavior Intervention Support (PBIS). There is a grant written and $500,000 has been approved for the training.

Don Soltman asked if this is adopted by the Board, how much time the Board has to provide input.

Luci Willits reported on the process and indicated that it would return to the Board in November for review before it is presented to the Legislature.

Milford Terrell felt that some of the items allowed as restraint opens schools up for lawsuits.

Marybeth Flachbart indicated that the school would determine what is and what is not an acceptable restraining method. A therapeutic hold is often used and avoiding inappropriate methods would be covered in the training.

Milford Terrell asked if this issue is coming up in our schools.

Marybeth Flachbart said that ways in which restraint are currently handled in some schools are currently inappropriate. Each school has a student handbook, but there also needs to be a policy in place to train adults and how to address these issues.

10. Changes to the Idaho Special Education Manual

M/S (Luna/Terrell): To adopt the changes to the Idaho Special Education Manual. *Motion carried unanimously.*

11. Approval for "New School" Status for Schools in Restructuring

M/S (Luna/Atchley): To approve the recommendation by the Subcommittee on Restructuring to grant "New School" status to the submitted schools in Restructuring. *Motion carried unanimously.*

Superintendent Luna indicated that this item puts a plan in place for restructuring when the plans put in place are not successful.

Marybeth Flachbart stated that one particular school had changed 66% of their staff and they became essentially a new school with a new governance structure.

Rod Lewis asked what happens when they become a new school, they get to start at "zero".

Marybeth Flachbart indicated that is correct.

Rod Lewis asked if it makes sense that if you send them back to "zero", they would get additional time as a new school would.

Steve Underwood said that if a school makes AYP two years in a row, no matter where you are in the process, it puts them back to "zero". If the school does not provide sufficient evidence that they have met guidelines, they would not be restarted. This is only for schools that have demonstrated evidence of significant restructuring.

12. Adoption of Curricular Materials and Related Instructional Materials as Recommended by the Curricular Materials Selection Committee

M/S (Luna/Terrell): To adopt the curricular materials and their related instructional materials as recommended by the Curricular Materials Selection Committee as submitted for Social Studies, Economics, Psychology, Sociology, Character Education, Health, Physical Education, Humanities, Drivers Education, Limited English Proficiency and Computer Applications. *Motion carried unanimously.*

13. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – School Social Work Standards – IDAPA 08.02.02.004 – Rules Governing University, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Standards for School Social Workers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion passed unanimously.*

14. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Health Teacher Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference and Proposed Revision to IDAPA 08.02.022, Endorsements E-L – Health (6-12) Endorsement

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Health (6-12) Endorsement, and the Idaho Health Teacher Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

15. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Social Studies Foundation and Enhancement Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Social Studies Teachers and the Enhancement Standards (Economics, Geography, Government and Civics, and History) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

16. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Science Foundation and Enhancement Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Foundation Standards for Science Teachers and the Enhancement Standards (Biology, Chemistry, Earth and Space Science, Natural Science, Physical Science, and Physics) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

17. Proposed Rule Clarification to IDAPA 08.02.02.024 – Endorsement M-Z – Natural Science (6-12) Endorsement

M/S (Luna/Terrell): To approve the proposed rule IDAPA 08.02.02.024, Endorsements M-Z – clarification to the Natural Science (6-12) Endorsement. *Motion carried unanimously.*

18. Proposed Online Teacher Endorsement (Pre-K-12) Language for IDAPA 08.02.02.033

M/S (Luna/Terrell): To approve the proposed changes to IDAPA 08.02.02.033 as submitted. *Motion carried unanimously.*

19. Proposed Addition to the Idaho Standards for Initial Certification of Professional School Personnel – Pre-Service Technology Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed Pre-Service Technology Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

20. Proposed Revision to the Idaho Standards for Initial certification of Professional School Personnel – Idaho Standards for Mathematics Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Mathematics Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

21. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Standards for Elementary Education Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Elementary Education Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

22. Proposed Changes to IDAPA 08.02.02.022 and 08.02.02.024 – Rules Governing Uniformity – Endorsements A-D and M-Z; Art (K-12 or 6 – 12, Communications/Drama (6-12, Drama (6-12), Music (6-12 or K -12)

M/S (Luna/Terrell): To approve the proposed rule changes to IDAPA 08.02.02.022 and 08.02.02.024, Rules Governing Uniformity, Endorsements A-D and M-Z as submitted. *Motion carried unanimously.*

23. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Foundation and Enhancement Standard for Visual and Performing Arts Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Visual and Performing Arts Teachers and the Enhancement Standards (Visual Art, Drama, and Music) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

24. Proposed Early Childhood Special Education Endorsement (Pre-K-3) Language for IDAPA 08.02.02.028 – Exceptional Child Certificate

Letter of Intent for Institutes of Higher Education

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

The purpose of this Letter of Intent is to

(a) Detail the responsibilities of the IHE or IHE system,
(b) Identify the total number of direct matriculation students in the partner IHE or IHE system in the 2008–2009 school year, and
(c) Commit the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system through signature blocks.

(a) Detail the responsibilities of the IHE or IHE system

Each IHE or IHE system commits to the following agreements:

1. Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

2. Implementation of policies, once the final high school summative assessments are implemented that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
Idaho	Boise State University	2,576	8,902
	College of Southern Idaho	1,295	
	Eastern Idaho Technical College	76	
	Idaho State University	1,551	
	Lewis-Clark State College	648	
	North Idaho College	1,047	
	University of Idaho	1,709	
	College of Western Idaho	*Opened in 2009	

Note: Data was compiled from the National Center for Education Statistics database and represents all students who matriculated in 2008-2009.

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: 852-0803
Signature State's higher education executive officer, if State has one: Richard Westerberg	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Robert W Kustra	Telephone: 6-1-10
Signature of president or head of each participating IHE or IHE system: Robert Kustra	Date: 6-1-10

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application. Each IHE or IHE system commits to the following agreements: (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.	
State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: 852-8803
Signature State's higher education executive officer, if State has one: Richard Westerberg	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Gerald L Beck	Telephone: 732-6601
Signature of president or head of each participating IHE or IHE system: Gerald L Beck	Date: 6-2-10

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application. Each IHE or IHE system commits to the following agreements: (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.	
State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: 852-0803
Signature State's higher education executive officer, if State has one: Richard Westerberg	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Burton White	Telephone: 524-3000
Signature of president or head of each participating IHE or IHE system: Burton White	Date: 1 June 2010

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

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State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: 852-0803
Signature State's higher education executive officer, if State has one:	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Dr. Arthur C. Vailas, President	Telephone: 208-282-2566
Signature of president or head of each participating IHE or IHE system:	Date: 6/4/2010

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application. Each IHE or IHE system commits to the following agreements: (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.	
State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: 852-0803
Signature State's higher education executive officer, if State has one: Richard Westerberg	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Dene Thomas, LCSC	Telephone: 208- 792-2216
Signature of president or head of each participating IHE or IHE system: Dene Thomas	Date: 6-1-10

(c) Partner IHE or IHE System Signature Blocks

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State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: 852-0803
Signature State's higher education executive officer, if State has one: Richard Westerberg	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Priscilla J. Bell, President	Telephone: 208-769-3303
Signature of president or head of each participating IHE or IHE system: Priscilla J Bell	Date: 6-1-10

(c) Partner IHE or IHE System Signature Blocks

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State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: 852-0803
Signature State's higher education executive officer, if State has one:	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): M. DUANE NELLIS	Telephone: 208-885-6365
Signature of president or head of each participating IHE or IHE system:	Date: 6-3-10

(c) Partner IHE or IHE System Signature Blocks

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State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone:
Signature State's higher education executive officer, if State has one: Richard Westerberg	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): BERTON L. GLANDON	Telephone: 208 562-3200
Signature of president or head of each participating IHE or IHE system: Berton L. Glandon	Date: 6-1-10

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 2, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Idaho**, which has elected to participate in the Consortium as (check one)

_____ An **Advisory** State (description in section e),

OR

__X__ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Advisory State Assurance
    OR
    (i)(B) Governing State Assurance
    AND
    (ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

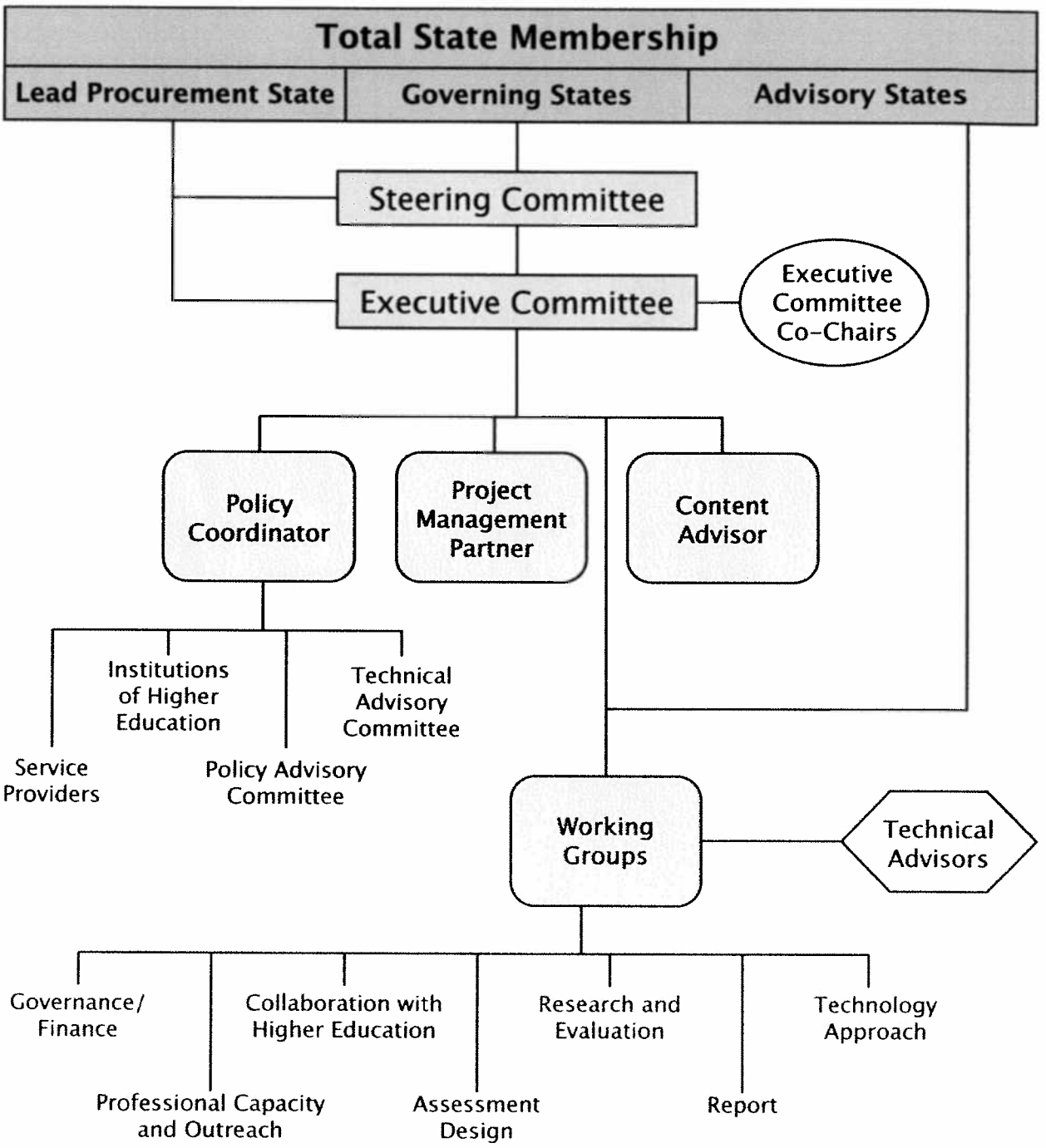
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
State Board or Legislature may not adopt the common core content standards	Risk	Statute, Regulation, State Board of Education Administrative Code	State Board of Education, State Legislature	November 2010	January 2011	The Common Core Standards adoption is currently before the State Board of Education and if the Board promulgates a rule adopting the standards, the rule will be presented to the State Legislature for full adoption in January 2011. Idaho law requires that the legislature approve all rules promulgated by administrative agencies.
State Budget May Get Cut	Risk	Statute	State Legislature	January 2013	May 2013	State budgets for FY2014 are set during this period.

State Legislature may not appropriate sufficient funds or may not grant spending authority for adoption of complete assessment system.	Risk	State Constitution, Statute	State Legislature	January 2013	May 2013	State constitutional and statutory provisions require appropriations and prohibit contractual agreements without appropriations.
State law requires Attorney General review of Interstate Agreements	Risk	Statute	Secretary of State, State Attorney General	May 2010	June 2010	As a necessary precondition to the enforceability in Idaho of interstate agreement, state law requires the Attorney General to review any Interstate Agreement and to determine that it does not violate the US Constitution, state constitution or state statute.

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from all "Advisory States" in the Consortium.)* As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.	
State Name:	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education, if applicable (Printed Name):	Telephone:
Signature of the President of the State Board of Education, if applicable:	Date:

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name: IDAHO	
Governor or Authorized Representative of the Governor (Printed Name): GOVERNOR C.L. "BUTCH" OTTER	Telephone: (208) 334-2100
Signature of Governor or Authorized Representative of the Governor: C.L. "Butch" Otter	Date: JUNE 2, 2010
Chief State School Officer (Printed Name): Tom Luna	Telephone: 208-332-6815
Signature of the Chief State School Officer: Tom Luna	Date: 6/2/10
President of the State Board of Education, if applicable (Printed Name): Richard Westerberg	Telephone: 852-0803
Signature of the President of the State Board of Education, if applicable: Richard Westerberg	Date: 6-2-10

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from <u>all States</u> in the Consortium.)* I certify that I have reviewed the applicable procurement laws for my State and find that, to the best of my knowledge, the Idaho State Department of Education's participation in the SMARTER Balanced Assessment Consortium, and any procurements made through said Consortium, do not violate the applicable State's procurement laws.	
State Name: State of Idaho	
State's chief procurement official (or designee), (Printed Name): Mark Little, State Purchasing Manager	Telephone: (208) 332-1611
Signature of State's chief procurement official (or designee),:	Date: 6/3/10

Assessment Results for State of Idaho

Grade 3

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	50.4%	38.4%	6.7%	4.6%	99.4%	49.9%	39.3%	6.3%	4.6%	99.4%
African American	37.5%	44.9%	9.2%	8.5%	97.5%	35.4%	48.3%	7.7%	8.6%	97.2%
Asian	59.6%	30.5%	4.3%	5.7%	93.1%	57.2%	31.3%	4.3%	7.2%	95.5%
American Indian	30.1%	50.3%	9.5%	10.1%	98.4%	27.7%	51.1%	14.6%	6.5%	100.0%
Hispanic	28.8%	50.9%	12.2%	8.1%	98.9%	27.6%	52.6%	11.2%	8.6%	99.1%
Native Hawaiian/Pacific Islander	49.5%	36.6%	9.7%	4.3%	100.0%	50.5%	36.8%	6.3%	6.3%	99.0%
White	55.2%	35.7%	5.5%	3.7%	99.7%	55.0%	36.3%	5.1%	3.6%	99.6%
Limited English Proficiency	11.8%	52.6%	19.6%	16.0%	95.6%	9.6%	52.4%	19.4%	18.6%	96.6%

Non Limited English Proficiency	50.5%	38.4%	6.5%	4.6%	100.0%	49.9%	39.3%	6.3%	4.6%	99.4%
Economically Disadvantaged	40.3%	44.1%	9.2%	6.4%	99.2%	40.4%	44.9%	8.4%	6.3%	99.3%
Non Economically Disadvantaged	61.1%	32.4%	3.8%	2.6%	100.0%	60.6%	32.9%	3.9%	2.5%	99.6%
Students with Disabilities	17.6%	39.9%	20.1%	22.4%	98.6%	17.9%	39.0%	19.5%	23.5%	97.5%
Students without Disabilities	53.9%	38.2%	5.2%	2.6%	100.0%	53.3%	39.3%	4.9%	2.5%	99.6%
Migrant	19.1%	50.2%	19.1%	11.5%	100.0%	17.0%	53.0%	18.0%	12.0%	97.6%
Female	54.9%	36.6%	5.2%	3.3%	100.0%	52.9%	37.8%	5.7%	3.6%	99.6%
Male	46.3%	40.1%	7.8%	5.8%	100.0%	47.0%	40.7%	6.9%	5.5%	99.3%
Math	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**

All Students	56.1%	31.4%	8.8%	3.7%	99.6%	58.7%	29.8%	8.8%	2.7%	99.6%
African American	37.1%	38.5%	14.4%	10.1%	99.6%	38.9%	38.4%	17.1%	5.7%	98.6%
Asian	62.4%	23.1%	9.6%	5.0%	100.0%	67.0%	21.0%	6.9%	5.2%	100.0%
American Indian	37.2%	35.6%	15.8%	11.4%	98.8%	36.1%	36.8%	21.5%	5.6%	100.0%
Hispanic	37.5%	40.4%	15.8%	6.3%	99.4%	40.5%	39.6%	14.5%	5.4%	99.6%
Native Hawaiian/Pacific Islander	53.8%	31.2%	10.8%	4.3%	100.0%	60.4%	29.2%	6.3%	4.2%	100.0%
White	60.4%	29.6%	7.1%	2.9%	99.7%	63.0%	27.6%	7.3%	2.0%	99.6%
Limited English Proficiency	18.2%	42.7%	25.9%	13.2%	99.3%	21.8%	41.5%	24.8%	11.9%	99.5%
Non Limited English Proficiency	56.2%	31.5%	8.6%	3.7%	100.0%	58.7%	29.8%	8.8%	2.7%	99.6%
Economically Disadvantaged	46.2%	36.5%	12.0%	5.3%	99.6%	50.1%	34.4%	11.7%	3.8%	99.5%
Non Economically Disadvantaged	66.7%	26.1%	5.3%	1.9%	100.0%	68.5%	24.5%	5.5%	1.5%	99.7%

Students with Disabilities	21.6%	36.1%	23.1%	19.2%	98.9%	22.7%	35.5%	26.1%	15.7%	97.7%
Students without Disabilities	59.8%	31.0%	7.2%	2.0%	100.0%	62.6%	29.1%	7.0%	1.3%	99.8%
Migrant	28.1%	40.1%	23.0%	8.8%	100.0%	30.5%	45.5%	14.5%	9.5%	97.6%
Female	56.6%	31.6%	8.5%	3.3%	100.0%	58.2%	30.3%	8.8%	2.6%	99.7%
Male	55.8%	31.4%	8.8%	4.0%	100.0%	59.3%	29.2%	8.7%	2.8%	99.5%
Language	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	37.4%	35.7%	17.3%	9.6%	99.4%	41.3%	32.5%	15.9%	10.3%	99.4%
African American	24.2%	34.4%	26.0%	15.4%	97.8%	29.7%	32.1%	19.6%	18.7%	97.2%
Asian	50.9%	29.9%	10.3%	8.9%	92.7%	53.2%	29.9%	6.5%	10.4%	95.5%
American Indian	20.8%	30.9%	25.6%	22.7%	98.8%	19.0%	31.5%	27.1%	22.4%	100.0%

Hispanic	20.6%	35.4%	26.3%	17.7%	98.8%	22.4%	35.2%	24.4%	18.0%	99.4%
Native Hawaiian/Pacific Islander	26.9%	39.8%	20.4%	12.9%	100.0%	38.9%	36.8%	14.7%	9.5%	99.0%
White	41.1%	36.0%	15.3%	7.6%	99.6%	45.6%	32.0%	14.0%	8.4%	99.5%
Limited English Proficiency	7.6%	25.1%	34.7%	32.6%	95.4%	7.1%	26.6%	31.5%	34.8%	97.2%
Non Limited English Proficiency	37.2%	35.9%	17.4%	9.6%	100.0%	41.3%	32.5%	15.9%	10.3%	99.4%
Economically Disadvantaged	28.1%	36.5%	21.7%	13.7%	99.1%	31.6%	34.5%	20.0%	13.9%	99.3%
Non Economically Disadvantaged	47.0%	35.1%	12.7%	5.1%	100.0%	52.2%	30.3%	11.3%	6.2%	99.6%
Students with Disabilities	13.3%	22.5%	30.6%	33.6%	98.7%	14.9%	21.7%	25.5%	37.9%	97.4%
Students without Disabilities	40.0%	37.2%	15.9%	6.9%	100.0%	44.1%	33.7%	14.9%	7.3%	99.6%
Migrant	11.4%	31.8%	32.2%	24.6%	100.0%	17.2%	30.8%	21.7%	30.3%	97.1%

Female	42.1%	35.4%	15.1%	7.4%	100.0%	46.5%	31.2%	14.2%	8.0%	99.6%
Male	32.4%	36.3%	19.6%	11.7%	100.0%	36.2%	33.8%	17.5%	12.5%	99.3%

Science	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	0.0%	0.0%	0.0%	0.0%	0.0%					
African American										
Asian										
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%					
Hispanic										
Native Hawaiian/Pacific Islander										
White	0.0%	0.0%	0.0%	0.0%	0.0%					

Limited English Proficiency										
Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%					
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Non Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%					
Students without Disabilities										
Migrant										
Female	0.0%	0.0%	0.0%	0.0%	0.0%					
Male	0.0%	0.0%	0.0%	0.0%	0.0%					

Grade 4

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	42.3%	43.7%	8.6%	5.4%	99.4%	48.8%	37.9%	7.5%	5.8%	99.5%
African American	27.0%	44.3%	18.7%	10.0%	94.7%	35.9%	40.3%	10.9%	12.9%	98.0%
Asian	52.2%	36.5%	5.8%	5.5%	95.1%	53.8%	31.0%	6.1%	9.0%	95.5%
American Indian	18.0%	51.6%	16.7%	13.7%	99.7%	28.3%	45.3%	14.1%	12.2%	98.7%
Hispanic	21.1%	53.1%	16.0%	9.7%	99.0%	26.6%	48.3%	14.1%	11.0%	99.2%
Native Hawaiian/Pacific Islander	42.2%	38.6%	8.4%	10.8%	97.6%	44.6%	37.3%	6.0%	12.0%	100.0%
White	47.0%	41.9%	6.8%	4.3%	99.7%	54.0%	35.6%	6.0%	4.4%	99.7%
Limited English Proficiency	6.0%	43.9%	27.2%	22.9%	94.7%	6.4%	42.5%	25.2%	25.9%	95.6%
Non Limited English	42.4%	43.8%	8.5%	5.4%	100.0%	48.8%	37.9%	7.5%	5.8%	99.5%

Proficiency										
Economically Disadvantaged	30.9%	49.3%	11.9%	7.9%	99.2%	38.2%	43.1%	10.4%	8.3%	99.4%
Non Economically Disadvantaged	53.9%	38.2%	5.1%	2.8%	100.0%	60.4%	32.2%	4.4%	3.0%	99.7%
Students with Disabilities	12.3%	36.3%	23.7%	27.8%	99.0%	15.4%	33.7%	21.7%	29.1%	98.7%
Students without Disabilities	45.7%	44.6%	6.9%	2.8%	100.0%	52.5%	38.3%	6.0%	3.2%	99.6%
Migrant	15.1%	53.6%	13.4%	17.9%	100.0%	13.6%	52.3%	18.1%	16.1%	98.5%
Female	44.7%	42.9%	8.0%	4.4%	100.0%	51.8%	37.4%	6.5%	4.2%	99.6%
Male	40.2%	44.7%	8.9%	6.2%	100.0%	45.9%	38.3%	8.5%	7.3%	99.4%
Math	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	38.7%	46.1%	10.9%	4.3%	99.7%	40.1%	43.1%	11.4%	5.4%	99.7%

African American	19.0%	42.6%	22.7%	15.7%	99.6%	24.9%	41.5%	17.8%	15.8%	100.0%
Asian	52.4%	36.8%	5.9%	4.9%	100.0%	52.2%	28.5%	10.3%	8.9%	99.3%
American Indian	17.0%	46.7%	20.3%	16.0%	99.7%	21.9%	43.7%	20.3%	14.1%	98.4%
Hispanic	23.2%	51.4%	17.8%	7.6%	99.6%	24.5%	47.2%	18.3%	10.1%	99.5%
Native Hawaiian/Pacific Islander	34.1%	44.7%	12.9%	8.2%	100.0%	32.9%	46.3%	11.0%	9.8%	100.0%
White	42.2%	45.3%	9.3%	3.2%	99.7%	43.8%	42.5%	9.7%	4.0%	99.8%
Limited English Proficiency	8.1%	45.1%	27.6%	19.2%	99.3%	8.8%	39.6%	29.5%	22.0%	98.9%
Non Limited English Proficiency	38.6%	46.3%	10.8%	4.3%	100.0%	40.1%	43.1%	11.4%	5.4%	99.7%
Economically Disadvantaged	29.3%	49.5%	14.8%	6.4%	99.6%	31.7%	45.6%	14.7%	7.9%	99.6%
Non Economically Disadvantaged	48.1%	42.8%	6.9%	2.2%	100.0%	49.1%	40.4%	7.8%	2.7%	99.8%
Students with Disabilities	13.7%	35.3%	29.5%	21.4%	98.9%	11.3%	34.2%	26.0%	28.6%	98.6%

Students without Disabilities	41.4%	47.4%	8.8%	2.4%	100.0%	43.2%	44.1%	9.8%	2.9%	99.8%
Migrant	19.8%	46.2%	23.1%	11.0%	100.0%	16.3%	48.0%	19.8%	15.8%	99.0%
Female	36.9%	47.8%	11.2%	4.2%	100.0%	39.3%	44.3%	11.4%	5.0%	99.8%
Male	40.3%	44.8%	10.5%	4.4%	100.0%	40.8%	42.0%	11.4%	5.8%	99.6%
Language	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	44.2%	37.6%	12.1%	6.1%	99.4%	45.3%	35.8%	12.2%	6.6%	99.6%
African American	28.1%	33.3%	21.6%	16.9%	95.1%	36.3%	31.0%	18.1%	14.5%	98.0%
Asian	59.9%	28.5%	7.3%	4.4%	95.1%	54.5%	28.5%	7.9%	9.0%	95.5%
American Indian	19.9%	42.2%	23.2%	14.7%	99.7%	25.0%	37.5%	21.5%	16.0%	99.0%
Hispanic	24.3%	45.3%	20.0%	10.4%	99.1%	26.3%	42.6%	19.5%	11.6%	99.4%

Native Hawaiian/Pacific Islander	47.6%	28.6%	13.1%	10.7%	98.8%	43.9%	34.1%	14.6%	7.3%	100.0%
White	48.6%	36.2%	10.3%	4.9%	99.6%	49.7%	34.6%	10.5%	5.3%	99.8%
Limited English Proficiency	8.6%	35.0%	31.8%	24.6%	94.9%	7.3%	34.8%	31.6%	26.2%	96.2%
Non Limited English Proficiency	44.3%	37.6%	12.1%	6.1%	100.0%	45.3%	35.8%	12.2%	6.6%	99.6%
Economically Disadvantaged	32.8%	41.8%	16.4%	9.0%	99.2%	34.9%	39.2%	16.3%	9.6%	99.5%
Non Economically Disadvantaged	55.9%	33.2%	7.7%	3.2%	100.0%	56.6%	32.2%	7.8%	3.4%	99.7%
Students with Disabilities	13.0%	30.4%	29.6%	27.0%	98.6%	14.3%	29.7%	25.7%	30.3%	98.9%
Students without Disabilities	47.8%	38.3%	10.1%	3.8%	100.0%	48.7%	36.5%	10.7%	4.0%	99.7%
Migrant	16.2%	49.2%	17.9%	16.8%	100.0%	15.6%	42.7%	26.6%	15.1%	98.5%
Female	50.0%	35.2%	10.1%	4.8%	100.0%	50.6%	34.6%	10.1%	4.7%	99.7%

Male	38.8%	39.8%	14.0%	7.4%	100.0%	40.2%	37.1%	14.3%	8.5%	99.5%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	0.0%	0.0%	0.0%	0.0%	0.0%					
African American										
Asian										
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%					
Hispanic										
Native Hawaiian/Pacific Islander										
White	0.0%	0.0%	0.0%	0.0%	0.0%					
Limited English Proficiency										

Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%					
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Non Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%					
Students without Disabilities										
Migrant										
Female	0.0%	0.0%	0.0%	0.0%	0.0%					
Male	0.0%	0.0%	0.0%	0.0%	0.0%					

Grade 5

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	48.1%	39.6%	7.9%	4.4%	99.5%	53.6%	34.3%	7.0%	5.0%	99.5%
African American	27.5%	40.8%	19.3%	12.4%	97.3%	31.7%	36.7%	14.0%	17.6%	98.7%
Asian	60.5%	32.6%	4.0%	2.9%	93.9%	61.2%	28.1%	4.3%	6.4%	97.2%
American Indian	24.1%	48.0%	17.9%	9.9%	98.3%	32.4%	44.1%	13.0%	10.4%	99.7%
Hispanic	27.4%	50.1%	14.6%	7.9%	99.0%	29.1%	48.4%	13.0%	9.5%	99.1%
Native Hawaiian/Pacific Islander	55.1%	30.4%	8.7%	5.8%	100.0%	44.0%	37.3%	5.3%	13.3%	98.7%
White	52.6%	37.6%	6.4%	3.5%	99.7%	59.2%	31.4%	5.6%	3.8%	99.7%
Limited English Proficiency	5.5%	47.2%	28.5%	18.8%	95.0%	6.7%	40.7%	26.2%	26.4%	96.2%

Non Limited English Proficiency	48.3%	39.7%	7.7%	4.3%	100.0%	53.6%	34.3%	7.0%	5.0%	99.5%
Economically Disadvantaged	37.7%	44.7%	11.1%	6.5%	99.4%	41.6%	41.0%	10.0%	7.4%	99.4%
Non Economically Disadvantaged	58.9%	34.6%	4.5%	2.1%	100.0%	66.2%	27.4%	3.8%	2.5%	99.6%
Students with Disabilities	14.2%	37.5%	23.7%	24.7%	99.4%	14.4%	33.3%	23.9%	28.4%	98.4%
Students without Disabilities	51.8%	39.9%	6.2%	2.1%	100.0%	57.8%	34.4%	5.2%	2.5%	99.6%
Migrant	16.0%	43.8%	22.7%	17.5%	100.0%	12.7%	44.0%	19.3%	24.1%	97.1%
Female	50.3%	39.7%	6.9%	3.0%	100.0%	54.5%	34.9%	6.5%	4.1%	99.5%
Male	46.3%	39.7%	8.5%	5.5%	100.0%	52.9%	33.8%	7.4%	6.0%	99.5%
Math	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**

All Students	36.7%	43.0%	15.5%	4.8%	99.7%	41.5%	39.3%	14.7%	4.5%	99.6%
African American	19.5%	35.0%	31.4%	14.1%	98.2%	21.0%	35.7%	28.6%	14.7%	100.0%
Asian	50.3%	34.4%	9.5%	5.8%	100.0%	52.2%	31.8%	9.7%	6.2%	100.0%
American Indian	15.2%	43.8%	27.2%	13.8%	99.4%	20.1%	42.8%	25.4%	11.7%	99.7%
Hispanic	19.5%	47.2%	25.0%	8.3%	99.5%	24.4%	44.0%	24.0%	7.5%	99.4%
Native Hawaiian/Pacific Islander	44.9%	39.1%	14.5%	1.4%	100.0%	35.5%	30.3%	28.9%	5.3%	100.0%
White	40.4%	42.5%	13.3%	3.8%	99.8%	45.5%	38.5%	12.5%	3.5%	99.7%
Limited English Proficiency	5.4%	37.5%	37.7%	19.4%	99.4%	8.1%	32.2%	40.8%	18.9%	99.2%
Non Limited English Proficiency	36.6%	43.3%	15.4%	4.8%	100.0%	41.5%	39.3%	14.7%	4.5%	99.6%
Economically Disadvantaged	26.6%	45.6%	20.5%	7.3%	99.6%	31.4%	42.4%	19.8%	6.4%	99.6%
Non Economically Disadvantaged	46.8%	40.7%	10.2%	2.3%	100.0%	52.0%	36.1%	9.4%	2.4%	99.7%

Students with Disabilities	13.1%	29.0%	32.3%	25.6%	99.4%	11.2%	29.2%	33.5%	26.1%	98.3%
Students without Disabilities	39.2%	44.7%	13.6%	2.6%	100.0%	44.7%	40.4%	12.7%	2.1%	99.8%
Migrant	11.1%	44.4%	32.8%	11.6%	100.0%	16.4%	39.2%	30.4%	14.0%	98.8%
Female	34.0%	45.7%	15.7%	4.5%	100.0%	39.9%	41.0%	14.6%	4.4%	99.7%
Male	39.0%	40.9%	15.0%	5.1%	100.0%	42.9%	37.7%	14.8%	4.5%	99.6%
Language	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	34.5%	42.8%	14.2%	8.6%	99.5%	35.6%	43.2%	13.4%	7.9%	99.6%
African American	19.7%	38.5%	23.9%	17.9%	97.3%	22.2%	32.1%	22.6%	23.1%	99.1%
Asian	49.3%	38.4%	8.0%	4.3%	93.9%	47.9%	38.6%	6.4%	7.1%	96.9%
American Indian	15.0%	38.2%	24.1%	22.7%	98.6%	15.1%	45.3%	22.8%	16.8%	99.3%

Hispanic	17.8%	45.1%	23.2%	13.9%	99.0%	17.7%	46.8%	21.0%	14.5%	99.3%
Native Hawaiian/Pacific Islander	40.6%	43.5%	4.3%	11.6%	100.0%	29.3%	42.7%	13.3%	14.7%	98.7%
White	38.0%	42.6%	12.3%	7.2%	99.7%	39.6%	42.6%	11.6%	6.2%	99.7%
Limited English Proficiency	3.6%	33.0%	33.9%	29.5%	95.1%	4.6%	27.2%	33.0%	35.3%	96.4%
Non Limited English Proficiency	34.4%	42.9%	14.1%	8.6%	100.0%	35.6%	43.2%	13.4%	7.9%	99.6%
Economically Disadvantaged	24.0%	44.9%	18.6%	12.5%	99.3%	25.2%	44.9%	18.2%	11.6%	99.5%
Non Economically Disadvantaged	45.2%	40.6%	9.7%	4.5%	100.0%	46.4%	41.3%	8.3%	4.0%	99.6%
Students with Disabilities	10.7%	26.3%	28.1%	35.0%	99.4%	8.9%	25.3%	27.9%	37.9%	98.4%
Students without Disabilities	37.1%	44.6%	12.7%	5.7%	100.0%	38.4%	45.1%	11.8%	4.7%	99.7%
Migrant	10.4%	36.8%	27.5%	25.4%	100.0%	10.4%	41.5%	22.0%	26.2%	96.5%

Female	38.9%	42.6%	12.2%	6.3%	100.0%	41.0%	42.1%	11.1%	5.8%	99.6%
Male	30.1%	43.1%	16.0%	10.8%	100.0%	30.5%	44.2%	15.5%	9.8%	99.5%
Science	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	27.4%	37.5%	30.0%	5.1%	%	29.5%	37.7%	26.4%	6.4%	99.6%
African American	11.9%	31.5%	41.6%	15.1%	%	14.8%	30.9%	39.0%	15.2%	100.0%
Asian	35.6%	36.0%	20.5%	7.9%	%	35.4%	36.5%	19.4%	8.7%	99.7%
American Indian	11.1%	32.4%	42.9%	13.6%	%	12.1%	29.5%	43.3%	15.1%	99.3%
Hispanic	10.4%	29.9%	48.6%	11.0%	%	10.9%	32.2%	43.1%	13.8%	99.6%
Native Hawaiian/Pacific Islander	29.4%	38.2%	25.0%	7.4%	%	21.3%	34.7%	28.0%	16.0%	98.7%
White	31.0%	39.1%	26.2%	3.6%	%	33.7%	39.1%	22.6%	4.5%	99.7%

Limited English Proficiency	2.2%	15.2%	58.6%	23.9%	%	2.6%	13.2%	51.2%	33.1%	99.5%
Non Limited English Proficiency	27.4%	37.5%	30.0%	5.1%	%	29.5%	37.7%	26.4%	6.4%	99.6%
Economically Disadvantaged	19.0%	35.1%	38.3%	7.7%	%	19.9%	36.7%	33.7%	9.7%	99.7%
Non Economically Disadvantaged	35.9%	39.9%	21.6%	2.6%	%	39.6%	38.7%	18.8%	2.9%	99.6%
Students with Disabilities	9.0%	22.6%	46.4%	21.9%	%	8.3%	21.1%	42.4%	28.2%	98.3%
Students without Disabilities	29.2%	38.9%	28.4%	3.5%	%	31.8%	39.4%	24.7%	4.1%	99.8%
Migrant	5.1%	20.9%	57.1%	16.8%	%	3.5%	20.0%	49.4%	27.1%	98.8%
Female	24.5%	39.1%	31.7%	4.7%	%	27.3%	39.2%	27.6%	6.0%	99.7%
Male	30.2%	35.9%	28.3%	5.5%	%	31.7%	36.3%	25.3%	6.8%	99.5%

Grade 6

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	43.4%	42.2%	8.5%	5.9%	99.5%	45.1%	43.0%	7.4%	4.5%	99.5%
African American	29.4%	44.0%	12.1%	14.5%	97.6%	25.6%	47.3%	12.8%	14.3%	98.1%
Asian	50.6%	35.3%	6.4%	7.6%	93.6%	58.7%	31.9%	3.1%	6.3%	96.6%
American Indian	23.1%	42.7%	17.5%	16.6%	99.4%	22.8%	48.3%	15.8%	13.1%	99.4%
Hispanic	19.6%	52.5%	16.3%	11.7%	99.1%	24.7%	53.5%	14.3%	7.6%	99.4%
Native Hawaiian/Pacific Islander	45.8%	42.2%	4.8%	7.2%	98.8%	43.2%	41.9%	12.2%	2.7%	100.0%
White	48.6%	40.3%	6.8%	4.4%	99.7%	49.5%	40.9%	5.9%	3.6%	99.6%
Limited English Proficiency	3.6%	39.5%	27.2%	29.6%	94.7%	4.1%	44.0%	29.0%	23.0%	96.7%
Non Limited English	43.6%	42.2%	8.4%	5.8%	100.0%	45.1%	43.0%	7.4%	4.5%	99.5%

Proficiency										
Economically Disadvantaged	31.5%	47.6%	11.9%	9.0%	99.2%	34.1%	49.0%	10.2%	6.7%	99.4%
Non Economically Disadvantaged	55.2%	36.9%	5.1%	2.8%	100.0%	56.2%	36.9%	4.6%	2.3%	99.7%
Students with Disabilities	11.0%	33.0%	22.2%	33.7%	98.8%	11.7%	36.4%	24.3%	27.6%	98.3%
Students without Disabilities	46.7%	43.1%	7.1%	3.1%	100.0%	48.5%	43.6%	5.7%	2.2%	99.7%
Migrant	13.8%	50.0%	17.2%	19.0%	100.0%	8.5%	53.7%	21.5%	16.4%	99.4%
Female	45.0%	42.5%	7.9%	4.6%	100.0%	48.5%	41.9%	6.3%	3.3%	99.6%
Male	42.3%	41.9%	8.9%	6.9%	100.0%	41.8%	44.0%	8.4%	5.8%	99.5%
Math	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	41.6%	37.6%	14.5%	6.3%	99.6%	38.4%	38.9%	17.2%	5.4%	99.6%

African American	24.1%	35.6%	21.3%	19.0%	99.6%	19.5%	30.7%	35.1%	14.6%	99.0%
Asian	54.0%	27.2%	10.2%	8.7%	99.6%	55.7%	29.2%	9.7%	5.4%	100.0%
American Indian	19.2%	35.8%	28.4%	16.6%	99.7%	19.4%	34.2%	31.2%	15.2%	99.7%
Hispanic	21.2%	42.9%	24.2%	11.7%	99.3%	19.6%	41.7%	29.5%	9.1%	99.5%
Native Hawaiian/Pacific Islander	43.9%	40.2%	11.0%	4.9%	97.6%	45.9%	36.5%	12.2%	5.4%	100.0%
White	46.2%	36.8%	12.3%	4.8%	99.7%	42.5%	38.7%	14.5%	4.4%	99.6%
Limited English Proficiency	6.7%	31.2%	35.7%	26.4%	98.5%	3.1%	27.6%	47.2%	22.0%	99.4%
Non Limited English Proficiency	41.5%	37.7%	14.4%	6.3%	100.0%	38.4%	38.9%	17.2%	5.4%	99.6%
Economically Disadvantaged	30.0%	41.0%	19.6%	9.4%	99.5%	27.7%	41.5%	23.0%	7.8%	99.5%
Non Economically Disadvantaged	52.9%	34.3%	9.5%	3.3%	100.0%	49.2%	36.3%	11.4%	3.1%	99.7%
Students with Disabilities	12.6%	24.0%	29.6%	33.9%	98.9%	8.7%	25.4%	34.8%	31.1%	98.1%

Students without Disabilities	44.5%	39.0%	13.0%	3.5%	100.0%	41.4%	40.3%	15.5%	2.8%	99.8%
Migrant	16.2%	41.9%	27.4%	14.5%	100.0%	7.9%	37.1%	36.0%	19.1%	98.9%
Female	39.9%	40.0%	14.4%	5.8%	100.0%	37.2%	40.1%	17.8%	4.9%	99.7%
Male	43.1%	35.5%	14.5%	6.8%	100.0%	39.6%	37.8%	16.7%	5.9%	99.5%
Language	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	33.0%	42.0%	16.7%	8.3%	99.4%	32.9%	42.5%	17.1%	7.6%	99.5%
African American	20.2%	40.1%	21.5%	18.2%	97.2%	18.2%	34.5%	30.0%	17.2%	98.1%
Asian	41.1%	39.9%	10.1%	8.9%	93.2%	46.7%	36.7%	9.7%	6.9%	97.0%
American Indian	13.7%	36.3%	28.0%	22.0%	99.1%	13.0%	38.5%	26.1%	22.4%	99.7%
Hispanic	15.3%	43.4%	26.4%	14.8%	99.1%	15.6%	42.4%	28.5%	13.5%	99.4%

Native Hawaiian/Pacific Islander	34.1%	48.8%	12.2%	4.9%	97.6%	33.8%	39.2%	16.2%	10.8%	100.0%
White	36.9%	41.9%	14.6%	6.6%	99.6%	36.6%	42.7%	14.6%	6.0%	99.6%
Limited English Proficiency	2.5%	28.0%	35.6%	34.0%	94.9%	2.3%	20.3%	40.6%	36.7%	96.5%
Non Limited English Proficiency	32.9%	42.2%	16.6%	8.3%	100.0%	32.9%	42.5%	17.1%	7.6%	99.5%
Economically Disadvantaged	22.3%	43.2%	22.0%	12.5%	99.2%	22.8%	43.7%	22.4%	11.1%	99.3%
Non Economically Disadvantaged	43.4%	41.0%	11.3%	4.3%	100.0%	43.0%	41.2%	11.7%	4.1%	99.8%
Students with Disabilities	8.3%	22.6%	30.6%	38.5%	98.8%	8.6%	22.6%	31.5%	37.3%	98.4%
Students without Disabilities	35.5%	44.0%	15.2%	5.3%	100.0%	35.4%	44.5%	15.6%	4.6%	99.7%
Migrant	12.6%	37.9%	28.7%	20.7%	100.0%	2.8%	31.6%	36.7%	28.8%	99.4%
Female	37.2%	41.7%	15.1%	6.0%	100.0%	38.2%	42.0%	14.6%	5.2%	99.7%

Male	28.8%	42.7%	18.0%	10.5%	100.0%	27.8%	42.9%	19.5%	9.8%	99.4%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	0.0%	0.0%	0.0%	0.0%	0.0%					
African American										
Asian										
American Indian										
Hispanic										
Native Hawaiian/Pacific Islander										
White	0.0%	0.0%	0.0%	0.0%	0.0%					
Limited English Proficiency										

Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%					
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Non Economically Disadvantaged										
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%					
Students without Disabilities										
Migrant										
Female										
Male	0.0%	0.0%	0.0%	0.0%	0.0%					

Grade 7

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	46.0%	41.2%	9.0%	3.7%	99.3%	49.0%	38.4%	8.8%	3.7%	99.5%
African American	34.7%	42.3%	12.6%	10.5%	97.6%	33.2%	40.2%	13.5%	13.1%	97.2%
Asian	53.4%	35.8%	6.0%	4.9%	92.4%	55.6%	30.5%	7.7%	6.2%	96.6%
American Indian	28.1%	44.7%	19.2%	8.0%	100.0%	24.8%	44.3%	18.8%	12.1%	99.7%
Hispanic	23.8%	51.0%	17.4%	7.8%	99.0%	26.2%	49.5%	17.3%	7.0%	99.2%
Native Hawaiian/Pacific Islander	35.3%	50.0%	11.8%	2.9%	100.0%	47.0%	39.8%	6.0%	7.2%	98.8%
White	50.7%	39.3%	7.2%	2.7%	99.5%	54.1%	36.1%	7.0%	2.8%	99.7%
Limited English Proficiency	3.8%	41.2%	35.6%	19.4%	94.6%	4.1%	37.8%	36.5%	21.6%	96.3%
Non Limited English	46.3%	41.2%	9.0%	3.6%	100.0%	49.0%	38.4%	8.8%	3.7%	99.5%

Proficiency										
Economically Disadvantaged	34.2%	47.0%	13.1%	5.7%	99.0%	36.6%	44.7%	12.9%	5.7%	99.3%
Non Economically Disadvantaged	56.9%	36.0%	5.4%	1.7%	100.0%	60.8%	32.3%	5.0%	1.9%	99.7%
Students with Disabilities	9.9%	35.2%	30.2%	24.7%	98.9%	10.6%	33.4%	30.0%	26.0%	99.0%
Students without Disabilities	49.5%	41.7%	7.1%	1.7%	100.0%	52.7%	38.8%	6.8%	1.6%	99.6%
Migrant	9.2%	49.7%	22.5%	18.5%	100.0%	18.7%	44.5%	24.5%	12.3%	96.3%
Female	50.8%	38.9%	7.6%	2.6%	100.0%	50.5%	38.8%	7.9%	2.7%	99.7%
Male	42.1%	43.2%	10.2%	4.5%	100.0%	47.6%	37.9%	9.7%	4.7%	99.4%
Math	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	32.3%	42.9%	15.2%	9.5%	99.5%	34.2%	40.2%	16.3%	9.3%	99.6%

African American	21.4%	34.6%	18.5%	25.5%	99.2%	20.3%	31.5%	20.7%	27.5%	99.6%
Asian	46.7%	33.0%	8.8%	11.6%	98.3%	48.3%	27.0%	12.7%	12.0%	99.6%
American Indian	14.2%	40.2%	24.0%	21.7%	99.1%	14.9%	35.9%	22.4%	26.8%	99.0%
Hispanic	15.1%	43.3%	23.7%	17.9%	99.3%	16.7%	41.0%	25.8%	16.6%	99.4%
Native Hawaiian/Pacific Islander	25.0%	47.1%	22.1%	5.9%	100.0%	35.7%	42.9%	11.9%	9.5%	98.8%
White	35.9%	43.2%	13.5%	7.4%	99.5%	38.0%	40.5%	14.3%	7.2%	99.7%
Limited English Proficiency	3.4%	28.7%	29.8%	38.2%	98.4%	2.9%	20.9%	36.0%	40.3%	99.7%
Non Limited English Proficiency	32.3%	43.1%	15.2%	9.5%	100.0%	34.2%	40.2%	16.3%	9.3%	99.6%
Economically Disadvantaged	21.6%	44.8%	19.6%	14.0%	99.3%	23.6%	41.0%	21.6%	13.8%	99.5%
Non Economically Disadvantaged	41.8%	41.6%	11.3%	5.4%	100.0%	44.2%	39.5%	11.2%	5.1%	99.8%
Students with Disabilities	7.2%	23.2%	24.1%	45.4%	98.8%	5.8%	21.6%	25.5%	47.1%	99.1%

Students without Disabilities	34.6%	44.9%	14.4%	6.1%	100.0%	36.9%	42.0%	15.4%	5.7%	99.7%
Migrant	10.2%	34.5%	24.3%	31.1%	100.0%	10.0%	41.3%	25.0%	23.8%	98.2%
Female	31.1%	43.8%	16.0%	9.1%	100.0%	33.2%	41.5%	16.9%	8.4%	99.7%
Male	33.4%	42.4%	14.5%	9.8%	100.0%	35.1%	39.1%	15.7%	10.1%	99.5%
Language	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	21.9%	51.7%	18.2%	8.2%	99.3%	28.8%	44.7%	19.1%	7.4%	99.6%
African American	15.4%	48.3%	20.0%	16.3%	98.0%	18.9%	39.3%	24.6%	17.2%	97.2%
Asian	34.3%	48.5%	8.6%	8.6%	92.4%	41.2%	35.5%	12.2%	11.1%	97.8%
American Indian	7.5%	45.4%	29.8%	17.3%	99.1%	7.5%	43.7%	25.4%	23.4%	98.7%
Hispanic	7.3%	48.0%	29.3%	15.4%	99.1%	10.8%	43.3%	31.8%	14.1%	99.4%

Native Hawaiian/Pacific Islander	16.2%	64.7%	13.2%	5.9%	100.0%	31.0%	40.5%	20.2%	8.3%	100.0%
White	24.9%	52.6%	16.0%	6.5%	99.5%	32.7%	45.2%	16.5%	5.6%	99.7%
Limited English Proficiency	0.7%	24.7%	39.2%	35.5%	94.5%	0.7%	17.7%	44.0%	37.6%	97.2%
Non Limited English Proficiency	21.7%	51.9%	18.2%	8.2%	100.0%	28.8%	44.7%	19.1%	7.4%	99.6%
Economically Disadvantaged	13.2%	50.5%	24.0%	12.3%	99.1%	18.1%	44.9%	25.9%	11.1%	99.4%
Non Economically Disadvantaged	29.6%	52.9%	13.1%	4.5%	100.0%	38.9%	44.6%	12.7%	3.9%	99.7%
Students with Disabilities	5.5%	20.6%	34.4%	39.5%	98.6%	6.3%	21.9%	35.2%	36.6%	98.9%
Students without Disabilities	23.4%	54.6%	16.7%	5.3%	100.0%	30.9%	46.9%	17.6%	4.6%	99.6%
Migrant	2.3%	33.5%	33.5%	30.6%	100.0%	3.8%	38.2%	34.4%	23.6%	98.1%
Female	25.4%	52.1%	16.2%	6.3%	100.0%	33.8%	44.2%	16.7%	5.3%	99.7%

Male	18.3%	51.6%	20.1%	10.0%	100.0%	24.0%	45.2%	21.4%	9.3%	99.5%
Science	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	33.9%	19.8%	24.5%	21.8%	%	36.8%	20.3%	24.0%	18.9%	99.5%
African American	20.2%	18.9%	25.1%	35.8%	%	19.7%	16.5%	26.5%	37.3%	98.8%
Asian	43.1%	18.9%	17.4%	20.6%	%	41.6%	21.3%	18.0%	19.1%	99.6%
American Indian	14.5%	16.5%	26.8%	42.2%	%	14.2%	14.6%	24.4%	46.8%	97.7%
Hispanic	14.4%	14.8%	30.0%	40.8%	%	15.5%	15.7%	30.4%	38.5%	99.2%
Native Hawaiian/Pacific Islander	20.9%	20.9%	37.3%	20.9%	%	31.0%	25.0%	25.0%	19.0%	98.8%
White	38.0%	20.9%	23.5%	17.6%	%	41.5%	21.4%	22.7%	14.3%	99.6%
Limited English Proficiency	1.5%	5.8%	21.1%	71.6%	%	1.5%	4.7%	21.0%	72.8%	98.6%

Non Limited English Proficiency	33.9%	19.8%	24.5%	21.8%	%	36.8%	20.3%	24.0%	18.9%	99.5%
Economically Disadvantaged	23.1%	18.2%	27.9%	30.8%	%	25.7%	18.6%	27.9%	27.9%	99.4%
Non Economically Disadvantaged	43.4%	21.3%	21.6%	13.8%	%	47.4%	21.9%	20.4%	10.3%	99.6%
Students with Disabilities	7.4%	7.2%	21.3%	64.1%	%	7.6%	11.7%	24.8%	55.9%	98.5%
Students without Disabilities	36.1%	20.9%	24.8%	18.2%	%	39.6%	21.1%	23.9%	15.4%	99.6%
Migrant	6.8%	9.1%	24.4%	59.7%	%	10.8%	8.2%	29.7%	51.3%	97.5%
Female	31.1%	20.4%	26.3%	22.2%	%	34.1%	21.2%	25.6%	19.1%	99.5%
Male	36.5%	19.3%	22.9%	21.3%	%	39.4%	19.4%	22.6%	18.7%	99.5%

Grade 8

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	54.8%	36.2%	6.5%	2.6%	99.3%	59.1%	33.2%	5.8%	1.9%	99.4%
African American	39.5%	38.0%	12.5%	9.9%	96.3%	48.1%	39.5%	7.7%	4.7%	98.3%
Asian	61.7%	27.9%	5.9%	4.5%	92.1%	66.5%	22.5%	7.3%	3.6%	95.8%
American Indian	35.2%	48.8%	9.6%	6.3%	99.4%	35.4%	48.7%	10.3%	5.6%	99.0%
Hispanic	31.7%	50.5%	12.6%	5.2%	98.9%	37.5%	48.2%	10.9%	3.5%	99.0%
Native Hawaiian/Pacific Islander	50.6%	43.8%	5.6%	0.0%	98.9%	47.8%	40.3%	10.4%	1.5%	100.0%
White	59.5%	33.4%	5.2%	1.9%	99.5%	63.9%	30.0%	4.6%	1.4%	99.6%
Limited English Proficiency	6.1%	51.4%	28.1%	14.4%	93.8%	7.7%	52.8%	29.0%	10.6%	95.6%
Non Limited English	55.1%	36.2%	6.3%	2.4%	100.0%	59.1%	33.2%	5.8%	1.9%	99.4%

Proficiency										
Economically Disadvantaged	42.5%	43.6%	9.8%	4.1%	99.2%	47.5%	41.1%	8.6%	2.8%	99.2%
Non Economically Disadvantaged	64.9%	30.2%	3.7%	1.3%	100.0%	69.5%	26.2%	3.3%	1.0%	99.6%
Students with Disabilities	11.6%	39.3%	30.7%	18.4%	98.5%	14.8%	43.3%	27.7%	14.2%	98.7%
Students without Disabilities	58.7%	35.9%	4.3%	1.2%	100.0%	63.1%	32.3%	3.8%	0.8%	99.5%
Migrant	18.8%	51.7%	18.8%	10.7%	100.0%	21.9%	51.6%	18.1%	8.4%	98.7%
Female	58.2%	35.0%	5.1%	1.7%	100.0%	61.2%	32.9%	4.5%	1.4%	99.5%
Male	52.2%	37.3%	7.4%	3.1%	100.0%	57.2%	33.5%	7.0%	2.3%	99.4%
Math	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	35.5%	44.4%	14.5%	5.6%	99.5%	35.7%	43.6%	16.4%	4.3%	99.5%

African American	23.2%	40.8%	19.9%	16.2%	99.6%	21.6%	38.6%	25.8%	14.0%	99.2%
Asian	49.7%	30.3%	11.0%	9.0%	99.3%	47.2%	32.2%	11.2%	9.4%	99.3%
American Indian	15.6%	50.0%	20.4%	14.1%	100.0%	15.0%	41.5%	29.6%	14.0%	99.0%
Hispanic	16.9%	47.5%	25.4%	10.2%	99.1%	17.5%	47.5%	27.8%	7.1%	99.1%
Native Hawaiian/Pacific Islander	42.7%	40.4%	9.0%	7.9%	98.9%	23.5%	50.0%	19.1%	7.4%	100.0%
White	39.1%	44.1%	12.5%	4.3%	99.5%	39.8%	43.0%	13.8%	3.4%	99.6%
Limited English Proficiency	3.1%	32.2%	41.4%	23.4%	98.7%	2.6%	31.8%	44.6%	21.0%	99.0%
Non Limited English Proficiency	35.5%	44.4%	14.5%	5.6%	100.0%	35.7%	43.6%	16.4%	4.3%	99.5%
Economically Disadvantaged	24.2%	47.2%	20.0%	8.6%	99.4%	24.0%	46.7%	22.7%	6.6%	99.3%
Non Economically Disadvantaged	44.6%	42.1%	10.1%	3.1%	100.0%	46.2%	40.9%	10.6%	2.3%	99.6%
Students with Disabilities	6.8%	27.2%	34.4%	31.6%	98.6%	6.0%	26.6%	39.2%	28.1%	98.2%

Students without Disabilities	38.1%	45.9%	12.7%	3.3%	100.0%	38.3%	45.1%	14.3%	2.2%	99.6%
Migrant	12.5%	42.1%	28.9%	16.4%	100.0%	9.0%	50.0%	28.8%	12.2%	99.4%
Female	33.1%	46.6%	15.1%	5.2%	100.0%	33.7%	45.9%	16.2%	4.3%	99.6%
Male	37.8%	42.3%	13.9%	6.0%	100.0%	37.7%	41.4%	16.5%	4.4%	99.4%
Language	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	20.5%	51.3%	18.9%	9.2%	99.2%	24.6%	46.6%	19.7%	9.2%	99.4%
African American	10.3%	50.2%	20.5%	19.0%	96.3%	16.8%	40.1%	28.0%	15.1%	97.5%
Asian	29.0%	48.0%	13.4%	9.7%	92.1%	35.0%	40.5%	10.9%	13.5%	95.5%
American Indian	5.4%	48.3%	28.7%	17.5%	99.1%	7.7%	39.1%	32.1%	21.1%	98.4%
Hispanic	6.6%	44.2%	30.8%	18.3%	98.7%	10.8%	41.6%	30.4%	17.3%	98.9%

Native Hawaiian/Pacific Islander	23.6%	46.1%	22.5%	7.9%	98.9%	20.9%	44.8%	25.4%	9.0%	100.0%
White	23.3%	52.7%	16.7%	7.3%	99.5%	27.5%	48.0%	17.3%	7.2%	99.6%
Limited English Proficiency	0.5%	18.9%	38.8%	41.8%	93.5%	1.4%	14.2%	38.0%	46.4%	94.7%
Non Limited English Proficiency	20.5%	51.4%	18.8%	9.3%	100.0%	24.6%	46.6%	19.7%	9.2%	99.4%
Economically Disadvantaged	12.1%	48.6%	25.2%	14.1%	99.1%	15.0%	45.8%	25.5%	13.7%	99.1%
Non Economically Disadvantaged	27.3%	53.5%	13.9%	5.4%	100.0%	33.1%	47.4%	14.4%	5.1%	99.6%
Students with Disabilities	2.6%	19.8%	33.2%	44.4%	98.4%	4.3%	18.8%	34.6%	42.3%	98.5%
Students without Disabilities	22.1%	54.1%	17.6%	6.1%	100.0%	26.3%	49.1%	18.3%	6.2%	99.5%
Migrant	2.7%	34.9%	33.6%	28.9%	100.0%	3.9%	31.0%	35.5%	29.7%	98.7%
Female	25.1%	52.5%	15.7%	6.7%	100.0%	29.0%	47.2%	16.9%	6.9%	99.4%

Male	16.2%	50.3%	21.8%	11.8%	100.0%	20.4%	46.1%	22.3%	11.2%	99.4%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	0.0%	0.0%	0.0%	0.0%	0.0%					
African American										
Asian										
American Indian										
Hispanic										
Native Hawaiian/Pacific Islander										
White	0.0%	0.0%	0.0%	0.0%	0.0%					
Limited English Proficiency										

Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%					
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Non Economically Disadvantaged										
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%					
Students without Disabilities										
Migrant										
Female										
Male	0.0%	0.0%	0.0%	0.0%	0.0%					

Grade 10

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	36.3%	49.8%	10.3%	3.6%	98.7%	45.8%	41.3%	8.9%	4.1%	99.3%
African American	20.8%	46.4%	19.8%	13.0%	98.1%	26.1%	42.0%	15.1%	16.7%	99.2%
Asian	41.2%	40.4%	13.1%	5.2%	93.7%	45.9%	31.2%	12.0%	11.0%	96.4%
American Indian	16.1%	56.4%	17.9%	9.6%	97.7%	26.6%	48.7%	18.9%	5.8%	97.5%
Hispanic	16.3%	54.8%	21.1%	7.8%	97.6%	23.3%	50.4%	18.5%	7.8%	99.0%
Native Hawaiian/Pacific Islander	25.8%	59.1%	12.9%	2.2%	98.9%	31.0%	52.1%	11.3%	5.6%	100.0%
White	40.2%	49.0%	8.2%	2.6%	99.0%	50.5%	39.6%	6.9%	3.0%	99.4%
Limited English Proficiency	2.6%	37.5%	39.2%	20.7%	93.7%	4.1%	30.5%	38.6%	26.8%	96.5%
Non Limited English	36.4%	50.0%	10.2%	3.4%	100.0%	45.8%	41.3%	8.9%	4.1%	99.3%

Proficiency										
Economically Disadvantaged	24.4%	53.8%	15.8%	6.0%	98.5%	33.0%	47.1%	13.1%	6.8%	98.9%
Non Economically Disadvantaged	44.2%	47.4%	6.6%	1.9%	100.0%	54.4%	37.3%	6.1%	2.3%	99.5%
Students with Disabilities	6.5%	33.9%	35.4%	24.1%	98.0%	9.9%	33.0%	30.9%	26.2%	97.1%
Students without Disabilities	38.9%	51.2%	8.1%	1.7%	100.0%	48.7%	41.9%	7.1%	2.3%	99.4%
Migrant	6.7%	44.5%	30.3%	18.5%	100.0%	11.0%	42.6%	31.6%	14.7%	98.6%
Female	38.3%	50.4%	8.8%	2.6%	100.0%	48.6%	40.5%	8.0%	2.9%	99.2%
Male	34.7%	49.7%	11.4%	4.2%	100.0%	43.1%	42.0%	9.8%	5.2%	99.3%
Math	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	35.0%	41.8%	14.2%	9.0%	98.8%	40.3%	38.1%	12.1%	9.4%	99.3%

African American	20.9%	32.5%	21.8%	24.8%	97.2%	20.3%	38.2%	17.1%	24.4%	98.8%
Asian	41.3%	37.5%	11.3%	9.9%	99.3%	54.2%	24.9%	8.6%	12.3%	99.7%
American Indian	17.8%	38.0%	24.9%	19.3%	98.3%	22.4%	38.7%	19.2%	19.8%	98.4%
Hispanic	16.8%	44.4%	22.6%	16.3%	98.1%	21.3%	41.2%	19.9%	17.6%	99.0%
Native Hawaiian/Pacific Islander	25.8%	43.0%	22.6%	8.6%	98.9%	31.0%	35.2%	18.3%	15.5%	100.0%
White	38.6%	41.7%	12.4%	7.4%	98.9%	44.2%	37.8%	10.5%	7.4%	99.4%
Limited English Proficiency	4.6%	34.0%	30.5%	30.9%	98.8%	4.6%	25.0%	28.1%	42.3%	99.6%
Non Limited English Proficiency	34.9%	42.0%	14.1%	9.0%	100.0%	40.3%	38.1%	12.1%	9.4%	99.3%
Economically Disadvantaged	23.2%	43.9%	19.1%	13.8%	98.7%	28.7%	40.6%	16.4%	14.2%	99.1%
Non Economically Disadvantaged	42.6%	40.7%	10.8%	5.9%	100.0%	48.1%	36.4%	9.3%	6.1%	99.5%
Students with Disabilities	7.8%	20.6%	24.3%	47.3%	98.0%	6.1%	25.1%	20.4%	48.4%	97.1%

Students without Disabilities	37.3%	43.8%	13.2%	5.6%	100.0%	43.1%	39.2%	11.5%	6.3%	99.5%
Migrant	12.3%	34.4%	30.3%	23.0%	100.0%	17.8%	40.0%	20.0%	22.2%	98.5%
Female	32.6%	44.6%	14.5%	8.2%	100.0%	37.7%	39.9%	13.2%	9.2%	99.4%
Male	37.1%	39.6%	13.6%	9.7%	100.0%	42.9%	36.4%	11.1%	9.6%	99.3%
Language	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	15.2%	56.2%	20.1%	8.4%	98.7%	21.1%	51.5%	16.7%	10.6%	99.3%
African American	5.8%	44.0%	25.1%	25.1%	98.1%	10.2%	44.7%	18.3%	26.8%	99.2%
Asian	22.5%	46.1%	19.9%	11.6%	93.7%	29.8%	43.3%	10.0%	17.0%	95.7%
American Indian	5.3%	46.6%	30.3%	17.8%	98.3%	10.8%	41.0%	27.9%	20.3%	98.1%
Hispanic	3.8%	45.5%	33.8%	16.9%	97.9%	7.9%	44.2%	25.9%	22.0%	99.0%

Native Hawaiian/Pacific Islander	9.7%	65.6%	18.3%	6.5%	98.9%	15.5%	52.1%	23.9%	8.5%	100.0%
White	17.4%	58.5%	17.5%	6.6%	99.0%	23.7%	53.2%	14.9%	8.1%	99.4%
Limited English Proficiency	0.2%	17.8%	43.3%	38.6%	94.3%	0.7%	13.0%	31.7%	54.6%	96.2%
Non Limited English Proficiency	15.2%	56.5%	20.0%	8.3%	100.0%	21.1%	51.5%	16.7%	10.6%	99.3%
Economically Disadvantaged	8.1%	50.9%	27.3%	13.7%	98.5%	12.6%	48.6%	21.9%	16.9%	98.9%
Non Economically Disadvantaged	19.8%	59.9%	15.3%	4.9%	100.0%	26.9%	53.4%	13.3%	6.4%	99.5%
Students with Disabilities	3.1%	19.7%	35.9%	41.3%	98.3%	4.7%	19.5%	26.0%	49.9%	97.3%
Students without Disabilities	16.3%	59.5%	18.7%	5.5%	100.0%	22.4%	54.1%	16.0%	7.5%	99.4%
Migrant	0.8%	27.5%	39.2%	32.5%	100.0%	3.7%	34.8%	25.9%	35.6%	98.5%
Female	18.2%	57.5%	18.2%	6.1%	100.0%	25.0%	52.5%	14.2%	8.2%	99.3%

Male	12.3%	55.5%	21.7%	10.5%	100.0%	17.3%	50.5%	19.2%	13.0%	99.2%
Science	**2009/2010**					**2010/2011**				
	% Adv	**% Prof**	**% Basic**	**% BB**	**% Tested**	**% Adv**	**% Prof**	**% Basic**	**% BB**	**% Tested**
All Students	29.8%	38.2%	16.6%	15.3%	%	35.2%	33.9%	15.1%	15.8%	98.5%
African American	9.9%	37.1%	20.3%	32.7%	%	19.0%	27.7%	17.8%	35.5%	96.8%
Asian	36.2%	31.9%	10.8%	21.1%	%	45.6%	23.6%	9.5%	21.3%	98.0%
American Indian	15.5%	29.5%	23.1%	31.9%	%	21.0%	24.9%	25.9%	28.2%	97.5%
Hispanic	10.4%	32.2%	27.2%	30.2%	%	13.3%	31.9%	23.6%	31.3%	98.1%
Native Hawaiian/Pacific Islander	20.4%	47.3%	19.4%	12.9%	%	25.4%	29.6%	19.7%	25.4%	100.0%
White	33.5%	39.5%	14.7%	12.2%	%	39.6%	34.7%	13.4%	12.4%	98.6%
Limited English Proficiency	1.3%	14.5%	27.9%	56.3%	%	1.2%	11.1%	20.6%	67.1%	99.0%

Non Limited English Proficiency	29.8%	38.2%	16.6%	15.3%	%	35.2%	33.9%	15.1%	15.8%	98.5%
Economically Disadvantaged	18.7%	36.8%	21.5%	23.1%	%	23.9%	33.7%	19.0%	23.4%	98.5%
Non Economically Disadvantaged	37.0%	39.2%	13.5%	10.3%	%	42.9%	34.1%	12.4%	10.6%	98.5%
Students with Disabilities	5.8%	15.3%	22.8%	56.1%	%	6.0%	19.5%	20.1%	54.4%	95.8%
Students without Disabilities	31.7%	40.1%	16.1%	12.1%	%	37.6%	35.1%	14.7%	12.7%	98.7%
Migrant	2.5%	19.8%	30.6%	47.1%	%	9.8%	21.1%	17.3%	51.9%	97.1%
Female	24.9%	42.3%	18.4%	14.4%	%	30.1%	37.6%	16.8%	15.5%	98.5%
Male	34.4%	34.5%	15.0%	16.2%	%	40.3%	30.3%	13.4%	16.0%	98.5%

Timeline of Events Related to ISDE Implementation of Evaluation Policy

February, 2009	Presented Teacher Performance Evaluation recommendations to the Idaho Legislature
April, 2009	The State Board of Education adopted as a temporary proposed rule the recommendations of the Teacher Performance Evaluation Task Force
August, 2009	The Idaho State Department of Education began offering online trainings through Educational Impact to teachers and administrators on Charlotte Danielson's Framework For Teaching. These trainings were designed to teach educators about the Domains and Components of Danielson's Framework
2009-2010 School Year	The SDE sponsored Regional Trainings for Administrators on utilizing the Danielson Framework for teacher evaluation purposes
2009-2010 School Year	Districts worked with educational stakeholders in their community to develop evaluation models.
February, 2010	Districts were required to submit their proposed models to the state for approval. The district's model had to be signed by representatives from the Board of Trustees, administrators and teachers
Aug-Oct, 2010	At a minimum, districts began piloting their approved Teacher Performance Evaluations
March, 2011	Temporary proposed Administrative Rules formally approved by the Legislature
Spring, 2011	Imbedded a 4-tiered ranking element within state longitudinal data system
	Per ARRA compliance require LEA to report evaluation score
	All Idaho educators are to be evaluated annually per Students Come First Legislation
Aug-Sept, 2011	Districts begin full implementation of the teacher evaluation model.
September 30, 2011	All district and public charter school teacher and principal evaluation models must be approved by the state and posted to the SDE website along with the results of all teacher and principal evaluations in accordance with the American Recovery and Reinvestment Act reporting guidance
December,2011	ISDE convenes stakeholder group to define a framework for evaluating administrators to be adopted statewide

2010-2011 School Year	Continued implementation of Idaho Mentor Network: - Instructional Mentoring & Setting Professional Goals - Coaching & Observational Strategies - Analysis of Student Work - Differentiated Instruction
Spring, 2012	Construct statewide definition and standards for "effective" teachers 1. Establish the requirement of and individualized teacher evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable 2. Create language in Administrative Rule (or Statute) to require teacher evaluations to be reported individually and based upon 4 rankings
Spring, 2012	Develop language in Administrative Rule concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year
April-June, 2011	1. State shall create a sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results. 2. The sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results will be presented for approval to the State Board of Education
Spring, 2011	1. Together with Administrator Focus Group generate statewide definition & standards for "effective" school administrators 2. Administrator Focus Group will establish a framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon student growth 3. The Administrator Focus Group will design an administrator evaluation framework heavily focused on Instructional Leadership 4. Establish the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group 5. The Administrator Focus Group will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) a. The focus group shall also create a framework for policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within an LEA.

March – June, 2011	– Develop a Professional Performance Plan for Principals that will hold them accountable for progress in addressing inter-rater reliability – Principal professional performance plans will include goals addressing school climate and working conditions, developed with reference to a working conditions or school leadership survey. The intent is that this process will allow educators to give feedback on the professional development they receive and will help principals monitor and ensure that educators have access to appropriate and high quality professional development – Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed. – Produce language in Administrative Rule (or Statute) to hold principals accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability and the framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.
March-June, 2012	1. Professional Performance Plan Framework shall be created for educators that will form the basis of subsequent evaluations and allow districts to assess growth and development 2. Create language in Administrative Rule (or Statute) for Professional Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development
April, 2012	The State Board of Education will adopt as a temporary proposed rule the recommendations of the Administrator Performance Evaluation Task Force
By August, 2011	– Create theory of action, and action plan identified to systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) – The Administrator Evaluation Focus Group shall also create policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within all LEAs. – Using current research create a list of options and strategies for use by Idaho educators that will provide meaningful feedback and encourage timely support to educators to improve their practice
Summer-Fall, 2012	Present recommendations to SEA concerning the framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth Present recommendations to SEA concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable

Fall, 2012	Public comment period pertaining to the sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results Public comment period of Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development Public comment period Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability Public comment period concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year
Fall, 2011	Public Comment period concerning the Administrator Focus Group determinations concerning: 1. statewide definition & standards for "effective" school administrators 2. framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon student growth 3. administrator evaluation framework heavily focused on Instructional Leadership 4. the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group 5. systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) a. policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within an LEA.
After June 30, 2011	All districts and public charter schools must adopt a policy to include student achievement data as part of their evaluation models for superintendents, assistant superintendents, directors, principals, other district administrative employees and certificated employees All districts and public charter schools must adopt a policy to include student achievement data as part of their evaluation models for superintendents, assistant superintendents, directors, principals, other district administrative employees and certificated employees

School Year 2012-13	Continued implementation of Idaho Mentor Network with the addition of mentoring for administrators: - Planning and Designing Professional Development for New Teachers and Mentoring for Equity - Continue coursework for Consulting Teacher Endorsement
Spring 2013	Legislation in place to require teacher evaluations to be reported individually and based upon 4 ranking Legislation approval concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year Legislation approval for recommended framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth Legislation approval concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable
Spring 2013	Legislation approval concerning the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development Legislation approval for principals accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses – inter-rater reliability, – and the framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed. All charters and districts must report teacher evaluations according to 4-tiered ranking system Create language in Administrative Rule (or Statute) a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) Create language in Administrative Rule (or Statute) concerning policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within an LEA.

Fall, 2013	Public comment period of systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) – and policy to ensure that evaluation measures are implemented in a consistent and high- quality manner across schools within an LEA
2013-2014 School Year	Phase I implementation-pilot (20% of districts) – Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability – Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.
Spring2014	Legislation concerning a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) – and policy to ensure that evaluation measures are implemented in a consistent and high- quality manner across schools within an LEA
Fall, 2014	All districts and charters will implement the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development
2014-2015 School Year	Phase II full implementation–statewide – Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability – Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.

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TITLE 33
EDUCATION

CHAPTER 5
DISTRICT TRUSTEES

33-513. PROFESSIONAL PERSONNEL. The board of trustees of each school district including any specially chartered district shall have the following powers and duties:

1. To employ professional personnel, on written contract in form approved by the state superintendent of public instruction, conditioned upon the provisions of section 33-523, Idaho Code, and a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder. Should the board of trustees fail to enter into written contract for the employment of any such person, the state superintendent of public instruction shall withhold ensuing apportionments until such written contract be entered into. When the board of trustees has delivered a proposed contract for the next ensuing year to any such person, such person shall have a period of time to be determined by the board of trustees in its discretion, but in no event less than ten (10) days from the date the contract is delivered, in which to sign the contract and return it to the board. If the board of trustees does not make a determination as to how long the person has to sign and return the contract, the default time limit shall be twenty-one (21) days after it is delivered to the person. Delivery of a contract may be made only in person or by certified mail, return receipt requested. When delivery is made in person, delivery of the contract must be acknowledged by a signed receipt. When delivery is made by certified mail, delivery must be acknowledged by the return of the certified mail receipt from the person to whom the contract was sent. Should the person willfully refuse to acknowledge receipt of the contract or the contract is not signed and returned to the board in the designated period of time, or if no designated period of time is set by the board, the default time, the board may declare the position vacant.

(a) The board of trustees shall withhold the salary of any teacher who does not hold a teaching certificate valid in this state. No teacher whose salary is withheld pursuant to this provision shall have the right to any amounts owed, notwithstanding the provisions of the Idaho wage claims act or any other provision of law. Provided however, that following a determination by the board that a teacher does not hold a teaching certificate valid in this state, no moneys shall be expended or distributed by the state department of education or other appropriate entity to the district for the salary of such teacher.

(b) The board of trustees shall not contract to require any teacher to make up time spent in attending any meeting called by the state board of education or by the state superintendent of public instruction; nor while attending regularly scheduled official meetings of the state teachers' association.

2. In the case of school districts other than elementary school districts, to employ a superintendent of schools for a term not to exceed three (3) years, who shall be the executive officer of the board of

trustees with such powers and duties as the board may prescribe. The superintendent shall also act as the authorized representative of the district whenever such is required, unless some other person shall be named by the board of trustees to act as its authorized representative. The board of trustees shall conduct an annual, written formal evaluation of the work of the superintendent of the district. The evaluation shall indicate the strengths and weaknesses of the superintendent's job performance in the year immediately preceding the evaluation and areas where improvement in the superintendent's job performance, in the view of the board of trustees, is called for. For all evaluations conducted after June 30, 2012, at least fifty percent (50%) of the evaluation shall be based on objective measure(s) of growth in student achievement, as determined by the board of trustees.

3. To employ through written contract principals who shall hold a valid certificate appropriate to the position for which they are employed, who shall supervise the operation and management of the school in accordance with the policies established by the board of trustees and who shall be under the supervision of the superintendent.

4. To employ assistant superintendents, directors, principals and other district administrative employees for a term not to exceed two (2) years. A teacher holding renewable contract status in Idaho pursuant to section 33-515, Idaho Code, immediately previous to such administrative employment shall retain such eligibility. The superintendent, the superintendent's designee, or in a school district that does not employ a superintendent, the board of trustees, shall conduct an annual, written evaluation of each such employee's performance. For all evaluations conducted after June 30, 2012, at least fifty percent (50%) of the evaluation shall be based on objective measure(s) of growth in student achievement, as determined by the board of trustees. In addition, input from the parents and guardians of students shall be considered as a factor in the evaluation of principals and any other school-based administrative employees' evaluation.

5. To suspend, grant leave of absence, place on probation or discharge certificated professional personnel for a material violation of any lawful rules or regulations of the board of trustees or of the state board of education, or for any conduct which could constitute grounds for revocation of a teaching certificate. Any certificated professional employee, except the superintendent, may be discharged during a contract term under the following procedures:

(a) The superintendent or any other duly authorized administrative officer of the school district may recommend the discharge of any certificated employee by filing with the board of trustees written notice specifying the alleged reasons for discharge.

(b) Upon receipt of such notice the board, acting through their duly authorized administrative official, shall give the affected employee written notice of the allegations and the recommendation of discharge, along with written notice of a hearing before the board prior to any determination by the board of the truth of the allegations.

(c) The hearing shall be scheduled to take place not less than six (6) days nor more than twenty-one (21) days after receipt of the notice by the employee. The date provided for the hearing may be changed by mutual consent.

(d) The hearing shall be public unless the employee requests in writing that it be in executive session.

(e) All testimony at the hearing shall be given under oath or affirmation. Any member of the board, or the clerk of the board, may

administer oaths to witnesses or affirmations by witnesses.
(f) The employee may be represented by legal counsel and/or by a representative of a local or state teachers association.
(g) The chairman of the board or the designee of the chairman shall conduct the hearing.
(h) The board shall cause an electronic record of the hearing to be made or shall employ a competent reporter to take stenographic or stenotype notes of all the testimony at the hearing. A transcript of the hearing shall be provided at cost by the board upon request of the employee.
(i) At the hearing the superintendent or other duly authorized administrative officer shall present evidence to substantiate the allegations contained in such notice.
(j) The employee may produce evidence to refute the allegations. Any witness presented by the superintendent or by the employee shall be subject to cross-examination. The board may also examine witnesses and be represented by counsel.
(k) The affected employee may file written briefs and arguments with the board within three (3) days after the close of the hearing or such other time as may be agreed upon by the affected employee and the board.
(l) Within fifteen (15) days following the close of the hearing, the board shall determine and, acting through their duly authorized administrative official, shall notify the employee in writing whether the evidence presented at the hearing established the truth of the allegations and whether the employee is to be retained, immediately discharged, or discharged upon termination of the current contract.
(m) If the employee appeals the decision of the board of trustees to the district court, the district court may affirm the board's decision or set it aside and remand the matter to the board of trustees upon the following grounds, and shall not set the same aside for any other grounds:
(i) That the findings of fact are not based on any substantial, competent evidence;
(ii) That the board of trustees has acted without jurisdiction or in excess of its authority;
(iii) That the findings by the board of trustees as a matter of law do not support the decision.
(n) The determination of the board of trustees shall be affirmed unless the employee's substantial rights, as that term is used in section 67-5279, Idaho Code, are violated.

6. The board of trustees has the authority to grant any employee's request for a leave of absence. The board may also delegate this authority to the district superintendent or any other individual so designated by the board. If the board delegates this authority to the district superintendent or any other individual, the board shall ratify or nullify the action regarding the request for a leave of absence at the next regularly scheduled board meeting or at a special board meeting should the next regularly scheduled board meeting not be within a period of twenty-one (21) days from the date of such action.

7. The board of trustees has the authority to delegate its authority to the district superintendent or any other individual so designated by the board. If the board delegates this authority to the district superintendent or any other individual, the board shall ratify or nullify the action of placing an employee on a period of suspension, or involuntary leave of absence at the next regularly scheduled board meeting

or at a special board meeting should the next regularly scheduled board meeting not be within a period of twenty-one (21) days from the date of such action.

(a) Should an employee of the district be in a position where there is a court order preventing the employee from being in the presence of minors or students, the district may place such an employee on a period of unpaid leave of absence or probation due to the employee's inability to perform the essential functions of the employee's position.

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Idaho Statutes

TITLE 33
EDUCATION

CHAPTER 5
DISTRICT TRUSTEES

33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS -- CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT -- WRITTEN EVALUATION. (1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) There shall be two (2) categories of annual contracts available to local school districts under which to employ certificated personnel:

(a) A category A contract is a limited one (1) year contract for certificated personnel in the first or greater years of continuous employment with the same school district. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than July 1. Provided however, that no such decision shall be made until after the completion of the written evaluation required by subsection (4) of this section, unless such decision is being made pursuant to a reduction in force. No property rights shall attach to a category A contract and therefore the employee shall not be entitled to a review by the board of trustees of the reasons or decision not to reemploy.

(b) A category B contract is a limited two (2) year contract that may be offered at the sole discretion of the board of trustees for certificated personnel in their fourth or greater year of continuous employment with the same school district. The board of trustees may, at its sole discretion, add an additional year to such a contract upon the expiration of the first year, resulting in a new two (2) year contract. The board of trustees may, at its sole discretion, terminate the second year of a category B contract upon the conclusion of the first year, in the event of a reduction in force. Upon the decision by a board of trustees not to reemploy the person employed on a category B contract for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than July 1. The employee shall, upon request, be given the opportunity for an informal review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board. Provided however, that no such decision shall be made until after the completion of the written evaluation required by subsection (4) of this section, unless such decision is being made pursuant to a reduction in force. No property rights shall attach to a category B contract and therefore the employee shall not be entitled to a formal review by the board of trustees of the reasons or decision not to reemploy.

(3) School districts hiring an employee who has been on renewable contract status as provided in section 33-515, Idaho Code, with another Idaho district shall have the option to immediately grant renewable contract status, or to place the employee on a category A or B contract. A

certificated instructional employee hired with previous out-of-state experience shall not be eligible to receive a renewable contract, but may be offered a category A or B contract, based on the employee's years of experience, including out-of-state years of experience as if such years had been worked in Idaho.

(4) There shall be a minimum of one (1) written evaluation in each of the annual contract years of employment, the first portion of which shall be completed before February 1 of each year, and shall include input from parents and guardians of students as a factor. A second portion shall be included for all evaluations conducted after June 30, 2012. This second portion shall comprise at least fifty percent (50%) of the total written evaluation and shall be based on objective measure(s) of growth in student achievement. The requirement to provide at least one (1) written evaluation does not exclude additional evaluations that may be performed. No civil action for money damages shall arise for failure to comply with this subsection.

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ATTACHMENT 11

Idaho Statutes

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CHAPTER 5
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33-514A. TRANSITION TO CATEGORY A AND B CONTRACTS. (1) Any certificated employee employed pursuant to a category 1 or 2 contract, as defined by sections 33-514 and 33-514A, Idaho Code, as such sections existed on January 31, 2011, who will be offered an employment contract by the same school district for the ensuing school year, shall be employed pursuant to a category A contract.

(2) Any certificated employee employed pursuant to a category 3 contract, as defined in section 33-514, Idaho Code, as such section existed on January 31, 2011, who will be offered an employment contract by the same school district for the ensuing school year, shall be employed pursuant to a category A or B contract, as determined by the board of trustees.

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33-515. ISSUANCE OF RENEWABLE CONTRACTS. (1) It is the intent of the legislature that after January 31, 2011, no new employment contract between a school district and a certificated employee shall result in the vesting of tenure, continued expectations of employment or property rights in an employment relationship. Therefore, no board of trustees shall have the authority to enter into any renewable contract with any certificated or other employee hired by such district, except as specifically addressed by this section and section 33-514(3), Idaho Code. For any certificated employees already holding renewable contract status with a district as of January 31, 2011, the provisions of this section shall apply.

(2) At least once annually, the performance of each certificated employee employed pursuant to a grandfathered renewable contract shall be evaluated according to criteria and procedures established by the board of trustees in accordance with section 33-514(4), Idaho Code, and general guidelines approved by the state board of education. Except as otherwise provided, the employee employed pursuant to a grandfathered renewable contract shall have the right to the continued automatic renewal of that employee's employment contract by giving notice, in writing, of acceptance of renewal. Such notice shall be given to the board of trustees of the school district then employing such person not later than the twentieth day of July. Except as otherwise provided by this paragraph, the board of trustees shall notify each person entitled to be employed on a grandfathered renewable contract of the requirement that such person must give the notice hereinabove and that failure to do so may be interpreted by the board as a declination of the right to automatic renewal or the offer of another contract. Such notification shall be made, in writing, not later than the first day of July, in each year, except to those persons to whom the board, prior to said date, has sent proposed contracts for the next ensuing year, or to whom the board has given the notice required by this section. These deadlines may not be altered by contract, including any currently existing or future negotiated agreement or master contract entered into pursuant to the professional negotiations act, sections 33-1271 through 33-1276, Idaho Code. Should any master agreement or negotiated contract contain a provision which conflicts with provisions of title 33, Idaho Code, such provision in the master agreement or negotiated contract is hereby declared to be null and void and of no force and effect as of January 31, 2011.

(3) Any contract automatically renewed under the provisions of this section may be renewed for a shorter term, longer term or the same length of term as the length of term stated in the current contract, and at a greater, lesser or equal salary to that stated in the current contract.

(4) Should the board of trustees determine to reassign an administrative employee who, prior to being employed as an administrative employee was employed pursuant to a renewable contract to a nonadministrative position, the board of trustees, at its discretion,

shall employ such nonadministrative employee pursuant to a grandfathered renewable contract. Such contract shall be deemed to have continued in place as if the nonadministrative employee was employed by the district pursuant to a renewable contract since January 31, 2011. Such grandfathered renewable contract is subject to the provisions of this section.

(a) If the board of trustees reassigns an administrative employee to a nonadministrative position, the board shall give written notice to the employee which contains a statement of the reasons for the reassignment. The employee, upon written request to the board, shall be entitled to an informal review of that decision. The process and procedure for the informal review shall be determined by the board of trustees.

(b) Nothing in this section shall prevent the board of trustees from offering a grandfathered renewable contract increasing the salary of any certificated person who is eligible to receive such a contract.

(5) Before a board of trustees can determine not to renew for the unsatisfactory performance of any certificated person who holds a grandfathered renewable contract, such person shall be entitled to a defined period of probation as established by the board, following an observation, evaluation or partial evaluation. This period of probation shall be preceded by a written notice from the board of trustees or its designee with reasons for such probationary period and with provisions for adequate supervision and evaluation of the person's performance during the probationary period. Such period of probation shall not affect the person's grandfathered renewable contract status. Consideration of probationary status for certificated personnel is consideration of the status of an employee within the meaning of section 67-2345, Idaho Code, and the consideration and decision to place an employee on probation may be held in executive session. If the consideration results in probationary status, the individual on probation shall not be named in the minutes of the meeting. A record of the decision shall be placed in the teacher's personnel file.

(6) If the board of trustees takes action to immediately discharge or discharge upon termination of the current contract a certificated person whose contract would otherwise be automatically renewed, the action of the board shall be consistent with the procedures specified in section 33-513 (5), Idaho Code, unless the decision to discharge upon termination has been made as part of a reduction in force, or the decision to immediately discharge has been made pursuant to section 33-515B, Idaho Code.

(7) If the board of trustees determines to change the length of the term stated in the current contract or reduce the salary of a certificated person whose contract is being automatically renewed, nothing herein shall require any due process proceedings or probationary period.

(8) If the board of trustees, for reason of a reduction in force, for the ensuing contract year determines not to renew the grandfathered renewable contract of a certificated person whose contract would otherwise be automatically renewed, nothing herein shall require any probationary period.

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Idaho Statutes

TITLE 33
EDUCATION

CHAPTER 10
FOUNDATION PROGRAM -- STATE AID -- APPORTIONMENT

33-1004I. PAY FOR PERFORMANCE -- HARD TO FILL POSITIONS -- LEADERSHIP AWARDS. (1) In addition to the moneys provided pursuant to the calculations for salary-based apportionment, the following amounts shall be distributed and paid, from the moneys appropriated to the educational support program, subject to the criteria contained in this section:

(a) For fiscal year 2013, an amount equal to five hundred forty-four (544) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds shall be distributed pursuant to subsection (2) of this section.

(b) For fiscal year 2014, an amount equal to seven hundred fifty-three (753) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds shall be distributed pursuant to subsections (2), (3) and (4) of this section, in the following proportions:

(i) Seventy-four and one-tenth percent (74.1%) pursuant to subsection (2) of this section;

(ii) Seven and four-tenths percent (7.4%) pursuant to subsection (3) of this section;

(iii) Eighteen and one-half percent (18.5%) pursuant to subsection (4) of this section.

(c) For fiscal year 2015 and each fiscal year thereafter, an amount equal to seven hundred seventy (770) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds shall be distributed pursuant to subsections (2), (3) and (4) of this section, plus fifty percent (50%) of any moneys appropriated for increased pay for certificated staff beyond the amount needed to fund the base and minimum instructional salaries, pursuant to section 33-1004E, Idaho Code, that were in effect during fiscal year 2009. Such distributions made pursuant to subsections (2), (3) and (4) of this section shall be made according to the allocations established in subsection (1)(b) of this section.

(d) The provision in subsection (1)(c) of this section that directs that fifty percent (50%) of certain moneys be distributed pursuant to subsections (2), (3) and (4) of this section shall be effective until such time as fifteen percent (15%) of the total moneys appropriated for certificated staff salaries are being distributed pursuant to this section. After this allocation is attained, fifteen percent (15%) of the total moneys appropriated for certificated staff salaries shall be distributed pursuant to subsections (2), (3) and (4) of this section. Such distributions made pursuant to subsections (2), (3) and (4) of this section shall be made according to the allocations established in subsection (1)(b) of this section.

(e) For the purposes of this subsection, the term "statewide support units" shall mean the total number of support units calculated for the purposes of distributing salary-based apportionment in the previous fiscal year.

(f) In the event of a reduction in the moneys appropriated for certificated staff salaries, the calculations established pursuant to subsections (1)(b) through (d) of this section shall be performed in reverse.

(2) Share-based pay for performance bonuses for student achievement

growth and excellence.

(a) Certificated employees shall be awarded state shares based on the performance of whole schools.

(i) Growth -- Utilizing a state longitudinal data system for students, the state department of education shall develop a system for measuring individual student growth. Such system shall compare spring student scores on the state-mandated summative achievement tests ("spring test") from one year to the next, and establish percentile rankings for individual student growth by comparing students with an identical spring test score in the previous year with each other in the current year. A separate growth percentile shall be established for each student for each subject in which the spring test is given in consecutive grades. The median student growth percentile, based on measuring all eligible students, shall be the growth score for each school. All certificated employees at a school with a median growth score in the following ranked quartiles shall be awarded state shares as follows:

	Instructional	**Administrative**
1st Highest Quartile	1.00 shares	2.00 shares
2nd Highest Quartile	0.50 shares	1.00 shares
3rd Highest Quartile	0.25 shares	0.50 shares
4th Highest Quartile	0.00 shares	0.00 shares

(ii) Excellence -- The state department of education shall develop a system for comparing and ranking school spring test scores based on standardized scores, utilizing all grades and subjects tested. Based on each school's median standardized score, all certificated employees of a school in the following ranked quartiles shall be awarded state shares as follows:

	Instructional	**Administrative**
1st Highest Quartile	0.50 shares	1.00 shares
2nd Highest Quartile	0.25 shares	0.50 shares
3rd Highest Quartile	0.00 shares	0.00 shares
4th Highest Quartile	0.00 shares	0.00 shares

(iii) No certificated instructional employee shall receive more than one (1.00) share, the results of the quartile award tables for growth and excellence notwithstanding. No certificated administrative employee shall receive more than two (2.00) shares, the results of the quartile award tables for growth and excellence notwithstanding.

(iv) Students whose spring test results are excluded from the school's results for federal accountability purposes shall be excluded from school growth and excellence calculations.

(v) For schools that do not administer the spring test, or for which no spring test growth calculation is possible, the school and its certificated employees shall be included with the school to which the students matriculate.

(vi) For certificated employees assigned more than one (1) school, state shares shall be earned pro rata, based on the percentage of the employee's time assigned to each school at the time that students take their spring tests. In addition, for part-time employees, state shares shall be earned pro rata, based on such employee's full-time equivalency status.

(vii) The number of schools in each quartile shall be based on the number of certificated employees employed at the schools, with as close to twenty-five percent (25%) of such employees falling within each quartile as possible.

(viii) For certificated employees not assigned to a specific school, all new employment contracts signed on or after July 1, 2011, shall provide that at least five percent (5%) of the total available compensation be based on growth in student achievement, as determined by the board of trustees. Such percentage shall increase to ten percent (10%) of the total available compensation for contracts signed on or after July 1, 2015, and fifteen percent (15%) for contracts signed on or after July 1, 2019.

(b) Local shares shall be awarded to certificated employees based on performance. Each board of trustees shall develop a plan for awarding local pay for performance shares in consultation with certificated employees. Local share awards to certificated instructional employees shall be based on the performance of groups of such employees, unless there is only one (1) such employee in the school district. No employee shall receive more than one (1.00) local share. For part-time employees, local shares shall be earned pro rata, based on such employee's full-time equivalency status. Local share awards shall be based on one (1) or more of the following measures:

(i) Student test scores;

(ii) Student graduation rate;

(iii) Student dropout rate;

(iv) Percent of graduates attending postsecondary education or entering military service;

(v) Making federally approved adequate yearly progress;

(vi) Number of students successfully completing dual credit or advanced placement classes;

(vii) Percent of students involved in extracurricular activities;

(viii) Class projects;

(ix) Portfolios;

(x) Successful completion of special student assignments;

(xi) Parental involvement;

(xii) Teacher-assigned grades;

(xiii) Student attendance rate; and

(xiv) Various other criteria determined by local districts, subject to approval by the state department of education.

For any school district in which the board of trustees fails to adopt a plan for awarding local pay for performance shares by September 1, local shares awarded for performance in that school year shall be identical to the number of state shares awarded for each certificated employee.

(c) Individual pay for performance bonuses shall be calculated as follows:

(i) Divide the moneys available for pay for performance bonuses by the total number of state shares earned by certificated employees statewide.

(ii) To determine the amount of pay for performance bonus funds to distribute to each school district, multiply the result of subparagraph (i) of this subsection by the number of state shares earned by certificated employees in the school district.

(iii) To establish the value of a share in each school district, the school district shall divide the funds distributed by the state department of education pursuant to subparagraph (ii) of this subsection by the total number of state and local shares earned by all certificated employees who earned at least a fraction of both a state and local share.

(iv) Multiply the total number of state and local shares earned by each certificated employee of the school district who earned at least a fraction of a state and local share by the result of

subparagraph (iii) of this subsection. Certificated employees who do not earn at least a fraction of both a state and local share shall not be eligible to receive a pay for performance bonus. Pay for performance bonuses shall be paid by school districts to qualifying certificated employees in a lump sum by no later than December 15 following the spring test of the prior school year.

(3) Hard to fill position bonuses.

(a) The state board of education shall designate certificates and endorsements held by certificated instructional staff for hard to fill position bonuses. The board shall rank the certificates or endorsements to be so designated based on the relative difficulty of school districts' ability to recruit and retain such personnel. No additional certificates or endorsements may be added to the rankings beyond the first such certificate or endorsement that causes the number of certificates or endorsements to equal or exceed one-third (1/3) of the total certificates and endorsements held by certificated instructional public school employees in the state. The board shall review and alter such rankings and designations at least once every two (2) years based on market conditions. Any changes in rankings and designations shall be made by the board by no later than March 31 of the previous school year, and school districts shall be promptly notified of any changes.

(b) School district boards of trustees may choose to designate certificates and endorsements held by certificated instructional employees for hard to fill position bonuses, provided such certificates and endorsements have been so designated by the state board of education as provided in subsection (3)(a) of this section. School boards of trustees choosing to make such designations shall rank the certificates and endorsements based on the relative difficulty of recruiting and retaining such personnel. No additional certificates or endorsements may be added to the rankings beyond the first such certificate or endorsement that causes the number of the district's full-time equivalent employees utilizing such certificates and endorsements to equal or exceed ten percent (10%) of the certificated instructional positions employed by the district; provided however, the number of such employees who may be designated shall not be less than one (1). The amount distributed for utilization by each district shall be based on each district's share of the total certificated instructional employees statewide. Funds so distributed shall be paid solely to certificated instructional personnel holding the certifications and endorsements designated by the local school board, in amounts that shall be determined at the discretion of the local board, which may vary between, but not within, individual certificate and endorsement areas; provided however, no award shall exceed twice the statewide average bonus paid per certificated instructional employee pursuant to subsection (2) of this section.

(c) School districts may apply to the state board of education to waive the requirement that a certificate or endorsement designated by the school district for hard to fill position bonuses first be designated for such by the state board of education. The state board of education may grant such a waiver for good and rational cause.

(d) In order to receive a hard to fill position bonus, an individual must actually be providing instruction or service within the designated certificate or endorsement area.

(e) If an individual qualifies for a hard to fill position bonus in more than one (1) certificate or endorsement, the individual shall be allocated and paid on a full-time equivalency basis, based on the relative time spent in each of the qualifying areas.

(f) School district boards of trustees choosing to utilize hard to fill position bonus funds shall designate a new list of certificates and endorsements for such bonuses for each school year by no later than June 11 of the previous school year. The new list may be identical to the list from the previous school year, subject to the

current ten percent (10%) limitation requirements.
(g) If the board of trustees determines that it will be unable to attract a qualified candidate to serve in a hard to fill position, even with the addition of such bonus funds, the board may use such funds to pay for the training and coursework needed by a currently unqualified employee or other individual to gain such qualification. If such payment is authorized, the amount paid for an individual in a fiscal year shall not exceed twice the statewide average bonus paid per certificated instructional employee pursuant to subsection (2) of this section. The individual for whom training and coursework is paid in such manner must earn a passing grade for the training and coursework that is paid by the school district and must work for the school district at least one (1) year in the designated certificate or endorsement area for each fiscal year in which the school district made payments for training and coursework, or repay the funds.
(h) Hard to fill position bonuses shall be paid by school districts to qualifying certificated instructional employees by no later than December 15, in a lump sum payment.
(4) Leadership awards.
(a) School district boards of trustees may designate up to twenty-five percent (25%) of their certificated instructional employees for leadership awards. Such awards shall recognize excellence, be valid only for the fiscal year for which the awards are made and require one (1) or more of the following additional duties:

(i) Teacher or other instructional staff mentoring;
(ii) Content leadership;
(iii) Lead teacher;
(iv) Peer teaching coach;
(v) Content specialist;
(vi) Remedial instructor;
(vii) Curriculum development;
(viii) Assessment development;
(ix) Data analysis;
(x) Grant writing;
(xi) Special program coordinator;
(xii) Research project;
(xiii) Teaching professional development course;
(xiv) Service on local/state/national education committee or task force;
(xv) Providing leadership to a professional learning community;
(xvi) Earning national board certification; and
(xvii) Various other criteria determined by local districts, subject to approval by the state department of education.

Duties related to student activities and athletics shall not be eligible for leadership awards.
(b) Local school district boards of trustees shall require that the employee work additional time as a condition of the receipt of a leadership award.
(c) Local school district boards of trustees may grant multiple leadership awards with multiple additional duties. No employee, however, shall receive leadership awards in excess of twice the statewide average bonus paid per certificated instructional employee pursuant to subsection (2) of this section.
(d) Leadership awards shall be paid by school districts to qualifying certificated instructional employees in a lump sum payment upon completion of the additional duty.
(e) Employees with fewer than three (3) years of experience shall not be eligible for leadership awards. The term "experience" shall be as used for certificated instructional staff in section 33-1004A, Idaho Code.
(f) Notwithstanding the provisions of subsection (4)(a) through (e) of this section, employees who earned national board certification prior to July 1, 2011, and who are no longer receiving payments for

earning such certification pursuant to section 33-1004E, Idaho Code, due to the repeal of the provision providing for such payments, shall be paid two thousand dollars ($2,000) per year from the moneys allocated pursuant to this subsection (4) until all moneys that would have been paid under the previous provisions of section 33-1004E, Idaho Code, have been paid.

(5) School districts may shift moneys between the allocations for subsections (3) and (4) of this section. The ten percent (10%) limitation established in subsection (3) of this section and the twenty-five percent (25%) limitation established in subsection (4) of this section shall be adjusted accordingly.

(6) All distributions of moneys to school districts shall be made as part of the third payment to school districts required by section 33-1009, Idaho Code.

(7) School districts shall not enter into any contract that discriminates against those receiving a bonus award pursuant to this section.

(8) The state department of education may require reports of information as needed to implement the provisions of this section and provide reports to the governor, the legislature and the public.

(9) For the purposes of this section, the term "school district" also means "public charter school," and the term "board of trustees" also means "board of directors."

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SET-ASIDE REQUIREMENTS AND OPTIONAL FLEXIBILITY

Professional Development Set-Aside (10 Percent)-- A One or Two Star school or district that is in the Rapid Improvement Plan or Turnaround Plan category is required to set aside 10 percent of Title I-A funds for professional development. This professional development set-aside will follow the same regulatory structure as that which exists under current NCLB requirements for schools in school improvement, corrective action, or restructuring and for districts in improvement or corrective action.

A district is required to set aside an amount equal to 10 percent of the Title I-A funds as defined in current regulations. However, the district may substitute state or local funds in an amount equal to or greater than the required 10 percent of Title I-A funds, if it has reason to do so in order to promote financial flexibility. In the event that a district takes this flexibility, it will be required to submit documentation to the state of the amount budgeted, the amount spent, and the actual activities and expenditures out of state and local funds. In the case of non-Title I-A funded schools in the Rapid Improvement Plan or Turnaround Plan categories, and because such schools are contributing to the district's inability to meet the needs of all learners, a district must demonstrate that it has devoted professional development services to that school out of state or local funds or other grant funding sources (e.g., Title II-A district allocation or the district level professional development set-aside) in an amount equal to or greater than the amount that would otherwise be required if the school were operating a Title I program[1].

Family and Student Support Options (10 Percent) – Family and Student support options, in the form of School Choice or Supplemental Tutoring Services, are made available to eligible students who are struggling academically while the school or district improves its overall performance. This set-aside is targeted at providing families and students with additional or different academic opportunities while their local school undergoes school improvement planning and implementation activities.

As mentioned elsewhere, School Choice STS will only be a requirement in One and Two Star (Rapid Improvement Plan and Turnaround Plan) contexts, but districts may choose to offer STS voluntarily in other categories[2]. If the district or any of its schools is in the One or Two Star (Rapid Improvement Plan or Turnaround Plan) categories, the district is required to set aside 10 percent of the district allocation of Title I-A funds for School Choice and Supplemental Tutoring Services. The district may substitute, if documented in the CFSGA, the use of state, local, or

[1] See the flexibility section of this appendix regarding options for how to fund Professional Development in non-Title I funded schools.
[2] See the flexibility section of this appendix regarding options for providing tutoring as an option when not required of the school or district.

other appropriate grant funds (e.g., 21st Century Community Learning Center grants) equal to this amount in order to meet this requirement.

Rule for reduction of set-aside: If the per pupil allocation of Title I funds multiplied by the number of eligible students is equal to an amount less than 10 percent of the Title I-A set-aside, and the district has met its choice related transportation obligations, the district may reduce its set-aside to the lower amount. In this case, the district must document its calculation in the CFSGA and seek approval from the state's Title I Director prior to reducing the set-aside.

Flexibility for Districts -- In the past, school districts were required to set aside funds for specific activities when placed into the improvement timeline (e.g., professional development, school choice, and supplemental education services). An unintended consequence of the set-aside requirements was that if the school or district was no longer in improvement, the district no longer had the set-aside at its disposal. So, if set-aside funds were contributing to successful performance, the district lost some of its ability to continue the practices that led to that success. In order to solve this problem of practice, Idaho will consider all of its Five, Four, and Three Star Districts and Schools to be in a state of continuous improvement under the new Idaho Accountability Plan and will provide districts with flexibility. Therefore, such districts that do not have One or Two Star (Turnaround Plan or Rapid Improvement Plan) schools will be permitted, but not required, to set aside Title I-A funds for the purpose of continuous improvement. One or Two Star districts and districts with One or Two Star schools must set-aside 10 percent of their Title I-A allocation for STS; however, they may increase the amount to 20 percent. These voluntary set-asides will be implemented according to the following guidelines.

Professional Development (District). Under the existing ESEA authority described in 34 CFR200.52(a)(3)(iii), LEA improvement; to (a) allow districts to determine the amount of this set-aside and to (b) promote system wide improvement across the district, the State will describe professional development set-aside flexibility using the following amended language:

- In a Title I-A funded district: (3) The LEA continuous improvement plan may … (iii) Address the professional development needs of the instructional staff serving the LEA by committing to spend for professional development not more than 10 percent of the funds received by the LEA under subpart A of this part for each fiscal year in which the SEA identifies the LEA in the Performance Plan or Improvement Plan category. These funds— (A) May include funds reserved by schools for professional development under §200.41(c)(5); but (B) May not include funds reserved for professional development under section 1119 of the ESEA.
- The district must be able to demonstrate that the use of these funds are for targeting

professional development that supports academic achievement in the core academic content areas and contributes to the district's continued ability to meet or approach performance expectations.

Professional Development (School). Under the existing ESEA authority described in 34 CFR 200.41(c)(5), the School improvement plan, and to allow districts to determine the amount of this set-aside in schools in the Performance Plan or Improvement Plan categories, the State will describe professional development set-aside flexibility at the school level using the following amended language:

- In a Title I-A funded school: (c) The school continuous improvement plan may … (5) Provide an assurance that the school will spend not more than 10 percent of the allocation it receives under subpart A of this part for each year that the school is in a continuous improvement status, for the purpose of providing high-quality professional development to the school's teachers, principal, and, as appropriate, other instructional staff, consistent with section 9101(34) of the ESEA.
- If the school is given authority of the expenditure of these funds, the district must be able to demonstrate during the monitoring process that the use of these funds are for targeting professional development that supports academic achievement in the core academic content areas and contributes to the school's continued ability to meet or approach performance expectations.

Supplemental Tutoring Services. Under the existing ESEA authority described in 34 CFR 200.48(a)(1-2), Funding for choice-related transportation and supplemental education services; to (a) allow districts to determine the amount of this set-aside; to (b) promote system wide improvement across the district; and to (c) target the needs of and provide extended learning time for underperforming and at-risk students; the State will describe supplemental tutoring services flexibility at the district level using the following amended language:

- For districts in the Turnaround Plan, Rapid Improvement Plan, or Continuous Improvement Plan categories: (a) Amounts permitted. (1) To pay for supplemental tutoring services, an LEA may use— (i) Funds allocated under subpart A of this part; (ii) Funds, where allowable, from other Federal education programs; and (iii) State, local, or private resources. (2) The LEA may spend an amount not more than 20 percent of its allocation under subpart A of this part.
- In order to use this flexibility, the district must target the students who are most in need of support.
  - The criteria must be based on academic assessment data in Reading/Language Arts or Mathematics, but may be supplemented with other data elements that provide weight, such as those permissible and required under Targeted Assistance programs for creating a rank ordered student list.
  - Funds may be used for students in non-Title funded schools, provided that the

criteria established by the district indicates that these students are the most in need of extended learning time.

- The district must also follow all procurement and design guidelines outlined in the general requirements for Supplemental Tutoring Services.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

ASSISTANT SECRETARY

MAY 3 2010

The Honorable Tom Luna
Superintendent of Public Instruction
Idaho Department of Education
Len B. Jordan Office Building
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027

Dear Superintendent Luna:

I am writing in response to your delayed request under 34 C.F.R. § 200.19(b)(7)(i) for an extension of the 2010–2011 deadline for reporting a four-year adjusted cohort graduation rate (34 C.F.R. § 200.19(b)(4)(ii)(A)) and of the 2011–2012 deadline for using a four-year adjusted cohort graduation rate in adequate yearly progress (AYP) determinations (34 C.F.R. § 200.19(b)(5)(i)). I understand that due to the transition of responsibilities from the Office of the Idaho State Board of Education to the Idaho State Department of Education, the State of Idaho missed the deadline of March 2, 2009 for requesting an extension of the graduation rate calculation requirement. Graduation rates represent an important indicator of the extent to which schools and districts are preparing students for post-secondary education and the workforce.

Idaho requested a three-year extension of the deadline because it will not have collected enough student level data until 2010-2011 to calculate the first year of the four-year adjusted cohort graduation rate using the formula defined in 34 C.F.R. § 200.19(b). It will take until 2014 to report graduation rates in AYP calculations.

I am approving Idaho's request for an extension of the deadline to report its four-year adjusted cohort graduation rate. Idaho will first be required to report its four-year adjusted cohort graduation rate with the results of assessments administered in 2013-2014 and use that rate in AYP determinations based on assessments administered in 2014-2015. I am also approving Idaho's request to use its current formula, the National Center for Education Statistics' (NCES) formula, outlined in the Idaho Accountability Workbook as its transitional rate until Idaho begins using a four-year adjusted cohort graduation rate.

Please note that, beginning with AYP determinations based on assessments administered in 2011–2012, Idaho must include the NCES formula in AYP determinations in the aggregate and disaggregate by subgroups at the school, district, and state levels, as required by 34 C.F.R. § 200.19(b)(7)(iii). Finally, Idaho must amend and submit for approval its Accountability Workbook to reflect the graduation rate that will be reported and used in AYP determinations during this transition, and, in accordance with 34 C.F.R. § 200.19(b)(6)(ii), must submit for peer review and Department approval its graduation rate goal and targets for 2009–2010 and beyond.

We appreciate the work you are doing to improve data quality in Idaho. If you have any questions as you move forward with your work on Idaho's graduation rate, please contact Vicki Robinson of my staff at Vicki.Robinson@ed.gov or (202) 205-5471.

Sincerely,

Thelma Meléndez de Santa Ana, Ph.D.

cc: Governor Butch Otter
Carissa Miller

FAMILY AND STUDENT SUPPORT OPTIONS - ELIGIBILITY

School Choice and Supplemental Tutoring Services -- Family and Student support options, in the form of School Choice or Supplemental Tutoring Services, are made available to eligible students who are struggling academically while the school or district improves its overall performance. These options are targeted at providing families and students with additional or different academic opportunities while their local school undergoes school improvement planning and implementation activities. When a district or school is required to provide School Choice or Supplemental Tutoring Services according to the Idaho Accountability Plan, it must determine which students are eligible, provide notification to the families of these students at least 14 days prior to the beginning of the first day of school, and then provide them to all eligible students according to the following rules. Districts must perform their due diligence to offer both choices to families with eligible students, who can exercise their right to choose to deny one option or the other.

Supplemental Tutoring Services must be provided to participating eligible students for a minimum of 2 hours per week for at least 28 weeks[1] (i.e., 56 hours of additional learning time). A school or district may cease services before this time at the request of the student's family. If a student demonstrates he or she is proficient in the subject area of the tutoring before the 56 hours are finished, a school or district may present progress monitoring and/or benchmark assessment data to the family in order to make a recommendation that services are no longer needed. However, it is the family's final decision regarding whether or not to continue services the entire length of time.

School Choice Eligibility -- The families that may exercise the School Choice option must have eligible students according to the following definitions:

- **One and Two Star Districts:** The district must work to identify schools of choice available through other school districts **only** for students who are struggling academically. Any student who is not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT is eligible for School Choice. For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for School Choice. In the event that there is not another district choice nearby, offering virtual charter schools may count toward this requirement. Also, offering priority placement in courses provided over the Idaho Education Network (IEN) from other school districts can meet the intent of this requirement, if the district is able to demonstrate it is meeting the needs of eligible students by offering these choices.
- **One and Two Star Schools:** The district must work to identify schools of choice available within the district **only** for students who are struggling academically. Any student who is not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT is eligible for School Choice.

[1] The State may adjust the required hours for tutoring up or down as it learns about implementation practices.

For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for School Choice. In the event that there is not another choice within the district or in a nearby district, offering virtual charter schools may count toward this requirement. Also, offering priority placement in courses provided over the Idaho Education Network (IEN) from other school districts can meet the intent of this requirement, if the district is able to demonstrate it is meeting the needs of eligible students by offering these choices.

Supplemental Tutoring Services (STS) Eligibility -- The families that may exercise the Supplemental Tutoring Services (STS) option must have eligible students according to the following definitions:

- **One and Two Star Districts:** The district must provide STS to any student who is not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT is eligible for School Choice. For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for STS. If there are insufficient funds to provide services to all such students, the district must develop a model to prioritize and target the students who are in the most need of support. Priority must be given to students who are underperforming, based on either state or local measures in core academic content areas. If funds sufficiently cover all eligible students, the district must then make remaining services available to any other student who is proficient on the ISAT in Reading and Math, but who has not made adequate growth. NOTE: Just as with the Professional Development set-aside, the district in this status is required to provide these services district-wide based on student eligibility. Because students in non-Title I schools contribute to the aggregate performance of the district, the district may use these set-aside dollars for students in any school, regardless of the Title I funding status of the schools from which the eligible students come.
- **One and Two Star Schools:** The school must provide STS to any student who is not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT is eligible for School Choice. For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for STS. If there are insufficient funds to provide services to all such students, the district must develop a model to prioritize and target the students who are in the most need of support. Priority must be given to students who are underperforming, based on either state or local measures in core academic content areas. If funds sufficiently cover all eligible students, the school must then make remaining services available to any other student who is proficient on the ISAT in Reading and Math, but who has not made adequate growth. NOTE: Because students in non-Title I schools contribute

to the aggregate performance of a district, the district may use these set-aside dollars for students in any school, regardless of the Title I funding status of the schools from which the eligible students come, in order to promote and maintain district performance.

Meeting Notes
Administrator Evaluation Focus Group
December 15, 2011
Idaho Department of Education

Participants:

- Alica Holthaus, Principal, Mountain View School District 244, Grangeville
- Anne Stafford, Teacher, Boise School District 1
- Chuck Wegner, Curriculum Director, Pocatello School District 25
- David Andersen, School Board Member, Oneida County School District 351, Malad
- Geoff Stands, Principal, Meridian School District 2
- Marni Wattam, Special Education Director, Idaho Distance Education Academy
- Mike Vuittonet, School Board Chair, Meridian School District 2
- Nancy Larsen, Teacher, Coeur d'Alene School District 271
- Shalene French, Principal, Bonneville School District 93, Idaho Falls
- Wiley Dobbs, Superintendent, Twin Falls School District 411
- [redacted], Parent, Nampa
- Kathleen Budge, Boise State University
- Kathy Canfield-Davis, University of Idaho
- Penni Cyr, President, Idaho Education Association
- Rob Winslow, Executive Director, Idaho Association of School Administrators
- Robin Nettinga, Executive Director, Idaho Education Association
- Selena Grace, Office of the State Board of Education
- Allison McClintick, Office of the State Board of Education
- Claire Gates, Senior Program Advisor, Education Northwest
- David Weaver, Senior Research Associate, RMC Research Corporation
- Becky Martin, Teacher Quality Coordinator, State Department of Education (SDE)
- Christina Linder, Certification and Professional Standards Director, SDE
- Rob Sauer, Deputy Superintendent, SDE
- Steve Underwood, Statewide System of Support Director, SDE

The meeting began at 8:30 a.m. with introductions and the charge by Rob Sauer and Christina Linder. Under the direction of Steve Underwood and Christina Linder, the group examined the federal and state foundations. The remainder of the morning was spent identifying effective administrators, led by David Weaver.

The afternoon activity was presented by Claire Gates and consisted of small group work on research findings on evaluating administrator effectiveness. By 3:00 p.m. the group was ready to identify next steps.

A small work group, consisting of Rob Sauer, Christina Linder, Steve Underwood, Becky Martin, Rob Winslow, Karen Echeverria, and Robin Nettinga, will meet on January 4 to plan the further work of the focus group.

Next Steps:

What	Who	By When
Send further ideas, processes, tools, potential speakers to Rob Sauer or any member of work group	Participants	Jan. 20
Set dates for remaining meetings, send to all focus group members with notes of Jan. 4 meeting.	Work group	
Establish and share a framework for this group	Work group	
Prereading	Work group	

The focus group suggested reviewing the work of the following experts:

- Keith Leithwood
- Karen Seashore
- Center for Educational Leadership, University of Washington
- Joe Murphy, Vanderbilt
- Learn from other states
- 360
- Other rubrics
- Val-Ed (Vanderbilt Assessment of Leadership in Education)
- Steve Underwood's study
- What are the top districts—urban and rural—using?
- Look at feedback from stakeholders—Blaine County

Meeting adjourned at 3:30 p.m.
Next meeting:
January 20, 2010
8:30-4:00
Barbara Morgan Room, SDE

Idaho Evaluating Administrator Effectiveness---Focus team meeting December 15, 2011
Final comments from focus team members as captured on chart paper. There was one comment per member.
What one or two ideas have surfaced for you as a result of our discussions today?

- There are multiple areas to examine
- Steve found districts that made improvement
- Can have positive impact –leadership matters
- No one size fits all
- This has been going on for a long time…nothing really new
- The importance of stakeholders
- How to customize our work
- Critical component for identification of and associated traits
- Doing important work for the future
- Fairness
- We do know what highly effective leaders look like
- Like Danielson framework for opening dialogue between teachers and principals
- What is the nature of the Framework?
- Administrators have to be change agents
- There is a connection between leadership and school purpose
    - Equal opportunity
    - Equal outcome

Principal Effectiveness—Jan 4, 2012

Materials to Develop

A form for taking notes during the presentations that facilitates comparison and
Rubric for helping to evaluate the waiver document

Prereading Materials

Waiver Section 3A will be sent on Monday Jan 9th

Next Focus Group all-day Meetings

Feb 17th
March 16th
April 24th
May 17th - Review the final product

Next Meetings for Work Group

Jan 31st at 10:00 to noon Pacific (11:00 to 1:00 Mountain)
March 2nd at 10:00 to noon Pacific (11:00 to 1:00 Mountain)
April 4th at 10:00 to noon Pacific (11:00 to 1:00 Mountain)
May TBD

Agenda for Jan 20th

Opening and Introductions

Rob

Review of the TQ Document

Becky will create a rubric for use reviewing the Waiver
Christina will lead

Identifying Essential Elements

Reexamining the work from the last meeting and come to consensus on the essential elements for an administrator effectiveness system
Claire will lead

Review of the Waiver Section 3

Focus on examining the waiver requirements to know what must be incorporated into the framework
Christina will lead with help from Becky

What is happening in Idaho

Leading districts share the work that they have done so far regarding administrator evaluation. Allow 45 minutes for each presentation
Rob will lead

- Pocatello
- Nampa
- Blaine County

Guest Speaker

Claire will contact Washington to see if there is someone who can provide information about efforts in Washington State

Other possibilities

Claire will contact the TQ Center to see if they can address lessons learned from other states regarding Admin. Effectiveness, what works and what doesn't, who else has developed a framework document that could serve as a model

Wallace foundation of Vanderbilt

Consensus Building

Claire will lead

Next Steps

Review dates (Rob)
announce website (Becky)
Assignments—Gather input from constituents

Office of the
State Department
of Education

**Public
School Information**

**2010
Legislative
Report**

Idaho Teacher Performance Evaluation Task Force

Contact:
Nick Smith
Deputy Superintendent, School Support Services
(208) 332-6959
NWSmith@sde.idaho.gov

Idaho Teacher Evaluation Task Force

EXECUTIVE SUMMARY

The Fiscal Year 2009 public schools budget included $50,000 for the research and development of the Teacher Evaluation Task Force (See Addendum A: Fiscal Year 2009 Appropriation). The task force was comprised of key stakeholders from around the state who shared in the desire to improve education in Idaho by adopting a consistent set of statewide standards for teacher evaluation (See Addendum B: Teacher Performance Evaluation Task Force Members). The task force began meeting in May 2008 with the charge of "developing minimum statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho."

The scope of work for the task force was focused on examining and reviewing:

- Current Idaho law relating to teacher performance evaluations,
- Teacher evaluation models from around Idaho that were considered highly effective,
- The role of higher education in developing and training Idaho's teachers and administrators,
- National trends and practices in teacher supervision and evaluation.

The following report highlights the work completed by the Teacher Performance Evaluation Task Force, including key findings and recommendations for minimum statewide standards for teacher evaluation in Idaho as well as an overview of the technical assistance provided by the State Department of Education to Districts and Public Charter Schools on implementing these new standards.

OVERVIEW

Task Force Vision Statement:
To adopt a statewide research-based framework for a teacher evaluation system from which individual school districts will implement a fair, objective, reliable, valid and transparent evaluation process.

Task Force Goals:
Develop a teacher evaluation system that:

- Impacts teacher performance
- Incorporates multiple measurements of effectiveness and achievement
- Communicates clearly defined expectations
- Enhances and improves student learning
- Is universally applicable – equality and consistency for large and small across the state
- Has flexibility for unique situations within districts
- Is fair and consistent
- Includes formative and summative evaluations

- Includes self-evaluation/reflection

Task Force Work Completed:
The Teacher Performance Evaluation Task Force met seven times in person and once via conference call and Web from May 21, 2008 through January 8, 2009. The financial resources appropriated to the State Department of Education for the Teacher Performance Evaluation Task Force were primarily utilized for committee members' travel and associated costs. Other expenditures incurred by the task force included regional public meetings, administrative operating costs and consultant fees.

Although the task force discussed and debated pay-for-performance at several meetings, the task force members ultimately decided the scope of their work, as defined by the Legislature, did not include tying standards for teacher evaluation to teacher performance pay. In reviewing the charge established by House Bill 669 that created the Teacher Performance Evaluation Task Force, the members of the task force believed that their sole mission was "to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho."

To this end, the task force examined Idaho Code and Administrative Rules that govern teacher performance evaluations in Idaho to assist them in understanding where the gaps and inconsistencies existed in the system. They also invited faculty from Idaho's institutions of higher education to participate in a panel discussion focusing on administrator preparation programs and the standards that are being utilized to train Idaho's teachers.

In an attempt to understand the current practices in teacher performance evaluations around Idaho, the task force invited several school districts from across the state to present their teacher evaluation models. Those districts included Nampa School District, Castleford School District, Bonneville School District, Middleton School District, Meridian School District, Boise School District, Blaine County School District, and the Jordan School District in Utah. During these presentations, the task force members examined the advantages and disadvantages of each model and looked for common threads among the evaluation systems in an effort to develop statewide standards.

One of the most common threads was the use of Charlotte Danielson's Framework for Teaching domains and components of instruction. Dr. Danielson is a nationally recognized expert on school improvement and has authored numerous publications for the Association for Supervision and Curriculum Development. An educational consultant based in Princeton, New Jersey, she has worked at all levels of education. Much of Danielson's work has focused on teacher quality and evaluation, performance assessment, and professional development. Danielson developed the Framework for Teaching as a guide to help teachers become more effective and help them focus on areas in which they could improve. The framework groups teachers' responsibilities into four major areas, which are clearly defined, and then further divided into components that highlight the practice of effective teaching.

In an attempt to gain a better understanding of Danielson's work, Danielson presented a two-day training for task force members where she walked the task force through the different elements and stages of evaluation and facilitated task force discussions in the following areas:

- State control versus local control in an evaluation model,
- The balance between student achievement and teacher performance in an evaluation system,
- Necessary guidelines and distinctions between evaluation of new and veteran teachers,
- Professional growth and improved practice.

Key Findings:

1. Idaho has a lack of consistency, reliability and validity in measuring teacher performance. Both the standards and procedures by which teachers are being evaluated were found to lack consistency from one district to the next and often within a district from one school to another.

2. Many teachers have expressed concerns about the quality, fairness, consistency and reliability of teacher evaluation systems currently being used across the state.

3. Idaho has a number of school districts that have spent considerable resources to create robust research-based teacher performance evaluation models that have been developed with all stakeholders involved.

4. Administrator preparation programs located within Idaho's institutions of higher education must focus on more adequately preparing administrators for the supervision and evaluation of teachers in a purposeful, consistent way.

5. According to a survey conducted by the Idaho Education Association with a 77% response rate, a majority of Idaho's school districts are utilizing a teacher performance evaluation model that is based on Charlotte Danielson's Framework for teaching domains and components of instruction.

6. Idaho's Core Teaching Standards, which are used to train pre-service teachers and key to the ongoing professional development for practicing teachers, are clearly aligned with Charlotte Danielson's Framework for teaching domains and components of instruction.

Recommendations:

The Teacher Performance Evaluation Task force recommended the following actions to the Superintendent of Public Instruction, the Idaho Legislature, and the Governor. The Framework has since been approved by the State Board of Education and the House and Senate Education Committees.

1. As minimum standards for research-based teacher evaluation in all Idaho schools and districts, the task force recommends adopting the Charlotte Danielson Framework for Teaching domains and components of instruction.
    a. The domains and components include:
        i. Domain 1 – Planning and Preparation
        1a: Demonstrating Knowledge of Content and Pedagogy
        1b: Demonstrating Knowledge of Students
        1c: Setting Instructional Goals
        1d: Demonstrating Knowledge of Resources
        1e: Designing Coherent Instruction
        1f: Assessing Student Learning

        ii. Domain 2 – Learning Environment
        2a: Creating an Environment of Respect and Rapport
        2b: Establishing a Culture for Learning
        2c: Managing Classroom Procedures
        2d. Managing Student Behavior
        2e: Organizing Physical Space

        iii. Domain 3 – Instruction and Use of Assessment
        3a: Communicating Clearly and Accurately
        3b: Using Questioning and Discussion Techniques
        3c: Engaging Students in Learning
        3d: Providing Feedback to Students
        3e: Demonstrating Flexibility and Responsiveness
        3f: Use Assessment to Inform Instruction and Improve Student Achievement

        iv. Domain 4 – Professional Responsibilities
        4a: Reflecting on Teaching
        4b: Maintaining Accurate Records
        4c: Communicating with Families
        4d: Contributing to the School and District
        4e: Growing and Developing Professionally
        4f: Showing Professionalism

2. The task force recommends amending Idaho Code to require that category one contract teachers be included in the evaluation process (See Addendum C: Idaho Code 33-514 and Addendum D: Idaho Code 33-514A).

3. Amend Administrative Rule 08.02.02.120 Local District Evaluation Policy to include the following (See Addendum E: IDAPA 08.02.120):
    a. Districts must adopt or develop a research-based teacher evaluation model that is aligned to state minimum standards based on Charlotte Danielson's Framework for Teaching domains and components of instruction
    b. Each school district or public charter school's evaluation model must include:

i. A plan for ongoing training and professional development for evaluators/administrators and teachers on the district's evaluation standards, tool and process.
ii. A plan for funding ongoing training and professional development for administrators in evaluation
iii. A plan for collecting and using data gathered from the evaluation tool that will be used to inform and support continued professional development of both administrators and teachers.
iv. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement
v. A plan for including all stakeholders, including teachers, school board members and administrators, in the development and ongoing review of their teacher evaluation plan.

4. Adopt the following timeline for implementation of the new Idaho teacher performance evaluation standards:
    a. January 2009: Teacher Performance Evaluation Task Force will present recommendations to the Office of the Governor and members of the Idaho Legislature.
    b. Spring 2009: The Legislature will address any statutory changes during the 2009 session and corresponding administrative rule changes will be addressed after the Legislative session.
    c. Summer 2009: The Idaho State Department of Education will begin offering trainings and technical assistance on teacher performance evaluation standards. These trainings will be part of the technical assistance provided by the State Department of Education designed to assist school districts in the implementation of their new evaluation models.
    d. 2009-2010 school year: Districts and public charter schools will work with educational stakeholders to develop evaluation models.
    e. February 2010: Districts and public charter schools must submit their proposed models to the state for approval. The adopted model must be signed by representatives from the Board of Trustees, administrators and teachers. If a school district or public charter school is not prepared to submit their evaluation model and policy for review at this time, the State Department of Education must have evidence that you are making progress toward the fall 2011 implementation date. These districts and public charter schools must submit a letter outlining their progress thus far as well as a timeline for completion.
    f. Fall 2010: At a minimum, districts and public charter schools must begin piloting their approved Teacher Performance Evaluations:
        i. Districts and public charter schools will be required to submit an interim progress report to the State Department of Education regarding the implementation of their plans.
        ii. There will be a waiver process for districts and public charter schools that show evidence of progress but need additional time before piloting.

g. Fall 2011: Full implementation of the teacher evaluation model.

Technical Assistance Provided by the State Department of Education:
During the past year, the State Department of Education has worked to provide technical assistance to school districts and public charter schools in their efforts to implement the new teacher evaluation requirements. This technical assistance has included:

- The State Department of Education provided six regional workshops on the Charlotte Danielson Framework by utilizing existing state and federal dollars to fund the workshops. The workshops were designed for administrators and focused on giving administrators a deeper understanding of the Charlotte Danielson Framework and on how to use the framework for teacher evaluation purposes.

- The State Department of Education contracted with Educational Impact to provide online video-based professional development to every teacher and administrator in the State of Idaho on the Charlotte Danielson Framework. This online training was designed to educate all educators on the Danielson framework and to help teachers get more from their evaluations. This program was jointly produced by Charlotte Danielson and Educational Impact Inc. to allow teachers to see what the Danielson Framework components look like in real classrooms. Users will learn how to use the framework to enhance teaching performance. Each short video provides an example of a real teacher in an actual classroom. Following each video, Charlotte provides in-depth commentary on the teacher's performance, the components of the framework observed in the video, and other remarks regarding the instruction taking place in the classroom lesson. The goal of the program is to provide every Idaho teacher with an online tool that will allow them to view exemplary teachers in the classroom and model best practices.

- The State Department of Education has also contracted with Educational Impact to develop a custom online administrator training program that will educate administrators on how to use the Danielson Framework for evaluation purposes. The program will allow administrators to view video footage of a teacher in the classroom and evaluate the performance of that teacher. The results of the evaluation will then be compared to what Charlotte Danielson herself observed during the segment. This process is designed to develop validity and reliability between evaluators. The program will also cover topics of developing professional learning plans with teachers, having crucial conversations and setting up pre and post conferences for evaluation purposes.

- The State Department of Education has established a web site with links to sample district evaluation models, sample policy language, rubrics, evaluation tools and other guidance that can be utilized by districts as they work to develop their own model.

- The State Department of Education has already begun reviewing district teacher evaluation models for approval or recommendations for change. The State Department of Education has set a due date of February 26, 2010 for districts and

public charter schools to submit their Teacher Performance Evaluation models and policies. Each district's model and policy must be signed by representatives from the local Board of Trustees, an administrator representative and a teacher representative. If a school district or public charter school is not prepared to submit your evaluation model and policy for review at this time, the State Department of Education must have evidence that you are making progress toward the fall 2011 implementation date. These districts must submit a letter outlining their progress thus far as well as a timeline for completion.

- The State Department of Education has developed a document that is posted to our website that outlines Federal funding opportunities that districts currently have access to that can be used to provide professional development to both teachers and administrators on the districts teacher evaluation model and new state standards.

ADDENDUM A

Fiscal Year 2009 Appropriation:
HOUSE BILL NO. 669

SECTION 9. Of the moneys appropriated in Section 3 of this act, up to $50,000 may be expended by the Superintendent of Public Instruction to defray the costs associated with a Teacher Performance Evaluation Task Force. The Superintendent of Public Instruction shall appoint, convene and provide administrative support for said task force. The task force shall include the following members:

(1) Three superintendents, principals or public charter school directors;

(2) Three members of school district boards of trustees or public charter school boards of directors;

(3) Three classroom teachers, at least two of whom must be members of teacher associations.

The charge of this task force is to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho, and to present its written recommendations to the Governor, State Board of Education, and the standing Education Committees of the Idaho Legislature by no later than January 30, 2009.

ADDENDUM B

Teacher Performance Evaluation Task Force Members

Representative	Liz Chavez	Idaho House of Representatives, District 7
Head of School	Cody Claver	Idaho Virtual Academy
CEO, MED Management	Reed DeMourdant	Eagle
Special Assistant	Clete Edmunson	Office of the Governor
Chairman, Senate Education Committee	John Goedde	Idaho State Senate, District 4
Dean, College of Education	Jann Hill	Lewis and Clark State College
School Board Trustee	Wendy Horman	Bonneville School District
Teacher	Nancy Larsen	Coeur d'Alene Charter Academy
School Board Trustee	Mark Moorer	Potlatch School District
Parent	Maria Nate	Rexburg
Teacher	Mikki Nuckols	Bonneville School District
Chairman, House Education Committee	Bob Nonini	Idaho House of Representatives, District 5
President, Oppenheimer Development	Skip Oppenheimer	Boise
Principal	Karen Pyron	Butte County School District
Superintendent	Roger Quarles	Caldwell School District
Parent, PTA	Suzette Robinson	Blackfoot
Teacher	Dan Sakota	Madison School District
Post-Secondary/School Board Trustee	Larry Thurgood	BYU-Idaho
School Board Trustee	Mike Vuittonet	Meridian School District
Teacher	Jena Wilcox	Pocatello School District
Superintendent/Principal	Andy Wiseman	Castleford School District
President, Idaho Education Association	Sherri Wood	Idaho Education Association
Superintendent of Public Instruction	Tom Luna	State Department of Education

ADDENDUM C

33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT. (1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) There shall be three (3) categories of annual contracts available to local school districts under which to employ certificated personnel:

(a) A category 1 contract is a limited one-year contract as provided in section 33-514A, Idaho Code.

(b) A category 2 contract is for certificated personnel in the first and second years of continuous employment with the same school district. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than May 25. No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local board of the reasons or decision not to reemploy.

(c) A category 3 contract is for certificated personnel during the third year of continuous employment by the same school district. District procedures shall require at least one (1) evaluation prior to the beginning of the second semester of the school year and the results of any such evaluation shall be made a matter of record in the employee's personnel file. When any such employee's work is found to be unsatisfactory a defined period of probation shall be established by the board, but in no case shall a probationary period be less than eight (8) weeks. After the probationary period, action shall be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status. Notwithstanding the provisions of sections 67-2344 and 67-2345, Idaho Code, a decision to place certificated personnel on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in the employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. In all instances, the employee shall be duly notified in writing of the areas of work which are deficient, including the conditions of probation. Each such certificated employee on a category 3 contract shall be given notice, in writing, whether he or she will be reemployed for the next ensuing year. Such notice shall be given by the board of trustees no later than the twenty-fifth day of May of each such year. If the board of trustees has decided not to reemploy the certificated employee, then the notice must contain a statement of reasons for such decision and the employee shall, upon request, be given the opportunity for an informal

review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board.

(3) School districts hiring an employee who has been on renewable contract status with another Idaho district or has out-of-state experience which would otherwise qualify the certificated employee for renewable contract status in Idaho, shall have the option to immediately grant renewable contract status, or to place the employee on a category 3 annual contract. Such employment on a category 3 contract under the provisions of this subsection may be for one (1), two (2) or three (3) years.

(4) There shall be a minimum of two (2) written evaluations in each of the annual contract years of employment, and at least one (1) evaluation shall be completed before January 1 of each year. ~~The provisions of this subsection (4) shall not apply to employees on a category 1 contract.~~

ADDENDUM D

33-514A. ISSUANCE OF LIMITED CONTRACT -- CATEGORY 1 CONTRACT. After August 1, the board of trustees may exercise the option of employing certified personnel on a one (1) year limited contract, which may also be referred to as a category 1 contract consistent with the provisions of section 33-514, Idaho Code. Such a contract is specifically offered for the limited duration of the ensuing school year, and no further notice is required by the district to terminate the contract at the conclusion of the contract year.

ADDENDUM E

08.02.02.120. LOCAL DISTRICT EVALUATION POLICY.
Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching domains and components of instruction ~~are established~~. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (4-1-97)

01. Standards. Each district evaluation model will be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching domains and components of instruction.

a. Those domains and components include:

i. Domain 1 – Planning and Preparation:

(1) Demonstrating Knowledge of Content and Pedagogy

(2) Demonstrating Knowledge of Students

(3) Setting Instructional Goals

(4) Demonstrating Knowledge of Resources

(5) Designing Coherent Instruction

(6) Assessing Student Learning

ii. Domain 2 – Learning Environment

(1) Creating an Environment of Respect and Rapport

(2) Establishing a Culture for Learning

(3) Managing Classroom Procedures

(4) Managing Student Behavior

(5) Organizing Physical Space

iii. Domain 3 – Instruction and Use of Assessment

(1) Communicating Clearly and Accurately
(2) Using Questioning and Discussion Techniques

(3) Engaging Students in Learning

(4) Providing Feedback to Students

(5) Demonstrating Flexibility and Responsiveness

(6) Use Assessment to Inform Instruction and Improve Student Achievement

iv.Domain 4 – Professional Responsibilities
(1) Reflecting on Teaching

(2) Maintaining Accurate Records

(3) Communicating with Families

(4) Contributing to the School and District

(5) Growing and Developing Professionally

(6) Showing Professionalism

~~01~~. 02. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)

~~02~~. 03. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information:
(4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.

l. Funding – a plan for funding ongoing training and professional development for administrators in evaluation.

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.

o. A plan for including all stakeholder including, but not limited to, teachers, board members and administrators in the development and ongoing review of their teacher evaluation plan.

~~03~~. 04. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: (4-1-97)

a. First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. (4-1-97)

b. All renewable contract personnel will be evaluated at least once annually. (4-1-97)

~~04~~. 05. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

FEDERAL LAW PROHIBITS discrimination on the basis of race, color, national origin, gender, religion, age, disability, or marital or family status in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civic Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, ID 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle, WA 98174-1099, (206) 220-7880; fax (206) 220-7887.

120. LOCAL DISTRICT EVALUATION POLICY.
Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

a. Domain 1 - Planning and Preparation: (3-29-10)

i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)

ii. Demonstrating Knowledge of Students; (3-29-10)

iii. Setting Instructional Goals; (3-29-10)

iv. Demonstrating Knowledge of Resources; (3-29-10)

v. Designing Coherent Instruction; and (3-29-10)

vi. Assessing Student Learning. (3-29-10)

b. Domain 2 - Learning Environment: (3-29-10)

i. Creating an Environment of Respect and Rapport; (3-29-10)

ii. Establishing a Culture for Learning; (3-29-10)

iii. Managing Classroom Procedures; (3-29-10)

iv. Managing Student Behavior; and (3-29-10)

v. Organizing Physical Space. (3-29-10)

c. Domain 3 - Instruction and Use of Assessment: (3-29-10)

i. Communicating Clearly and Accurately; (3-29-10)

ii. Using Questioning and Discussion Techniques; (3-29-10)

iii. Engaging Students in Learning; (3-29-10)

iv. Providing Feedback to Students; (3-29-10)

v. Demonstrating Flexibility and Responsiveness; and (3-29-10)

vi. Use Assessment to Inform Instruction and Improve Student Achievement. (3-29-10)

d. Domain 4 - Professional Responsibilities: (3-29-10)

i. Reflecting on Teaching; (3-29-10)

ii. Maintaining Accurate Records; (3-29-10)

iii. Communicating with Families; (3-29-10)

iv. Contributing to the School and District; (3-29-10)

v. Growing and Developing Professionally; and (3-29-10)

vi. Showing Professionalism. (3-29-10)

02. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)

03. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. (3-29-10)

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. (3-29-10)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and

administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

04. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: (4-1-97)

a. First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. (4-1-97)

b. All renewable contract personnel will be evaluated at least once annually. (4-1-97)

05. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

Initiative and Selection Criteria

The Idaho Mentor Network (IMN) is a two-year intensive professional learning academy targeted at developing the capacity of Idaho's Public School Personnel to mentor educators new to the profession.

The intent is to develop Mentors who:

- are a resource for district identified mentees.
- use problem solving skills to support the mentee.
- are an instructional coach for mentees.
- can facilitate opportunities for mentee professional growth.
- will collaborate with mentors to improve personal practice and support of mentee.
- possess the skills to work with adult learners.
- promote a culture of support that included being a trusted listener.

Mentors are identified using the following rigorous selection criteria:

- Recommendation/approval from LEA.
- Application process and follow up interview.

Recognized in your organization as a change agent, an educator who has credibility among colleagues, and one that is currently a teacher leader or who show great potential as a teacher leader.

Idaho Mentor Network

Outcomes

As a result of the Idaho Mentor Network (IMN):

- Idaho's New Teachers will have access to mentors who have both the content knowledge and professional development skills to help education personnel broaden their knowledge base of research-based educational practices.
- Students will be engaged in more effective and authentic learning experiences that will result in improved academic achievement with greater success in school and future life experiences.
- State, district, and school mentoring policies and procedures will be in place to monitor and support continuous improvement of the instructional core providing strategies, interventions, and resources to all students and education personnel.

Purpose

The purpose of the Idaho Mentor Network Project (IMN) is to:

- help Idaho's educational system ensure a successful transition from pre-service into the teacher profession.
- develop teacher excellence and ensure that every student has an effective teacher.
- raise new teacher retention rates and satisfaction .
- improve the rigor and consistency of using multiple assessments to guide instruction that is differentiated to meet the diverse learning needs of students.
- build norms of collaboration, inquiry, data-driven dialogue and reflection using evidence.
- assure the parents and community that new teachers are being supported to attain high levels of professional competence.
- ensure that teacher professional development is individualized and based on Professional Teaching Standards and support the Common Core Standards.
- develop teacher leadership.
- ensure continuous program improvement through ongoing research, development and evaluation.

Delivery of Instruction	Curriculum/Content
Instruction will be delivered via a variety of formats: Face to Face: Participants will enroll in 3- 4 day Mentoring Workshop for graduate credit. Online Graduate Coursework: In addition, Special Education Mentors will enroll in a sequence of four online courses for University Credit that will result in a Consulting Teacher Endorsement from the State of Idaho. Video Conferencing: Participants will also engage in one day videoconferencing events throughout the school year. Mentors will meet at least 5 times using this method. Regional Consultants, Capacity Builders, Idaho Mentor Network staff, and New Teacher Center Staff will be involved in these one day events. IEN origination site will be the training room at SDE. IEN receiving sites will be: • BSU • UofI (Moscow/CDA alternating), • ISU Pocatello/Twin alternating).	Idaho currently has a contract with the New Teacher Center to deliver 5 Mentor Academies over an 18 month period. The Idaho Department of Education recognizes the Charlotte Danielson's ***Framework for Teaching*** (1996) as an important tool to assess teacher competency, and serve as a model for exemplary teaching. Therefore, Danielson's ***Framework for Teaching*** and the ***Idaho Core Teaching Standards*** are both referenced throughout the Mentor Academies *Year One* *Instructional Mentoring & Setting Professional Goals* (3 day in person workshop) – June 21 – 23 (SPED Mentors will stay through June 24th), 2011. *Coaching & Observational Strategies* (2 regional session delivered via IEN or Face to Face) September 15 & 16, 2011 *Analysis of Student Work* (2 day regional session delivered via IEN) November 17 & 18, 2011. *Differentiated Instruction* (2 day regional session delivered via IEN) March 15 & 16, 2012. *Year 2* *Planning and Designing Professional Development for New Teachers and Mentoring for Equity* (4 day in person workshop) – June 19 - 22, 2012 Continue coursework for Consulting Teacher Endorsement (see attached)

Responsibilities

SDE	LEA	Mentor	New Teacher Center
Travel, lodging, and per diem costs for participants for Summer Mentor Instructional Leadership Academy (2011). Meal and beverage service for attendees at monthly IEN video conferences. Cost of 3 graduate credits per year ($916.00). Write for Personnel Improvement Center Grant aimed at recruiting, preparing and retaining special education, early intervention and related services personnel. Provide grant for staff to coordinate Idaho Mentor Network.	Travel costs for participants to attend monthly IEN video conference at their local University. Cost of substitute while mentor is at Academies if needed.	100% attendance at all events. Grade B or better to earn stipend for Graduate Credit. Meet with Mentee at least monthly to practice skills.	Provide curriculum and deliver instruction for Cohort 1 2011- 2012. Provide consultation services to the State of Idaho so that they may begin to develop an sustainable mentor model for 2012 – 2013.

Graduate Certificate, Consulting Teacher Endorsement		
Course Number and Title	**Semester Offered**	**Credits**
ED-SPED 551 Tiered Service Delivery Model	Summer 2011	3
ED-SPED 559 Mentoring	Summer 2011	3
Choose one (1) set of three courses from the following:		
ED-SPED 552 Instructional Strategies	Spring 2012	3
ED-SPED 557 Universal Design and Assistive Technology	Fall 2011	3
ED-SPED 558 Data-based Decision Making and Assessment	Fall 2011	3
OR		
ED-SPED 517 School-wide Behavior Support Systems	Spring 2012	3
ED-SPED 518 Intensive, Individualized Behavior Support	Spring 2013	3
ED-SPED 554 Positive Behavior Support	Fall 2012	3
OR		
ED-ECS 511 Early Childhood Special Education Assessment and Evaluation	Fall 2011	3
ED-ECS 514 Early Childhood Special Education Methods	Spring 2012	3
ED-ECS 512 Behavior Support in Early Childhood	Fall 2011	3
OR		
ED-SPED 557 Universal Design and Assistive Technology	Fall 2011	3
Foundations of Secondary Transition	Spring 2012	3
Post-secondary Environments and Interagency Collaboration	Summer 2012	3
TOTAL		**15**

Consulting Teacher Endorsement (CTE) Core

Tiered Service Deli very Models: Essential components of a responsive instruction and intervention approach, including screening, instruction, intervention, progress monitoring and fidelity of implementation.

Mentoring: Skills and strategies for providing meaningful support and guidance to your fellow teachers, using a variety of coaching styles and mentoring techniques. Develop, implement, and analyze your own coaching plan to lay the foundation for your future as a leader and mentor.

General Special Education Coursework

Universal Design & Assistive Technology: This class will focus on developing an effective core instructional program through the use of Universal Design.

Instructional Strategies: This class focuses on research-based interventions in reading, writing and math to support implementation of Tier 2 activities within an RTI framework.

Data-based Decisions Making & Assessment: Screening, progress-monitoring, academic, behavioral and psychological assessments used to identify students with disabilities and monitor the efficacy of their programs.

Early Childhood Special Education Coursework

Positive Behavior Interventions and Supports in Early Childhood: This class will provide an introduction to positive behavior interventions and supports in early childhood settings with an emphasis on classroom-level implementation. Tier 1 data, systems and practices will be addressed as well as an introduction to Tier 2 and /Tier 2 data and practices.

EI/ECSE Assessments & Evaluation: This class will provide an introduction to assessment and evaluation in early intervention and early childhood special education. The focus will be on screening, eligibility, curriculum-based measurement, progress monitoring, and data-based decision-making.

ECSE Methods: This class will involve the application of a linked system of assessment, goal development, intervention and evaluation to provide services across developmental domains.

Positive Behavior Intervention and Supports (PBIS) Coursework

Positive Behavior Intervention and Supports: This class will provide an introduction to positive behavior interventions and supports in elementary, middle, and high school with an emphasis on classroom-level implementation. Tier 1 data, systems and practices will be addressed as well as an introduction to Tier 2 and /Tier 2 data and practices.

Intensive, Individualized Behavior Support: This class will focus on the data, systems and practices necessary to provide high quality intensive, individualized interventions to students who display chronic problem behavior. Specific content will address functional behavioral assessment and the development of individualized behavior support plans.

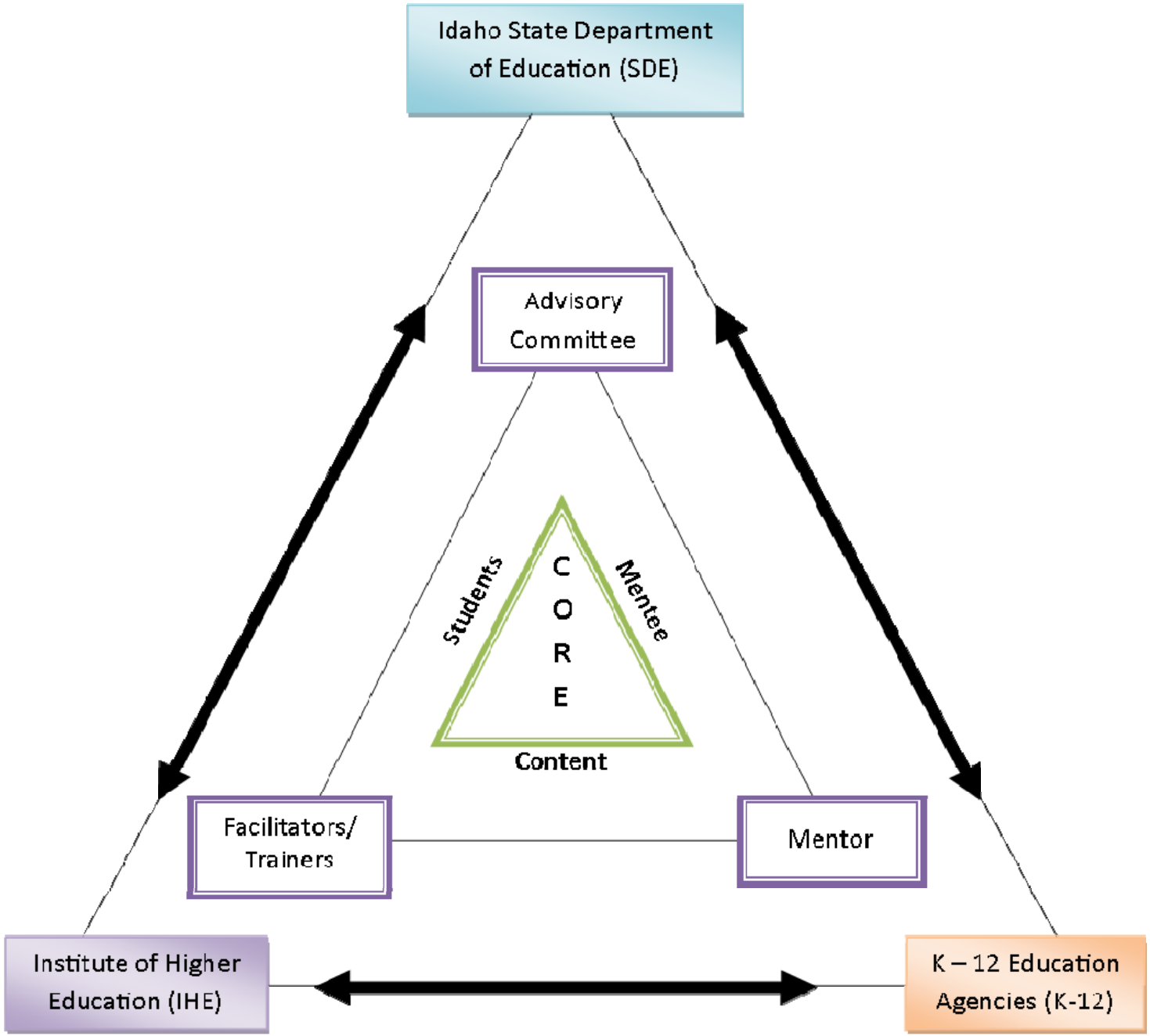
School-wide Behavior Support Systems: This class will focus on school-wide systems of behavior support. Emphasis will be placed on the data, systems and practices necessary across a three-tiered model of behavior support. Students will learn about the readiness requirements, process and considerations for systems-level implementation.

Secondary Transition Coursework

Universal Design & Assistive Technology: This class will focus on developing an effective core instructional program through the use of Universal Design.

Foundations of Secondary Transition: This class will focus on the essential components of career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements, comprehensive transition assessment, person centered planning, and issues and trends in transition education and services.

Post-secondary Environments and Interagency Collaboration: This class will focus on the skills and strategies for providing meaningful support to transition aged youth with disabilities. Emphasis is placed on Interagency collaboration, post-secondary education supports and services, self-determination, and employment and vocational models.


Idaho State Department of Education (SDE)
Advisory Committee
Students
C O R E
Mentee
Content
Facilitators/ Trainers
Mentor
Institute of Higher Education (IHE)
K – 12 Education Agencies (K-12)

EXPECTATIONS

Mentee will:

- Self-reflect.
- Describe areas of strengths and weaknesses.
- Ask for help.
- Be open to suggestions to improve instruction.
- Create an environment that welcomes the mentor and fosters an open dialogue for improvement.

Mentor will:

- Become a resource for district identified mentees.
- Use problem solving skills to support the mentee.
- Advocate for the mentee.
- Facilitate opportunities for mentee professional growth.
- Collaborate with mentors to improved personal practice and support of mentee.
- Coach mentees.
- Participate in activities that promote depth of knowledge.
- Promote a culture of support that includes being a trusted listener.

Facilitators/Trainers will:

- Train mentors statewide.
- Model best teaching practices.
- Facilitate the professional learning community among mentors and mentees.

Idaho State Department of Education:

- Provide vision and leadership to support the Idaho Mentor Network Framework.
- Create and implement policies, practices, and procedures that promote the Idaho Mentor Network Framework.
- Dedicate resources to support polices practices and procedures.
- Operationalize Idaho Mentor Network Framework.
- Optimize coordination of services/resources to highest need districts.
- Operationalize statewide evaluation of overall effectiveness.

Program Coordinator will:

- Create rigorous mentor selection process based on qualities of an effective mentor.
- Create and provide ongoing professional development and support for mentors.
- Create a framework that supports a multiyear process.
- Secure funds from the SDE to support process for 3 to 5 year process.
- Collaborate with all stakeholders.
- Research and evaluate program effectiveness.
- Schedule trainings and learning opportunities for Mentors.
- Facilitate the professional learning community among mentors and mentees.

Institute of Higher Education (IHE) will:

- Develop course content to support identified areas of need (RTI, PBIS, ECSE, ST) that can be used by SESTA for professional development content and presentations.
- Deliver courses created for credit (face to face and online).
- Provide input on policy as requested from SDE.
- Research and evaluate program effectiveness as requested.

K-12 Education Agencies (K-12) will:

- Provide administrative support that fosters mentor/mentee participation in the Idaho Mentor Network.
- Create a positive school climate for the support of the program's activities and participate in the ongoing efforts of the Idaho Mentor Network.
- Foster a local network to support the efforts of the Idaho Mentor Network Framework.
- Support mentor/mentee through policies, procedures, practices and incentives that support participants.
- Identify teachers that need support through the use of district evaluations based on the Danielson Framework.

Advisory Committee will: (SESTA, SDE, SSOS, Facilitator, Mentor, Mentee, NTC)

- Provide a platform for stakeholders to provide feedback.
- Meet bi-annually to evaluate program success.

Idaho Mentor Program Standards & Danielson's Framework for Quality Teaching will:

- Provide vision and guidelines for the design and implementation of a high-quality mentor training program for beginning teachers.

Leading the Framework for Teaching

Project: ***Idaho Mentor Network***
Team Members: ***Jacque Hyatt, Becky Martin, Teresa Burgess, NTC, Christina Linder, Carol Carnahan***
Funding Source: SPDG Grant
Purpose: The Idaho Mentor Network (IMN) supports the development and implementation of quality mentor programs in Idaho that mentor educators new to the profession.
Method of Delivery: 5 2 day mentor academies delivered over 18 months in a face to face format utilizing the New Teacher Center program and staff.

Action Steps *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?* *(Day/Month)*	**Resources/Barriers** A. Resources available/needed B. Barriers present/perceived	**Communications Plan** *Who is involved?* *What methods?* *How often?*
Step 1: Confirm time for NTC sharing a the IHE Meeting on February 1st	**Christina**	**January 15th**	**Waiting for schedule change for other agenda items means we won't know if we have a morning slot or an afternoon slot.**	**Christina will email info to team members as soon as it is available so Becky and Jacque can schedule some planning time with NTC staff**
Step 2: **Idaho IHE Partnership Meeting February 9th and 10th** • **Set agenda** • **Schedule room (Barbara Morgan)** • **Identify districts** • **Invite Districts**	**Agenda set ☺** **9th IHE only morning of 10th IHE & K12 afternoon of 10th is K12** **Room booked ☺** **Compile list of districts and personnel who have participated in**	**December 22nd ☺**	**Agenda for February 9th and 10th** **List of districts to invite to Feb 9th & 10th** **Letter to districts inviting them to 9th**	**Katie set a tentative agenda, Katie booked room** **Teresa and Joe compiled list and emailed to team on December 22nd ☺**

	the IMN since 2006. **Review list and Invite (Jacque and Christina)**	**January 3rd**	**and 10th meeting**	**Email districts invited and letter to team when completed.**
Step 3: **How do we assess what mentors in the current cohort are doing?** **How do we get mentors in our current cohort mentoring?** **Define instructional coach and mentor** **Look at district systems across the state** **Look at School Improvement plans**	**Jacque, Becky, Teresa, and Carol will meet to determine how these questions can be answered and contract will be put in place for Carol to assist.**			
Step 4:			**A.** **B.**	
Step 5:			**A.** **B.**	

Project: ***Danielson for Professional Practice Project***
Team Members: ***Jacque, Becky, Christina, Teresa, Joanie, Kathleen, Carol***

Purpose: ***Jacque needs to define purpose of this project in Jacqueees ☺***

Action Steps *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?* *(Day/Month)*	**Resources/Barriers** C. Resources available/needed D. Barriers present/perceived	**Communications Plan** *Who is involved?* *What methods?* *How often?*
Step 1: **Develop 4 day Peer Coaching Training**	**Kathleen, Joanie, Carol, Jacque**	**December 22nd ☺**	**Delivery of training. How, when, where? All to be determined after IHE and K12 partnership meetings in February.** **Possible Summer Institute** **3 days in June** **1 follow up**	**Carol and Jacque meet and worked with Kathleen and Joanie to develop outline for 4 day training and Kathleen and Joanie will deliver training binders in December of 2011.**
Step 2: **Schedule IMN Meeting for March 9th in the afternoon.** **Set delivery schedule for Peer Coaching**	**Jacque**	**March 14th**		**Jacque will email training dates after our IMN on March 15th**
Step 3: **Summer eMSS training**	**Carol and Becky**			

Step 4:			**A.** **B.**	
Step 5:			**A.** **B.**	

Project: ***Danielson for Evaluation Project***
Team Members: ***Becky Martin, Christina Linder, Teresa Burgess, Kathleen Hanson, Joanie Peterson, Rob Sauer***
Funding Source: ***Title IIA***
Purpose: ***Alignment to Danielson and promotion of Interrater Reliability and Fidelity throughout the state for teacher evaluations.***
Target Audience **Administrator, principals, evaluators, teacher leaders**
Objective: **To provide statewide trainings for all evaluators concerning proficiency assessment for Danielson Framework.**
Method of Delivery and outcome:

Phase 1: 2011 -12 & 2012 2013(Fall) Statewide face to face 4 day regional trainings delivered by Joanie Peterson and Kathleen Hanson

Phase II: 2012-2013 – Spring - Online followup

Phase III: Proficiency Exam – Statutory Change??? – Change Board Rule? Implement for recertification 2015 – 2020 – School Board push??

Hope is to have Recertification by 2015-2020

Action Steps *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?* *(Day/Month)*	**Tasks and Resources/Barriers** E. Resources available/needed F. Barriers present/perceived	**Communications Plan** *Who is involved?* *What methods?* *How often?*
Step 1: **Develop 4 day training**	**Katheleen Hanson and Joanie Peterson**	**12/19/2011**		**Completed**
Step 2: • **Contracts for trainer** • **Schedule training**	**Christina**	**January 17th**	**Schedule trainings:** **Region 3: January 18th, March 8th, April 19th, June 14th**	**Teresa, Becky, Christina**

• **Invite districts**			**Pocatello: January 20th, March 6th, April 24th** **June 7th**	
Step 3: **Preassessment of each district attending training for day 1 – Teachscape Proficiency Online preassessment**	**Becky**		**Contact Joanie and Kathleen to see if any survey was done for CDA Content vs. practice**	**Christina, Teresa, Becky will take the pre-test to see how they can use that with this training to collect data.**
Step 4: **Create an evaluation for training**		**Completed**	**Locate evaluation and review for data points**	
Step 5: **Measure Impact and Write Project Report**	**Becky & Chrstina**			
Step 6: **Plan for Phase II and Phase III**	**Team**		○ Basic Danielson Framework and observation and testing interrater reliability • Districts should come knowing the basics of Danielson – content knowledge – make available online – book study • How can we do pre-assessments so we can differentiate the instruction and build choice and buy-in? • How can we deliver the Basic Danielson Training and Observation Training online? ISEE & IEN???? • Administrator Evaluation Focus Groups – Show Teachscape	**Team meetings quarterly**

			capabilities Phase III Proficiency Exam – Statutory Change??? – Change Board Rule? Implement for recertification 2015 – 2020 – School Board push??	
			How many years have you been using Danielson? **Multiple measures**	

NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

Alternative Measures of Teacher Performance

MAY 2011

Policy-to-Practice Brief

The American Recovery and Reinvestment Act and the Race to the Top grant program have pushed states and districts to invest in the development of high-quality teacher evaluation systems that focus on student growth data as a measure of teacher effectiveness and use multiple measures to inform critical decisions relating to opportunities for teacher improvement and career advancement.

Policy-to-Practice Brief

Alternative Measures of Teacher Performance

May 2011

Amy Potemski
Mahua Baral
Cassandra Meyer

With Lisa S. Johnson, Ed.D.
and Sabrina W. M. Laine, Ph.D.

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THE CHANGING POLICY LANDSCAPE

The American Recovery and Reinvestment Act (ARRA) of 2009 funneled an unprecedented amount of federal funding to education initiatives through a variety of funding streams. By now, most education stakeholders are aware of the four primary assurances outlined in ARRA and made available to states through the Race to the Top competitive grant:[1]

- "Adopting standards and assessments that prepare students to succeed in college and the workplace to compete in the global economy."
- "Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction."
- "Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most."
- "Turning around our lowest achieving schools" (U.S. Department of Education, 2009, p. 2).

Since the passage of ARRA, these assurances have driven changes in state legislation, especially as states prepared to participate in the Race to the Top competitive grant program. In a review of the 41 applications submitted for Phase I of Race to the Top, Learning Point Associates (2010b), an affiliate of American Institutes for Research, found that 29 (71 percent) of the 41 applications submitted by states and the District of Columbia included descriptions of recently passed legislation or intentions to introduce legislation in support of Race to the Top program priorities. Specific to teacher evaluation, a total of 11 states passed, or expressed an intention to pass, legislation related to teacher evaluation in the following key areas: prescribing measures to evaluate teachers (7 states), prescribing the use of evaluation data (2 states), and prescribing both measures to evaluate teachers and the use of evaluation data (2 states).

Although most new state laws focused on the use of student achievement data to assess teacher performance, another common theme in the legislation was the redesign of educator evaluation systems at the state and district levels, including the stated use of observation rubrics and other measures of teacher performance (Learning Point Associates, 2010b).

In addition to ARRA, the Common Core State Standards movement, spearheaded by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), provides states with an additional incentive to agree on definitions for the essential knowledge and skills necessary to the future success of K–12 students. NGA and CCSSO worked collaboratively with states, educators, content experts, researchers, national organizations, and community groups to ensure that stakeholders had a significant role in the development process. Forty-one states, the District of Columbia, and the U.S. Virgin Islands have adopted the Common Core State Standards.[2] Currently, state standards are available in mathematics and English language arts, which also include literacy in history/social studies, science, and technical subjects. NGA and CCSSO also consider the application of the standards to English learners and students with disabilities.

This Policy-to-Practice Brief introduces five current examples of measures of teacher performance. The goal is to assist regional comprehensive centers and state education agencies in building local capacity to incorporate the use of alternative measures of teacher performance into the overhaul of state evaluation systems—especially in states with looming legislative deadlines.

[1] For a complete listing of education programs under ARRA as well as links to regulations, guidance, and resources provided by the U.S. Department of Education, visit *http://www.ed.gov/recovery.*

[2] For more information on the states and territories that have adopted the Common Core State Standards as well as links to the detailed standards, guidance, and other resources, visit *http://www.corestandards.org.*

THE IMPORTANCE OF ALTERNATIVE MEASURES OF TEACHER PERFORMANCE

ARRA and the Race to the Top grant program have pushed states and districts to invest in the development of high-quality teacher evaluation systems. Such systems have two specific elements:

- A focus on student growth data as a measure of teacher effectiveness
- Multiple measures to inform critical decisions relating to opportunities for teacher improvement and career advancement (e.g., promotion, tenure, equitable distribution, compensation).

Historically, most states and districts have used classroom observations as the primary tool to assess teacher performance (Brandt, Thomas, & Burke, 2008; Weisberg, Sexton, Mulhern, & Keeling, 2009). Although classroom observations—in combination with student growth measures—provide multiple data points on teacher performance, additional alternative measures also should be considered to ensure a robust teacher evaluation system that captures the many facets of effective teaching.

Alternative measures can take many forms, from student engagement surveys to teacher portfolios. It is beyond the scope of this brief to cover every alternative measure to assess teacher effectiveness; however, the brief highlights five measures that are included in the online *Guide to Teacher Evaluation Products* (National Comprehensive Center for Teacher Quality, 2010) as examples of alternative measures that have potential for use in teacher evaluation.

In a review of teacher evaluation reforms proposed in state Phase 1 Race to the Top applications, Learning Point Associates (2010a) found that in addition to student growth measures, states also discussed plans to develop multiple measures of teacher performance beyond student learning. Although most state applications included references to observation rubrics, some states also described other measures of teacher performance in their applications, including the following (Learning Point Associates, 2010a):

- A review of classroom artifacts or portfolios submitted by the teacher
- Teacher planning, instructional, and assessment artifacts (6 states)
- Teacher self-reflection portfolios (5 states)
- Examples of student work (3 states)
- Provisions for peer review and feedback (6 states)
- Student reflections and feedback (5 states)
- Teacher participation in professional development (1 state)
- Follow-up work on teacher adaptation of classroom practices in response to feedback from formal and informal observations (1 state).

Defining Effectiveness

Understanding that student growth measures on their own have limitations for determining "effective" and "highly effective" designations for teachers and leaders, the U.S. Department of Education (2009) has reinforced the need to include multiple measures of teacher performance as the most robust approach to fully capturing classroom practice (See "Definitions of Effective and Highly Effective Teachers").

DEFINITIONS OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

The U.S. Department of Education (2009, p. 12) provides the following definitions of effective and highly effective teachers:

> ***Effective teacher*** means a teacher whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs [local education agencies], or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.
>
> ***Highly effective teacher*** means a teacher whose students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

In its 2008 review of existing research on evaluating teacher effectiveness, the TQ Center introduced a five-point definition of *teacher effectiveness* that was intended to initiate state and regional conversations on the types of measures that might be needed to determine effective classroom teaching (Goe, Bell, & Little, 2008). The TQ Center's definition recognizes the primacy of student growth data, but it also highlights additional important aspects of teaching, many of which are not currently measured through teacher observations or student learning growth measures. This definition highlights a specific need for alternative measures of teacher performance to determine effectiveness.

Given the significant policy focus on reforming state and local teacher evaluation systems that include multiple measures of teacher performance, there is a clear need for the following:

- The development of products and services that provide alternative measures of teacher performance
- Widespread dissemination of the products and services for states to respond to legislative initiatives implemented since the passage of ARRA

"The five-point definition of *teacher effectiveness* consists of the following:

- Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure." (Goe et al., 2008, p. 8)

EXAMPLES OF ALTERNATIVE MEASURES

States and districts recently have begun to implement teacher evaluation reforms. Table 1 provides information on five alternative measures of teacher performance that might be used to supplement growth measures and observation rubrics. (For additional information about these measures, refer to Appendixes A–E.)

Table 1. Five Alternative Measures of Teacher Performance

Alternative Measure Product or Service or Service	Developer	Type of Information Gathered	Cost of Product
Gallup Student Poll	Gallup Inc. America's Promise Alliance American Association of School Administrators	The poll is administered to students in Grades 5–12. The poll measures three variables identified as key factors that drive students' grades: hope, engagement, and well-being.	Registered public schools and districts can use this measure at no cost.
Scoop Notebook	National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the Center for the Study of Evaluation (CSE) RAND Corporation Stanford University	This measure uses artifacts and related materials to represent classroom practice. Artifacts and other materials can include the following: lesson handouts; student classwork; homework; photos of classroom layout, equipment, and board work; teacher reflections on each lesson.	States may use publically available research and resources to implement this measure in their schools at no cost. To receive expert assistance to use the tool, states may negotiate pricing with the developers.
Surveys of Enacted Curriculum (SEC)	Council of Chief State School Officers (CCSSO) Wisconsin Center for Education Research (WCER)	Teachers report information on subject coverage, length of time spent on topics, and cognitive depth covered in their classroom instruction through an online survey. Teachers as well as school, district, and state leaders can use this information to inform professional development and assess the extent to which teacher instruction aligns with state standards and assessments.	Cost for tools and services varies and is determined by CCSSO and WCER on a case-by-case basis.
Teacher Portfolios	Varies, based on specific example (See Appendix D.)	Teachers pull together portfolios that can include the following: · Video clips · Lesson plans · Teacher self-assessments or evaluations · Examples of student work	Costs vary, depending on whether portfolios are developed in-house or with consultant. (See Appendix D for more details.)

Alternative Measure Product or Service or Service	Developer	Type of Information Gathered	Cost of Product
Tripod Surveys	Harvard University	This measure consists of surveys for students, teachers, and parents. The surveys identify attitudes, perceptions, experiences, and classroom practice related to teacher content knowledge, pedagogical knowledge, and relationships between teachers and students. The surveys examine the Seven C's of teacher quality: · Care about students · Control of student behavior · Captivating students · Clarifying lessons · Challenging students academically · Conferring with students · Consolidating knowledge	Costs vary, and consultation services are customized based on client needs.

For additional information, please refer to the online *Guide to Teacher Evaluation Products* *(www3.learningpt.org/tqsource/GEP/)* and Appendixes A–E.

The products and services included in Table 1 align with the types of alternative measures specified in some of the state Race to the Top applications, such as review of classroom artifacts or portfolios; teacher planning, instructional, and assessment artifacts; teacher self-reflection portfolios; examples of student work; provisions for peer review and feedback; and student reflections and feedback (Learning Point Associates, 2010a). The products and services were selected from the range of products available in more detail in the TQ Center's online *Guide to Teacher Evaluation Products* (2010).

RESEARCH ON ALTERNATIVE MEASURES

Although further evaluation and research is needed to fully understand the best way to fit these measures into teacher evaluation practices, Table 2 provides a short synopsis of the advantages and challenges identified by currently available research.

Table 2. Advantages and Challenges of Alternative Measures

Measure of Teacher Performance	Research Cited*	Advantages	Challenges
Gallup Student Poll	America's Promise Alliance (2010) Gallup Consulting Education Practice (2009) Lopez (2010) Lopez, Agrawal, and Calderon (2010)	The poll is available through a secure, online administration website. Students can complete the poll in less than 10 minutes. For a fee, Gallup provides analysis of the data that correlate survey results with grade-level or classroom-level gains.	The poll is not an alternative measure for all students, as it is not available before Grade 5. The poll requires Internet access.
Scoop Notebook	Borko, Stecher, Alonzo, Moncure, and McClam (2005) Borko, Stecher, and Kuffner (2007) Stecher et al. (2005)	This measure can increase teacher commitment to the evaluation process. Schools and districts may be able to better address the professional development needs of teachers with the critical information gleaned from this measure. This measure may assist teachers in analyzing student work in professional learning communities.	Only mathematical and science rating guides are currently available. It might be difficult to develop as a rigorous and comparable measure of teacher effectiveness as part of a high-stakes evaluation system. It may not be useful as a measure in classrooms that produce minimal artifacts (e.g., physical education). This approach takes time and effort to complete.
Surveys of Enacted Curriculum	Blank (2004) Blank, Porter, and Smithson (2001) Council of Chief State School Officers (2004) Council of Chief State School Officers (2010)	The SEC collect a large amount of information on teacher practice. The SEC report on instructional practice across a school year, which can be difficult information to obtain through other types of evaluation measures.	This measure relies on teacher self-reporting, which may not be accurate. This measure requires training for teachers and administrators to view and understand the data to be used most effectively.

Measure of Teacher Performance	Research Cited*	Advantages	Challenges
Teacher Portfolios	Goe, Bell, and Little (2008) Little, Goe, and Bell (2009) National Comprehensive Center for Teacher Quality (2010)	Teachers collect and reflect on evidence across various activities, which encourages a perspective on teaching beyond the classroom. If conducted collaboratively, this measure can create a more cohesive teaching team. Receiving and providing support to colleagues may promote professional growth. This measure can be conducted in an online format or through a physical collection of artifacts.	Feedback is time-sensitive. It is best to apply this measure over the course of a year; however, it is difficult to regulate. There is tension between using evidence as part of an evaluation or for professional growth.
Tripod Surveys	Bill & Melinda Gates Foundation (2010) Ferguson (2002a) Ferguson (2002b)	This measure can be used to report otherwise unobservable factors that may affect teaching, such as knowledge, intentions, expectations, and beliefs. The surveys provide the unique perspective of the teacher as well as the perspective of students, who have the greatest amount of experience with teachers. This measure can provide formative information to help teachers improve practice in a way that connects with students. This measure makes use of the perspective of students who may be as capable as adult raters of providing accurate ratings.	This measure relies on teacher self-reporting, which may not be accurate. Students cannot provide information on certain aspects of teaching, such as a teacher's content knowledge, curriculum fulfillment, or professional activities.

*For full references, see Appendixes A–E.

As evidenced in Table 2, each measure has distinct advantages and implementation challenges. In some cases, such as the Gallup Student Poll and the Tripod Surveys, the relatively small cost of implementation is advantageous. However, it is also important to take into account the state's or district's specific teacher evaluation needs.

CONCLUSION

As state and district efforts continue to focus on teacher evaluation system reform, it is necessary to explore options for the gradual inclusion of multiple measures of performance to accurately evaluate teacher effectiveness. As state and district staff consider the five alternative measures presented in this brief, they should reflect on the following questions:

- What teaching standards is the system trying to measure?
- What kind of support can the state provide to LEAs for implementation?
- How will the evaluation system be used?
  - Guiding professional development
  - Certification or tenure decisions
  - Teacher career ladders
  - Alternative compensation programs
  - Addressing the inequitable distribution of teachers

For a more in-depth look at making decisions regarding state and district teacher evaluation systems, see the *Practical Guide to Designing Comprehensive Teacher Evaluation Systems (http://www.tqsource.org/publications/practicalGuideEvalSystems)*. This guide walks states and districts through questions that are essential to the development and implementation of a high-quality, comprehensive teacher evaluation system.

The advantages and implementation challenges of the alternative measures presented in this brief directly relate to the type of outcomes affected by the evaluation system. States and districts should carefully review examples of each measure in practice and determine the appropriate measures in the context of their school systems.

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APPENDIXES

APPENDIX A. GALLUP STUDENT POLL

Developer of Product and Services

The Gallup Student Poll was designed by Gallup Inc., in partnership with America's Promise Alliance and the American Association of School Administrators.

Description of Product and Services Available

In 2009, Gallup Inc. launched the Gallup Student Poll, a school-based online survey for students in Grades 5–12 that measures three variables: hope, engagement, and well-being. Gallup Inc. defines *hope* as "the ideas and energy students have for the future," *engagement* as a student's "level of involvement in and enthusiasm for school," and *well-being* as "how students think about and experience their lives" (see America's Promise Alliance, 2010, listed in the Research and Resources section at the end of this appendix). Through extensive research, these three variables were identified as key factors that drive students' grades, achievement scores, retention, and future employment. Furthermore, research has revealed that the variables are linked to teacher talent and teacher engagement; staff and student engagement have been shown to drive positive outcomes and explain variance in school performance (see Gallup Consulting Education Practice, 2009, listed in the Research and Resources section).

The survey is administered once during each school year. Students can access the survey on a secure website using a registered account. The survey takes, on average, less than 10 minutes to complete. In addition to several demographic questions (e.g., age, grade, gender), students are asked 20 core questions about their perspectives related to their home, school, and community lives. Survey questions were first developed in 2006 and have since been reviewed and refined based on additional research, focus group feedback, and psychometric studies conducted from 2008 to 2010. Studies include a 2008 expert review of items, pilot studies in 2008 and 2009, representative panel studies in 2009 and 2010, and a 2009 validation study.

In 2009 and 2010, more than 450,000 students from across the country took the survey. Data from the survey have been used by schools and districts to build student and staff engagement and to provide information on how to select strategic initiatives, trainings, and interventions.

Training for Use of Product and Services

Gallup Inc. has developed a webinar series to communicate information about the Gallup Student Poll to educators and community leaders. The webinars are free and are offered throughout the year. For a schedule of upcoming webinars, please visit the *Online Learning & Webinars* webpage *(www.gallupstudentpoll.com/121688/Online-Learning-Webinars.aspx).*

Cost of Product and Services

The survey is free for registered public schools and districts.

Advantages and Implementation Challenges

Advantages

- Free of charge.
- Available online through a secure website.
- Takes less than 10 minutes to complete.

Implementation Challenges

- Not available for students prior to Grade 5.
- Requires computers with Internet access.

How States Can Get More Information

States can get more information at the Gallup Student Poll website *(www.gallupstudentpoll.com)*. Technical support, provided by Gallup Inc. is available by phone (866-346-4408) Monday through Thursday from 7 a.m. to 7 p.m. and Friday from 7 a.m. to 5 p.m. (Central Time).

Research and Resources

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APPENDIX B. SCOOP NOTEBOOK: EXAMINING CLASSROOM ARTIFACTS

Developer of Product and Services

The Scoop Notebook was developed by the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the Center for the Study of Evaluation (CSE); RAND Corporation; and Stanford University.

Description of the Product and Services Available

The Scoop Notebook is a protocol for gathering and rating the quality of middle school mathematics and science classroom artifacts. It was developed through a five-year project funded through CRESST. The goal of the project was to use artifacts and related materials to represent classroom practice well enough that a person unfamiliar with a teacher or lessons can make valid judgments about selected features of practice solely on the basis of those materials. Moreover, there are two potential uses of the Scoop Notebook: as part of a system of multiple measures to characterize teacher effectiveness or as a formative tool for teacher professional development.

During the course of one week, teachers collect artifacts and other materials (e.g., lesson handouts; student classwork; homework; photos of classroom layout, equipment, and board work; teacher reflections on each lesson) and put them in a binder called the "Scoop Notebook." (Articles and studies listed in the Research and Resources section at the end of this appendix provide detailed instructions on creating the binders and using rubrics to analyze artifacts.) Rating guides for the notebook are based on previous research, the National Science Education Standards, and Principles and Standards for School Mathematics. Although the tool was developed and field-tested in middle school classrooms, the developers believe it is appropriate for other grade levels as well.

During the five-year project, developers have conducted numerous studies to develop, refine, and test the reliability and validity of the product (see the Research and Resources section at the end of this appendix). Between 2003 and 2007, the Scoop Notebook was tested and used successfully in 36 middle schools in Los Angeles and Denver. Because the tool is publicly available, it may be used in multiple schools and districts beyond the developers' knowledge.

Training for Use of Product and Services

The Scoop Notebook can be used without training. All materials and guidebooks are available online at no cost to the user. Questions concerning the specific use of the notebook can be addressed to the developers listed in the How States Can Get More Information section.

Cost of Product and Services

States may use publically available research and resources (see the Research and Resources section) to implement the Scoop Notebook in their schools, free of cost. To receive expert assistance to use the tool, states may negotiate pricing with the developers (see the How States Can Get More Information section).

Advantages and Implementation Challenges

Advantages

- Free online; additional expert assistance available for a fee.
- May increase teacher commitment to the evaluation process.
- May provide schools and districts critical information to better address professional development needs of teachers.
- May assist teachers in analyzing student work in professional learning committees.

Implementation Challenges

- Currently, only mathematics and science ratings guides available.
- May be difficult to develop as a rigorous and comparable measure of teacher effectiveness.
- May not be useful for a measurement of classrooms that produce minimal artifacts (e.g., physical education).
- Takes time and effort to complete.

How States Can Get More Information

States can get more information from the developers of the product:

- Dr. Hilda Borko (650-723-7640, hildab@stanford.edu)
- Dr. Brian Stecher (310-393-0411, brian_stecher@rand.org)

Research and Resources

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APPENDIX C. SURVEYS OF ENACTED CURRICULUM

Developer of Product and Services

The *Surveys of Enacted Curriculum* (SEC) were developed by the Council of Chief State School Officers (CCSSO) and the Wisconsin Center for Education Research (WCER).

Description of Product and Services Available

The SEC are online surveys that ask teachers to report information on subject coverage, length of time spent on topics, and cognitive depth covered in their classroom instruction. Teacher results can be compared with the content included in state standards and state assessments.

Using aggregated information from several teachers, administrators at the school, district, and state levels can identify the extent to which teacher instruction aligns with state standards and state assessments and use this information to inform professional development and school improvement. By tracking this information over time, the SEC can provide feedback to schools, districts, and states on program implementation.

Individual teachers also can review their practice and compare it with standards and the results of other teachers in their school or district. Consequently, it is possible for SEC data to be part of the information that teachers consider when self-evaluating their performance.

This tool was designed for Grades K–12 mathematics, science, and language arts teachers. Mathematics and science surveys were written and field-tested from 1994 to 1998, with English language arts surveys and reports developed from 2002 to 2003. Eleven states are part of the SEC State Collaborative on Assessment and Student Standards: Arkansas, Idaho, Indiana, Iowa, Kansas, Mississippi, Missouri, Montana, Ohio, Oregon, and Wisconsin.

The final report of the SEC, a study of the mathematics and science measures across 11 states, was funded through a grant by the National Science Foundation and published in 2001. It includes information on measure validity and ways to mitigate issues related to teacher self-reporting on practice (see Blank, Porter, & Smithson, 2001, listed in the Research and Resources section at the end of this appendix).

The Common Core State Standards recently were analyzed for their content, and the results are publically available (see Council of Chief State School Officers, 2010, listed in the Research and Resources section). Several states are currently using the SEC to consider the alignment between instruction and the Common Core State Standards. Currently, SEC instruments are being adapted and expanded to facilitate a deeper examination of the instruction that students with disabilities receive. In addition, there are plans to develop a teacher-log format as well as a tool that would allow teachers to study the *intended* curriculum as compared with the *enacted* and *assessed* curriculum.

Training for Use of Product and Services

Training can be scheduled by contacting CCSSO or WCER. Resources related to training can be found at the SEC Resources webpage *(seconline.wceruw.org/resources.asp)*.

Cost of Product and Services

Costs of tools and services vary and can be determined by contacting CCSSO or WCER.

Advantages and Implementation Challenges

Advantages

- Collects a large amount of information on teacher practice.
- Reports on instructional practice across a school year—information that is difficult to obtain through other types of evaluation measures.

Implementation Challenges

- Relies on teacher self-reporting, which may not be accurate.
- Requires training for teachers and administrators to view and understand the data so they may be used most effectively.

How States Can Get More Information

States can find more information at the CCSSO SEC webpage *(www.secsurvey.org)* and the WCER SEC webpage *(seconline.wceruw.org/secWebHome.htm)* or by contacting the following:

- Rolf K. Blank (202-336-7044; rolfb@ccsso.org)
- John Smithson (608-263-4354; johns@education.wisc.edu)

Research and Resources

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APPENDIX D. TEACHER PORTFOLIOS

Developer of the Product and Services

Teacher portfolios have been developed by various state education agencies, local education agencies, and education organizations.

Description of the Product and Services Available

Following are some examples of teaching portfolios.

Washington ProTeach Portfolio

The ProTeach portfolio collects the following student-based evidence to measure teacher effectiveness:

- Professional growth and contributions. Includes analysis and reflection on professional growth and its impact on student learning.
- Building a learning community. Includes a description and analysis of the learning environment established in the single class or classroom.
- Curriculum, instruction, and assessment. Includes analysis and reflection of the curriculum, instruction, and assessment and their impact on three focus students.

Artifacts collected for the portfolio include teacher and student work, written commentary, and samples in student voice (e.g., evidence of student learning from the students' perspective).

Alexandria (Virginia) City Public Schools—Performance Evaluation Program

The Performance Evaluation Program has four components: formal observations, informal observations, teacher portfolios, and academic goal-setting. The teacher portfolios are made up of artifacts that provide documents for 17 performance responsibilities, determined by Alexandria City Public Schools.

Performance Assessment for California Teachers—Teaching Event

Teaching Event is a teacher portfolio modeled after the teacher portfolio assessments of the Connecticut Department of Education, Interstate Teacher Assessment and Support Consortium, and National Board for Professional Teaching Standards. It documents work that meets criteria for six components: context, planning, instruction, assessment, reflection, and academic language. The goal is to have teacher candidates make connections between the different tasks and to provide evidence from a brief learning segment in depth. The directions for constructing the Teaching Event portfolio are designed to direct teacher candidates to plan, teach, and reflect on their teaching within the specific context of their students and their learning. Teaching Event portfolios include video clips, scorers with subject-specific expertise, and subject-specific benchmarks. Training is provided on its use.

National Board for Professional Teaching Standards—National Board Certification

National Board Certification is a standards-based assessment of teacher effectiveness. A score reflects the degree to which assessors were able to locate clear, consistent, and convincing evidence that the candidate has met the standards specific to his or her certificate field. The National Board Certification process consists of a teacher portfolio as well as other components. The portfolios are required to contain four entries. Three of these entries are classroom based; the fourth requires working with families and the larger community and with colleagues and the larger profession. At least two of the classroom-based entries must use video recording. In addition, teachers must provide a collection of student work as well as commentary describing, analyzing, and reflecting on the evidence.

The National Board for Professional Teaching Standards has conducted analyses every year to determine the level of assessor reliability. These analyses indicate that assessors are making reliable, accurate, and fair evaluations of candidates' responses. The standards committees recommend to the National Board the specific standards for each certificate area and advise those involved in developing the corresponding assessment. The standards and the certificates are structured along two dimensions: the developmental level of students and the subject area.

Kansas Performance Teaching Portfolio

The Kansas Performance Teaching Portfolio (KPTP) requires teachers to provide information about the unit's lesson plans and assessments. Specific information about how the instruction is modified for two individual students within the classroom also is required. In addition, the teacher candidate reflects on the implementation of the unit for the whole class and the two focus students. The portfolios must address six focus areas:

- Analysis of contextual information
- Analysis of learning environment factors
- Instructional implementation
- Analysis of classroom learning environment
- Analysis of assessment procedures
- Reflection and self-evaluation

KPTP measures the teacher candidate's ability to design, deliver, and reflect on an entire unit of study through four distinct sources of evidence:

- Contextual information and learning environment factors
- Designing instruction
- Teaching and learning
- Reflection and professionalism

Training for Use of Product and Services

The available training for use of these products and services varies, depending on whether the state developed the rubrics in-house or used outside consulting services. The TQ Center's *Guide to Teacher Evaluation Products (www3.learningpt.org/tqsource/GEP/)* provides additional information for each example.

Cost of Product and Services

The costs of these products and services vary, depending on whether the state developed the rubrics in-house or used outside consulting services. The TQ Center's *Guide to Teacher Evaluation Products (www3.learningpt.org/tqsource/GEP/)* provides additional information for each example.

Advantages and Implementation Challenges

Advantages

- Evidence across various activities collected and considered by teachers, which encourages a perspective on teaching beyond the classroom.
- Potential for a more cohesive teaching team if the approach is applied collaboratively.
- May promote professional growth through provision of support to colleagues.

Implementation Challenges

- Time-sensitive feedback.
- Best when applied over the course of a year but difficult to regulate.
- Tension between using evidence as part of an evaluation and for professional growth.

How States Can Get More Information

- Washington ProTeach Portfolio: *www.waproteach.org*
- Alexandria (Virginia) City Public Schools Performance Evaluation Program (PEP): *www.ascd.org/publications/books/104136/chapters/Assessing_Teacher_Quality_Through_Goal-Setting@_The_Alexandria,_Virginia,_School_District.aspx*
- PACT Assessment—Teaching Event: *www.pacttpa.org/_main/hub.php?pageName=Home*
- National Board for Professional Teaching Standards: *www.nbpts.org*
- Kansas Performance Teaching Portfolio: *www.ksde.org/Default.aspx?tabid=3769*

Research and Resources

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APPENDIX E. TRIPOD SURVEYS: STUDENT, TEACHER, AND PARENT SURVEYS

Developer of Product and Services

The Tripod Surveys were developed by Ron Ferguson, Ph.D., at Harvard University, and Cambridge Education.

Description of Product and Services Available

Tripod surveys are one component of the Tripod Project, which aims to improve school capacity to address content, pedagogy, and relationships (the "tripod" of quality teaching) while closing achievement gaps. The surveys are available for students, teachers, and parents. Tripod surveys identify attitudes, perceptions, experiences, and practices in classrooms as they relate to the content knowledge of teachers, the pedagogical knowledge of teachers, and the relationships between teachers and students.

Tripod surveys examine the Seven C's of quality teaching: care about students, control of student behavior, captivating students, clarifying lessons, challenging students academically, conferring with students, and consolidating knowledge. Tripod surveys are now in their 11th version. Previous research indicates that classrooms with high student ratings on the Seven C's also produced higher average gains in student achievement. Currently, a modified version of the Tripod student survey is being used as part of the Measures of Effective Teaching (MET) Project funded by the Bill & Melinda Gates Foundation, which is researching the classroom practice of more than 3,000 teachers.

The Tripod student, teacher, and parent surveys were developed for use with teachers in any subject or grade level. The Tripod Project is now offering value-added analysis, using results from Tripod surveys to predict student achievement on state tests.

Training for Use of Product and Services

Resources and research on the Tripod Project can be found at the Materials Archive webpage *(www.tripodproject.org/index.php/materials/materials_overview/)*.

Cost of Product and Services

The Tripod Project offers consulting and support for student, teacher, and parent surveys; analysis and reporting; strategic school improvement planning; and professional development. Consultation services are customized based on client needs. For more information, see the Services and Offerings webpage *(www.tripodproject.org/index.php/services/services_overview/)*.

Advantages and Implementation Challenges

Advantages

- Can be used to report otherwise unobservable factors that may affect teaching, such as knowledge, intentions, expectations, and beliefs.
- Provides the unique perspective of the teacher.
- Provides the perspective of students, who have the greatest amount of experience with teachers.
- Can provide formative information to help teachers improve practice in a way that will connect with students.
- Makes use of the perspectives of students, who may be as capable as adult raters at providing accurate ratings.

Implementation Challenges

- Relies on teacher self-reporting, which may not be accurate.
- Should not be used as the sole or primary measure of teacher evaluation because student ratings have not been validated for use in summative assessment.
- Information on aspects of teaching (e.g., a teacher's content knowledge, curriculum fulfillment, or professional activities) not available from students.

How States Can Get More Information

States can find more information at the Tripod Project website *(www.tripodproject.org)* or by contacting Rob Ramsdell (rob.ramsdell@camb-ed-us.com).

Research and Resources

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NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects

MARCH 2011

Research & Policy Brief

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Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects

This **Research & Policy Brief** was developed to help states consider options for assessing student learning growth for the majority of teachers who teach content not assessed through standardized tests.

March 2011

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INTRODUCTION

The growing need for more information about measuring teachers' contributions to student learning growth, particularly in nontested subjects and grades, is the impetus for this Research & Policy Brief. Although the research base in this area is disappointingly limited, the brief includes considerations and suggestions based on current models and experiences from the field. Although the brief is intended for use by states in developing statewide systems and providing guidance to districts, it also may be helpful to districts charged with designing and implementing evaluation models that fit within state and federal guidelines.*

For many states, the need to implement comprehensive teacher evaluation systems that consider teachers' contributions to student learning growth is clear and immediate. But because there are no research-based models for incorporating this component into teacher evaluation systems, states are experimenting with a variety of strategies to move forward. In fact, even without research to support particular approaches to evaluating teachers' contributions to student learning growth, states are proceeding—sometimes on very short timelines—to collect such evidence and incorporate it into a system of multiple measures of teacher performance. This endeavor is challenging even when there are standardized test scores that can be used as evidence of students' achievement progress, but it is especially complicated when no standardized measures exist, which is the case for the substantial percentage of teachers of nontested subjects and grades.

This Research & Policy Brief provides information about options for states to explore as well as factors to consider when identifying and implementing measures. The brief also focuses specifically on federal priorities to help ensure that evaluation systems meet the high expectations set for teacher evaluation. Finally, the brief emphasizes the importance of fairly measuring *all* teachers, including them in the evaluation process, and ensuring validity in measurement.

Nontested Subjects and Grades

In *The Other 69 Percent: Fairly Rewarding the Performance of Teachers of Nontested Subjects and Grades* by Prince et al. (2009), "the other 69 percent" refers to the percentage of teachers whose contributions to student learning cannot be measured with test-based approaches (e.g., value-added models) because they teach subjects or grades that are not assessed with standardized tests.

Measuring effectiveness for the "other 69 percent" is probably the most challenging aspect of including student achievement growth as a component of teacher evaluation. According to Prince et al. (2009),

> Identifying highly effective teachers of subjects, grades, and students who are not tested with standardized achievement tests—such as teachers of art, music, physical education, foreign languages, K–2, high school, English language learners, and students with disabilities—necessitates a different approach. It is important that states and districts provide viable options for measuring the progress of these groups of students and the productivity of their teachers, both of which contribute to school performance. (p. 1)

Statewide standardized testing is typically conducted for reading/language arts and mathematics in Grades 4–8 as required by the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act. Likewise, some states, albeit a smaller number, conduct such testing in certain grades for other subjects such as science

* See http://www.tqsource.org/webcasts/201012Workshop/Teacher_Effectiveness_Workshop_Glossary.pdf for a glossary of commonly used terms in current teacher evaluation reform efforts.

and social studies. Nontested subjects and grades in which standardized tests are not administered include the following:

- Subjects with standards that cannot be adequately or completely measured with a paper-and-pencil test (e.g., art, music, industrial arts, drama, dance)
- Subjects in lower elementary grades for which students cannot be reliably tested with paper-and-pencil or computerized tests (e.g., Grades K–2)
- Subjects/grades for which states have chosen not to test because of cost and priority relative to "core" academic subjects

In addition to nontested subjects and grades, there are certain student populations and/or situations for which standardized test scores are not available or utilized (e.g., students with cognitive disabilities). The Individuals with Disabilities Education Act of 2004 allows for the use of alternative assessments for students for whom the standardized assessment is inappropriate, even with reasonable accommodations. Moreover, smaller teacher caseloads for some student groups, such as students with disabilities and English learners, produce results that are statistically less reliable, often resulting in such groups being excluded in value-added or other growth models (Amrein-Beardsley, 2008; Feng & Sass, 2009).

Inclusion of teachers in nontested subjects and grades in an evaluation system that is based in part on teachers' contributions to student learning growth requires the identification or development of appropriate measures and methods to accurately determine students' growth toward grade-level and subject standards. Clearly, this task requires standards for every subject and/or grade level. If standards are nonexistent or poorly specified, it will be difficult to accurately determine teachers' contributions toward growth in those subjects and grades, so ensuring that academic standards exist for every subject and grade should be a priority.

MEASURING GROWTH

Why Measure Growth?

Teachers are the most influential school-based factor on student achievement (Rivkin, Hanushek, & Kain, 2005; Sanders & Horn, 1998; Sanders & Rivers, 1996). Although studies have shown that some teachers are more effective than others at helping their students achieve at high levels, most indicators of teacher quality (e.g., credentials, characteristics, and observable practices) are generally poor predictors of student learning growth (Goe, 2007; Rice, 2003; Wayne & Youngs, 2003). Teachers' scores on observation instruments have not been highly correlated with student learning growth (Weisberg, Sexton, Mulhern, & Keeling, 2009). However, it is not surprising that correlations are weak when the factors to be measured with observations are not well specified or when raters are poorly trained or inadequately monitored for scoring consistency after training.

Most of the indicators used in the past to determine teacher quality have been found to be inadequate, particularly when used in isolation, in differentiating between teachers whose students perform well and those whose students are not making adequate progress. Recent federal funding opportunities have emphasized teacher effectiveness and teacher evaluation based on teachers' contributions to student achievement. This focus on evaluating teachers by measuring *student growth* rather than attainment is fairer to teachers whose students enter classrooms well below grade level. Teachers should not be penalized for choosing to teach in schools in which students are considerably behind their peers in proficiency. This is not to say that students' mastery of appropriate grade-level standards is unimportant, but moving students as close as possible to proficiency, even if all students are not able to reach it, should be the focus of teachers' efforts. Teachers should be given

credit when these efforts succeed, and using multiple measures of student learning growth is essential to ensure that teachers in all subjects and grades are fairly credited.

How Is Growth Measured?

Since the initial passage of ESEA, standardized assessments have been used to determine student progress toward academic standards. Value-added models and other growth models have generated considerable interest for showing growth over time for students, and lately, for the teachers of those students. Recent efforts to create statewide longitudinal data systems that link teachers with their students' achievement have set the stage for states and districts to use student learning growth on standardized tests as part of determining teacher effectiveness. However, in most states, only reading/language arts and mathematics in Grades 4–8 are actually tested with state standardized assessments, meaning that teachers in most subjects and grades do not have state standardized test results that can be used as components of teacher evaluation.

How results from standardized tests are actually used as part of teacher evaluation remains an open question because states and districts are just beginning to use linked student–teacher data and growth models, (e.g., value-added models). Tennessee is at the forefront of these efforts because it has been using the Tennessee Value-Added Assessment System (TVAAS) for more than a decade to provide individual teachers and their principals with the teachers' district rank based on value-added measures. Many more states are developing systems that will allow them to use growth models such as EVAAS (the version of TVAAS that is not state-specific) as well as the Colorado Growth Model, which focuses on students' growth toward proficiency (See "Different Approaches to Measuring Students' Growth"; Betebenner, 2008).

DIFFERENT APPROACHES TO MEASURING STUDENTS' GROWTH

Although most teachers currently cannot be evaluated with growth models based on standardized tests, it may be helpful to understand how growth models might fit within an evaluation system. A number of states are planning to implement (or already have implemented) value-added or other types of growth models. In its simplest form, the value-added measure as it is used for evaluating teachers is calculated as follows: Students' previous test scores are used to create predicted test scores for a given year. The difference between the predicted and actual test scores are growth scores. Teachers' contributions to student learning are determined by calculating the average of all of their students' growth scores. The teachers are then ranked with other teachers within a district (or other unit of interest) according to how much they contributed to student growth, and this ranking is their value-added "score."

In some value-added models, only students' prior achievement scores are used in the calculation; other models include students' gender, race, and socioeconomic background; still others include information about teachers' experience. With a value-added measure, teachers whose students performed as well as predicted are considered "average" teachers; those whose students performed better than predicted are considered "above average" or "highly effective"; and those whose students performed worse than expected are considered "below average."

The Colorado Growth Model focuses instead on student growth percentiles. Students are compared with their academic peers (i.e., students at the same starting point in achievement) to determine normative growth. The goal is to determine students' standing relative to their academic peers. Thus, if students' scores are better than those of their academic peers, they are performing well. All of a teacher's students can be scored in this way, resulting in an average growth for the class or the teacher's roster, which can then be attributed to the teacher's efforts in much the same way value-added scores are.

Whenever such models—whether value-added models, the Colorado Growth Model, or other models—are used, results should never be considered in isolation as the sole measure of a teacher's performance but rather included in a system of multiple measures that produces a comprehensive picture of a teacher's performance.

However, results obtained through such growth models have rarely—until now—been used as part of teacher evaluation. Even in those states that have the capacity to collect such information, questions remain about the accuracy of the information, given evidence of year-to-year fluctuation in teachers' scores (Braun, Chudowsky, & Koenig, 2010; Koedel & Betts, 2009; McCaffrey, Sass, Lockwood, & Mihaly, 2009; Schochet & Chiang, 2010).

For teachers in nontested subjects and grades, there are few state models that demonstrate how contributions to student learning growth can be systematically measured and analyzed in ways that allow for differentiation among teachers. Some experiments are currently under way in collecting evidence of student learning growth for these teachers, but research has not yet been conducted on how such evidence is being used within evaluation systems.

Federal and State Priorities

To position themselves for a successful Race to the Top bid, many states passed new legislation mandating that student achievement growth be included as part of teacher evaluation. Federal priorities (Secretary's Priorities for Discretionary Grant Programs, 2010) specify that acceptable measures for determining teachers' contributions to student learning must meet the following requirements:

- Rigorous
- Between two points in time
- Comparable across classrooms

These terms are not explicitly defined in Race to the Top guidance. In fact, the federal government has declined to offer definitions for these terms, preferring instead to encourage states to define them locally. For federal purposes, Race to the Top winners must follow through with what they promised in their plans, which may include defining terms. The following considerations may provide some assistance in the development of state definitions:

- ***Rigorous*** measures may exhibit high expectations for student progress toward college- and career-readiness. In other words, an assessment that measures student progress in social studies would be designed to measure students' mastery of grade-level standards for that subject. Thus, a student who does well on such an assessment should be on track to successful, on-time promotion to the next grade and ultimately to graduation.
- ***Between two points in time*** may mean assessments that occur as close as possible to the beginning and end of a course so that the maximum growth toward subject/grade standards can be shown.
  - *Example:* An Advanced Placement (AP) test may serve as an end point, but another assessment (aligned with the state standards and focused on the specific knowledge and skills measured by the AP tests) will likely need to be administered at the beginning of the year to establish students' level of mastery of the standards when they begin the course to determine teachers' contributions to student growth. The process of collecting evidence of students' initial skills and knowledge should not be undertaken lightly. Ideally, an assessment that has been designed and created by experts specifically to serve as a pretest should be used.
  - *Example:* Student portfolios representing mastery of standards could be collected at the end of the year. However, at the beginning of the year, teachers would need to collect and score evidence (i.e., activities or assessments aligned with the state standards and focused on

the specific knowledge and skills needed for creating a successful portfolio) that would allow them to formulate an initial score point for each student. Through this process, increased knowledge and skills could be documented for individual students.

- ***Comparable across classrooms*** has two possible interpretations, both of which are useful to consider:
  - The measures used to show students' growth for a particular subject are the same or very similar across classrooms within a district or state.
  - The measures used in *nontested* subjects and grades are as rigorous as those in tested subjects and grades. In other words, measures used to document student learning growth in art, music, and social studies must be as rigorous as those for student learning growth in reading/language arts and mathematics.

Expectations for Teachers

Race to the Top defined an *effective teacher* as one whose students achieved at least one grade level of academic growth during the course of the year and a *highly effective teacher* as a teacher whose students achieved at least one and a half grade levels of academic growth during that time frame. Although not federally mandated, teachers are generally required to ensure that their students are on track to meet grade-level expectations. In addition, they are expected to regularly evaluate student progress and issue grades that reflect students' efforts and achievement in mastering the content. With new federal and state mandates calling for the inclusion of teachers' contributions to student learning in the evaluation process, growth must be documented in some way, which means that teachers in nontested subjects and grades need to focus on new approaches to measuring their students' progress—approaches that are rigorous, that provide data on growth between two points in time, and that are comparable across classrooms.

Attribution and Student–Teacher Links

Determining teacher attribution for particular students is challenging. What if a student receives services in a general education classroom in which coteaching occurs? Should both teachers be held accountable for student growth? How will paraprofessionals' contributions to student learning growth be sorted out from those of the content area or special education teachers?

In a recent TQ Center inquiry, 85 percent of the local and state special education administrators polled were of the opinion that both the general and special education teachers should be held accountable for all students in the class (Holdheide, Goe, Croft, & Reschly, 2010). However, there may not be widespread agreement for that approach. Linking student growth (or a portion thereof) to the appropriate teachers presents challenges.

One approach developed by the Ohio-based Battelle for Kids is the use of new linkage software that has the capacity to account for student mobility and shared instruction/coteaching in subject areas for which value-added data are available (See "Student–Teacher Linkage for Attribution"). This approach also may be viable using other types of student growth measures, as it facilitates a deeper and often necessary discussion regarding teacher roles and responsibilities. At this time, however, a research-based methodology for this type of teacher-led determination has yet to be established. In addition, its application in a non-value-added growth measure needs to be explored.

Teacher apprehension toward accountability systems including student growth measures can be minimized if teachers perceive the system to be fair and accurate. For example, failure to directly address which teachers are accountable for which students will likely result in pushback from teachers. In addition, teachers need to have an opportunity to verify their rosters of students and the length of time that students were on their rolls. This verification process is particularly important in schools with high rates of absenteeism or student mobility. Teacher involvement and support in this process is essential. Teachers must be involved in the processes of problem-solving, collecting data during implementation, and obtaining feedback on effectiveness. Teachers know their classrooms, their students, and the way in which they collaborate with other teachers.

STUDENT–TEACHER LINKAGE FOR ATTRIBUTION

Olentangy Local School District in Ohio and other districts across the country are taking value-added analysis to the classroom level with Battelle for Kids' innovative, Web-based BFK·Link™ solution to accurately "link" teachers to students. During the linkage process, teachers review and correct data used for teacher-level measures of effectiveness, including value-added analysis, by ensuring that all students taught are "claimed" by teachers for all subjects, accounting for student mobility and shared instruction/coteaching.

The BFK·Link process attempts to maximize correct matching of teacher effort to student outcomes through a transparent process. For example, for teachers working in a true coteaching situation, both teachers may each "claim" 50 percent of each student. Or, if students receive some support services in a resource room, the general educator may claim 70 percent while the special education teacher claims 30 percent. Student standardized test scores are then linked with teachers for the percentages specified.

In typical classrooms, teachers claim 100 percent of most of their students, with reduced percentages for students with special needs who receive services from other teachers. The system verifies accuracy by marking cases in which a student has more or less than 100 percent for inspection (i.e., more than one teacher is contributing to that student's scores, but the teachers' combined percentages do not add up to 100), and the teachers are asked to reevaluate. When percentages add up to 100 percent, the BFK·Link solution calculates scores proportionally.

The use of value-added analysis to inform instruction and high-stakes decisions requires accurate linkage of teachers to students. For more information, see *The Importance of Accurately Linking Instruction to Students to Determine Teacher Effectiveness* (Battelle for Kids, 2009), a white paper commissioned by the Bill & Melinda Gates Foundation.

FACTORS FOR CONSIDERATION

States and districts attempting to incorporate student growth into their teacher evaluation systems are faced with the challenge of identifying other valid and reliable measures for teachers of nontested subjects and grades. Though the research base is still developing, the following questions may be useful to consider during the problem-solving process:

- Is there a consensus on the competencies students should achieve in this content area?
- What assessments/measurements can be used to reliably measure these competencies with validity?
- Should the use of schoolwide value-added models be considered as a means to measure student progress in nontested subjects and grades?
- How will growth in performance subjects (e.g., music, art, physical education) be determined?
- How will related personnel ("caseload" educators) be factored into the system?
- Do these measurements meet all of the federal requirements (i.e., rigorous, between two points in time, and comparable across classrooms)? Are measurements aligned with federal priorities?
- Can these measurements be applied to all grades and student populations?

Student Competencies in Specific Content Areas and Grade Levels

In most states, content standards are designed by a group of experts and practitioners to encourage proficiency for every student by defining the knowledge, concepts, and skills students should acquire for each subject. Each standard typically has clearly defined statements and examples of what all students should know and be able to do at the end of a particular grade. These standards often drive changes in certification, assessment, curriculum, instructional strategies, and teacher professional development. Therefore, a transparent alignment to these content standards offers guidance when identifying and/or designing assessments to measure student progress, which could be used to determine teachers' contributions for evaluation purposes. In states in which subject content standards exist, these standards provide a basis for the identification and development of assessments.

Identification of Reliable and Valid Assessments

States are struggling most with determining appropriate measures for evaluating teachers' contributions to student learning growth in the nontested subjects and grades. The challenge facing many states, including the Race to the Top award recipients, is to identify valid, reliable processes, tools, assessments, and measures that allow them to collect data to measure every teacher on his or her contributions to student learning growth. Many current approaches to measuring teachers' contributions to student learning in the nontested subjects and grades do not meet all of the federal criteria of rigor, comparability, and growth measured across two points in time.

Local and state education systems have taken various approaches, each of which has its own strengths and limitations as indicated in Table 1. None of these options is "perfect," and concerns about validity, reliability, and costs are associated with nearly all of them. The trade-offs involved with using these measures should be considered by stakeholder groups as well as state and district evaluation and assessment personnel.

Table 1. Options for Measuring Student Growth to Inform Teacher Evaluation in Nontested Subjects and Grades

Option for Measuring Student Growth for Teacher Evaluation	Strengths of This Measure	Limitations of This Measure
Use existing tests designed for other purposes, such as end-of-course tests that may be included with some curriculum packages.	Tests developed by the creators of the curriculum are likely to be aligned well with the content of the course. It may be possible for the creators of the curriculum to develop appropriate pretests if they are not included in the package.	Validity is a concern whenever a measure is used in a way that was not intended by the maker of the assessment (e.g., turning end-of-course assessments into pretests). Discussions with the test maker about using tests for other purposes may provide insight into how validity may be affected.
Create new tests for areas in which few assessments exist.	Tests can be developed in alignment with specific grade/subject standards.	This option is a costly undertaking, given how much effort goes into developing valid and reliable tests that can accurately measure students' knowledge and skills based on a set of subject/grade standards. Paper-and-pencil tests may not be appropriate as the sole measure of student growth, particularly in subjects requiring students to demonstrate knowledge and skills (e.g., art, music).
Use the four Ps—portfolios, products, performances, or projects—to measure student growth over time for subjects in which standards require students' to demonstrate mastery.	Evidence about student growth in particular knowledge and skills can be documented over time using performance rubrics. Portfolios and projects reflect skills and knowledge that are not readily measured by paper-and-pencil tests.	Training would be required for everyone involved in using rubrics to ensure reliability (i.e., all raters agree on how the evidence reflects different levels of achievement). Performance ratings are best conducted by groups of raters rather than individual teachers; bringing raters together to examine student work may be a logistical challenge.
Give teachers in nontested subjects and grades a "prorated" score for collaboration with a teacher in a tested subject (i.e., an art teacher collaborating with a mathematics teacher).	No additional resources are required. This option is similar to the Teacher Advancement Program (TAP) model.	Determining prorated scores would be problematic, threatening the validity of the information. Differences among methods of determining contributions of these collaborating teachers may make it difficult to ensure comparability.
Use other measures (e.g., classroom observations) for these teachers.	No additional resources are required.	No information about student achievement is obtained, meaning that this option will not meet federal priorities and many state requirements. Observations and other measures focused on teacher practice offer little information about students' actual achievement in a teacher's classroom.
Use student learning objectives (i.e., the teacher selects objectives and determines how to assess student growth toward meeting objectives).	Teachers benefit from being directly involved in assessing students' knowledge and skills. Teachers can set learning objectives based on students' special needs (e.g., students with disabilities or English learners). This option is applicable to all teachers and subjects.	Comparability across classrooms will be problematic because of teachers' selection of assessments and objectives. This option is very resource-intensive for principals or district personnel who approve objectives, provide teachers with guidance, verify outcomes, and so on.

Schoolwide Value-Added Models for Teachers of Nontested Subjects and Grades

The use of schoolwide value-added scores has been suggested as a way to evaluate teachers in nontested subjects and grades to remedy the lack of available measures. Similar to the Teacher Advancement Program (TAP) model, it is perhaps the least expensive method of including these teachers in a test-based evaluation system because new measures and teacher training are not required. In this scenario, teachers of nontested subjects would be given the schoolwide value-added average in place of individual growth results.

This approach presents some additional challenges for a number of reasons, including questions about rigor and comparability when judgments are made about individual teacher performance based on students they never taught. Furthermore, it is much more difficult to learn about teachers' contributions to student achievement if they are assigned scores based on other teachers' efforts. Mathematics and reading/language arts value-added information will not be useful to teachers in improving their performance in subjects such as art, social studies, and science. In addition, failing to measure progress in these subjects and for certain students devalues the contributions those teachers make to student learning and provides no information about their effectiveness in teaching their subject matter.

Using Existing Assessments

In the search for measures to determine teachers' contributions to student learning growth, it is likely that an iterative process will be needed. After a potential instrument is identified, it is necessary to demonstrate that the measure is valid for the intended purpose (i.e., that the measure does, in fact, differentiate among teachers whose students have high levels of learning growth and teachers whose students' learning did not increase at acceptable levels). Because the measures that might be used for teacher evaluation have not been validated for this purpose, it is important to analyze data collected by using these measures and determine whether the data show differences among teachers and whether results from using these measures correlate with other measures in the evaluation system.

The validation process generally starts with determining the factors that need to be measured and for what purpose. As part of this process, it is important to consider the evidence needed to measure teachers' contributions to student learning growth. Evidence will have been gathered to build a case for using a particular measure as part of the evaluation system (Herman, Heritage, & Goldschmidt, in press). After the types of necessary evidence are determined, measures and instruments that can be used to collect such evidence must be identified. Then, results from using measures must be analyzed to determine how the measures performed in practice.

For example, if the district wanted all Grade 8 reading/language arts teachers to administer an essay to students at the beginning and end of the year to establish student growth, the district would need to score (or preferably have teachers score together) the essays and determine whether they show student learning growth. A distribution of scores would need to be made and cross-referenced with teachers to determine whether more or less growth occurred in particular teachers' classrooms or the pattern of growth is random. A random pattern would suggest that the growth students made was not necessarily attributable to a particular teacher's efforts, whereas a pattern of higher or lower growth associated with a particular teacher may be an indicator of his or her efforts. Comparing these results with results from additional measures (e.g., other assessments, projects, portfolios) should then be helpful in validating the usefulness of the essays in showing teachers' contributions to student growth.

In addition, validity is a matter of degree—it is seldom perfect, but a high degree of validity must be achieved when results will be used for high-stakes purposes such as teacher tenure, performance pay, and dismissal. Clearly, the higher the stakes, the greater validity is needed in terms of the evidence. In addition, validity can be improved over time by identifying which measures are and are not working to provide evidence to make decisions about teacher performance.

For most states and districts, waiting until the measures are perfected may be impractical, given the timelines to implement new teacher evaluation systems. So even though the measures may have weak evidence of validity in the first attempts at implementation, states and districts will benefit from creating a process to continually evaluate and strengthen the measures or eliminate those that continue to show weak evidence of validity. Over time, a collection of measures with strong evidence of validity will be created. Obviously, this process is neither quick nor easy, and it requires some expertise. Districts and states with limited capacity may consider joining forces with others in the region to share resources rather than "reinventing the wheel" in each district or state.

Utilizing existing assessments and avoiding the development of new assessments certainly holds appeal for implementation ease. Interim or benchmark assessments are already widely used in schools as a means to provide assessment of student progress toward content standards. In fact, schools that implement response to intervention (RTI) have likely identified measures for the progress monitoring component of implementation. These assessments are often embedded into the instructional cycle and are used to make the necessary instructional adjustments to facilitate student mastery. Working collaboratively with state and district RTI initiatives to identify potential sources of evidence for evaluation purposes may facilitate a combined effort to address the persistent achievement gaps in schools (See "National Center on Response to Intervention Progress Monitoring Tools Chart").

NATIONAL CENTER ON RESPONSE TO INTERVENTION PROGRESS MONITORING TOOLS CHART

The National Center on Response to Intervention annually publishes a progress monitoring tools chart to assist educators in identifying tools that best meet their needs. The Center's Technical Review Committee (TRC) independently established a set of criteria for evaluating the scientific rigor of progress monitoring tools.

Included in this chart are ratings for instrument reliability of the performance-level score, reliability of the slope, validity of the performance-level score, predictive validity of the slope of improvement, and disaggregated reliability and validity data. In addition, the charts include the standards by which the TRC reviewed each tool (e.g., whether the tool is available in alternative forms, its sensitivity to student improvement, and its ability to measure end-of-year benchmarks).

This chart can be accessed at **http://www.rti4success.org/tools_charts/progress.php**.

Although these existing assessments were not designed specifically to inform teacher evaluation, they may have merit for that purpose. However, it is not as simple as adopting existing assessments. A thorough review of each assessment should be conducted, including its validity in measuring progress on the specific content standards and its measurement reliability across students and teachers. Moreover, assurance that these assessments measure what is valued is essential if evaluation results will be used to make personnel and compensation decisions.

Examples of Approaches to Assessment

Hillsborough County, Florida. Hillsborough County, Florida, a recent Race to the Top award recipient, has taken the approach of developing new assessments specifically designed to assess content mastery and plans to use data to inform teacher evaluation. Each nontested subject will have a pretest and posttest in which student scores are averaged over a three-year period to determine teacher effectiveness. As indicated in Table 1, this approach is fairly time and cost intensive; however, newly developed end-of-the-course assessments are more likely to be readily aligned with the content standards and have the potential to meet two of the federal requirements: *comparability* and *across two points in time*. Compliance with rigor would be dependent on how the data are used to determine acceptable student growth, and therefore, teacher proficiency.

Delaware. The state of Delaware uses a combination of approaches in which existing and new measurements are identified, assessed, and determined to be acceptable by experts at the state level. With the assistance of trained facilitators, Delaware assembled a group of local practitioners, arranged by content area expertise, to conduct a thorough review of existing measurements. After consensus was reached, the group submitted to the state a listing of recommended assessments and/or methods to assess student growth toward the content standards. This listing is updated and shared regularly (after approval from an independent panel of experts).

Austin, Texas. States also may identify specific criteria required for assessments to be considered valid measures of student growth. In Austin, Texas, teachers participating in a pay-for-performance pilot are involved in determining student achievement growth through the development of student learning objectives (SLOs). SLOs are classroom, grouping, or skill-based objectives, and teachers' ability to meet the SLOs determines their level of effectiveness. The quality of SLOs in measuring student growth is established by a rubric that determines whether the objectives and associated assessments are rigorous, measureable, reliable, and valid and whether the projected growth trajectory is considered rigorous. Although this approach facilitates teacher investment in the process, which is a definite strength, maintaining rigor is dependent on the rubric's implementation fidelity among administrators and teachers. In addition, SLO results may not be comparable across classrooms because various assessments are used to establish student growth. Moreover, if the evaluation system includes observations conducted by administrators, the burden on the administrators may be substantial.

For more information about these assessment approaches, see "Practical Examples of State Evaluation Systems."

PRACTICAL EXAMPLES OF STATE EVALUATION SYSTEMS

Hillsborough County Public Schools, Florida

Hillsborough County is the recipient of a seven-year, $100 million Bill & Melinda Gates Foundation grant and has recently been awarded Race to the Top dollars to continue its efforts to improve results through the Empower Effective Teachers (EET) program.

The goals of EET are to:

- Develop a quality induction program for new teachers.
- Improve the teacher and principal evaluation system.
- Enhance the system of professional development.
- Provide effective incentives for teachers and improve the compensation plan.

Hillsborough County uses multiple measures to determine teacher effectiveness including peer and principal ratings using a modified version of Charlotte Danielson's *Framework for Teaching*. Those ratings make up 60 percent of teacher evaluations, with student performance on the Florida Comprehensive Assessment Test or end-of-course examinations making up the remainder.

Hillsborough County's stated commitment is to evaluate every teacher's effectiveness with student achievement growth, even teachers in nontested subjects and grades. To do so, Hillsborough County is in the process of creating pretests and posttests for all subjects and grades, expanding state standardized tests, and using value-added measures to evaluate more teachers.

In the 2010–11 school year, the statewide assessment program began transitioning to assessing student understanding of the Next Generation Sunshine State Standards through the implementation of the Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) and Florida End-of-Course Assessments.

Information on Hillsborough County's EET program can be accessed at **http://communication.sdhc.k12.fl.us/empoweringteachers/?p=611**.

Delaware

Delaware already had an excellent statewide evaluation system, which required classroom observations and encouraged teachers to focus on school, district, and state goals as well as their own professional growth. Delaware conducted a yearly external evaluation of the system, soliciting feedback from teachers and administrators through surveys, interviews, and focus groups. Revisions were made to the system yearly based on these results. The state also collaborated with the teachers union to ensure that evaluations were fair and responsive to the needs of the teachers and administrators. However, Delaware's system was lacking a mechanism to evaluate teacher contributions to student learning growth.

One reason that the state was awarded Race to the Top funds was the collaborative nature of the proposal, bringing stakeholders to the table at every step. As state staff focused on implementation, they continued to involve stakeholders in each step of the discussions. They valued teacher and administrator input, which was reflected in the steps they took to identify appropriate measures for the nontested subjects and grades as well as additional measures for teachers whose students took the state standardized test. A team of trained facilitators led groups of teachers as they met to discuss measures they currently used to evaluate their students' growth toward grade/subject standards. After discussing the merits of the measures and how they could be used, teachers made recommendations to the state about which measures to include.

The TQ Center and the Mid-Atlantic Comprehensive Center have been partners with Delaware during the implementation of its Race to the Top plans. In addition, Delaware has sought assistance from the Assessment and Accountability Comprehensive Center in convening a panel of experts to evaluate the potential measures for statewide use to show teachers' contributions to student growth in various grades and subjects. This process is ongoing.

Austin Independent School District Reach Compensation and Retention System, Texas

The Austin Independent School District Reach Compensation and Retention System is a four-year pilot incentive pay program for teachers and principals initiated in 2007–08. The program goals are to:

- Ensure quality teachers in every classroom.
- Provide professional growth opportunities.
- Increase retention.

The program focuses on student growth, professional growth, and schools with the highest need. Student growth is measured by student learning objectives (SLOs). Each teacher develops two SLOs—one that targets classroom performance and the other focused on a particular skill or subgroup of students (e.g., students with special needs). Each SLO must be a measureable objective that is approved by the principal. Teachers and principals undergo a series of trainings on how to establish and measure learning objectives.* The SLO's appropriateness, rigor, and acceptability are determined through the use of a rubric that considers the following questions:

- What are the needs?
- What and who is targeted?
- What will students' learn?
- How will you know whether they learned it?
- What is your goal for student achievement?
- How rigorous is your SLO?

Information regarding this system and the rubric can be accessed at **http://www.austin.isd.tenet.edu/inside/initiatives/compensation/releases.phtml**.

*SLOs are used to determine incentives and are not an integral part of the evaluation of teachers at this time.

Measuring Student Learning Growth for Teachers in the Arts and Other Nontested Subjects

Not all standards can be adequately assessed with a multiple-choice test. Many subjects require students to perform or create a product to demonstrate mastery of the standards. For these subjects, one or several of the four Ps (i.e., portfolios, performances, products, and projects) will likely be required to assess music students' ability to play scales on their chosen instruments; art students' ability to create works of art in various mediums; foreign language students' ability to speak the language they are studying; and family and consumer science students' ability to budget, plan, and prepare a wholesome family meal.

For these subjects, the focus is on designing appropriate tasks (e.g., performance, activities) that demonstrate students' mastery of standards and then developing appropriate pretests that allow districts/schools to determine students' knowledge and skills at the *beginning* of the course. In some cases, students can perform the *same* task: music students' can play the same piece of music at different points in time to show progress; art students can draw a still life; drama students can perform a monologue; and so on. In other cases, it may not be feasible for students to perform the same task. In these instances, it may be useful to identify the specific knowledge and skills that students need to know to successfully demonstrate mastery of a particular standard and then identify or develop tasks to serve as pretests from which progress on those standards can be determined.

Measuring Student Outcomes for "Caseload" Educators

Not every educator has a classroom. And some educators are responsible for services delivered to the entire school, not just a class. These related personnel (e.g., counselors, school psychologists, librarians, school

nurses, and speech therapists) may work with individuals but also with small or large groups of students. Although many states do not require the evaluation of such personnel in parallel with teachers, these "caseload" educators are included in the educator evaluation system in a number of states and districts. To measure their contributions to student learning growth, it may be helpful to think of them as having "caseloads." For example, a school counselor may have a caseload that includes:

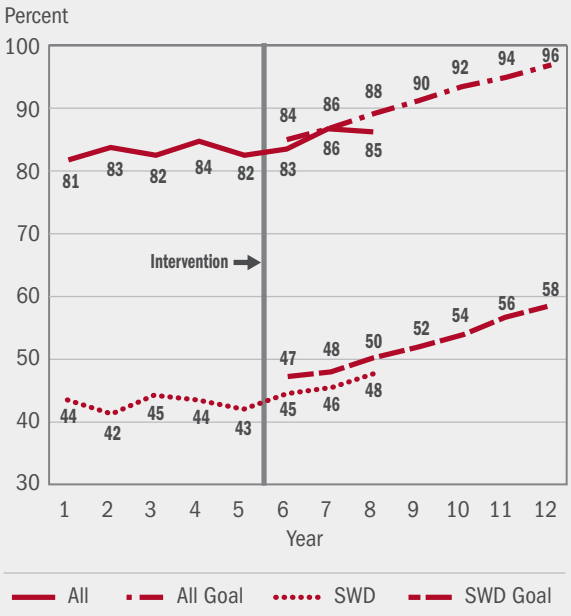
- All the students in the school (i.e., providing services such as career counseling at the high school level).
- Students experiencing emotional or behavioral problems.
- Students in crisis because of family events or relationship issues.
- Students with frequent unexcused absences.
- Teachers (e.g., providing professional development on recognizing the signs of physical or sexual abuse and what the law requires them to do).

Caseload educators may not be directly involved with academic content, making determining their contribution to academic achievement more difficult. These personnel may want to document their contributions to growth in terms of both educational successes and other types of outcomes. For example, a high school guidance counselor may want to track the proportion of students enrolling in AP classes, the proportion of students engaging in extracurricular activities, or the proportion of students for whom attendance rates have increased.

Caseload educators, and their associated goals, will likely vary according to the discipline and needs at the school, building, classroom, group, or individual student level. For example, a school with attendance issues may concentrate on attendance, whereas others may turn their attention toward AP course enrollment, reduction in incidences of bullying, or increased interactions between educators and parents.

Documented progress toward goals can be charted and monitored on an Excel spreadsheet, as illustrated in Figure 1. Likewise, intervention implementation can be tracked and monitored to determine effectiveness.

Figure 1. Sample of Documented Progress for Student Attendance



Source: Reschly and Holdheide (2010)

Alignment With Federal Priorities

Some measures are more likely than others to comply with federal priorities and state legislative mandates; however, these various approaches generally lack supporting research, leaving states and districts to their own devices to determine which options are most feasible. State and district priorities, financial resources, human capacity strengths and limitations, professional development needs, and system capacity issues should be contemplated prior to making decisions. General guidelines for selecting measures include the following:

- Avoid "reinventing the wheel." If tests already exist that can be used for measuring teachers' contributions to student learning, consider them first and determine whether they are useful in differentiating among levels of teacher effectiveness.

- Evaluate the available evidence for using the assessment as a measure of student growth for teacher evaluation.
  - Continue to evaluate the evidence by collecting and analyzing data resulting from the use of particular measures, including correlating measures with each other.
- Focus on measures that meet federal and state requirements and priorities by putting them to the following test:
  - Measures *must* show students' growth "between two or more points in time."
  - Measures *must* be "comparable across classrooms."
    - Consistency of measures across all teachers in a grade/subject ensures comparability of results.
    - For the four Ps—portfolios, products, performance, and projects—common rubrics should be used and agreement should be established as to how they will be used and who will score them.
  - Measures *must* be "rigorous."
    - Measures must be based on appropriate grade-level and subject standards.
    - Measures must demonstrate high expectations for student learning (i.e., on track to produce college- and career-ready graduates).
- Involve teachers and administrators in decision-making processes. They will benefit from their involvement, and their participation in considering appropriate measures will ensure greater "buy-in" for the results of the process.
- Choose measures that have the potential to help teachers improve their performance by:
  - Motivating teachers to examine their own practice against specific standards.
  - Allowing teachers to participate in or co-construct the evaluation (e.g., "evidence binders").
  - Giving teachers opportunities to discuss the results with evaluators, administrators, colleagues, teacher learning communities, mentors, and coaches.
- Choose measures that are directly and explicitly aligned with:
  - Teaching standards.
  - Professional development offerings.
- Include protocols and processes that teachers can examine and comprehend.

Application to All Grades and Student Populations

Assessing the effectiveness of teachers of students with disabilities and English learners presents challenges to determining teacher effectiveness due to the unique and varied roles these teachers assume (Holdheide et al., 2010). Likewise, measuring growth using standard measures for students with disabilities can be problematic, as standards-based models to determine growth are not based on individualized student goals.

The general tendency is to identify a different system or set of measures for special education teachers or English language specialists. Students with special needs and English learners have varying levels of ability and are taught in many different settings (e.g., general education classroom, resource room, separate classroom). Therefore, the types of assessment used to determine student growth may vary depending on the curriculum taught in the specified setting. Many students with special needs receive services in the general education classroom in which the assessments for determining student growth could (or should) be the same (possibly with accommodations) as that of students without disabilities, especially if these measures are vertically equated. For example, states may use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment (Good & Kaminski, 2002, 2011) to determine student progress in reading

and the effectiveness of teachers in teaching reading, particularly if the state does not have a standardized measure of reading in early grades. The DIBELS assessment would be appropriate for general education students, including students with disabilities who are participating in the general education curriculum.

The appropriateness of each content-specific or grade-specific assessment should be considered, and appropriate accommodations should be provided as needed. Similarly, some students with disabilities are working toward alternative standards, such as a life skills curriculum, which is not reflected in the standardized tests. In this scenario, different assessments need to be identified in order to measure student growth toward those alternative standards. Therefore, participation by teachers of students with disabilities is essential as states assemble teams to design and develop appropriate measures in all achievement areas included in the standard curriculum. Special education teachers who serve in inclusion models and engage in coteaching are able to bring a perspective to this work that addresses the needs of general and special education students, thereby contributing to the design of appropriate assessments in the areas not currently tested with standardized measures. Separate teams of special educators who instruct toward alternative standards also may be developed, as their measures would vary considerably due to content and ability level.

Student progress on the individualized education program (IEP) has emerged as a potential source for measuring teacher effectiveness for students with disabilities. In one sense, it is not surprising because most IEPs contain individualized goals that are aligned with state standards, including measureable objectives that are monitored regularly for student progress. However, IEPs were never intended to be used as a tool to measure teacher effectiveness, and using them this way likely will raise legal and other potentially contentious issues. Though the individualized nature of the IEP and the detailed description of present levels and objectives for growth are positive features, standardized measures based on the general curriculum are still needed to assess teacher effectiveness.

STANDARDIZED EVIDENCE COLLECTION

Many states and districts are attempting to build comprehensive teacher evaluation systems that are responsive to federal priorities but are finding that there is little research to support the use of particular systems, weights, or measures. Because few states and districts currently have evaluation systems that incorporate multiple measures, there has been little opportunity to conduct research on how these measures perform. The question remains: Do the various measures in some weighted combination accurately identify teachers at different levels of effectiveness? Until systems with multiple measures and various weighting schemes are employed over time and evaluated by researchers, states and districts must be guided by general knowledge about how to use measures in a way that yields results that are rigorous and comparable.

One general method to ensure greater rigor in how multiple measures of all types are used is to implement *standardized* evidence collection. Everyone is familiar with the term *standardized test*. A standardized test is a test that is given according to specific rules that ensure that the test results will be comparable across students, schools, and districts. Specific rules also can be created and followed for all types of measures. By standardizing evidence collection, greater comparability across teachers is possible. Table 2 offers some suggestions for standardizing evidence collection for different types of measures of student learning growth.

Table 2. Standardizing Evidence Collection for Different Types of Measures

Type of Measure	How to Standardize Evidence Collection	Challenges
Curriculum-based pretests and posttests	Ensure that all teachers give the tests on the same day at the same time and allow students the same amount of time for completion. Teachers should agree to limitations on test preparation for posttests.	Accurately determining growth may be difficult in schools where students are particularly advanced versus schools where students begin the year below grade level. Adjustments may need to be made to account for these differences. Some students may do very well on the initial pretest, making it impossible to show growth. Providing those students with additional challenging curriculum and enrichment activities may allow them to show growth.
Student portfolios	Engage all teachers who plan to use student portfolios in the process of determining what constitutes acceptable evidence for various levels of performance (i.e., characteristics of a "beginning" versus "advanced" still life drawing). Develop or adopt appropriate rubrics and forms for teachers to use in establishing students' beginning performance levels on the knowledge and skills needed to meet the grade/content standards reflected in the portfolio. The same rubrics and forms can be used to evaluate the portfolio at the end of the course.	Portfolios should include not only the students' work but also the teachers' scoring rubric and comments and the students' reflections (i.e., how the student plans to improve upon the work). They should not be a catch-all for multiple iterations of an essay or other unrelated work. Teachers need to work together to create or adopt a rubric and scoring approach to ensure that they all agree on the characteristics of a "beginning" versus "advanced" effort. Schools/districts need to provide time to allow teachers to meet repeatedly during the year.
Classroom-based tests (e.g., DIBELS and the Diagnostic Reading Assessment)	Provide training for elementary teachers in the appropriate use of these instruments, how often they should be used, and how to record results so that student growth across time points can be determined.	Classroom-based tests were designed primarily to help teachers track progress and adjust instruction accordingly. Because students differ in reading ability in early elementary grades and have a range of growth trajectories, it will be challenging to compare relative teachers' contributions.
Student performance	Provide all art teachers in the district with the opportunity to meet and agree upon levels of performance (i.e., characteristics of a "beginning" performance and an "advanced" performance and how to document the performances to serve as evidence). The same applies to other classes for which a product or performance is the basis for the grade (e.g., music, drama, industrial arts classes).	If teachers do not have standards and a curriculum for the grade/subject, then they must first agree on what students should know and be able to do in a particular grade and subject before they can determine what different levels of performance should look like.
Other classroom-based evidence	Create opportunities for teachers in particular grades and subjects to meet together and agree upon ways to assess student learning. For example, timed multiplication drills might be used to document students' growth in skills over time, but teachers must agree to a set of materials and a timeframe for conducting the drills.	Teacher-created assessments, worksheets, student journals, records of experiments, and other types of evidence can be excellent sources of documentation of student growth between two points in time, but there must be some consistency across classrooms and teachers to make such evidence comparable.

Whether utilizing existing measures, designing new ones, or using a combination of both, states and districts need to ensure that the measure or method utilized does not take time away from teaching. Instead, these assessments need to be an integral part of the teaching cycle that can quickly gauge student growth and inform teacher practice. Adding complicated, labor-intensive measures and processes will likely result in an upheaval from the education community and threaten the validity of the results.

Measures That May Improve Teacher Performance

All measures are not created equally in terms of how much they can inform a teacher about his or her practice and success in teaching specific content. Measures that are distant from the classroom, such as standardized tests administered once per year, are less likely to influence teaching practice and student learning in a timely manner, whereas measures that are aligned with an integral part of the curriculum and instructional sequence may provide useful information to the teacher about which skills and knowledge students have already mastered. This type of feedback, such as results from a pretest administered early in the year, can be used to guide instructional decisions.

In addition, ongoing assessments and examination of student work, especially in cooperation with colleagues, may not be included as part of teacher evaluation but may be useful for teachers in determining next steps for their students. When teachers know areas in which the students are experiencing difficulty, they can use that information to make the necessary instructional adjustments (e.g., reteaching), allowing extra opportunities for practice, instruction in small groups, peer tutoring, computer-assisted instruction, individual tutoring, or other changes in the method or type of instruction. In addition, teachers find value in working together to examine and score student work (e.g., essays, portfolios, or projects). Discussions with other teachers about the differences between an outstanding piece of work and a good one can be valuable to teachers in thinking about how to target specific criteria in their own instruction.

Little attention has been paid to how the instruments and processes of teacher evaluation can inform professional growth opportunities. A feedback loop should be established that allows teachers and those who support them to identify areas of student weakness and strategize ways to improve instructional practices, resulting in improved student performance. Evaluation results should feed directly into that loop, providing specific, timely information in a format that is useful to teachers, administrators, and support personnel.

STATE GUIDANCE TO DISTRICTS

Districts will look to states for specific guidance about how to evaluate teachers' contributions to student learning growth, particularly in the nontested subjects and grades. There are several areas in which they need guidance.

Comparability: Across or Within Districts?

In order to better understand the differences among teacher effectiveness across schools and districts and identify teachers who are performing at high levels or those who are struggling, all teachers ideally would be evaluated in exactly the same way, using exactly the same measures. The state must first decide whether to insist on comparability *within* or *across* districts. A statewide system would be based on across-district comparability, whereas a district model would be based on within-district comparability. The following questions may be useful in making this decision:

- Is there a single set of subject-specific and grade-specific state standards for students that all districts use? If not, comparability across districts will be problematic.

- Do all districts throughout the state use the same curriculum and textbooks for all subjects? If not, it may be difficult to identify a common set of assessments that are appropriate for all districts.
- Do all districts have the same school calendar (e.g., start and end dates for the students, standardized testing dates, breaks, and holidays)? If not, it may be difficult to standardize the assessment process so that students are assessed at the same time across the state. The more standardized the assessment process is, the more comparable results will be.
- Do various types of educators in all districts across the state have the same job descriptions? The job description for some educators, particularly counselors, special educators, school nurses, librarians, and itinerant teachers, may vary widely from district to district.

If state staff answer "no" to any or all of these questions, they may want to consider comparability within rather than *across* districts. However, states could still provide guidelines to districts to ensure as much comparability as possible, given the district-to-district differences. For more information about appropriate guidance, see Goe, Holdheide, and Miller (in press).

Measures

States need to provide guidance to districts in selecting appropriate standards-based measures for documenting student growth. The following questions may help in determining the type of guidance to provide:

- Does the state want to approve all measures used by districts? If not, the state can provide the districts with guidelines and criteria for acceptable measures and leave approval of measures up to the districts.
- Does the state or district have a valid test that measures students' progress toward mastery of grade-level and subject standards? If not, other measures will have to be identified, purchased, or created to provide valid indicators of student growth. Districts can pool resources to share the costs of assessments and measures as a more cost-effective approach than each district attempting to pay these costs individually.
- Do districts have the capacity to implement processes for assessing student growth? If not, districts may need to join with other districts in regional or other purposeful consortiums to take advantage of economies of scale. For example, a number of rural districts might share information and resources, whereas an urban district might join forces with other urban districts in the state to form a consortium to share resources.

Exceptions

After a state or district adopts specific measures and processes for determining student learning growth, decision makers need to consider how to manage "exceptions" to the established processes for using these measures. For example, should a teacher be held accountable if the student was only assigned to his or her class for a portion of the school year? Or what happens if the student rarely attends school? Should the same level of accountability or attribution be assigned? Should working conditions be considered as a factor in determining teachers' contributions to student learning growth? States and districts, working closely with teachers, administrators, and stakeholder groups, need to determine which exceptions to include and how to include them in ways that will ensure fairness and comparability.

Approaches to handling these exceptions may be left up to districts, but states may provide guidance or limit options to ensure greater comparability across districts.

Table 3. Priorities, Challenges, and Potential Solutions

Priority	Challenges	Potential Solutions
Measuring student growth between "two points in time"	Students complete only the pretest but not the posttest or vice versa. Students fail to turn in required work (e.g., a portfolio or project being used as the postmeasure).	With large numbers of students (e.g., at the secondary level), eliminate the student from the pool of students used to calculate the average student growth for the teacher. With smaller class sizes, it is important to include as many students as possible to reduce the margin of error. Allowing a review of other student work (homework or classwork), comparing current work or scores to those from previous years, or devising standards-based projects for students to complete are possible options, though imperfect at best.
Ensuring "rigor" of assessments	The measures used are complex, and it is difficult to determine rigor. There is little agreement about what rigor is and how it is reflected in the measures.	For a portfolio, project, or other multi-part measure, break down the components by the standard(s) being addressed. Will success on these components provide a clear indication of students' mastery of standards-based knowledge or skills? Subject and grade-level standards should provide the focus for all measures. If the measure is not adequate to show progress toward mastery of standards-based skills and knowledge, it is not rigorous. In addition, demonstration of mastery of the knowledge and skills should be possible with the measure.
Making certain that measurement is "comparable across classrooms"	Raters are not adequately trained in scoring students' work for portfolios, projects, performances, and products (the four Ps) that are being used as measures of students' growth.	Essays and the four Ps (i.e., portfolios, projects, performances, and products) all require training with scoring rubrics to ensure that all raters agree on what each level of the rubric looks like. Raters may be teachers, administrators, district personnel, or people hired specifically for scoring, but they must be trained to a high level of agreement. In addition, retraining and calibration should be conducted periodically to ensure that raters are still in agreement on interpreting the evidence. Training involves examining and discussing student work and rating it, then discussing rating decisions until agreement is reached.
	Teachers acting as raters do not have time in their schedules to work with "like" teachers on scoring writing samples, portfolios, projects, performances, products (the four Ps), and so on.	When teachers are trained as raters, it is important that they are given time to work together on scoring student work. Greater reliability and thus greater comparability will be achieved with multiple raters working together. Using some scheduled professional development time, grade-level or subject-level meeting time, or team time may be necessary.
	Pretests and posttests are not given in a standardized way.	Results will not be comparable across classrooms unless specific practices are followed in giving pretests and posttests. These practices require a commitment and coordination across schools within a district to (1) choose a date/time that all schools agree to for pretesting of a subject/grade; (2) ensure that teachers are properly instructed on how to prepare students for the pretests and posttests; (3) give the tests at the same time of day; and (4) give tests for a predetermined length of time.

Ongoing Research on Systems, Models, and Measures

Changes in teacher evaluation policies have occurred at a dizzying pace, outstripping researchers' ability to study the validity and fairness of the systems themselves and the individual components of the systems. Although research has been conducted on some of the measures, studies generally focus on low-stakes evaluation systems. (For a review of research on measures, see Goe, Bell, and Little, 2008.) There is little research on using student achievement growth as a measure of teacher effectiveness in a high-stakes system in which the results could mean commendation or probation, rewards or even dismissal. Planning for and consistently evaluating the relative quality of results from the use of various measures is important to increasing ability to accurately determine teacher effectiveness.

As states and districts implement evaluation systems that include multiple measures of student learning, it will be possible to evaluate the usefulness of various measures in differentiating among educators' levels of performance. This type of research should result in enhanced ability to conduct teacher evaluations that provide a nuanced, comprehensive, and accurate picture of teachers' contributions to student learning growth.

Considerations for States: Moving Forward

Without a research base to guide states' efforts, the TQ Center encourages caution and careful deliberation in designing and implementing high-stakes evaluation systems that measure teachers' contributions to student learning growth. States may consider the following as they move forward:

- Partner with national and regional comprehensive centers in conducting needs assessments and outlining steps to take in determining appropriate measures and processes.
- Bring stakeholders (e.g., teachers, administrators, parents, school board members, union representatives, business leaders) to the table early in the discussions about measures and seek their help in communicating results.
- If the state does not currently have grade-level and subject standards for all courses, adopting such standards is important to ensure appropriate rigor in measuring student learning growth.
- The following steps can be used for selecting measures:
  - Categorize teachers by whether they are in tested or nontested subjects and grades.
  - Develop indicators within data systems to link teachers to appropriate student growth data.
  - Determine whether there are existing measures that might be useful in measuring student growth, and establish an approval process and/or listing of acceptable measures.
  - Secure content expertise to help evaluate coverage (i.e., whether measures exist to show learning growth for all teachers).
  - When gaps are found in existing measures, purchase or develop appropriate measures.
  - Consider alternative assessments as well as how measures need to be modified or differentiated through accommodations for students with special needs.

- Conserve resources by encouraging districts to join forces with other districts or regional groups to determine appropriate measures for nontested subjects and grades. This approach also contributes to greater comparability because teachers will be using the same measures across schools, districts, and regions.
- Consider whether human resources and capacity are sufficient to ensure fidelity of implementation.
- Develop a communication strategy to increase awareness and buy-in. Consider "frequently asked questions" pages on state and district websites and other means of sharing information about how and why measures were chosen and how they will be used.
- Establish a plan to evaluate measures to determine whether they can effectively differentiate among teacher performance.
- Evaluate processes and data each year and make needed adjustments.

CONCLUSION

There is little doubt that teacher evaluation has been permanently and irrevocably changed. No longer is a score on a principal's observation checklist acceptable as evidence that a teacher is effective in the classroom. Linking teachers with student outcomes—including evidence of their growth in standards-based knowledge and skills—will become increasingly common. Moving forward in a responsible, deliberate, and cautious manner will ensure that the results are valid and defensible.

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ABOUT THE NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

The TQ Center is funded by the U.S. Department of Education and is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University. Integral to the TQ Center's charge is the provision of timely and relevant resources to build the capacity of regional comprehensive centers and states to effectively implement state policy and practice by ensuring that all teachers meet the federal teacher requirements of the current provisions of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act.

The TQ Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes 16 regional comprehensive centers that provide technical assistance to states within a specified boundary and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to current provisions of ESEA.

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The National Comprehensive Center for Teacher Quality is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University.

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IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

NOTICE OF RULEMAKING - PROPOSED RULE

THE FOLLOWING IS THE PROPOSED TEXT FOR SBOE REVIEW
-SCHEDULED FOR APRIL 2012-

120. LOCAL DISTRICT EVALUATION POLICY – TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.
Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

a. Domain 1 - Planning and Preparation: (3-29-10)

i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)

ii. Demonstrating Knowledge of Students; (3-29-10)

iii. Setting Instructional Goals Outcomes; ~~(~~

Demonstrating Knowledge of Resources; (3-29-10)

v. Designing Coherent Instruction; and (3-29-10)

vi. ~~*Assessing*~~ Designing Student ~~*Learning*~~ Assessments. ~~*(3-29-10)*~~( )

b. Domain 2 - ~~*Learning*~~ The Classroom Environment: ~~*(3-29-10)*~~( )

i. Creating an Environment of Respect and Rapport; (3-29-10)

ii. Establishing a Culture for Learning; (3-29-10)

iii. Managing Classroom Procedures; (3-29-10)

iv. Managing Student Behavior; and (3-29-10)

v. Organizing Physical Space. (3-29-10)

c. Domain 3 - Instruction and Use of Assessment: (3-29-10)

i. Communicating ~~*Clearly and Accurately*~~ with Students; ~~*(3-29-10)*~~( )

ii. Using Questioning and Discussion Techniques; (3-29-10)

iii. Engaging Students in Learning; (3-29-10)

iv. ~~*Providing Feedback to Students*~~ Using Assessment in Instruction; and ~~*(3-29-10)*~~( )

v. Demonstrating Flexibility and Responsiveness~~; and~~. ~~(3-29-10)~~( )

~~vi. Use Assessment to Inform Instruction and Improve Student Achievement.~~ ~~(3-29-10)~~

d. Domain 4 - Professional Responsibilities: (3-29-10)

i. Reflecting on Teaching; (3-29-10)

ii. Maintaining Accurate Records; (3-29-10)

iii. Communicating with Families; (3-29-10)

iv. ~~Contributing to the School and District~~ Participating in a Professional Community;~~(3-29-10)~~( )

v. Growing and Developing Professionally; and (3-29-10)

vi. Showing Professionalism. (3-29-10)

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first half of the evaluation that must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code). ( )

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code). ( )

0~~2~~4. **Participants**. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 1~~3~~6, and each school nurse and librarian ~~(Section 33-515, Idaho Code)~~. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. ~~(4-1-97)~~( )

0~~3~~5. **Evaluation Policy - Content**. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation and after September 1, 2014, shall have proof of proficiency in evaluating teacher performance. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be the basis for the district's Needs Assessment in determining district-wide professional development. Individual performance data shall be the foundation of individualized Professional Performance Plans for all teachers. Professional Performance Plans shall be used in annual evaluation as a means of measuring professional growth. District shall implement use of Professional Growth Plans no later than January 1, 2015.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. No later than March 01, 2014, districts shall have extablished an individualized teacher evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished . Districts shall ensure that an Individualized Professional Development plan is created for each teacher based upon evaluation findings, and to be used in subsequent years as the baseline measurement for professional development and growth.

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

046. **Evaluation Policy - Frequency of Evaluation**. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. ~~*At a minimum, the policy must provide standards for evaluating the following personnel:*~~ All contract personnel shall be evaluated at least once annually. ~~*(4-1-97)*~~( )

~~***a.*** *First , second , and third year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year.* *(4-1-97)*~~

~~***b.*** *All renewable contract personnel will be evaluated at least once annually.* *(4-1-97)*~~

057. **Evaluation Policy - Personnel Records**. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation of are research based. Once developed, each district shall submit the system of evaluation to the State Department of Education for approval prior to formal adoption. By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.

121. LOCAL DISTRICT EVALUATION POLICY - ADMINISTRATIVE CERTIFICATE HOLDERS.
Each school district board of trustees will develop and adopt policies for administrator performance evaluation in which criteria and procedures for the evaluation of administratively certificated personnel are research based. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.

01. Standards. Each district evaluation model shall be aligned to state minimum standards, including proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching. Proof of proficiency in evaluating teacher performance shall be required of all administrators no later than September 1, 2014.

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any administatively certificated employees and must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code).

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all administratively certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code).

04. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which administratively certificated personnel will be evaluated.

c. Evaluator -- identification of the individuals responsible for appraising or evaluating administratively certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.

d. Sources of data -- description of the sources of data used in conducting administratively certificated personnel evaluations. Proficiency in conducting evaluations through classroom observation should be included as one (1) source of data.

e. Procedure -- description of the procedure used in the conduct of administratively certificated personnel evaluations.

f. Communication of results -- the method by which administratively certificated personnel are informed of the results of evaluation

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change.

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation.

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be the basis for the district's Needs Assessment in determining district-wide professional development for administrators. Individual performance data shall be the foundation of individualized Professional Performance Plans. Professional Performance Plans shall be used in annual evaluation as a means of measuring professional growth in instructional leadership. District shall implement use of Professional Growth Plans no later than January 1, 2015.
(

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists administrative personnel in need of improvement. No later than March 01, 2014, districts shall have extablished an individualized evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished . Districts shall ensure that an Individualized Professional Development plan is created for each administrative certificate holder based upon evaluation findings, and to be used in subsequent years as the baseline measurement for professional development and growth.

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan.

05 Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis.~~:~~ All contract personnel shall be evaluated at least once annually.

06. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation of are research based. Once developed, each district shall submit the system of evaluation to the State Department of Education for approval prior to formal adoption. . By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.

School District:
Date:

TEACHER PERFORMANCE EVALUATION
STATE STANDARDS AND REQUIREMENTS RUBRIC

The districts teacher evaluation model is based on or is aligned to the following minimum standards:	Met	Partially Met	Not Met	Comments:
Domain 1 – Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy				
Domain 1 – Planning and Preparation 1b: Demonstrating Knowledge of Students				.
Domain 1 – Planning and Preparation 1c: Setting Instructional Goals				.
Domain 1 – Planning and Preparation 1d: Demonstrating Knowledge of Resources				
Domain 1 – Planning and Preparation 1e: Designing Coherent Instruction				
Domain 1 – Planning and Preparation 1f: Assessing Student Learning				
Domain 2 – Learning Environment 2a: Creating an Environment of Respect and Rapport				
Domain 2 – Learning Environment 2b: Establishing a Culture for Learning				
Domain 2 – Learning Environment 2c: Managing Classroom Procedures				
Domain 2 – Learning Environment 2d. Managing Student Behavior				

Domain 2 – Learning Environment 2e: Organizing Physical Space				
Domain 3 – Instruction and Use of Assessment 3a: Communicating Clearly and Accurately				
Domain 3 – Instruction and Use of Assessment 3b: Using Questioning and Discussion Techniques				
Domain 3 – Instruction and Use of Assessment 3c: Engaging Students in Learning				
Domain 3 – Instruction and Use of Assessment 3d: Providing Feedback to Students				
Domain 3 – Instruction and Use of Assessment 3e: Demonstrating Flexibility and Responsiveness				
Domain 3 – Instruction and Use of Assessment 3f: Use assessment to inform instruction and improve student achievement				
Domain 4 – Professional Responsibilities 4a: Reflecting on Teaching				
Domain 4 – Professional Responsibilities 4b: Maintaining Accurate Records				
Domain 4 – Professional Responsibilities 4c: Communicating with Families				
Domain 4 – Professional Responsibilities 4d: Contributing to the School and District				
Domain 4 – Professional Responsibilities 4e: Growing and Developing Professionally				
Domain 4 – Professional Responsibilities 4f: Showing Professionalism				

The districts teacher evaluation policy includes the following provisions:	Met	Partially Met	Not Met	Comments:
District evaluation policy includes a provision for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel.				
District evaluation policy contains statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions.				
District evaluation policy contains statements of the general criteria upon which certificated personnel will be evaluated.				
District evaluation policy contains identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.				
District evaluation policy contains description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data.				
District evaluation policy contains description of the procedure used in the conduct of certificated personnel evaluations.				
District evaluation policy contains the method by which certificated personnel are informed of the results of evaluation.				
District evaluation policy contains the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.				
District evaluation policy contains the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.				
District evaluation policy contains the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.				
District evaluation policy contains a description of the method used to monitor and evaluate the district's personnel evaluation system.				

Districts evaluation policy includes a plan for including all stakeholders, including teachers, school board members and administrators, in the development and ongoing review of the teacher evaluation plan.				
District evaluation policy contains a plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement				
District evaluation policy contains a plan for ongoing training and professional development for evaluators/administrators and teachers on the district's evaluation standards, tool and process.				
District evaluation policy contains a plan for funding ongoing training and professional development for administrators in evaluation				
District evaluation policy contains a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development				
District evaluation policy contains at a minimum, a provision for evaluating the following personnel: • First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. • All renewable contract personnel will be evaluated at least once annually.				
Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy.				

State of Idaho Teacher Performance Evaluation Implementation Guidelines

Every Teacher Performance Evaluation Model Must Include the Following:

Performance Levels: Each district must identify descriptors of performance levels for each domain, which will, at a minimum, address proficient and unsatisfactory practice. Example of performance levels a district might identify include: unsatisfactory, basic, proficient, distinguished. In recognition of research into mastery, proficient performance in a domain is meeting 80% of the components.

Reliability and Validity: Part of the vision of the Teacher Performance Evaluation Task Force is for each district's evaluation tool and process to be valid and reliable and utilize data to support those qualifications. Districts will report content validity data within the first year - gather input from those being evaluated on the indicators within components and domains (this meets the requirements in the Idaho Administrative Code 08.02.02.120). Reliability is demonstrated through the plan for ongoing training for evaluators to ensure that different evaluators recognize the same behaviors at the same level of performance.

Training and Professional Development: As part of each district's process and implementation of a teacher evaluation model, there must be a plan for ongoing training for evaluators/administrators as well as professional development for teachers on the district's evaluation tool and process. Districts must ensure that all administrators responsible for performing evaluations be trained in the district approved evaluation model.

Required Components of a District Teacher Evaluation Model:

- Districts must adopt or develop a teacher evaluation model that is aligned to state minimum standards that are based on Charlotte Danielson’s Framework for Teaching domains and components of instruction.

- Districts will develop or adopt their own instruments and procedures for evaluating teachers based on these standards.

- The evaluation process will be determined by the local district providing that it meets the minimum number of evaluations per year required in Idaho laws and rules.

- Each district’s teacher evaluation model must include, at a minimum, the following information:

- **Purpose** -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions.
- **Evaluation criteria** -- statements of the general criteria upon which certificated personnel will be evaluated.
- **Evaluator** -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.
- **Sources of data** -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data.
- **Procedure** -- description of the procedure used in the conduct of certificated personnel evaluations.
- **Communication of results** -- the method by which certificated personnel are informed of the results of evaluation.
- **Personnel actions** -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.
- **Appeal** -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.
- **Remediation** -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.
- **Monitoring and evaluation** -- A description of the method used to monitor and evaluate the district's personnel evaluation system.
- **Funding** -- a plan for funding ongoing training and professional development for administrators in evaluation.
- **Collecting and using data** -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.
- **Identify proficiency** -- A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.
- **Stakeholders** -- A plan for including all stakeholder including, but not limited to, teachers, board members and administrators in the development and ongoing review of their teacher evaluation plan.
- **Professional development and training** -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.

- The task force believes that reliability is developed and demonstrated through ongoing training for evaluators.
- Districts must ensure that all administrators responsible for performing evaluations be trained in the district's state-approved evaluation model.
- Districts must identify what funds they are currently utilizing for administrator professional development in evaluation as well as funds they will utilize to support ongoing training and professional development.

State Approval:

Every school district and charter school must submit its evaluation model to the State Department of Education for approval by 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 laws and rules. Models must also address performance levels, reliability and validity, and ongoing training and professional development. A team of reviewers at the State Department of Education who are trained in the framework will approve the evaluation models.

Plans that are not approved will be returned to the districts highlighting recommendations for change. The State Department of Education will establish a process of appeals for districts that wish to contest a plan that was not approved.

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-1106

NOTICE OF RULEMAKING - PROPOSED RULE

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1106

120. LOCAL DISTRICT EVALUATION POLICY.
Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

a. Domain 1 - Planning and Preparation: (3-29-10)

i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)

ii. Demonstrating Knowledge of Students; (3-29-10)

iii. Setting Instructional Goals Outcomes; ~~(3-29-10)~~( )

iv. Demonstrating Knowledge of Resources; (3-29-10)

v. Designing Coherent Instruction; and (3-29-10)

vi. ~~Assessing~~ Designing Student ~~Learning~~ Assessments. ~~(3-29-10)~~( )

b. Domain 2 - ~~Learning~~ The Classroom Environment: ~~(3-29-10)~~( )

i. Creating an Environment of Respect and Rapport; (3-29-10)

ii. Establishing a Culture for Learning; (3-29-10)

iii. Managing Classroom Procedures; (3-29-10)

iv. Managing Student Behavior; and (3-29-10)

v. Organizing Physical Space. (3-29-10)

c. Domain 3 - Instruction and Use of Assessment: (3-29-10)

i. Communicating ~~Clearly and Accurately~~ with Students; ~~(3-29-10)~~( )

ii. Using Questioning and Discussion Techniques; (3-29-10)

iii. Engaging Students in Learning; (3-29-10)

iv. ~~Providing Feedback to Students~~ Using Assessment in Instruction; and ~~(3-29-10)~~( )

v. Demonstrating Flexibility and Responsiveness~~; and~~. ~~(3-29-10)~~( )

~~vi. Use Assessment to Inform Instruction and Improve Student Achievement.~~ ~~(3-29-10)~~

d. Domain 4 - Professional Responsibilities: (3-29-10)

i. Reflecting on Teaching; (3-29-10)

ii. Maintaining Accurate Records; (3-29-10)

iii. Communicating with Families; (3-29-10)

iv. ~~Contributing to the School and District~~ Participating in a Professional Community;~~(3-29-10)~~( )

v. Growing and Developing Professionally; and (3-29-10)

vi. Showing Professionalism. (3-29-10)

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first half of the evaluation that must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code). ( )

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code). ( )

0~~2~~4. **Participants**. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 1~~3~~6, and each school nurse and librarian ~~(Section 33-515, Idaho Code)~~. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. ~~(4-1-97)~~( )

0~~3~~5. **Evaluation Policy - Content**. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. (3-29-10)

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. (3-29-10)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

04~~5~~6. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. ~~*At a minimum, the policy must provide standards for evaluating the following personnel:*~~ All contract personnel shall be evaluated at least once annually. ~~*(4-1-97)*~~(____)

~~***a.*** *First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year.* *(4-1-97)*~~

~~***b.*** *All renewable contract personnel will be evaluated at least once annually.* *(4-1-97)*~~

05~~5~~7. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

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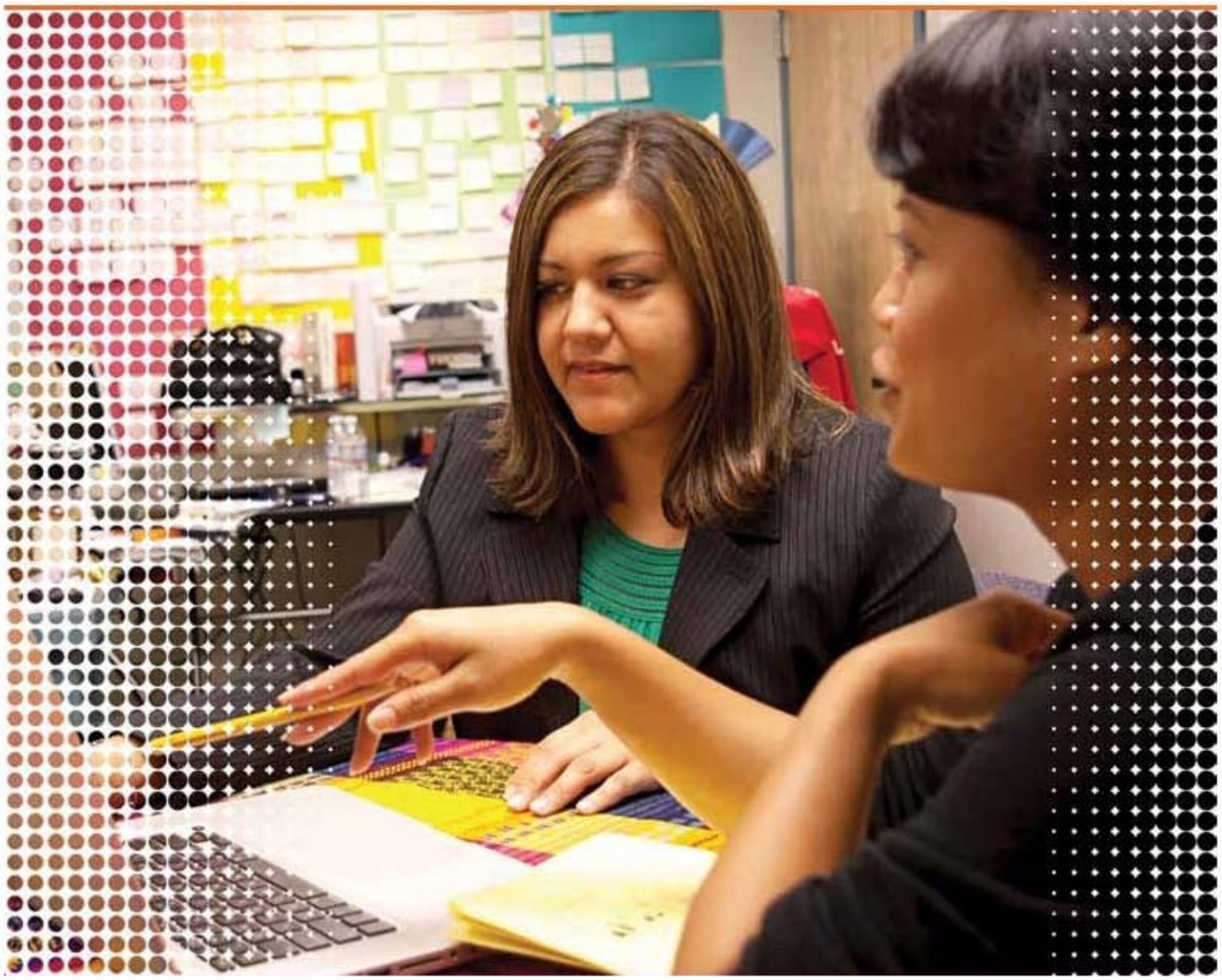
Teachscape Framework for Teaching Proficiency System



Framework for Teaching Proficiency System

Fair Teacher Evaluations Start with Well-Trained Observers

The need to institute training programs for observers has never been greater. As a result of state and federal policy initiatives and an increasing emphasis on performance-based teacher evaluation systems, there is an urgent need to train observers so that they can demonstrate the ability to accurately and reliably assess teaching practice — before conducting an observation.

Studies prove that a great teacher can impart a year and a half's worth of learning to a student in one year. Teachers can improve their effectiveness with focused feedback from individuals who are well trained in accurately applying an instructional framework to teaching practice.

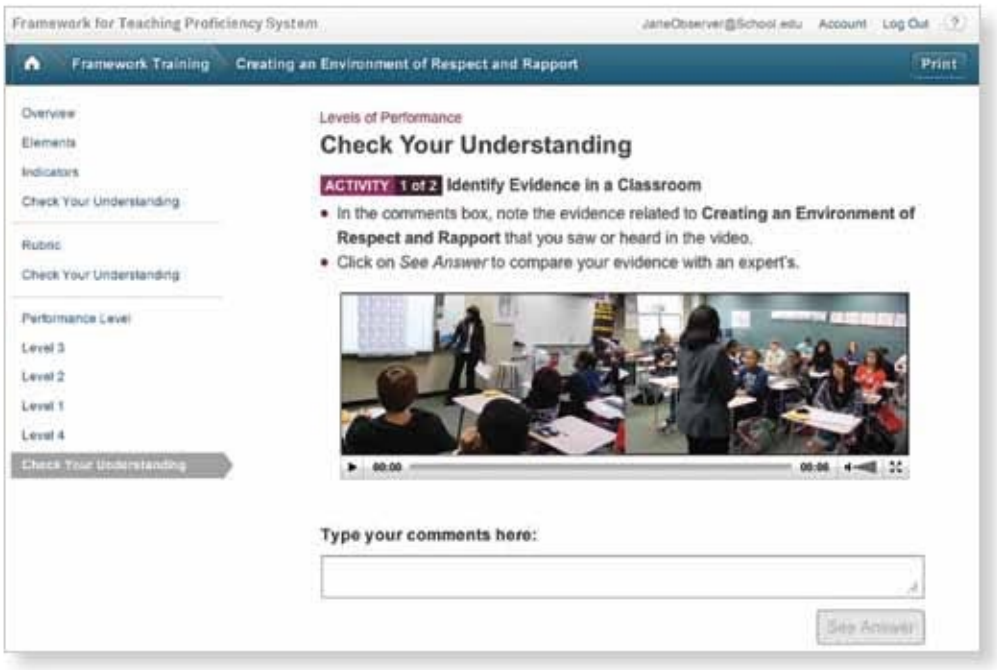
The Proficiency System provides districts with a complete online solution for training and testing the proficiency of observers in the Charlotte Danielson Framework for Teaching:

- Framework for Teaching—Observer Training
- Framework for Teaching—Scoring Practice
- Framework for Teaching—Proficiency Test

Observer Training: Raising the Bar on Observer Expertise

The self-paced online training was developed to increase the reliability and accuracy of observers by helping them to deeply understand and accurately differentiate the components of Domains 2 and 3 and each of the four proficiency levels of the Framework for Teaching.

- More than 15 hours of training and over 100 master-scored videos
- Master scored videos cover all proficiency ranges in grades K–12 and in multiple subject areas (English language arts, math, science, and social studies)
- Benchmark videos build common expectations around accurate examples of a given proficiency level
- Videos include scoring rationale to reinforce learning and comprehension
- Training includes interactive tools and application activities to reinforce strategies and concepts featured in the learning modules



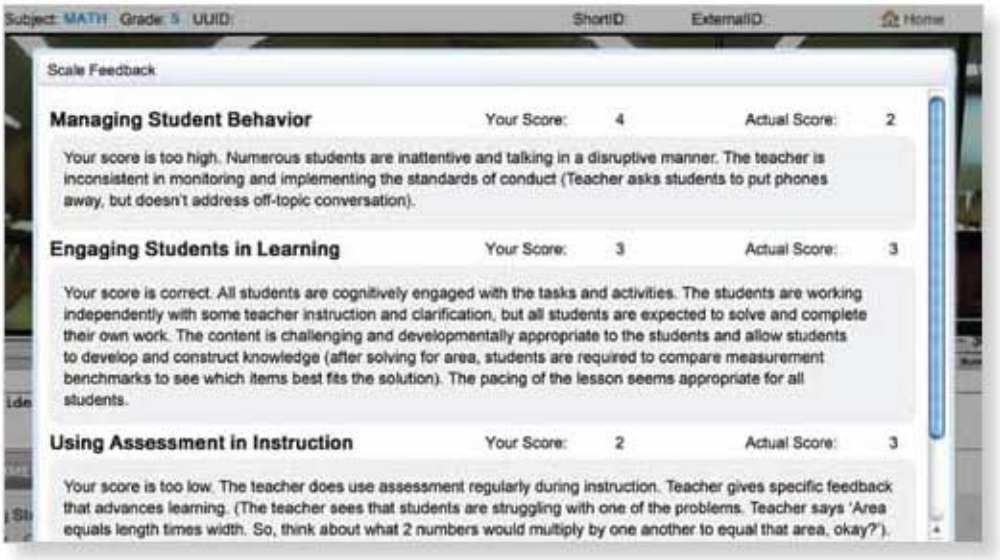
teachscape

Scoring Practice: Apply Skills with Classroom Videos

Scoring practice with master-scored videos helps prepare observers for real-world classroom observations. An observer can view videos of real classrooms and score the videos using rubrics. Then, the observer can compare his or her scores with the scores assigned by an expert and review the expert's rationale.

Practice videos of varying lengths cover English language arts , math, and social studies or science in grade bands K–5, 6–8, K–8, 9–12, and K–12.

- Identify and record instructional evidence
- Align teaching evidence to a specific component of the Framework for Teaching
- Evaluate evidence to render accurate observations about classroom practice in the various components of the Framework for Teaching
- Score classroom practice based on the evidence



Proficiency Test: Assess Observation Skills

Developed as a scientifically sound methodology for assessing observers, the proficiency test evaluates whether the observers understand and can apply the Framework for Teaching in an accurate and consistent manner.

The test is designed to challenge observers in demonstrating their observational skills and incorporates extensive use of master-scored videos to measure observers' depth and application of knowledge in rendering accurate judgments.

- Five test versions: elementary, middle school, high school, K–8, and K–12
- Includes English language arts, math, and science or social studies content areas
- Takes about 7.5 hours and contains two pass/not pass stages
- Includes test passage rate reports for observers and proficiency analysis reports for district administrators

Partnerships

The Framework for Teaching Proficiency System was born out of the Bill & Melinda Gates Foundation Measures of Effective Teaching (MET) project. Through this project, Teachscape videotaped more than 3,000 classrooms and 20,000 lessons across grades 4–9 English language arts, grades 4–9 math, and grade 10 biology.

Implemented Successfully in the MET Project

After completing the video capture of thousands of lessons came the challenging task of scoring the classroom videos relative to an instructional framework. Teachscape partnered with Charlotte Danielson, an internationally recognized expert on teacher effectiveness and developer of the Framework for Teaching, and with Educational Testing Service (ETS) to develop the systems, tools, and methodology for scoring the classroom lessons.

Developed with Charlotte Danielson and ETS

Teachscape, Charlotte Danielson, and ETS have partnered to create a new online training and testing system that is now available to help all districts improve the accuracy and integrity of the teacher observation process.

> "The Framework for Teaching Proficiency System is a vital element of any fair and equitable approach to teacher observation and evaluation. It provides assurance that when the Framework for Teaching is used for evaluation, it's done with integrity and fidelity."
>
> —Charlotte Danielson

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San Francisco, CA 94105
www.teachscape.com

Great teachers create inspired learners.

To find out how the Teachscape Framework for Teaching Proficiency System can help you, call 877. 98.TEACH, or visit our website at www.teachscape.com.

Christina P. Linder

From: Christina P. Linder

Sent: Wednesday, December 28, 2011 12:33 PM

To: 'adunn@sugarsalem.com'; 'coburnr@d93.k12.id.us'; 'rcampbell@sd60.k12.id.us'; 'bjolley@sd60.k12.id.us'; 'gmlowe@wendellschools.org'; 'jshawver@kimberly.edu'; 'wward@nsd131.org'; 'jrapp@lewistonschools.net'; 'CoburnR@d93.k12.id.us'; 'mgreen@falsonridgecharter.org'

Cc: Teresa Burgess; Becky Martin

Subject: Proficiency for Evaluators Using the Danielson Framework - Regional Face to Face Danielson Training for Administrators and Teacher Leaders

Attachments: Framework for Teaching Proficiency System.pdf

Dear District Administrators,

I am writing to let you know that we've been able to confirm dates for our regional face to face trainings. Our goal is to provide you with the opportunity to participate in trainings that will lead to inter-rater reliability as you strive to effectively implement the Danielson Framework within your district.

You will not only have the opportunity to send up to 20 administrators and teacher leaders to be trained, but each will be able to become officially certified as an evaluator. The brochure that explains this process is attached above. Through a combination of face-to-face trainings and the availability of video training and practice tests, your evaluators will be able to prove that they have achieved proficiency in evaluating teachers for both formative and summative purposes.

The state will provide training, materials, meals, and reimbursement for up to five substitute teachers to facilitate participation of teacher leaders. We would ask that you consider using Title IIA funds to pay for travel expenses and perhaps provide a stipend for participants. Completion of this "train-the trainer" training will result in an opportunity for you to build capacity within your own districts, and provide ongoing support for administrators and teachers. The dates are outlined in the table below.

Next week you will receive a second email with a link to register for the trainings. Please forward the email with the embedded link to all administrators and teachers leaders who will be participating. This link will not only have a brief survey to give our trainers and idea of the level of expertise among participants, but will also be used as the official vehicle for confirming registration of participants.

Proficiency for Evaluators Using the Danielson Framework - Training Schedule 2011-2012
Participants: Principals, Evaluators and Teacher Leaders

Region 1 and 2 CdA or Post Falls Facility to be arranged Time: 8:30am-3:30pm	Region 3 Boise or Meridian Time: 8:30am-3:30pm	Region 4 ,5 and 6 Idaho Falls Facility to be arranged Time: 8:30am-3:30pm
Day 1- October 19,2011	Day 1-January 18, 2012	Day 1- January 20,2012
Day 2 -February 28, 2012	Day 2- March 8, 2012	Day2-March 6, 2012
Day 3-April 17,2012	Day 3-April 19, 2012	Day 3-April 24, 2012
Day 4 – TBA : Next Steps	Day 4- June 14, 2012	Day 4- June 7, 2012

Certification: Certified Evaluator	Certification: Certified Evaluator	Certification: Certified Evaluator

Please don't hesitate to call or email any of us listed above if you have questions. I hope you were able to get some rest and peace over the long break, and have come back feeling refreshed. Our team so looks forward to working with you.

Warm regards,
c

Christina Linder
Director
Certification and Professional Standards
Idaho State Department of Education
(208) 332-6886