ATTACHMENT 1

STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

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

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

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

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.

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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

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

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

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		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.

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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.

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• 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.

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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

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		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.

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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.

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• 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.

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• 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

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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.
• John Owens, 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,

(b)(6)

(b)(6)

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

Jose 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,

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(b)(6)

(b)(6)

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

Idaho PTA
one child. one voice.

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

777 S. Latah St. Boise, ID 83705
Phone: 208-345-1171
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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,

(b)(6)

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

(208) 854-4000
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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.

ATTACHMENT 2

JOINT SCHOOL DISTRICT NO. 2

1303 E. CENTRAL • MERIDIAN, IDAHO 83642

Preparing Today's Students for Tomorrow's Challenges.

Boise • Eagle • Meridian • Star

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 (b)(6)
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

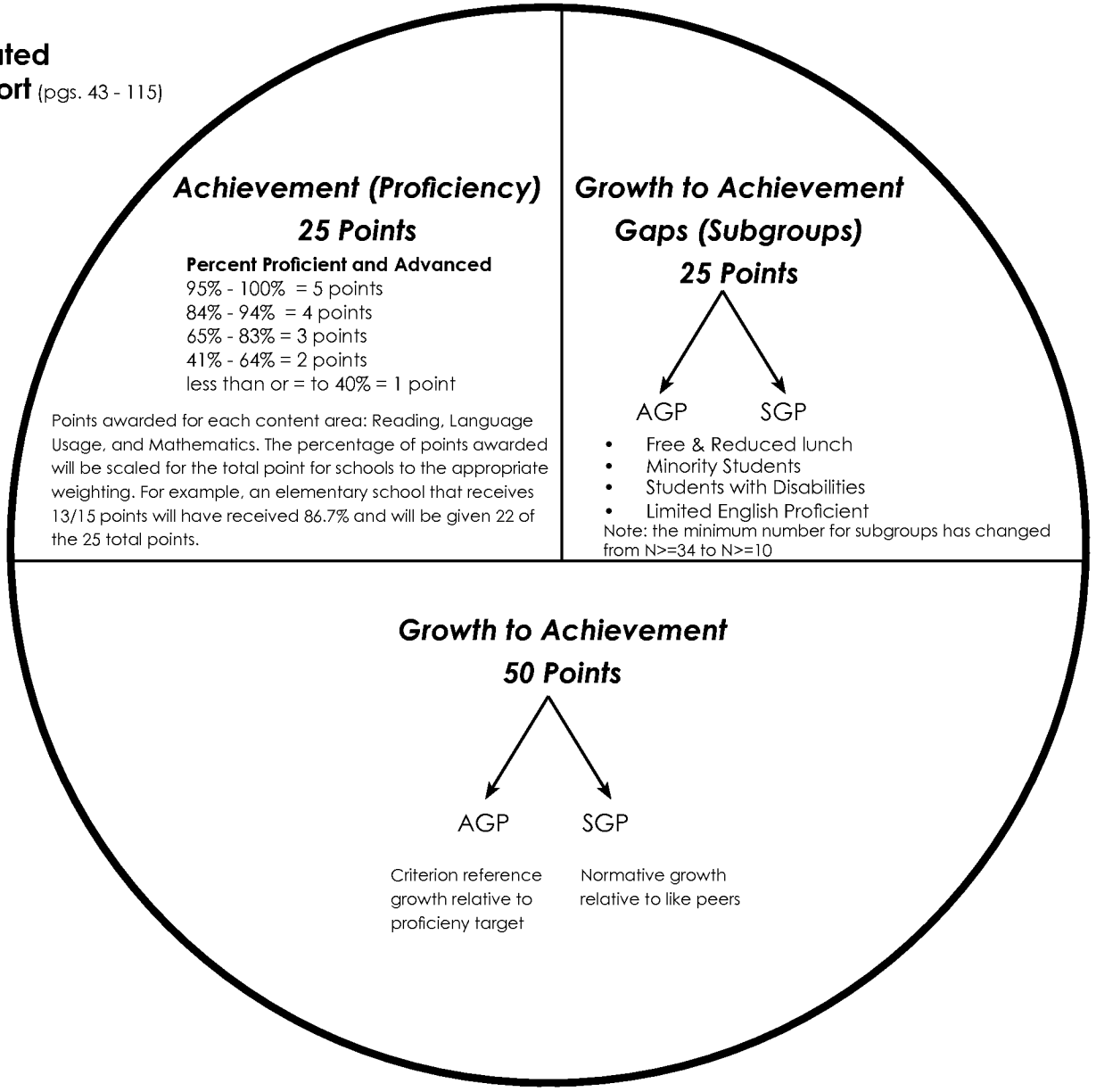
★

- 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)

Elementary & Middle Schools



Total Points = 100

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.

State of Idaho
ESEA Flexibility Request

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support (pgs. 43 - 115)

Star Rating Point Range

- ★★★★★ = 95 - 100
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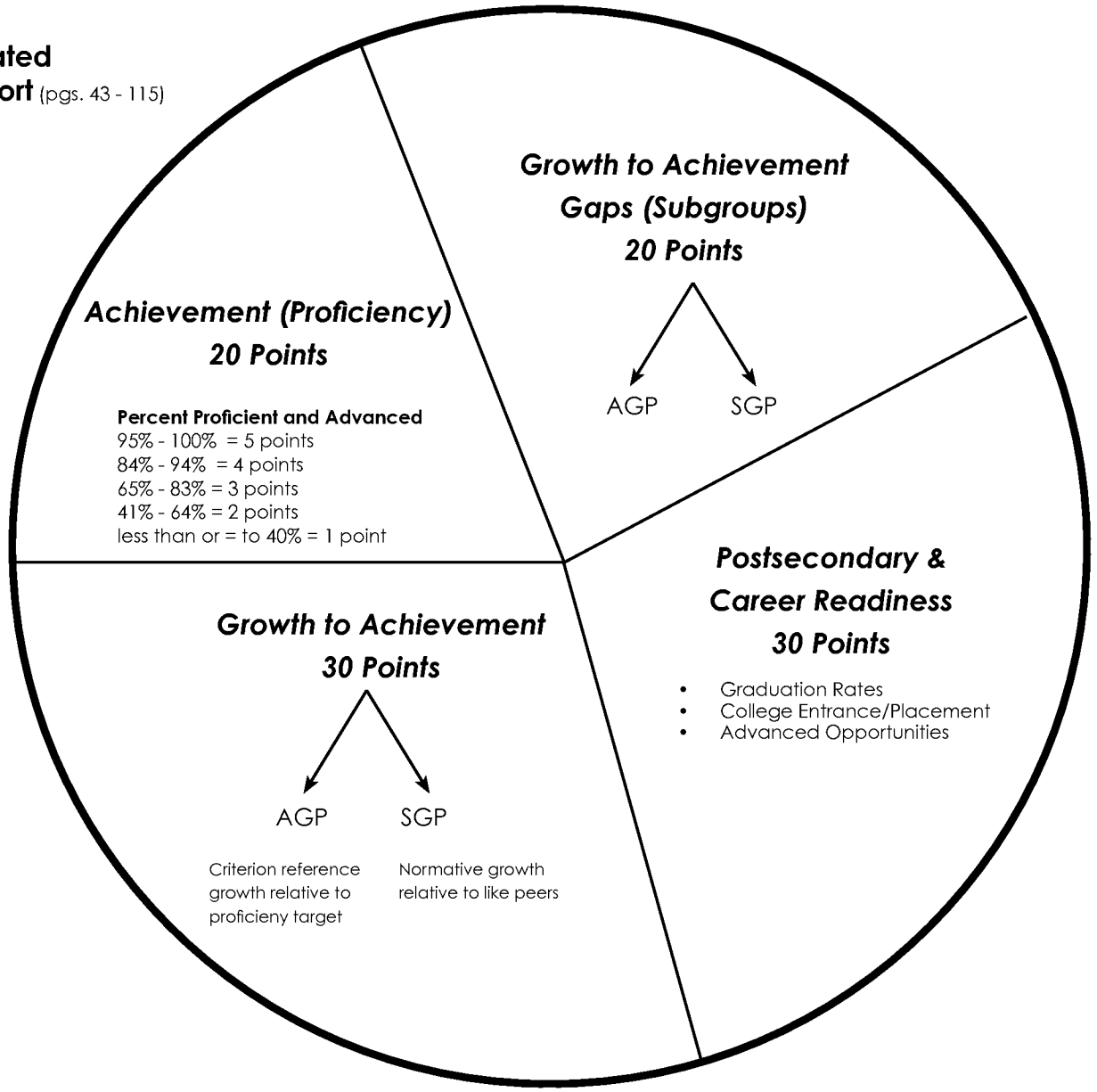
SGP = Median **Student Growth Percentile**
The SGP is a normative growth measure. The SGP calculates a growth percentile based on comparing students who have scored in the same score range on the ISAT in the previous year.

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,

(b)(6)

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	(b)(6)	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	(b)(6)	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	(b)(6)	Parent	251	(b)(6)	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	(b)(6)	Parent	261	(b)(6)	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	(b)(6)	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	(b)(6)	Citizen	001	(b)(6)	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	(b)(6)	Parent	304	(b)(6)	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	Steven McDowell	Trustee	283	mcdowell4@tds.net	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	(b)(6)	Teacher / Parent	412	(b)(6)	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	(b)(6)	School Board Member	55	(b)(6)	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	(b)(6)	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.	(b)(6)	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	Kathleen Schipani	Paraeducator	193	(b)(6)	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	(b)(6)	Parent	091	(b)(6)	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	(b)(6)			(b)(6)	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	(b)(6)	Parent / Teacher	221	(b)(6)	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, (b)(6)
01/09/12	(b)(6)	School Board Member	231	(b)(6)	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	(b)(6)	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	(b)(6)	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	(b)(6)	Other	Citizen supporter of Public Education and former teacher	(b)(6)	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	(b)(6)	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	(b)(6)	Parent	001	(b)(6)	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.

(b)(6)

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	(b)(6)	Other	Citizen supporter of Public Education and former teacher	(b)(6)	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 ❓Star❓ 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 clich❓. However, they did offer some ideas for a better ranking system. Several of those ideas were as follows: ❓ A Ribbon System ❓ Blue Ribbon, Red Ribbon, Yellow Ribbon ❓ Use Danielson Verbiage ❓ Distinguished, Proficient, Basic, Unsatisfactory; or Distinguished, Proficient, Emerging, Unsatisfactory ❓ ISAT Verbiage ❓ Advanced, Proficient, Basic, Below Basic Another idea that was provided was to allow local school district❓s 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	(b)(6)	Other/Trustee	171	(b)(6)	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	Joan Peterson	Education Consultant	BSU	(b)(6)	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	Sarah Blasius	High School Teacher/Retiree	151	(b)(6)	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	Judith Randleman	Special Ed Advisory Panel	(b)(6)	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

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

ATTACHMENT 3

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

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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.

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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
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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: (b)(6)
Signature State's higher education executive officer, if State has one: (b)(6)	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): (b)(6)	Telephone: 6-1-10
Signature of president or head of each participating IHE or IHE system: Robert Kustra	Date: 6-1-10

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State Name:
IDAHO

State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: (b)(6)
Signature State's higher education executive officer, if State has one: (b)(6)	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Gerald L Beck	Telephone: (b)(6)
Signature of president or head of each participating IHE or IHE system: (b)(6)	Date: 6-2-10

(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: (b)(6)
Signature State's higher education executive officer, if State has one: (b)(6)	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Burton White	Telephone: (b)(6)
Signature of president or head of each participating IHE or IHE system: (b)(6)	Date: 1 June 2010

(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: (b)(6)
Signature State's higher education executive officer, if State has one: (b)(6)	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Dr. Arthur C. Vailas, President	Telephone: (b)(6)
Signature of president or head of each participating IHE or IHE system: (b)(6)	Date: 6/4/2010

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State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: (b)(6)
Signature State's higher education executive officer, if State has one: (b)(6)	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Dene Thomas, LCSC	Telephone: (b)(6)
Signature of president or head of each participating IHE or IHE system: (b)(6)	Date: 6-1-10

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State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: (b)(6)
Signature State's higher education executive officer, if State has one: (b)(6)	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Priscilla J. Bell, President	Telephone: (b)(6)
Signature of president or head of each participating IHE or IHE system: (b)(6)	Date: 6-1-10

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State Name:
IDAHO

State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: (b)(6)
Signature State's higher education executive officer, if State has one: (b)(6)	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): M. DUANE NELLIS	Telephone: (b)(6)
Signature of president or head of each participating IHE or IHE system: (b)(6)	Date: 6-3-10

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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: (b)(6)	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): BERTON L. GLANDON	Telephone: (b)(6)
Signature of president or head of each participating IHE or IHE system: (b)(6)	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:

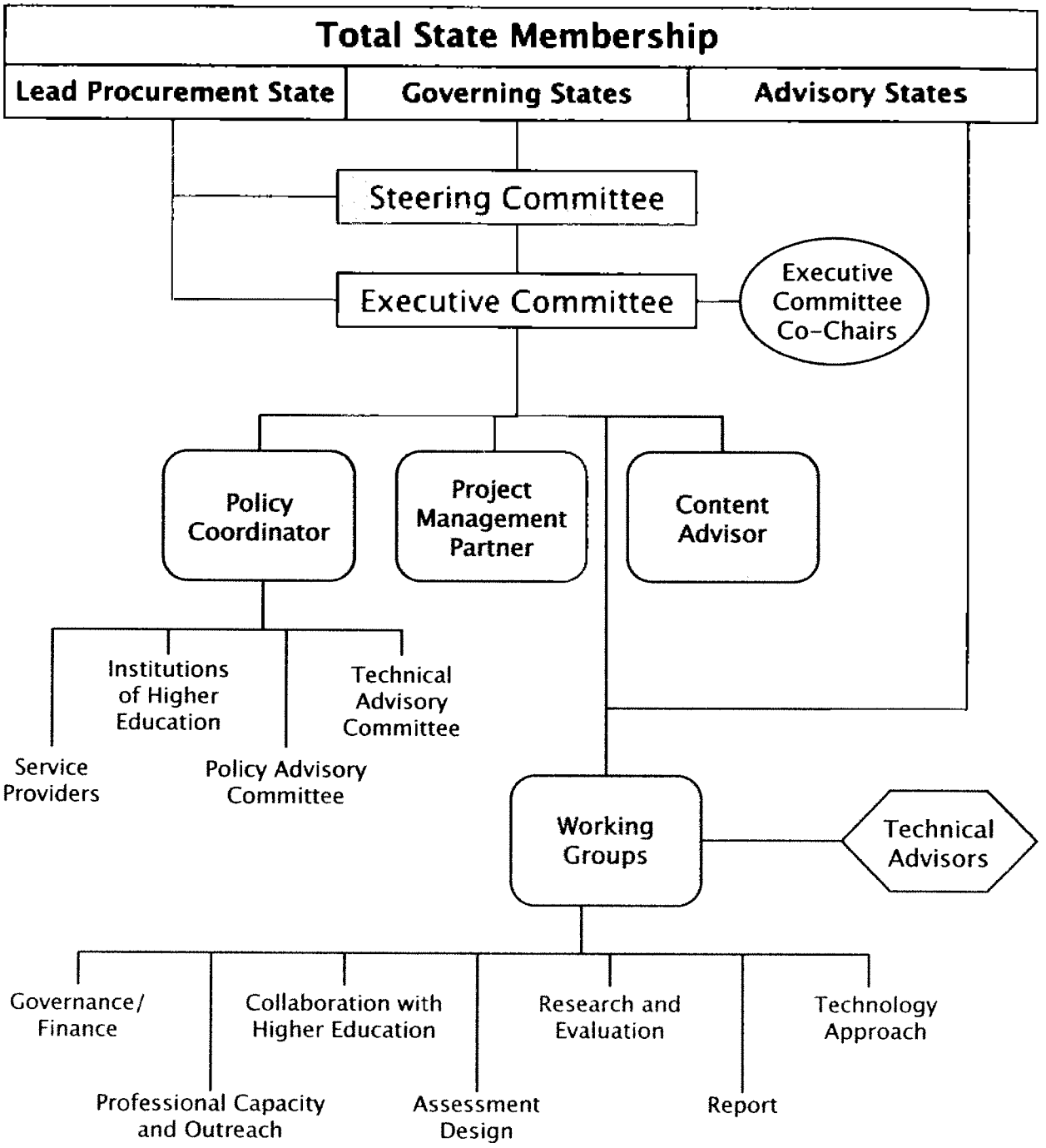
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

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.

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.

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(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: (b)(6)
Signature of Governor or Authorized Representative of the Governor: (b)(6)	Date: JUNE 2, 2010
Chief State School Officer (Printed Name): Tom Luna	Telephone: (b)(6)
Signature of the Chief State School Officer: (b)(6)	Date: 6/2/10
President of the State Board of Education, if applicable (Printed Name): Richard Westerberg	Telephone: (b)(6)
Signature of the President of the State Board of Education, if applicable: (b)(6)	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 all States 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: (b)(6)
Signature of State's chief procurement official (or designee),: (b)(6)	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%

	2009/2010					**2010/2011**				
Math	**% 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%

	2009/2010					**2010/2011**				
Language	**% 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%

	2009/2010					2010/2011				
Science										
	%	%	%	%	%	%	%	%	%	%
	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%

		2009/2010					2010/2011				
Math		**% 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%

	2009/2010					**2010/2011**				
Language	**% 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%

	2009/2010					2010/2011				
Science										
	%	%	%	%	%	%	%	%	%	%
	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%

	2009/2010					2010/2011				
Math	**% 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%

	2009/2010					**2010/2011**				
Language	**% 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%

	2009/2010					2010/2011				
Science	**% 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%

	2009/2010					2010/2011				
Math	**% 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%

	2009/2010					**2010/2011**				
Language	**% 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%

	2009/2010					2010/2011				
Science										
	%	%	%	%	%	%	%	%	%	%
	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%

	2009/2010					2010/2011				
Math	**% 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%

	2009/2010					**2010/2011**				
Language	**% 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%

	2009/2010					2010/2011				
Science	**% 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%

	2009/2010					2010/2011				
Math	**% 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%

	2009/2010					**2010/2011**				
Language	**% 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%

	2009/2010					2010/2011				
Science										
	%	%	%	%	%	%	%	%	%	%
	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%

			2009/2010					2010/2011		
Math	**% 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%

	2009/2010					**2010/2011**				
Language	**% 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%

	2009/2010					2010/2011				
Science	**% 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%

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: 2011-2012 REWARD, PRIORITY, AND FOCUS SCHOOLS

Anonymous ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
519523066	A		
588770961	A		
36560977	A		
722803226	A		
572827226	A		
161700119	A		
332087781	A		
539202584	A		
305275086	B		
319013512	B		
321951841	B		
464579433	B		
832296147	B		
739201149	B		
700916162	B		
251408308	B		
188372829	B		
43209053	B		
858681018	B		
650461079	B		
288315455		C	
907212877		C	
438763334		C	
604385273		C	
156948827		C	

Anonymous ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
626053312		C	
372932822		C	
313421142		C	
822987481		C	
693733145		C	
172283353		C	
408335151		D	
880036037		D	
759767539		E	
672140490		E	
988180913		E	
71266504		E	
124193623		E	
958155720		E	
90893835		E	
60540185		E	
511598139			F
40249570			F
870860703			F
902914604			F, G
28449542			F, G
837599956			F, G
641627514			F, G
758816532			F, G
553059917			F, G
979067809			F, G
393775509			F, G
504110079			F, G
774612909			F, G
543798893			F, G
307964900			F, G

Anonymous ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
647602602			F, G
502526998			F, G
635942984			F, G
501596717			F, G
698090567			F, G
373973314			F, G
151876222			F, G
139648120			F, G
597086552			F, G
196978226			F, G
769908706			F, G
111047376			F, G
566590667			G
743645721			G
984559113			G
279816406			G
458415626			G
786960476			G
197713590			G
188111491			G
838042622			G
668442136			G
437500134			G
219001700			G
904081086			G
753218908			G
352269527			G

Total # of Reward Schools: 41
Total # of Priority Schools: 21
Total # of Title I schools in the State: 417
Total # of Title I-participating high schools in the State with graduation rates less than 60% over three years: 0

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

ATTACHMENT 11

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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Idaho Statutes

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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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DISTRICT TRUSTEES

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's copyright.

ATTACHMENT 11

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

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 an amount equal to 10 percent of Title I-A funds for professional development.

A district is required to set aside an amount equal to 10 percent of the Title I-A funds, 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. The amount that would be required under Title I can be determined by taking 10 percent of the amount defined in the Idaho Consolidated State and Federal Grant Application (CFSGA) budget section that is automatically calculated by the State regarding the minimum amount of funds that would need to be allocated to the school if it were to operate a Title I program.

Professional Development (District). To promote system wide improvement across the district, the State expects districts to determine the professional development set-aside in the following manner:

- In a Title I-A funded district that is rated a One or Two Star: The LEA improvement plan must address the professional development needs of the instructional staff serving the LEA by committing to spend for professional development an amount equal to 10 percent of the funds received by the LEA under Title IA for each fiscal year in which the SEA identifies the LEA for Rapid Improvement or Turnaround. These funds may include funds reserved by schools for professional development under the Rapid Improvement Plan and Turnaround Plan requirements but may not include funds reserved for professional development under section 1119 of the ESEA (e.g. Title IIA).
- 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.
- These funds may be used for professional development in non-Title I funded schools provided that the district can demonstrate that such schools contribute to the district's identification as a One or Two Star District and the professional development activities

are connected to the reasons for which the district was identified. However, the funds must still be used consistent with Title I requirements.

Professional Development (School). For schools in the Rapid Improvement Plan or Turnaround Plan categories, the State expects the district to set-aside funds in the following manner:

- In a Title I-A funded school: The improvement plan must provide an assurance that the school will spend an amount equal to 10 percent of the allocation it receives under Title I-A for each year that the school is in an improvement status, for the purpose of providing high-quality professional development to school personnel who serve Title I students (e.g., the school's teachers, principal, and, as appropriate, other instructional staff).
- If the school is given authority by the district over the oversight 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.
- In the event that the district is identified as One or Two Stars, the school professional development set-aside may be included when calculating the district's 10 percent requirement.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

ASSISTANT SECRETARY

MAY 3

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,

(b)(6)

Thelma Meléndez de Santa Ana, Ph.D.

cc: Governor Butch Otter
Carissa Miller

ENROLLMENT OPTIONS IDENTIFIED IN IDAHO CODE

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 14
TRANSFER OF PUPILS

33-1402. Enrollment options. Beginning with the 1991-92 school year, an enrollment options program shall be implemented as provided in this section.

Whenever the parent or guardian of any pupil determines that it is in the best interest of the pupil to attend a school within another district, or to attend another school within the home district, such pupil, or pupils, may be transferred to and attend the selected school, subject to the provisions of this section and section 33-1404, Idaho Code. The pupil's parent or guardian must apply annually for admission to a school within another district, or to another school within the home district, on a form provided by the state department of education. The application, accompanied by the pupil's accumulative record, must be submitted to the receiving school district by February 1 for enrollment during the following school year, and notice of such application given to the home district. The receiving school district, or the receiving school within the home district, shall notify the applicant within sixty (60) days and, if denied, must include written explanation of the denial. Upon agreement between the resident and the nonresident school boards, or between the affected schools within the home district, the deadlines for application may be waived. Whenever any pupil enrolls in, and attends a school outside the district within which the parent or guardian resides, the parent or guardian shall be responsible for transporting the pupil to and from the school or to an appropriate bus stop within the receiving district. For students attending another school within the home district, the parent or guardian is responsible for transporting the pupil to and from an appropriate bus stop. Tuition shall be waived for any pupils allowed under the provisions of this section.

No pupil shall gain eligibility to participate in extracurricular activities in violation of policies governing eligibility as a result of an enrollment option transfer to another school district.

A pupil who applies and is accepted in a nonresident school district, but fails to attend the nonresident district, shall be ineligible to again apply for an enrollment option in that nonresident district.

No district shall take any action to prohibit or prevent application by resident pupils to attend school in another school district or to attend another school within the home district. By resolution of the board of trustees, any district may opt not to receive pupils in the enrollment options program.

A pupil under suspension or expulsion shall be ineligible for the provisions of this section.

The state department of education shall conduct an annual survey of districts participating in the enrollment options program to determine the number of participants, the number of denied applications, the effectiveness of the program, and other relevant information, and prepare an annual report of the program.

History:
[33-1402, added 1990, ch. 43, sec. 2, p. 68; am. 1993, ch. 76, sec. 1, p. 202.]

ENROLLMENT OPTIONS IDENTIFIED IN IDAHO CODE

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 2
ATTENDANCE AT SCHOOLS

33-203. Dual enrollment. (1) The parent or guardian of a child of school age who is enrolled in a nonpublic school or a public charter school shall be allowed to enroll the student in a public school for dual enrollment purposes. The board of trustees of the school district shall adopt procedures governing enrollment pursuant to this section. If enrollment in a specific program reaches the maximum for the program, priority for enrollment shall be given to a student who is enrolled full time in the public noncharter school.

(2) Any student participating in dual enrollment may enter into any program in the public school available to other students subject to compliance with the eligibility requirements herein and the same responsibilities and standards of behavior and performance that apply to any student's participation in the activity, except that the academic eligibility requirements for participation in nonacademic activities are as provided for herein.

(3) Any school district shall be allowed to include dual-enrolled nonpublic school and public charter school students for the purposes of state funding only to the extent of the student's participation in the public school programs.

(4) Oversight of academic standards relating to participation in nonacademic public school activities shall be the responsibility of the primary educational provider for that student. In order for any nonpublic school student or public charter school student to participate in nonacademic public school activities for which public school students must demonstrate academic proficiency or eligibility, the nonpublic school or public charter school student shall demonstrate composite grade-level academic proficiency on any state board of education recognized achievement test, portfolio, or other mechanism as provided for in state board of education rules. Additionally, a student shall be eligible if he achieves a minimum composite, core or survey test score within the average or higher than average range as established by the test service utilized on any nationally-normed test. Demonstrated proficiency shall be used to determine eligibility for the current and next following school years. School districts shall provide to nonpublic students who wish to participate in dual enrollment activities the opportunity to take state tests or other standardized tests given to all regularly enrolled public school students.

(5) A public school student who has been unable to maintain academic eligibility is ineligible to participate in nonacademic public school activities as a nonpublic school or public charter school student for the duration of the school year in which the student becomes academically ineligible and for the following academic year.

(6) A nonpublic school or public charter school student participating in nonacademic public school activities must reside within the attendance boundaries of the school for which the student participates.
(7) Dual enrollment shall include the option of joint enrollment in a regular public school and an alternative public school program. The state board of education shall establish rules that provide funding to school districts for each student who participates in both a regular public school program and an alternative public school program.
(8) Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements.
(9) A nonpublic student is any student who receives educational instruction outside a public school classroom and such instruction can include, but is not limited to, a private school or a home school.

History:
[33-203, added 1995, ch. 224, sec. 1, p. 775; am. 1999, ch. 387, sec. 1, p. 1082; am. 2002, ch. 106, sec. 1, p. 289.]

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION
33-1619. virtual education programs. School districts may offer instruction in the manner described for a virtual school in section 33-5202A, Idaho Code. For programs meeting such definition, the school district may count and report the average daily attendance of the program's students in the manner prescribed in section 33-5208(8), Idaho Code. School districts may also offer instruction that is a blend of virtual and traditional instruction. For such blended programs, the school district may count and report the average daily attendance of the program's students in the manner prescribed in section 33-5208(8), Idaho Code. Alternatively, the school district may count and report the average daily attendance of the blended program's students in the same manner as provided for traditional programs of instruction, for the days or portions of days in which such students attend a physical public school. For the balance of days or portions of days, average daily attendance may be counted in the manner prescribed in section 33-5208(8), Idaho Code.

History:

[33-1619, added 2009, ch. 340, sec. 2, p. 984; am. 2012, ch. 188, sec. 10, p. 508.]

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

33-1627. ONLINE COURSES -- MOBILE COMPUTING DEVICES AND TEACHER TRAINING.[effective unless rejected by proposition 3] (1) The legislature finds that in order to better provide students with the skills that they will need to be successful as students, employees, entrepreneurs and parents in the future, more exposure is needed to online learning and informational environments.

(2) Beginning with the 2012-2013 school year, parents and guardians of secondary students shall have the right to enroll such students in any online course, with or without the permission of the school district or public charter school in which the student is enrolled, provided the following criteria are met:

(a) The course is offered by a provider accredited by the organization that accredits Idaho high schools, or an organization whose accreditation of providers is recognized by the organization that accredits Idaho high schools;

(b) The state department of education has verified that the teacher is certificated by the state of Idaho and is qualified to teach the course;

(c) The state department of education or the Idaho digital learning academy has verified that the course meets state content standards;

(d) The parent or guardian registers the student for the course through the school district or public charter school's normal registration process, which shall be made to accommodate enrollment in courses meeting the requirements of paragraphs (a) through (c) of this subsection. Provided however, that school districts and public charter schools shall accommodate such enrollment requests if a student's parent or guardian makes such request no later than thirty (30) days prior to the end of the term immediately previous to the one for which the student is enrolling, or no later than the end of the school year, in the case of a term ending at the end of the school year.

(e) Parents or guardians shall not have the right to enroll a student in an online course without school district or public charter school permission if the enrollment causes the number of online courses in which the student is enrolled without such permission to exceed fifty percent (50%) of the total courses in which the student is enrolled for that term.

(3) A student's transcript at the school district or public charter school at which the student is enrolled shall include the credits earned and grades received by each student for any online courses taken pursuant to this section.
(4) Online course providers shall report average daily attendance to each student's school district or public charter school based on the provider's choice of one (1) of the methodologies described in section 33-5208(8)(b), Idaho Code.
(5) In order to assist in providing students with access to online courses, the state department of education shall contract for the provision of mobile computing devices for the students and teachers of each high school. Such devices shall be provided to all high school teachers beginning in the 2012-2013 school year, unless the teacher already has a computing device available and requests that one not be provided. Such devices for teachers shall be replaced every four (4) years. Devices shall be provided for high school students beginning in the 2013-2014 school year. The number of devices provided to students each year shall be equal to one-third (1/3) of the high school students through the 2015-2016 school year, after which the number shall be equal to the number of ninth grade students. School districts and public charter schools in which high school begins in tenth grade may elect to have all of the provisions of this section that apply to ninth grade students apply instead to tenth grade students. School districts and public charter schools that already have one (1) modern functioning computing device for each student in each appropriate class in grades 9-12 who is able to use such a device shall receive an allocation of funds equal to the cost of purchasing mobile computing devices pursuant to this section, in lieu of receiving such devices, to be used at the school district or public charter school's discretion. The department shall use the same laws, rules and policies in issuing and awarding such contract as would an executive branch agency in which an appointed director reports directly to the governor. Such devices shall include technology that provides for compliance with the provisions of section 33–132, Idaho Code. Such contract shall also provide for the maintenance, repair and technical support of such devices. The cost of such contract and distributions made pursuant to this subsection shall be paid from the moneys appropriated for the educational support program. Each school district or public charter school shall develop a policy on student use of the mobile computing devices outside of the school day. Such policy shall be in compliance with the provisions of section 33-132, Idaho Code. The state department of education shall develop a policy addressing the issue of damage, loss, repair and replacement of the mobile computing devices.
(6) The state department of education shall expend or distribute an amount equal to twelve (12) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds for fiscal year 2013 through fiscal year 2016, from the amount appropriated to the educational support program, to train high school staff in the use of mobile computing devices by students in the classroom, and the integration of such use into the curriculum. For the purposes of this subsection, the support units used to calculate this statewide figure shall be the statewide support units used to calculate the distribution of salary-based apportionment funds in the current fiscal year.
(7) The state board of education shall promulgate rules to implement the provisions of this section, including a requirement for online courses needed for graduation beginning with the graduating class of 2016, and the development of digital citizenship standards for students to which this graduation requirement applies.
33-1627. ONLINE COURSES -- MOBILE COMPUTING DEVICES AND TEACHER TRAINING.[null and void upon rejection of proposition 3]

History:
[33-1627, added 2011, ch. 247, sec. 15, p. 687; am. 2012, ch. 266, sec. 3, p. 742.]

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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
- Laurie Boeckel, 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)

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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)

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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.

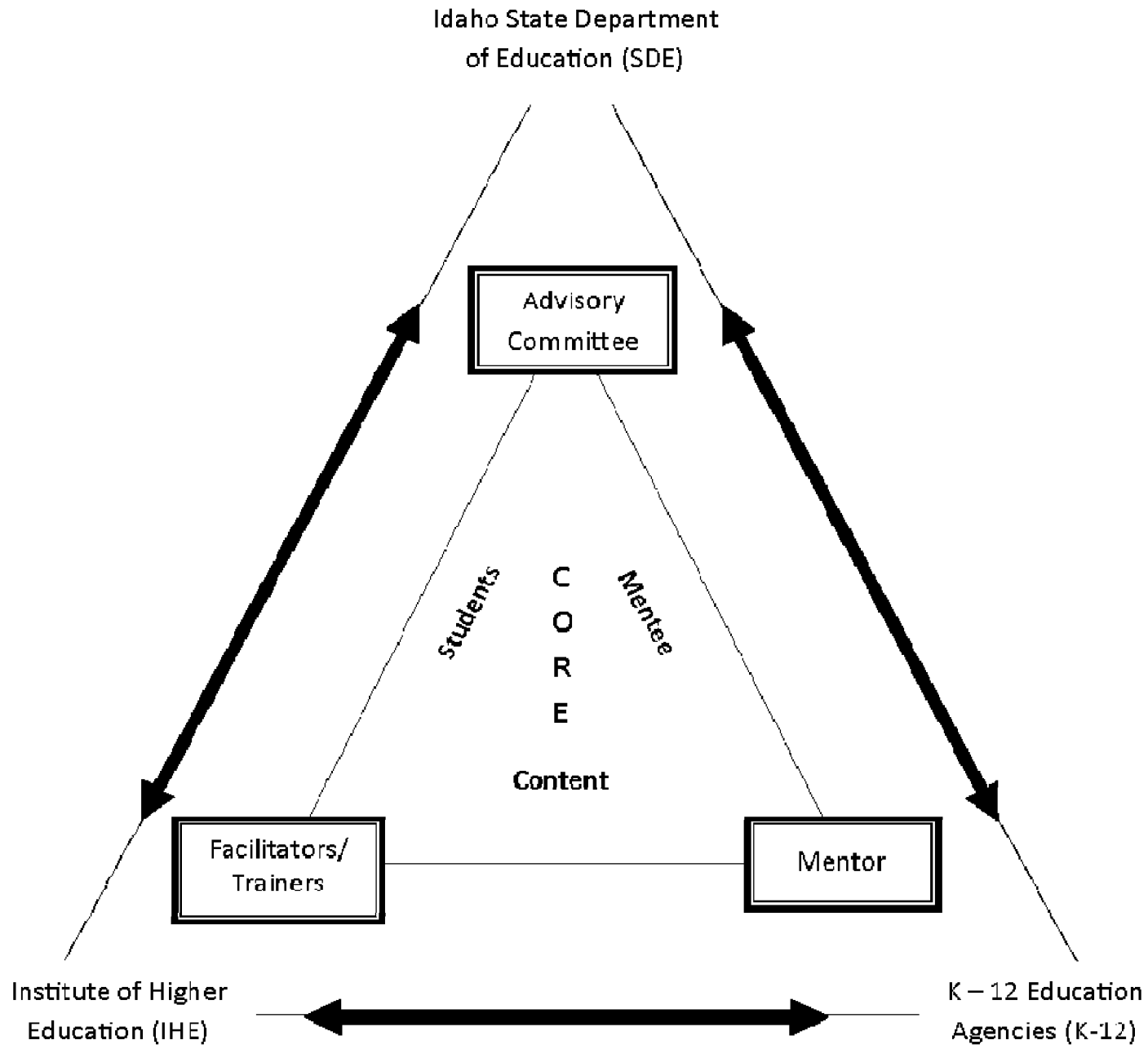
School-wide Behavior Support Systems: This class will focus on school-wide systems of behavior support. Emphasis will be placed on the data, systems and practices necessary across a three-tiered model of behavior support. Students will learn about the readiness requirements, process and considerations 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

The American R and the Race to the Top gra pushed states and dis in development of high-qu acher systems that focus on stude as a measure of teacher effectiveness a use multiple measures to in rm critical decisions relating to opportuniti improvement and career advance

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

[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

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* 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*

. 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

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 .
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

America's Promise Alliance. (2010, August 12). *Gallup student poll finds gap between perception and reality in youth hope, engagement and wellbeing* [Press release]. Retrieved May 6, 2011, from

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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

Borko, H., Stecher, B. M., Alonzo, A. C., Moncure, S., & McClam, S. (2005). Artifact packages for characterizing classroom practice: A pilot study. *Educational Assessment, 10*(2), 73–104.

Borko, H., Stecher, B., & Kuffner, K. (2007). *Using artifacts to characterize reform-oriented instruction: The Scoop Notebook and rating guide* (CSE Technical Report No. 707). Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (ERIC Document Reproduction Service No. ED495853). Retrieved May 6, 2011, from

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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 .

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 and the WCER SEC webpage 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

Blank, R. K. (2004, April). *Findings on alignment of instruction using enacted curriculum data: Results from urban schools.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. Retrieved May 6, 2011, from

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Council of Chief State School Officers. (2004). *Data on enacted curriculum study: Summary of findings.* Washington, DC: Author.

Council of Chief State School Officers. (2010, September 20). *Content analysis of Common Core State Standards: Initial findings* [PowerPoint presentation]. Retrieved May 6, 2011, from

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* 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* 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:
- Alexandria (Virginia) City Public Schools Performance Evaluation Program (PEP):
- PACT Assessment—Teaching Event:
- National Board for Professional Teaching Standards:
- Kansas Performance Teaching Portfolio:

Research and Resources

Goe, L., Bell, C., & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research synthesis.* Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 6, 2011, from

Little, O., Goe, L., & Bell, C. (2009). *A practical guide to evaluating teacher effectiveness.* Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 6, 2011, from

National Comprehensive Center for Teacher Quality. (2010). *Guide to teacher evaluation products* [Website]. Washington, DC: Author. Retrieved May 6, 2011, from

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 .

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 .

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 or by contacting Rob Ramsdell (rob.ramsdell@camb-ed-us.com).

Research and Resources

Bill & Melinda Gates Foundation. (2010). *Student perceptions and the MET Project.* Seattle, WA: Author. Retrieved May 6, 2011, from

Ferguson, R. F. (2002a). Addressing racial disparities in high-achieving suburban schools. *NCREL Policy Issues, 13*. Retrieved May 6, 2011, from

Ferguson, R. F. (2002b). *What doesn't meet the eye: Understanding and addressing racial disparities in high-achieving suburban schools.* Cambridge, MA: Harvard University, Wiener Center for Social Policy. Retrieved May 6, 2011, from

ABOUT THE NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

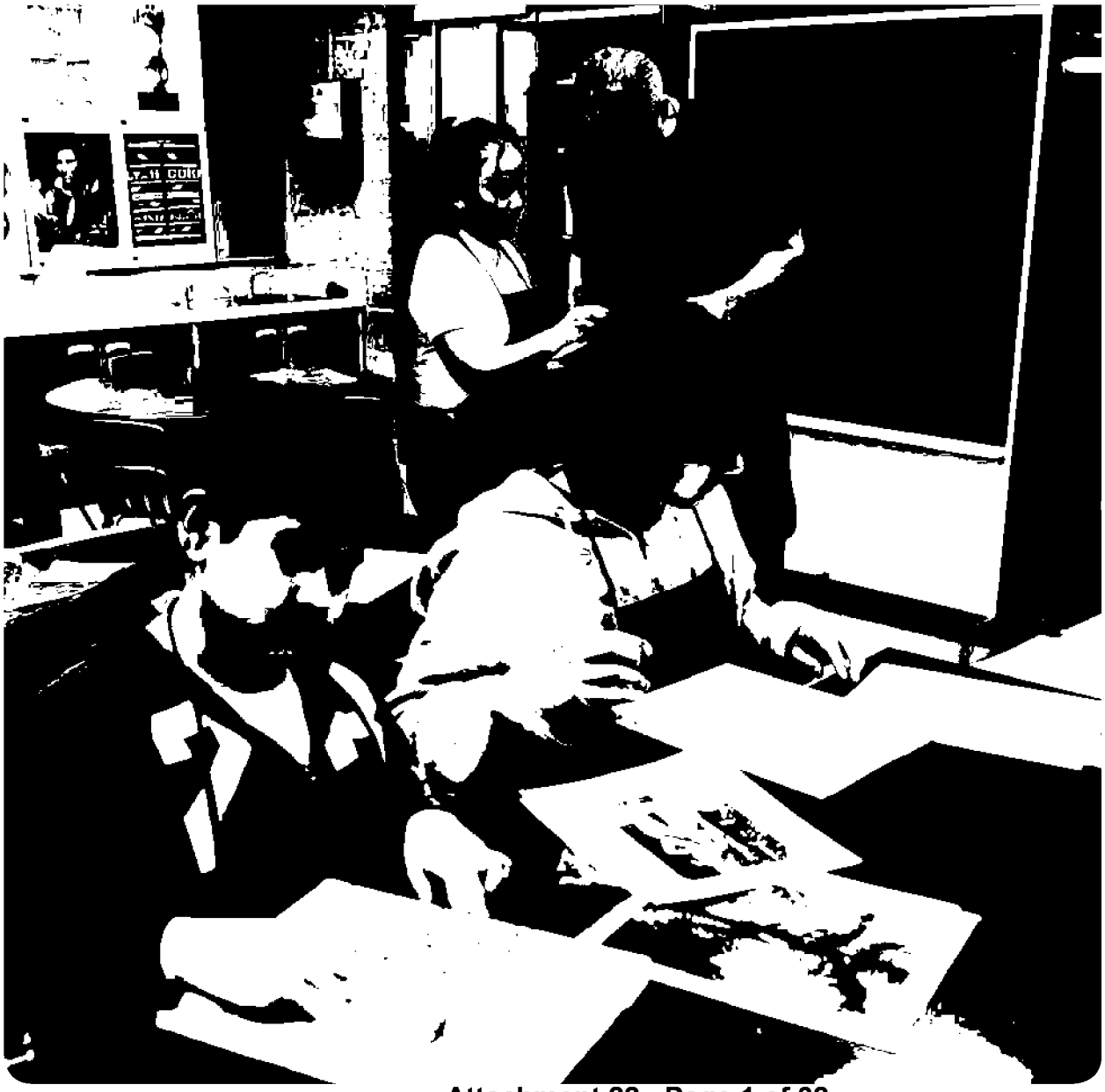
The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff 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.

NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects



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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).

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.

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

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").

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."

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:

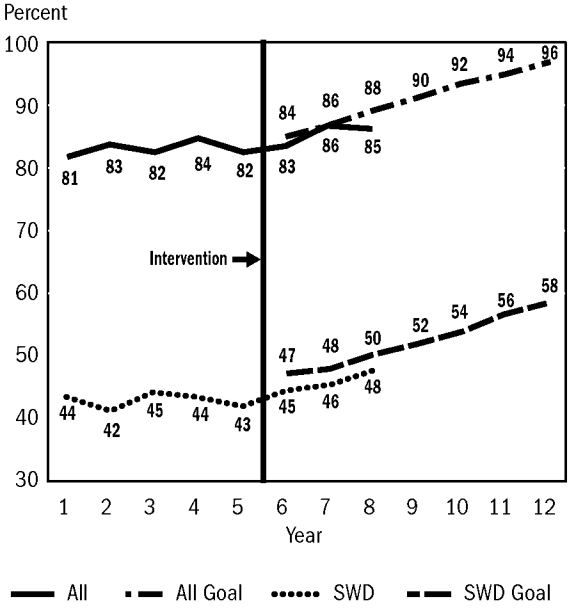
- All the students in the school (i.e., providing services such as career counseling at the high school level).
- Students experiencing emotional or behavioral problems.
- Students in crisis because of family events or relationship issues.
- Students with frequent unexcused absences.
- Teachers (e.g., 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

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

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.
	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.
Making certain that measurement is "comparable across classrooms"	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.

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)

04~~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~~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)

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 hired after September 2011.

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.
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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				

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~~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~~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)

teachscape

Framework for Teaching Evaluation System

Framework for Teaching Proficiency System

- Framework for Teaching—Observer Training
- Framework for Teaching—Scoring Practice
- Framework for Teaching—Proficiency Test

- 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

Framework Training | Creating an Environment of Respect and Rapport | Print

Check Your Understanding

ACTIVITY 1 of 2 Identify Evidence in a Classroom

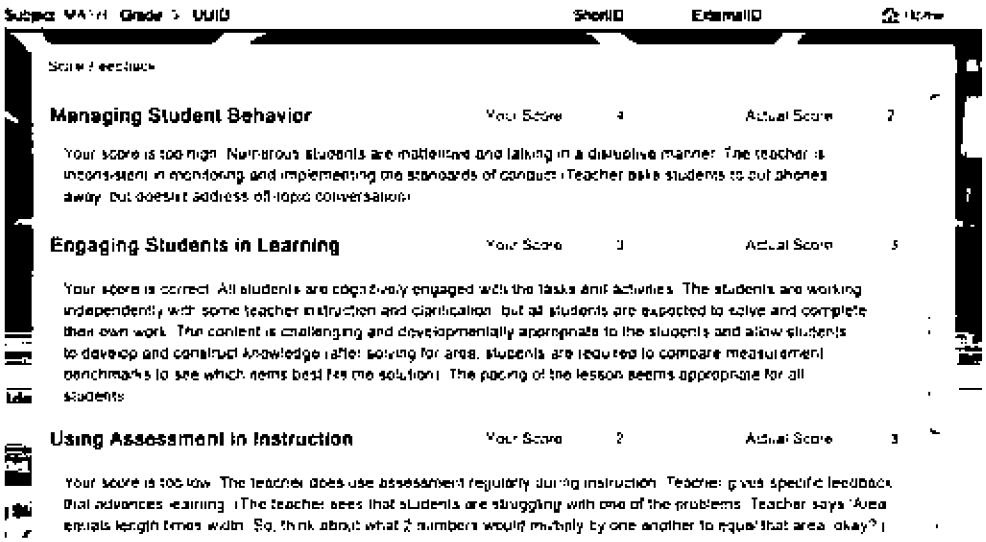
- Creating an Environment of Respect and Rapport

Type your comments here:

teachscape

Scoring Practice

- 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

- 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

Framework for Teaching Proficiency System

Implemented Successfully in the MET Project

Developed with Charlotte Danielson and ETS

—Charlotte Danielson

877.98.TEACH
info@teachscape.com
71 Stevenson St., 5th Floor
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.

ATTACHMENT 28

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

WISE Tool - School Turnaround Plan Scoring Rubric

Note to Reviewers: Meaningful interventions designed to improve the academic achievement of students in One Star Turnaround Plan Schools (i.e., priority schools) must be aligned with all of the following "turnaround principles". In the first year of review, objectives and plans must be created that align with the turnaround principles, do not score the monitoring and implementation elements. In the second year and beyond, score the objectives, tasks, and monitoring and implementation elements. A plan must be marked as acceptable or exceptional in all categories in order to be approved.

Principle 1 - Provide 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.

PLANNING ELEMENTS	NEEDS REVISION	ACCEPTABLE	EXCEPTIONAL
Objectives Created	The objectives planned are not specific, measureable, or attainable; or, the objectives do not align with the required turnaround principle.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and they are likely to result in academic improvement.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle and are likely to result in dramatic improvement that is systemic and sustainable.
Tasks Developed	Created tasks are not evident, not sufficient to accomplish the objectives, not aligned to the objective, or not realistic.	Created tasks align to the objectives created, demonstrate a specific set of steps to accomplish the plan, and are likely to bring about the intended improvement in the school.	Created tasks align to the objectives created, represent a clear and concise focus on improvement, demonstrate a specific set of steps to accomplish the plan, and are likely to cause dramatic and sustained improvement.

PLANNING ELEMENTS	NEEDS REVISION	ACCEPTABLE	EXCEPTIONAL
Monitoring and Implementation (applicable after implementation year 1)	The plan has not been monitored, implemented, and/or evidence for the implementation of planned objectives is insufficient.	The plan is being monitored and evidence is provided that objectives and tasks are being implemented as intended.	The plan is being monitored, timely adjustments are taking place when presented with obstacles, and evidence of improvement is presented both in the plan and during Focus Visits.

Principle 2 - Ensure 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.

PLANNING ELEMENTS	NEEDS REVISION	ACCEPTABLE	EXCEPTIONAL
Objectives Created	The objectives planned are not specific, measureable, or attainable; or, the objectives do not align with the required turnaround principle.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and they are likely to result in academic improvement.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and are likely to result in dramatic improvement that is systemic and sustainable.
Tasks Developed	Created tasks are not evident, not sufficient to accomplish the objectives, not aligned to the objective, or not realistic.	Created tasks align to the objectives created, demonstrate a specific set of steps to accomplish the plan, and are likely to bring about the intended improvement in the school.	Created tasks align to the objectives created, represent a clear and concise focus on improvement, demonstrate a specific set of steps to accomplish the plan, and are likely to cause dramatic and sustained improvement.

PLANNING ELEMENTS	NEEDS REVISION	ACCEPTABLE	EXCEPTIONAL
Monitoring and Implementation (applicable after implementation year 1)	The plan has not been monitored, implemented, and/or evidence for the implementation of planned objectives is insufficient.	The plan is being monitored and evidence is provided that objectives and tasks are being implemented as intended.	The plan is being monitored, timely adjustments are taking place when presented with obstacles, and evidence of improvement is presented both in the plan and during Focus Visits.

Principle 3 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.

PLANNING ELEMENTS	NEEDS REVISION	ACCEPTABLE	EXCEPTIONAL
Objectives Created	The objectives planned are not specific, measureable, or attainable; or, the objectives do not align with the required turnaround principle.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and they are likely to result in academic improvement.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and are likely to result in dramatic improvement that is systemic and sustainable.
Tasks Developed	Created tasks are not evident, not sufficient to accomplish the objectives, not aligned to the objective, or not realistic.	Created tasks align to the objectives created, demonstrate a specific set of steps to accomplish the plan, and are likely to bring about the intended improvement in the school.	Created tasks align to the objectives created, represent a clear and concise focus on improvement, demonstrate a specific set of steps to accomplish the plan, and are likely to cause dramatic and sustained improvement.
Monitoring and Implementation (applicable after implementation year 1)	The plan has not been monitored, implemented, and/or evidence for the implementation of planned objectives is insufficient.	The plan is being monitored and evidence is provided that objectives and tasks are being implemented as intended.	The plan is being monitored, timely adjustments are taking place when presented with obstacles, and evidence of improvement is presented both in the plan and during Focus Visits.

Principle 4 - Strengthen 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.

PLANNING ELEMENTS	NEEDS REVISION	ACCEPTABLE	EXCEPTIONAL
Objectives Created	The objectives planned are not specific, measureable, or attainable; or, the objectives do not align with the required turnaround principle.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and they are likely to result in academic improvement.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and are likely to result in dramatic improvement that is systemic and sustainable.
Tasks Developed	Created tasks are not evident, not sufficient to accomplish the objectives, not aligned to the objective, or not realistic.	Created tasks align to the objectives created, demonstrate a specific set of steps to accomplish the plan, and are likely to bring about the intended improvement in the school.	Created tasks align to the objectives created, represent a clear and concise focus on improvement, demonstrate a specific set of steps to accomplish the plan, and are likely to cause dramatic and sustained improvement.
Monitoring and Implementation (applicable after implementation year 1)	The plan has not been monitored, implemented, and/or evidence for the implementation of planned objectives is insufficient.	The plan is being monitored and evidence is provided that objectives and tasks are being implemented as intended.	The plan is being monitored, timely adjustments are taking place when presented with obstacles, and evidence of improvement is presented both in the plan and during Focus Visits.

Principle 5 - Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.

PLANNING ELEMENTS	NEEDS REVISION	ACCEPTABLE	EXCEPTIONAL
Objectives Created	The objectives planned are not specific, measureable, or attainable; or, the objectives do not align with the required turnaround principle.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and they are likely to result in academic improvement.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and are likely to result in dramatic improvement that is systemic and sustainable.
Tasks Developed	Created tasks are not evident, not sufficient to accomplish the objectives, not aligned to the objective, or not realistic.	Created tasks align to the objectives created, demonstrate a specific set of steps to accomplish the plan, and are likely to bring about the intended improvement in the school.	Created tasks align to the objectives created, represent a clear and concise focus on improvement, demonstrate a specific set of steps to accomplish the plan, and are likely to cause dramatic and sustained improvement.
Monitoring and Implementation (applicable after implementation year 1)	The plan has not been monitored, implemented, and/or evidence for the implementation of planned objectives is insufficient.	The plan is being monitored and evidence is provided that objectives and tasks are being implemented as intended.	The plan is being monitored, timely adjustments are taking place when presented with obstacles, and evidence of improvement is presented both in the plan and during Focus Visits.

Principle 6 - Establish 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.

PLANNING ELEMENTS	NEEDS REVISION	ACCEPTABLE	EXCEPTIONAL
Objectives Created	The objectives planned are not specific, measureable, or attainable; or, the objectives do not align with the required turnaround principle.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and they are likely to result in academic improvement.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and are likely to result in dramatic improvement that is systemic and sustainable.
Tasks Developed	Created tasks are not evident, not sufficient to accomplish the objectives, not aligned to the objective, or not realistic.	Created tasks align to the objectives created, demonstrate a specific set of steps to accomplish the plan, and are likely to bring about the intended improvement in the school.	Created tasks align to the objectives created, represent a clear and concise focus on improvement, demonstrate a specific set of steps to accomplish the plan, and are likely to cause dramatic and sustained improvement.
Monitoring and Implementation (applicable after implementation year 1)	The plan has not been monitored, implemented, and/or evidence for the implementation of planned objectives is insufficient.	The plan is being monitored and evidence is provided that objectives and tasks are being implemented as intended.	The plan is being monitored, timely adjustments are taking place when presented with obstacles, and evidence of improvement is presented both in the plan and during Focus Visits.

Principle 7 - Provide ongoing mechanisms for family and community engagement.

PLANNING ELEMENTS	NEEDS REVISION	ACCEPTABLE	EXCEPTIONAL
Objectives Created	The objectives planned are not specific, measureable, or attainable; or, the objectives do not align with the required turnaround principle.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and they are likely to result in academic improvement.	The planned objectives are specific, measureable, and attainable. They align with the required turnaround principle, and are likely to result in dramatic improvement that is systemic and sustainable.
Tasks Developed	Created tasks are not evident, not sufficient to accomplish the objectives, not aligned to the objective, or not realistic.	Created tasks align to the objectives created, demonstrate a specific set of steps to accomplish the plan, and are likely to bring about the intended improvement in the school.	Created tasks align to the objectives created, represent a clear and concise focus on improvement, demonstrate a specific set of steps to accomplish the plan, and are likely to cause dramatic and sustained improvement.
Monitoring and Implementation (applicable after implementation year 1)	The plan has not been monitored, implemented, and/or evidence for the implementation of planned objectives is insufficient.	The plan is being monitored and evidence is provided that objectives and tasks are being implemented as intended.	The plan is being monitored, timely adjustments are taking place when presented with obstacles, and evidence of improvement is presented both in the plan and during Focus Visits.

Idaho Department of Education
July 11, 2012

EMPHASIS ON GROWTH

Idaho was asked by the U.S. Department of Education to answer the following questions.

A. Please address concerns regarding Idaho's proposed accountability system:

- Address concerns regarding the over-reliance on student growth in the overall accountability system (*e.g.,* growth to achievement and growth to achievement subgroup measures combine for 50% of the overall score for high schools and 75% of the overall score for middle and elementary schools). *See 2.A.i.a.*

- Please explain Idaho's rationale for the Student Growth Percentile (SGP) ranges used in the Adequate Growth Flowchart and address the concern that schools that did not meet Adequate Growth Percentile (AGP) are still able to achieve the maximum score with a minimally greater SGP than schools that meet the AGP. Also, demonstrate or explain any safeguards in place to ensure that a school cannot score well on the growth index while not helping students make sufficient progress toward proficiency. *See 2.A.i.a.*

STUDENT GROWTH

Within the Idaho system, achievement is represented in several ways. First, the percentage of proficient students is measured under the "Achievement" Category for three subject areas. This traditional metric, the same one used to calculate proficiency in the Adequate Yearly Progress system, accounts for 25% of the overall rating for elementary schools. In schools with grade 12 (i.e. High Schools), it accounts for 20% of the overall rating. Achievement is also measured in High Schools under the "Postsecondary and Career Readiness" category. Under this metric, which accounts for 30% of the overall rating, achievement of 11th graders on a college entrance or placement exam and participation and achievement in advanced opportunities for 11th and 12th graders, account for half of these points. In high schools, achievement therefore accounts for 35% of the overall rating.

Idaho also uses the same Student Growth Percentile (SGP) and Adequate Growth Percentile (AGP) model as Colorado. As is consistent with Colorado's already approved system, the AGP calculations, the criterion-referenced indicator measuring whether students are making enough growth to reach proficiency, are actually an additional achievement measure.

Table 24 in Section 2.B.i. has been reformatted to illustrate the percentage of schools achieving points through either meeting AGP or not meeting AGP.

Table 1
Growth to Achievement Point Distribution
Percentage of Schools (2010-11)

Points	Subject	Met AGP		Points	Subject	Did not meet AGP	
	Median Student Growth Percentile	Schools			***Median Student Growth Percentile***	Schools	
	Reading	(*N=576*)	%		**Reading**	(*N=8*)	%
5	***66-99***	13	2.3	***5***	***70-99***	-	0
4	***52-65***	225	39.1	***4***	***61-69***	-	0
3	***43-51***	266	46.2	***3***	***51-60***	-	0
2	***30-42***	72	12.5	***2***	***36-50***	1	12.5
1	***1-29***	-	0	***1***	***1-35***	7	87.5
	Mathematics	(*N=525*)	%		**Mathematics**	(*N=58*)	%
5	***66-99***	41	7.8	***5***	***70-99***	-	0
4	***52-65***	216	41.1	***4***	***61-69***	-	0
3	***43-51***	189	36	***3***	***51-60***	1	1.7
2	***30-42***	79	15	***2***	***36-50***	26	44.8
1	***1-29***	-	0	***1***	***1-35***	31	53.4
	Language Usage	(*N=525*)	%		**Language Usage**	(*N=55*)	%
5	***66-99***	20	3.81	***5***	***70-99***	-	0
4	***52-65***	217	41.3	***4***	***61-69***	-	0
3	***43-51***	239	45.5	***3***	***51-60***	1	1.8
2	***30-42***	49	9.3	***2***	***36-50***	30	54.5
1	***1-29***	-	0	***1***	***1-35***	24	43.6

Table 1 illustrates two things clearly: 1) the majority of Idaho schools have met their AGP goals, and 2) for those schools that have not met the growth targets of AGP, none are given higher than 3 points within the metric. In fact, greater than 85% of the schools that fail to meet these growth targets receive only 2 points or less. For example, within the "Growth to Achievement" category if a school does not meet AGP and does not have at least a median SGP of 51st percentile, the highest points awarded would be only 40% of the total points or 20 out of 50 for an elementary school and 12 out of 30 for schools

with a grade 12. This same calculation is used for the "Growth to Achievement Subgroups" and therefore if we assume that the subgroups performed as well as the overall population the highest total points awarded would be 10 out of 25 for elementary schools and 8 out of 20 for schools with grade 12. Table 2 below uses these calculations for a school without a grade 12 illustrating that even if the school receives all possible points in the Achievement category (which is highly unlikely given the performance described in the other metrics) the highest rating this school could receive is a Three Star.

Table 2
Example Overall Rating Chart for School without Grade 12

Accountability Measures	Points Achieved	Points Eligible	Star Rating
Achievement	25	25	
Growth to Achievement	20	50	
Growth to Achievement Gaps	10	25	
TOTAL	55	100	***
Participation Rates	Were at least 95% of students Tested?	Yes	***
STAR RATING	Three Star		

STUDENT GROWTH AND ADEQUATE GROWTH PERCENTILES

Idaho replicated some of the same analyses conducted by Colorado using the same procedures with Idaho's growth data. Idaho's data follows a similar pattern to Colorado's.

In the first analysis, the median SGPs is aggregated by school. In Figure 1, the distribution of median SGPs in Mathematics for schools without a grade 12 forms a bell curve with a clustering around the 50th percentile, as we would expect. There are very few schools in the extremes in the 80th percentile and in the 20th percentile. Figure 2 is the same data represented through a cumulative density function in Mathematics. The function uses the same data to illustrate the cumulative percentage of schools at specific median student growth percentiles.

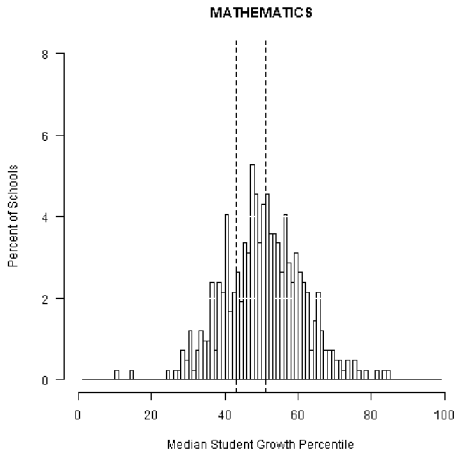


Figure 1. Distribution of schools without grade 12 mathematics median SGP

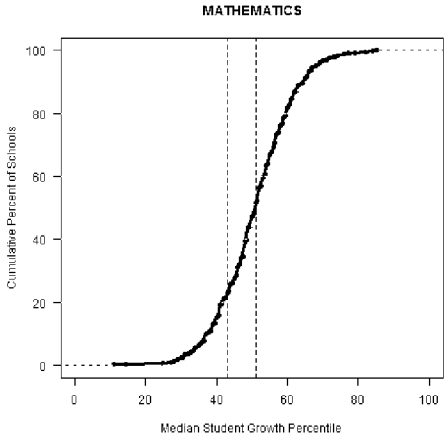


Figure 2. Cumulative density function of schools without grade 12 mathematics median SGP

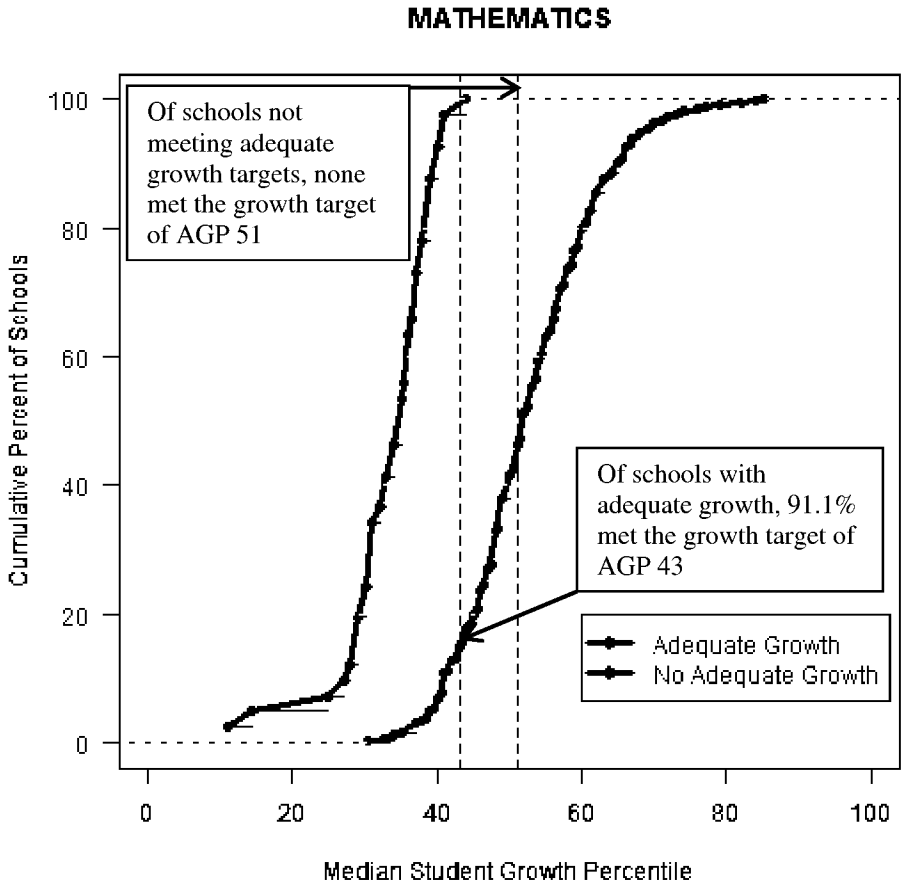


Figure 3. Cumulative density function of schools without grade 12 mathematics: Comparison of schools making AGP and not making AGP

Figure 3 shows the pattern of median SGPs for schools without a grade 12 making growth targets (AGP) and those that do not. The red line illustrates those schools that did not meet the growth targets. The vertical dotted lines illustrate threshold for 3 points: 51 for schools not making adequate growth in red and 43 for schools making adequate growth in blue. These schools that did not meet the growth targets show a much lower median SGP overall. Approximately 22% of schools without a grade 12 have a median SGP below the 43rd percentile. In addition, 43% of schools without a grade 12 have a median SGP below the 51st percentile. . For schools making AGP, 91.1% of these schools met or exceeded the threshold for 3 points (43). The percentages of schools at each of these points are important because they are set at the lowest median SGP a school can achieve (both through making AGP and not making AGP targets, respectively) and receive at least 3 points on the 5 point matrix. While the median SGP of 43 and 51 may seem low, compared to the actual performance within Idaho shows that 44% of Idaho schools are achieving 4 or 5 points on the 5 point matrix. Further, for schools to receive 4 points on the 5 point matrix and yet failed to meet achieve AGP goals, they must have a median SGP of 61st percentile. Referring back to Table 1 on page 2, we can see that no Idaho schools that failed to make AGP goals received 4 points for SGP in any subject area.

Table 3
Correlation Matrix Showing Relationships among Current Year Proficiency, Median SGP and Median AGP
School without Grade 12

Subject	Achievement to Median SGP	Achievement to Median AGP	Median SGP to Median AGP
Reading	0.46	-0.74	-0.30
Mathematics	0.43	-0.76	-0.13
Language Usage	0.50	-0.80	-0.26

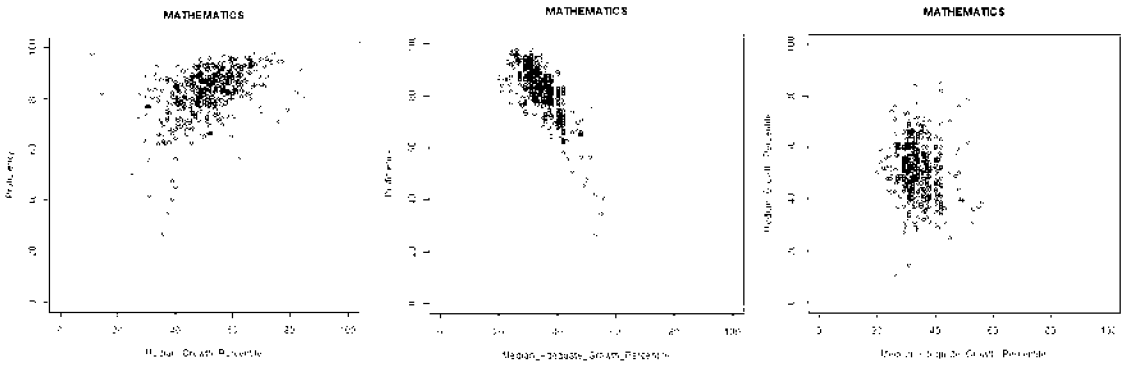


Figure 4. Scatterplot comparing schools without grade 12 median AGP and proficiency (left), proficiency and median AGP (center), and median AGP and median SGP for mathematics.

Table 3 shows the relationships of schools without a grade 12 regarding1) comparing median SGP and proficiency, 2) median AGP and proficiency and, 3) median AGP and median SGP. Figure 4 illustrates these relationships in scatterplots. The first chart shows a weak relationship between median SGP and proficiency. This is an expected relationship and is the same as was found in Colorado. SGP measures the amount of student growth and proficiency measures reaching a specific bar. The second chart shows a negative correlation between proficiency and AGP. This again is consistent with Colorado's data and is consistent with the design of the model. As stated by Colorado: "Students starting out from low score have to grow more, and students already achieving high test scores need to grow less" to reach proficiency. The third chart is a relationship much like that in first chart. There is a weak relationship between median SGP and AGP. This chart illustrates the differences between the normative SGP and criterion-referenced AGP.

CONCLUSION

Idaho built its accountability system elements around Growth to Achievement and Growth to Achievement Subgroups being highly informed by the current and the several previous years of research done by Colorado in implementing the SGP and AGPs. Given that Idaho has only had the Student Growth Percentiles model in place for a little over a year, it was a benefit to be able to analyze the results of a fairly developed system and inform the setting of goals based on that research in tandem with Idaho's one year performance. Granted, the overall Idaho system is unique in many ways to the one used in Colorado, but the procedures and formulas underlying the growth calculations are the same. Further, as illustrated by the correlations, scatterplots, cumulative density functions and the AGP tables, Idaho's model is equally as rigorous. The goals set are ambitious yet achievable and strongly account for continued achievement for a necessary sustained growth.

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.02 – RULES GOVERNING

UNIFORMITY

NOTICE OF RULEMAKING – PROPOSED RULE

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; (~~3-29-12~~)

iv. Demonstrating Knowledge of Resources; (3-29-10)

v. Designing Coherent Instruction; and (3-29-10)

vi. Designing Student Assessments. (3-29-12)

b. Domain 2 - The Classroom Environment: (3-29-12)

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 with Students; (3-29-12)

ii. Using Questioning and Discussion Techniques; (3-29-10)

iii. Engaging Students in Learning; (3-29-10)

iv. Using Assessment in Instruction; and (3-29-12)

v. Demonstrating Flexibility and Responsiveness. (3-29-12)

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. Participating in a Professional Community; (3-29-12)

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, 2011, ~~I~~input from the parents and/or 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 portion of the evaluation (as stipulated in 33-514(4), Idaho Code,) that must be completed before ~~February~~ March 1 of each year (Section 33-513 and 33-514, Idaho Code). (~~3-29-12~~)

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), and must include growth in student achievement as measured by the Idaho Student Achievement Test (ISAT). (~~3-29-12~~)

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16~~, and each school nurse and librarian~~. Evaluations shall be differentiated for pupil personnel certificate holders in a way that aligns with the Framework for Teaching to what extent possible. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for certificated employees on a Category A, B or grandfathered renewable contract~~nonrenewable contract personnel and renewable contract personnel~~. (~~3-29-12~~)

05. 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~~ shall 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~~ shall 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 and professional learning based upon the district's evaluation standards ~~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 an Individual Professional Learning Plan for all teachers. Individual Professional Learning Plans shall be used in the annual evaluation as a means of measuring professional growth. Districts shall implement the use of Professional Growth Plans no later than September 1, 2014. (~~3-29-10~~)

n. Individualizing teacher evaluation rating system -- ~~A~~ a plan for how evaluations will be used to identify proficiency and record growth over time. No later than March 01, 2014, districts shall have established an individualized teacher evaluation rating system with a ranking of unsatisfactory being equal to "1", basic being equal to "2", proficient being equal to "3", and distinguished being equal to "4" . Districts shall ensure that an Individualized Professional Learning Plan is created for each teacher based upon evaluation findings, and shall be used in subsequent years as the baseline measurement for professional development and growth ~~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)

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2)

formative observations and/or evaluative discussions. ~~(3-29-12)~~

07. 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 and aligned with the Framework for Teaching. 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 administrator 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 administrator for whom it is written. ( )

01. Standards. Each district administrator 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. Administrator evaluation standards shall additionally address the following domains and components: ( )

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning. ( )

i. School Culture - Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. ( )

ii. Communication - Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. ( )

iii. Advocacy - Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. ( )

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/She uses research and/or best practices in improving the education program. ( )

i. Shared Leadership - Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. ( )

ii. Priority Management - Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. ( )

iii. Transparency - Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions. ( )

iv. Leadership Renewal - Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. ( )

v. Accountability - Administrator establishes high standards for professional, legal, ethical, and fiscal accountability self and others. ( )

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He/She provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. ( )

i. Innovation - Administrator seeks and implements innovative and effective solutions that comply with general and special education law. ( )

ii. Instructional Vision - Administrator insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject. ( )

iii. High Expectations - Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. ( )

iv. Continuous Improvement of Instruction - Administrator has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. ( )

v. Evaluation- Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. ( )

vi. Recruitment and Retention -Administrator recruits and maintains a high quality staff. ( )

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and/ or guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees (as stipulated in 33- 514(4), 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) and must include growth in student achievement as measured by the Idaho Student Achievement Test (ISAT). ( )

04. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: ( )

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership, personnel decisions. ( )

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 shall 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 observations and evaluating effective performance shall 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 administrator 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 administrator evaluation system. ( )

k. Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process. ( )

l. Funding -- a plan for funding ongoing training and professional development for evaluators of administrators. ( )

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. Individual performance data shall be the foundation of an Individual Professional Learning Plan for all administrators. Individual Professional Learning Plans shall be used in the annual evaluation as a means of measuring professional growth with an emphasis on instructional leadership. Districts shall implement the use of Professional Growth Plans no later than September 1, 2014. ( )

n. Individualizing administrator evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than March 01, 2014, districts shall have established an individualized administrator evaluation rating system with a ranking of unsatisfactory being equal to "1", basic being equal to "2", proficient being equal to "3", and distinguished being equal to "4" . Districts shall ensure that an Individualized Professional Learning Plan is created for each administrator based upon evaluation findings, and shall 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 administrator evaluation plan. ( )

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all administrative personnel on a fair and consistent basis. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and evaluative discussions. ( )

06. Evaluation Policy - Personnel Records. Permanent records of each administrator 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 administrator performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. 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. ( )