ESEA FLEXIBILITY

Renewal Form

Idaho State Department of Education

April 30, 2015

OMB Number: 1810-0581

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 16 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to retain the benefits of ESEA flexibility, offered to State educational agencies under section 9401 of the Elementary and Secondary Education Act of 1965, as amended, and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0581. Note: Please do not return the completed ESEA Flexibility Renewal Request Form to this address.

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Cover Sheet for ESEA Flexibility Request

Legal Name of Requester: Sherri Ybarra	Requester's Mailing Address: Idaho Department of Education 650 West State Street Boise, Idaho 83720
State Contact for the ESEA Flexibility Request Name: Sherri Ybarra Position and Office: Superintendent of Public Instruction Contact's Mailing Address: Idaho Department of Education 650 West State Street Boise, Idaho 83720 Telephone: (208) 332-6815 Fax: (208) 334-2228 Email address: sybarra@sde.idaho.gov	
Chief State School Officer (Printed Name): Sherri Ybarra	(208) 332 6815
Signature of the Chief State School Officer: X (Please See Separate Renewal Form for Signature & Section 2)	Date: April 30, 2015
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

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

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

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

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

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

X 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs

in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

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

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

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

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

X 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

X 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

X 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA

section 1113.

X 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

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X 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

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ASSURANCES

By submitting this request, the SEA assures that:

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

X 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

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

X 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

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

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

X 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

X 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority

and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

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

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

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

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

X 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

X 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: X 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

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

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

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

The ISDE has meaningfully engaged and dialogued with K-12 stakeholders continuously since the submission of Idaho's first request for flexibility. The Department used a series of both face-to-face and web-based strategies to gather feedback from a diverse group of stakeholders across the State of Idaho. All stakeholders in the State of Idaho – parents, teachers, administrators, board trustees, community groups, civil rights organizations, business representatives, higher education, and others – had an opportunity to offer initial ideas and then to provide feedback on the state's draft waiver. Significant input has been obtained that indicates the implementation of the first request for flexibility has resulted in a burdensome, compliance, and regulatory workloads for Idaho LEAs. Additionally two major reports by Idaho's Office of Performance Evaluation (OPE) concluded two major features of the first request for flexibility, Schoolnet and the Idaho System of Education Excellence (ISEE), have not worked, at great expense and resource utilization. On January 5, 2015 a new Idaho Superintendent of Public Instruction was sworn into office. The vision and mission of the new superintendent is a return to local control with a certainty that student achievement occurs in the classroom at the local level and not through state-directed regulations and compliance. Therefore, this current renewal will reflect this major shift in the ISDE's vision and mission of local control. This renewal will demonstrate local school district generation of key components of the request for flexibility, e.g., teacher and principal evaluation plans, school improvement plans, etc. The ISDE will continue to ensure stalwart components of this renewal be maintained, e.g., implementation and integration of college and career readiness standards, a state-wide system of assessment, student growth, and 95% participation, etc. The ISDE is requesting a renewal for one year. This time frame will allow local school district time to generate and implement their plans.

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

~~The Department used a series of both face-to-face and web-based strategies to gather feedback from a diverse group of stakeholders across the State of Idaho. All stakeholders in the State of Idaho – parents, teachers, administrators, board trustees, community groups, civil rights~~

~~organizations, business representatives, higher education, and others – had an opportunity to offer initial ideas and then to provide feedback on the state's draft waiver.~~

~~The following chart outlines the meetings the State conducted and specifies which meetings were conducted in person and which feedback was gathered online.~~

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

~~Key Activity~~	~~Due Date~~	~~Staff Responsible~~	~~Strategy for Outreach~~
~~Sent news release to members, media, and education stakeholders, including superintendents and principals, about Idaho's plan to apply for ESEA Flexibility.~~	~~September 23, 2011~~	~~Melissa McGrath~~	~~Online~~
~~Posted preliminary information about waiver on social media outlets, including the Idaho State Department of Education's Facebook page, Twitter account and blog.~~	~~September 23, 2011~~	~~Melissa McGrath~~	~~Online~~
~~Held five focus groups with key educational stakeholder groups to gather initial ideas and input on Idaho's application for ESEA Flexibility. Focus groups included members of the Idaho State Board of Education, legislators, parents, business leaders, community members, and representatives of the Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Association, Northwest Professional Educators and Idaho Commission on Hispanic Affairs.~~	~~October 19-20, 2011~~	~~Melissa McGrath Carissa Miller Steve Underwood~~	~~Face-to-face~~
~~Idaho Superintendent of Public Instruction Tom Luna provided an update on Idaho's efforts to apply for ESEA Flexibility at the State Board of Education meeting. He encouraged Board members to provide initial input.~~	~~October 20, 2011~~	~~Superintendent Luna Luci Willits~~	~~Face-to-face~~
~~Sent an email directly to State~~	~~October 25,~~	~~Melissa McGrath~~	~~Online~~

~~Key Activity~~	~~Due Date~~	~~Staff Responsible~~	~~Strategy for Outreach~~
~~Board members asking them questions about the ESEA Flexibility application to gather additional feedback.~~	~~2011~~		
~~Sent a news release to the media, superintendents, focus group participants and leaders of educational stakeholder groups in Idaho announcing the creation of a website to gather initial input on Idaho's application for ESEA Flexibility.~~	~~November 10, 2011~~	~~Melissa McGrath~~ ~~Brenda Mattson~~	~~Online~~
~~Idaho Superintendent of Public Instruction Tom Luna provided an update on Idaho's efforts to apply for ESEA Flexibility at the State Board of Education meeting. He encouraged their feedback and input on the application.~~	~~December 8, 2011~~	~~Superintendent Luna~~ ~~Luci Willits~~	~~Face-to-face~~
~~As a follow-up to the State Board meeting in December, Superintendent Luna sent an email directly to State Board members asking them questions about Idaho's plans to apply for ESEA Flexibility and to gather their feedback.~~	~~December 13, 2011~~	~~Superintendent Luna~~	~~Online~~
~~ISDE staff attended the Accountability Oversight Committee (subcommittee of the Idaho State Board of Education) and presented waiver components, discussed concerns at formal meeting.~~	~~December 21, 2011~~	~~Carissa Miller~~ ~~Steve Underwood~~	~~Face-to-face~~
~~Met with the executive directors of key stakeholder groups (Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education~~	~~January 6, 2012~~	~~Carissa Miller~~ ~~Steve Underwood~~	~~Face-to-face~~

~~Key Activity~~	~~Due Date~~	~~Staff Responsible~~	~~Strategy for Outreach~~
~~Association) to present the draft waiver and receive feedback.~~			
~~The Accountability Oversight Committee was asked to provide additional feedback after the draft waiver was released to public.~~	~~January 9, 2012~~	~~Carissa Miller Scott Grothe~~	~~Online~~
~~Published a draft of Idaho's application for ESEA Flexibility on the Idaho State Department of Education website and sent a link with an executive summary to superintendents, principals, State Board members and leaders of educational stakeholder groups in Idaho.~~	~~January 9, 2012~~	~~Melissa McGrath Brenda Mattson~~	~~Online~~
~~Sent a news release to members of the media announcing a draft of Idaho's application for ESEA Flexibility is published and available for public comment until February 01, 2012.~~	~~January 10, 2012~~	~~Melissa McGrath~~	~~Online~~
~~Posted an announcement that Idaho's draft application for ESEA Flexibility is now available for public comment on social media outlets, including the Idaho State Department of Education's Facebook page, Twitter account and blog.~~	~~January 10, 2012~~	~~Melissa McGrath Travis Drake~~	~~Online~~
~~ISDE staff attended the Statewide System of Support/Capacity Builders Spring Conference and presented waiver components to external school improvement coaches that work with Title I districts and schools in improvement. At this meeting, ISDE staff encouraged public comment and took feedback~~	~~January 11, 2012~~	~~Carissa Miller~~	~~Face-to-face~~
~~Idaho Superintendent of Public~~	~~January 12,~~	~~Superintendent Luna~~	~~Online~~

~~Key Activity~~	~~Due Date~~	~~Staff Responsible~~	~~Strategy for Outreach~~
~~Instruction Tom Luna held a conference call with all district superintendents and the leaders of the Idaho Association of School Administrators where he provided an overview of Idaho's draft application for ESEA Flexibility and encouraged superintendents to provide feedback.~~	~~2012~~	~~Melissa McGrath~~	~~Conference call~~
~~The Indian Education Committee met and was provided access to the ESEA Flexibility Waiver Draft as well as the Executive Summary. Members included this in their meeting agenda and were encouraged to give individual feedback on the website. The committee decided to have the opportunity to give input as a group. Bryan Samuels, Chair, provided a letter prior to the end of the comment period to the ISDE.~~	~~January 12, 2012~~	~~Marcia Beckman~~	~~Face-to-face~~
~~Superintendent Luna spoke to an estimated 70 Idaho secondary principals at the Idaho Association of Secondary School Principals where he provided an overview of Idaho's draft application for ESEA Flexibility and encouraged principals to provide feedback.~~	~~January 16, 2012~~	~~Superintendent Luna Melissa McGrath~~	~~Face-to-face~~
~~ISDE staff hosted a webinar with superintendents, district-level administrators and the leaders of educational stakeholder groups to go over the details of Idaho's draft application for ESEA Flexibility and answer questions. Fifty-five (55) districts participated.~~	~~January 18, 2012~~	~~Carissa Miller Steve Underwood Christina Linder Melissa McGrath~~	~~Online Webinar~~

~~Key Activity~~	~~Due Date~~	~~Staff Responsible~~	~~Strategy for Outreach~~
~~ISDE staff presented to the Special Education Advisory Panel (SEAP) in person and via webinar. The panel includes members and representatives from the following groups:~~ ~~• Boise State University: COE~~ ~~• ID Juvenile Corrections Center – Nampa~~ ~~• Idaho State University: COE~~ ~~• Idaho Dept. of Correction~~ ~~• Idaho State Correctional Institution~~ ~~• Easter Seals-Goodwill~~ ~~• University of Idaho: COE~~ ~~• Idaho Division of Vocational Rehabilitation (IDVR)~~ ~~• Idaho Council on Developmental Disabilities~~ ~~• Northwest Children's Home - Treasure Valley~~ ~~• Dept. of Health & Welfare~~ ~~• Casey Family Programs~~ ~~• Disability Rights Idaho (DRI), and~~ ~~• Idaho Parents Unlimited (IPUL)~~	~~January 19, 2012~~	~~Richard Henderson~~	~~Face-to-face~~ ~~Online~~
~~ISDE staff consulted with the Idaho Commission on Hispanic Affairs,~~	~~January 26, 2012~~	~~Wendy St. Michell~~ ~~Carissa Miller~~	~~Face-to-face~~

~~Key Activity~~	~~Due Date~~	~~Staff Responsible~~	~~Strategy for Outreach~~
~~regarding the details of Idaho's waiver application.~~			
~~ISDE staff posted an announcement regarding the waiver to Idaho's Title III Directors, asking for review and feedback.~~	~~January 31, 2012~~	~~Fernanda Brendefur~~	~~Online~~
~~ISDE staff presented to members of the Idaho Association of Bilingual Education regarding Idaho's waiver application and English Learners.~~	~~February 3, 2012~~	~~Fernanda Brendefur~~	~~Face-to-face~~

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

~~Here is a new chart specifically outlining all the meetings that ISDE staff held both in-person or online with representatives of diverse stakeholder groups to gather feedback and input on the State's waiver application.~~

~~Key Activity with Diverse Stakeholder Group~~	~~Due Date~~	~~Staff Responsible~~	~~Strategy for Outreach~~
~~Held five focus groups with key educational stakeholder groups to gather initial ideas and input on Idaho's application for ESEA Flexibility. The focus groups included members of the Idaho State Board of Education, legislators, parents, business leaders, community members, representatives of Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Association, Northwest Professional Educators and Idaho Commission on Hispanic Affairs. A member of the tribes was invited but could not attend.~~	~~October 19-20, 2011~~	~~Melissa McGrath~~ ~~Carissa Miller~~ ~~Steve Underwood~~	~~Face-to-face~~

~~ISDE staff met with the executive directors of key stakeholder groups (Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Association) to present the draft waiver and receive feedback.~~	~~January 6, 2012~~	~~Carissa Miller Steve Underwood~~	~~Face-to-face~~
~~ISDE staff presented at the Statewide System of Support/Capacity Builders Spring Conference, speaking about waiver components to external school improvement coaches that work with Title I districts and schools in improvement and encouraging their public comment and took feedback.~~	~~January 11, 2012~~	~~Carissa Miller~~	~~Face-to-face~~
~~Key Activity with Diverse Stakeholder Group~~	**~~Due Date~~**	**~~Staff Responsible~~**	**~~Strategy for Outreach~~**
~~Idaho Superintendent of Public Instruction Tom Luna held a conference call with all district superintendents and the leaders of the Idaho Association of School Administrators where he provided an overview of Idaho's draft application for ESEA Flexibility and encouraged superintendents to provide feedback.~~	~~January 12, 2012~~	~~Superintendent Luna Melissa McGrath~~	~~Online Conference call~~
~~The Indian Education Committee met and was provided access to the ESEA Flexibility Waiver Draft as well as the Executive Summary. Members included this in their meeting agenda and were encouraged to give individual feedback on the website. The committee decided to have the opportunity to give input as a group. Bryan Samuels, Chair, provided a letter prior to the end of the comment period to the ISDE.~~	~~January 12, 2012~~	~~Marcia Beckman~~	~~Face-to-face~~

~~Superintendent Luna spoke to an estimated 70 Idaho secondary principals at the Idaho Association of Secondary School Principals where he provided an overview of Idaho's draft application for ESEA Flexibility and encouraged principals to provide feedback.~~	~~January 16, 2012~~	~~Superintendent Luna~~ ~~Melissa McGrath~~	~~Face-to-face~~
~~ISDE staff hosted a webinar with superintendents, district-level administrators and the leaders of educational stakeholder groups to go over the details of Idaho's draft application for ESEA Flexibility. Fifty-five (55) districts participated.~~	~~January 18, 2012~~	~~Carissa Miller~~ ~~Steve Underwood~~ ~~Christina Linder~~ ~~Melissa McGrath~~	~~Online Webinar~~
~~**Key Activity with Diverse Stakeholder Group**~~	~~**Due Date**~~	~~**Staff Responsible**~~	~~**Strategy for Outreach**~~

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

~~First, the ISDE held focus group discussions with five key stakeholder groups on October 19 and October 20, 2011. Each focus group consisted of six to eight individuals and lasted about 1 hour and 15 minutes. The focus group was led by an independent, third party who reviewed the waiver process and then asked for ideas and input on each section. ISDE staff was on hand to answer clarifying questions, take notes, and audio record each meeting. Each~~

~~focus group consisted of community members (parents, legislators, community groups, and business community), school board trustees, local superintendents, and district-level administrators, teachers and principals, and State Board of Education members. Key educational stakeholder groups – the Idaho Education Association, the Idaho Association of School Administrators, the Idaho School Boards Association, and the Idaho Commission on Hispanic Affairs – selected participants for these focus groups.~~

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

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

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

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

~~revised the waiver application and addressed all concerns.~~

~~All comments, stakeholder groups and ISDE response to each can be found in Attachment 2. The specific changes enlisted in the original submission of the waiver include the following items although some of these changes have been modified due to further negotiations with the U.S. Department of Education (US ED):~~

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

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

3. ~~The overall star rating point span has been adjusted. There are approximately 15% of schools classified as Below Expectations, 10% as Below Expectations, and 5% as Exemplary with the rest distributed across Meets Expectations and Exceeds Expectations.~~

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

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

6. ~~There will be a one-year transition period between the consequences of the previous accountability system and the new system. In the meantime, a transition plan has been outlined in Section 2.A.i. under the description of the WISE Tool, along with transitional statements regarding how the new requirements for Student and Family Support Options will be implemented.~~

7. ~~ISDE clarified that the Universal Design for Learning (UDL) lesson plans were not a requirement for school districts but more clearly described the model lesson plans that teachers may submit as statewide models to be placed in Local LMS.~~

8. ~~ISDE has submitted a list of the schools and their star ratings as required in the waiver. ISDE built an application similar to the AYP appeals site and provide districts the opportunity to view and appeal any data related to the star rating in Summer 2012.~~

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

~~The Idaho State Board of Education reviewed the full original application and voted on its approval during its February 2012 meeting. Once negotiations are finalized with US ED, the Idaho State Board of Education will once again review and vote on the approval of this waiver.~~

~~The ISDE has demonstrated a great depth of outreach to a diverse group of stakeholders throughout this process. First, we spoke with stakeholder groups before creating the waiver application to gain initial ideas and input. Second, we asked for their feedback throughout the writing of the waiver application. Third, we published a draft of the state's waiver application online before submitting it to US ED and held a month-long public comment period. In **Attachment 2**, ISDE included a comprehensive chart, titled "Public Comments for Suggested Change and ISDE Response."~~

This chart details every comment or statement and the ISDE's response to the concerns that stakeholder groups and individuals voiced throughout the process. All subsequent letters in **Attachment 2** are addressed in this chart. We made significant changes to the State's waiver application based on the feedback and comments we received throughout this process.

Our outreach efforts have continued even after submitting the application to US ED for review. We have met with more than 800 individuals – the leaders of key stakeholders' groups and local school districts – since submitting the application in February. (See "Continued Consultation to Engage Stakeholders" table.)

~~Key Activity~~	~~Estimated Audience~~[1]	~~Staff Responsible~~	~~Strategy for Outreach~~
~~Idaho State Superintendents Association Conference~~	~~30~~	~~Sherri Ybarra, Chuck Zimmerly, Nick Smith, Steve Underwood, Carissa Miller~~	~~Face-to-face~~
~~Region 3 Superintendents' Meeting~~	~~30~~	~~Chuck Zimmerly Carissa Miller~~	~~Face-to-face~~
~~Region 5 Superintendents' Meeting~~	~~20~~	~~Chuck Zimmerly Nick~~	~~Face-to-face~~

[1] ~~The ISDE estimates the audience was much larger than this direct audience of more than 800 people. We have directly reached out to leaders of educational stakeholder groups and leadership teams within local school districts who have now distributed this information to those in their organizations and districts.~~

		~~Smith~~	
~~Region 4 K-12 Principals' Meeting~~	~~40~~	~~Chuck Zimmerly Steve Underwood~~	~~Face-to-face~~
~~Region 6 Secondary Principals' Meeting~~	~~9~~	~~Chuck Zimmerly Nick Smith~~	~~Face-to-face~~
~~Canyon-Owyhee School Service Agency (COSSA) Schools staff~~	~~8~~	~~Nick Smith~~	~~Face-to-face~~
~~Nampa School District Leadership Team[2]~~	~~12~~	~~Nick Smith~~	~~Face-to-face~~
~~Mountain Home School District Leadership Team and Principals[3]~~	~~23~~	~~Sherri Ybarra Nick Smith~~	~~Face-to-face~~
~~Idaho Public Charter School Commission~~	~~7 commissioners, 18 audience members~~	~~Nick Smith~~	~~Face-to-face~~
~~Idaho Superintendents' Network~~	~~31~~	~~Chuck Zimmerly Nick Smith Steve Underwood~~	~~Face-to-face~~
~~Post-Legislative Tour Meetings in 6 regions across Idaho[4]~~	~~600~~	~~Sherri Ybarra Nick Smith~~	~~Face-to-face~~
~~FAQ Follow-up meeting with Region 3 Superintendents~~	~~30~~	~~Nick Smith~~	~~Face-to-face~~
~~Eastern Idaho Superintendents' Conference~~	~~50~~	~~Chuck Zimmerly Carissa Miller~~	~~Face-to-face~~
~~Accountability Oversight Committee, Idaho State Board of Education~~	~~5 members, 2 staff~~	~~Carissa Miller~~	~~Face-to-face~~
~~Senate Education Committee~~	~~9 senators, plus audience~~	~~Sherri Ybarra Carissa Miller~~	~~Face-to-face Online (streamed live)~~
~~League of Schools (Region V)~~	~~20~~	~~Chuck Zimmerly Carissa Miller~~	~~Face-to-Face Conference Call~~
~~Idaho Education Association Board~~	~~35~~	~~Nick Smith~~	~~Face-to-face~~
~~Twin Falls School District In-service Days~~	~~45~~	~~Nick Smith~~	~~Face-to-face~~

~~Continued Consultation to Engage Stakeholders~~

~~ISDE plans to continue this high level of outreach throughout the next year, with key meetings such as the Annual Superintendents' Meeting on July 31, 2012; Idaho Association of School Administrators Joint Divisional Conference on August 1-3, 2012, with~~

[2] ~~The Nampa School District represents one Idaho's largest and most diverse school districts.~~
[3] ~~The Mountain Home School District represents an average sized but diverse school district in Idaho.~~
[4] ~~The Post Legislative Tour participants included, superintendents, principals, federal program directors, special education directors, business managers, school board members, teachers, policy makers and members of the media.~~

~~superintendents, principals and special education directors; and the Idaho School Boards Association Annual Conference in November 14-16, 2012, with superintendents and school board trustees.~~

Table 1
ESEA Flexibility Waiver Renewal Consultation

Table 1	ESEA Flexibility Waiver Renewal Consultation	Date	Estimated Audience	Staff Responsible	Strategy for Outreach
Idaho State Superintendents' Association Conference		August 4 – 7, 2015	130	Sherri Ybarra, Chuck Zimmerly	Face to face
Region 3 Superintendents Meeting		April 15, 2015	30	Chuck Zimmerly Pete Koehler	Face to face
Region 5 Superintendents Meeting		April 20, 2015	20	Chuck Zimmerly	Face to face
Region 4 K-12 Principal's meeting		April 15, 2015	40	Chuck Zimmerly	Face to face
Region 6 Secondary		April 9, 2015	9	Chuck Zimmerly	Face to face
Mountain Home School District Leadership Team and Principal			23	Sherri Ybarra	Face to face
Idaho Superintendents Network		February 10 – 11, 2015 April 21 – 22, 2015	31	Chuck Zimmerly	Face to face
Post Legislative Tour in all six regions		April 6-14, 2015	600	Sherri Ybarra, Pete Koehler, Tim Corder, Chuck Zimmerly, Will Goodman	Face to face
Eastern Idaho Superintendents' Conference		April 10, 2015	50	Chuck Zimmerly	Face to face
Senate Education Committee		February 5, 2015 March 2, 2015 March 16, 2015	9 Senators, plus audience	Sherri Ybarra, Angela Hemingway	Face to face
House Education Committee		February 5, 2015 March 26, 2015 March 30, 2015	Representatives, plus audience	Sherri Ybarra, Tim Corder	Face to face
Idaho State Board of Education		March 19, 2015	SBOE, Executive Director, SBOE staff	Sherri Ybarra Tim Corder Marcia Beckman	Face to face
Statewide Parent/Teacher's Association		April 11, 2015	Board & membership	Chuck Zimmerly	Face to face

Committee of Practitioners	April 24, 2015	15	Marcia Beckman, Karen Seay, Teresa Burgess, Christina Nava, MaryLou Wells, Tina Naillon	Virtual Meeting
Nez Perce Tribal Education Committee	March 18, 2015	20	Marcia Beckman, Karen Seay	Face to face
Special Education Advisory Committee	March 2, 2015	15	Marcia Beckman, Charlie Silva	Face to face

EVALUATION

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

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

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Since the writing and submission of the previous "Waiver request for Flexibility," we have reflected on Idaho's progress and undergone some important changes. As a state, we continue to feel the profound impact of the economic recession on our education budget and have been grappling with how to adjust to the financial implications of this. Including challenges like the reduction of the school week to four days, teacher, administrator and staff furloughs, subsistence level operational budgets, negative impacts on recruitment and retention of highly qualified teachers and administrators, and increased dependency on annual supplemental levies to meet funding short falls. Given the increased strain on financial and human resources, Idaho has tried to be increasingly thoughtful about how educators in our state spend their time to best serve the needs of students. As we have worked hard to implement our waiver, we have often found that there are duplicative and unnecessary burdens associated with this flexibility, which have resulted in essentially state-wide unfunded mandates. With an already depressed economic environment faced by Idaho schools, the unfortunate result of this is a severe erosion into the time that teachers spend engaging their students and the time administrators spend in supporting their teachers. The primary cause of these unnecessary burdens lies in the specific delineation of programs, with the verbiage of the current request for flexibility, e.g. the Idaho System for Educational Excellence (ISEE) Schoolnet (an Instructional Management System), Ways to Improve School Effectiveness Tool (WISE), specific ISDE-mandated teacher and administrator evaluations, and a flawed school rating system.

In January of 2015, a new Superintendent, Sherri Ybarra, took office in Idaho and we think this is a critical moment to alleviate some of these frustrations and improve our system. To that end, we will be taking some time to review our current 5-Star accountability system, better align our work into one coherent system, and continue to do everything we can to support our educators and students.

Idaho has a long history of local control. And, within that context, Idaho has learned time and again, that the most effective and sustained change depends on local involvement. For that reason, Idaho SDE will move to a system that more directly empowers local communities. As one example, we intend to stop prescribing performance goals for each district --but will support districts in setting appropriate goals. Each district will set goals through the inclusive process and will be held accountable for ensuring its schools are equitably contributing to the district's overall goals. By allowing communities to engage in hard discussions and to land upon what they believe are ambitious but achievable goals specific to that community, Idaho believes it will drive meaningful improvement that is deeper, more widespread, and focused on outcomes. Finally, a new state accountability model will be developed over the next year, with the above components as its basis, and will involve stakeholders, the Idaho State Board of Education, and will also be reported to the Idaho Legislature.

Thus, the current challenge for the Idaho State Department of Education in drafting the new Request for Flexibility 2015 is to address overwhelming reporting requirements and regulations

imposed by the current Request for Flexibility and still maintain a comprehensive approach to the continued implementation and enhancement of Waivers 1-14, Assurances 1-14 and the Principles:

1. College and Career Ready Standards and Assessments

2. State-Developed Differentiated Recognition, Accountability, and Support

3. Supporting Effective Instruction and Leadership.

The new Request for Flexibility 2015 will eliminate the duplication and unnecessary burdens currently being imposed on Idaho's schools and districts. The new Request for Flexibility 2015 will describe and ensure Idaho's continued commitment to the intent of the waivers, principles, quality of instruction, and increasing student achievement. Schools will continue to be held accountable for ALL students' growth, in reaching college-and career-readiness.

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

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

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

~~In 2011, Idaho reformed its public education system to meet the goals and vision of the Education Alliance of Idaho and make sure every student graduates from high school college- and career-ready. College and Career Readiness Standards Under this system, Idaho will still maintain one system of accountability for all schools – both Title I and non-Title I schools – to ensure the needs of all students are met. The new accountability plan rates schools based on a Exemplary scale rather than Adequate Yearly Progress to give parents, patrons, and educators an accurate and meaningful measurement of school performance statewide. Exemplary and~~

~~Exceeds Expectations Schools will be publicly recognized and shown as examples to other schools across the State. Below Expectations and Below Expectations Schools will receive intensive technical assistance and oversight from the State. Staff and leaders in the school would be held accountable for the achievement of all students.~~

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

~~The new system of accountability also holds schools and districts accountable for the achievement of all students—no matter where they live or their family background. Idaho is a large, rural state with expansive geography, remote communities and a diverse student population. The State ranks as the thirteenth-largest state in the nation geographically, spanning 83,557 square miles and two time zones. Yet, Idaho has a small population with only an estimated 1.5 million people, or 18.1 residents per square mile.~~

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

~~In addition to its rural and remote nature, 50 percent of students are low-income across Idaho. Fifteen percent of our students are Hispanic, and 1.5 percent of the student population is Native American. Nine percent of students have disabilities. Six percent of students have been identified as Limited English Proficient. This geographic dispersion often has schools and districts with negligible numbers in identified subgroups. For example, 52 percent of districts have fewer than 600 students, and 60 percent of districts have fewer than three schools.~~

~~Now, the new accountability plan ensures students are receiving these educational opportunities. The new system makes sure these students are growing and achieving.~~

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

~~Finally, through this new system, Idaho teachers, principals and other educators will now have a clear understanding of how they will be evaluated for performance from year to year. Idaho has implemented a new performance evaluation system for teachers in which 67 percent of their evaluation must be based on the Danielson Framework for Teaching and 33 percent must be tied to measures of student growth. The district also must gather parent input to include in evaluations. Principal evaluations also must be tied to student achievement. Under the new accountability system, the State will develop a framework for administrator evaluations and~~

~~ensure teachers and administrators receive meaningful feedback on their evaluations across Idaho.~~

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

~~For these reasons, Idaho's new accountability system addresses the needs of students and families across Idaho. This new system of increased accountability provides a comprehensive approach to measuring student performance, holding schools and districts accountable for results and providing the necessary resources statewide to ensure every school can eventually become a Exemplary School.~~

~~The Idaho Legislature and a task force of stakeholders from across the state have maintained the vision of increased accountability outlined in this waiver. First, the Idaho State Board of Education and Idaho Legislature approved a teacher evaluation system Under the evaluation system in place today, teachers must be evaluated using a combination of growth in student achievement, observation and feedback from parents or students.~~

~~Second, Idaho's Governor established a Task Force for Improving Education in December 2012 to explore and develop ideas to improve K-12 education in Idaho. In September 2013, the Task Force published 20 recommendations. The Legislature took action on several of these recommendations during the 2014 Legislative session. The Idaho State Board of Education has established special committees to address the implementation of the remaining recommendations. The Task Force recommendations supported many tenets of the state's Exemplary Rating System, including advanced opportunities, growth in student achievement and strong teacher evaluations.~~

~~Annually Reports College-going and college-credit Accumulation Rates, as defined under State Fiscal Stabilization Fund Indicators (c)(11)and (c)(12)(Assurance 5 of ESEA Flexibility) ISDE has confirmed its ability to compile data reflecting the following:~~

- ~~Total number of students earning a regular high school diploma disaggregated by race, ethnicity, disability status, English proficiency and economic status for 2013-2014 high school graduates no later than the 2014-2015 school year.~~
- ~~Total number of students who enrolled in any postsecondary institution within 16 months~~

~~of earning a regular high school diploma for 2010-2011 high school graduates no later than the 2014-2015 school year. (State Board of Education confirmed this data will be available).~~

- ~~Total number of students who graduated from high school with a regular high school diploma and enrolled in a public institution of higher education within 16 months of graduation for 2010-2011 high school graduates no later than the 2014-2015 school year (State Board of Education confirmed this data will be available).~~
- ~~Data on the total number of students who earn one year of college credit within two years of enrollment in a public institution of higher education for 2010-2011 high school graduates no later than the 2015-2016 school year (State Board of Education confirmed this data will be available).~~

~~While the K-12 SLDS and postsecondary SLDS are not formally integrated, cross-tracking can occur between the two systems through each student's unique education identification number, which remains the same as students progress from high school to postsecondary. The plan to execute these data requirements and report them to the public includes the following action steps to commence in Summer, 2014:~~

- ~~Convene ISDE IT and programmatic staff along with the State Board of Education's IT staff and establish the parameters and definitions of the data required for these reports.~~
- ~~Determine timelines and format for requesting the data for these reports.~~
- ~~Identify the format for reporting the information to the public by the 2014-2015 school year (except for the college credit earned within two years; longitudinal data availability in Idaho has not been in place long enough to enable reporting by the 2014-2015 school year. This can be complete by the 2015-2016 school year).~~
- ~~Hold each other accountable for following the timeline established.~~

Principle 1: College- and Career-Ready Expectations for All Students

1.A Adopt College- and Career-Ready Standards

~~Option B.i:~~ The State of Idaho adopted the Common Core State Standards, now referred to as the College and Career Readiness Standards, officially during the 2011 legislative session. Page 4 of Attachment 4 illustrates the State Board of Education approval vote. Idaho now has statewide implementation of the College and Career Readiness Standards.
~~Option B.ii:~~ As part of the Memorandum of Understanding for the SMARTER Balanced Assessment Consortium (see Attachment 5), all of Idaho's public colleges and universities signed the agreement noting participation and agreement "in implementation of policies, once the high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and on any other placement requirement established by the IHE or IHE system."

1.B Transition to College- and Career-Ready Standards

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

The State has transitioned to College and Career Readiness Standards. The Idaho State Department of Education (ISDE) will continue to build capacity at the State, district and school levels to ensure the transition to the College and Career Readiness Standards increases the quality of instruction in every classroom and raises achievement for all students, including English Learners, students with disabilities, and low-achieving students. The State is integrating the transition to College and Career Readiness Standards with the implementation of other critical statewide initiatives to ensure consistency and uniformity across Idaho. For example, the State will provide professional development on the College and Career Readiness Standards. The State also has reformed the teacher evaluation process and will make sure the Danielson Framework ~~is College and Career Readiness Standards are~~ a key part of every teacher performance evaluation and the training that goes with each evaluation.

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

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

ISDE ~~will~~ met the requirements of analyzing the linguistic demands of the College and Career Readiness Standards through its adoption of the 2012 WIDA (World-Class Instructional Design in Assessment) Standards in 2013-2014. These new English Language Development (ELD) standards were adopted in 2013-2014 and will ensure English Language Learners (ELLs) have the opportunity to achieve Idaho's College and Career Readiness Standards on the same schedule as all students. The ~~WIDA~~ ELD standards were aligned to the Idaho College and Career Readiness Standards in 2011 through an alignment study that examined the linguistic demands of ~~the~~ College and Career Readiness Standards.

~~WIDA's alignment approach is based on Dr. Gary Cook's 2006 adaptation of Dr. Norman Webb's alignment methodology. As with the Webb methodology, Cook's approach expands the concept of alignment by addressing not only content match between tests and standards but also the extent to which tests (and aligned standards) reflect the linguistic/cognitive complexity and breadth of a set of standards.~~

~~The correspondence study of the 2007 WIDA Standards to the College and Career Readiness Standards shows a solid alignment. Idaho adopted the new 2012 edition of the WIDA Standards, which further improves the alignment to the College and Career Readiness Standards for an even higher correspondence. This is demonstrated clearly, in that the new 2012 strands were written to close gaps in the 2007 edition and to make correspondence more explicit and understandable to educators. Furthermore, the WIDA Standards Performance Definitions were augmented and address three major criteria present in the College and Career Readiness Standards, one of which is linguistic complexity. The WIDA standards also have forms, conventions and vocabulary (within academic environments), which are all very closely associated with College and Career Readiness Standards.~~

Table 2
Timeline for Implementing the ELD Standards

Table 2	Activity	Responsible	Timeline
~~Convene focus groups around the State regarding comments on WIDA ELD Standards.~~		~~Title III Division~~	~~Spring 2012~~
~~Begin work to present WIDA ELD Standards for adoption by the State Board of Education.~~		~~Title III and Assessment Divisions~~	~~August 2012~~
~~Professional Development for school districts regarding WIDA ELD standards.~~		~~Title III Division~~	~~School Year 2012-13~~
~~Board Rule to adopt WIDA ELD Standards presented to Idaho Legislature (for formal adoption in 2013-14.)~~		~~ISDE and State Board staff to present to Idaho Legislature~~	~~January 2013~~
~~New ELD standards in place. Districts start using WIDA standards. Continued Professional Development provided.~~		~~Title III and Assessment Divisions~~	~~School year 2013-14~~
ELD Standard framework Training of Trainers for school district teams		Title III Division	February 2013
Introduction to WIDA Workshop at Biennial Title I Conference-Boise, Idaho		State Department of Education/Title III Division	April 2013
Two Regional Professional Development workshops for school districts regarding WIDA ELD standards.		Title III Division	July 2013
Idaho Summer of Best Practices Institute		State Department of Education – Title III Division	July 2013/August 2013
Two Regional Professional Development workshops for school districts regarding WIDA ELD standards.		Title III Division	October 2013

Overview of World-Class Instructional Design & Assessment (WIDA) Webinar	Title III Division	September 2013
Writing Educational Learning Plans with WIDA's Can Do Descriptors Webinar	Title III Division	September 2013
Two Regional Professional Development workshops for school districts regarding WIDA ELD standards.	Title III Division	November 2013
Introduction to WIDA Workshop at Idaho Association for Bilingual Education conference.	Idaho Association for Bilingual Education	January 2014
ELD Standards framework Training of Trainers for school district teams	Title III Division	June 2014
WIDA Training to Pre-service Teachers	Title III Division/Boise State University	July 2014
Three Regional Professional Development workshops for school districts regarding WIDA ELD standards.	Title III Division / Statewide System of Supports	October 2014
Three Regional Professional Development workshops for school districts regarding WIDA ELD standards.	Title III Division / Statewide System of Supports	December 2014
Establish Memorandum of Understanding (MOU) with Wisconsin Center for Education Research. This MOU will outline the statewide professional development opportunities for school year 2015-2016.	Assessment &Title III Divisions	April 2015

ISDE will continue to assist school districts and public charter schools in analyzing the learning and accommodation factors necessary to ensure that students with disabilities have the opportunity to achieve college- and career-ready standards. Specifically, ISDE worked with Idaho educators, administrators, and other stakeholders in Spring 2012 to help school districts

conduct gap analyses between a student's current baseline with the Idaho Content Standards and the ~~new~~ College and Career Readiness Standards. ISDE used the results of this analysis to support students with disabilities in achieving College and Career Readiness Standards.

For example, ISDE provided professional development opportunities for school districts and public charter schools which are infused with and incorporate the fundaments of Universal Design for Learning (UDL) in instruction, technology integration, and assessment, which increased the opportunities for all students including those with disabilities to demonstrate progress toward the College and Career Readiness Standards.

UDL is a set of principles developed by the Center for Applied Special Technologies (CAST) at www.cast.org, aimed at providing all students with equal opportunities to learn. The UDL principles are utilized by the ISDE as guidelines, not a format. It involves a flexible approach to instruction that can be adjusted to fit individual learning needs; by designing a learning environment and lesson plans which include opportunities for: multiple means of engagement, multiple means of representation and multiple means of representation and the "consideration" of appropriate assistive technology and accommodations. Equal access is extended to all students under UDL to include the following populations: students with disabilities, English language learners (ELL) and low-achieving students. The use of UDL principles is proposed to facilitate and assure equal access to the learning environment, technology and materials in the general education classroom and to the College and Career Readiness Standards in all areas.

~~The ISDE will continue to allow schools have access to and to utilize UDL through an Instructional Management SystemLocal LMS (IMS). Local LMSIMS is a web-based platform now available to all classroom teachers and administrators at the building and district levels. Through the Local LMSIMS, a teacher or administrator can access the College and Career Readiness Standards and lesson plans aligned to the standards and which are UDL-compliant[5]. In 2011-12, six school districts piloted the use of assessment tools in Local LMS as well.~~

~~Local LMS~~

~~In addition to access to its statewide instructional management system, Idaho is implementing new statewide assessments in 2014-15. The State is a governing partner in the SMARTER Balanced Assessment Consortium (SBAC). Through SBAC, the ISDE will implement a summative assessment to be given at the end of each school year to meet ESEA requirements. Formative assessment tools are also available that classroom teachers can choose to use throughout the school year. Idaho also participated in a statewide field test of the SBAC tests in 2013-14.~~

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

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

~~Analysis of assessment data for all students and students with disabilities (SWD) will be conducted to identify professional development needs for both general education and special education teachers throughout the State. Gap analysis from the assessment data will be used as a point of reference for further drill down and as a mechanism for root cause analysis for the development and targeting of ISDE-supported professional development projects and trainings. This data will be used to support Idaho teachers in implementing effective instructional practices for SWD by providing connection to the College and Career Readiness Standards and the student's Individual Education Program goals. These efforts will be complemented by Idaho's OSEP Results Work as well as the fact that OSEP moved towards Results Driven Accountability (RDA), which will emphasize the performance of SWD on statewide assessments as a means of evaluating and holding states accountable to the expectations of IDEA. The ISDE is currently using OSEP Performance Indicator 3A as its Results Focus Indicator. Indicator 3A is the combined performance of SWD on statewide assessment in both reading and math.~~

~~Application of this model to Idaho's previous year assessment data has helped direct resources to the development of targeted trainings for Tier 2 Intervention for school teams, including both general and special education representation. For example, these targeted trainings helped districts and schools to better design interventions for all students and support them in understanding how to provide appropriate accommodations for SWD.~~

Table 3
Timeline for the ISDE's Implementation

Table 3	Activity	Responsible	Timeline
Design follow-up training on using a gap analysis based on students' current baselines and the standards.		Secondary Special Education Coordinators	Spring 2012
Research secondary assessments that document growth based on Postsecondary and Career-Ready standards.		Secondary Special Education	Fall 2012
Research link with College and Career Readiness Standards		Secondary Special Education, SESTA, and Assessment and Content Teams	Fall 2012
Collect rubrics available to measure content		Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Develop tools to use rubrics to calculate growth		Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13 to present
Prepare training on how to use the rubrics		Secondary Special Education and SESTA	School year 2012-2013 to present
Prepare training on how to use the same data to determine Response to Intervention (RTI) interventions, document SLD eligibility, create transition plans, and document SOP		Secondary Special Education and SESTA	School year 2012-2013 to present
Design evaluation of the trainings' effectiveness		SESTA	Summer 2013
Assistive Technology Professional Training (2 days)		Secondary Special Education and SESTA	June 2014
Autism Spectrum Disorders: Executive Function to Interventions (3 part webinar series)		Secondary Special Education and SESTA	November 2014
Coaching Institute (3 days)		Secondary Special Education and SESTA	July & Nov 2014
College and Career Readiness: Evidence Based Predictors for Improving Outcomes for Students with Disabilities (1 day)		Secondary Special Education, SESTA, and Assessment and Content Teams	September 2014 – present
National Center and State Collaborative Alternate Assessment Resources (1 day)		Secondary Special Education and SESTA	August 2014
New Special Education Teacher Training (2 days)		Secondary Special Education, SESTA, and Assessment and Content Teams	September 2014
Quality Literacy Instruction for Students with ASD (3 part webinar		Secondary Special Education, SESTA, and Assessment and Content Teams	January 2015

series)		
Schoolwide Positive Behavioral Interventions & Supports Tier 1 (4 days)	Secondary Special Education, SESTA, and Assessment and Content Teams	Aug 2014, Jan 2015 & March 2015
Schoolwide Positive Behavioral Interventions & Supports Tier 2 (3 days)	Secondary Special Education, SESTA, and Assessment and Content Teams	July 2014 & Feb 2015
Schoolwide Positive Behavioral Interventions & Supports Tier 3 (3 days)	Secondary Special Education, SESTA, and Assessment and Content Teams	July 2014 & Feb 2015
Supporting Students on the Autism Spectrum in Schools Summer Institute (2 days)	Secondary Special Education and SESTA	June 2014
SWIS Facilitator Training (1 day)	Secondary Special Education and SESTA	September 2014
Tier 3 Mathematics Team Training (2 days)	Secondary Special Education and SESTA	October 2014
Tools for Life: Secondary Transition and Assistive Technology Fair	Secondary Special Education and SESTA	March 2015

ISDE continues to conduct outreach to the public and targeted stakeholder groups and will continue to do so to increase awareness as the State utilizes the College and Career Readiness Standards. Since the College and Career Readiness Standards were published in 2009, ISDE has conducted outreach in every region of the State to ensure stakeholders are aware of the transition to College and Career Readiness Standards. ~~Most of those activities are described below in detail.~~ The overarching goal of these activities is to continue to integrate the College and Career Readiness Standards into classroom instruction. ~~oster increased awareness, understanding, and ultimately the adoption of these standards.~~

~~As the standards were being developed, ISDE solicited feedback on those as well as perceived benefits of raising academic standards to a higher college- and career-ready level. In so doing, ISDE additionally sought feedback from institutions of higher education and the Idaho Business Coalition for Education Excellence (IBCEE).[6] Of particular interest was whether the standards would effectively result in students who are prepared for postsecondary education or the workforce, without the need for remediation.~~

~~ISDE presented the College and Career Readiness Standards to the provosts of Idaho's institutions of higher education in July 2010 and subsequently corresponded with faculty at these institutions via e-mail. ISDE received verification from each institution of higher education that the College and Career Readiness Standards would ensure a student meeting these standards would be prepared for postsecondary education and the workforce. In addition, every college and university president in Idaho signed a Memorandum of Understanding committing that a student who passes the State's new Grade 11 assessments aligned to the College and Career Readiness~~

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

~~Standards will not need remediation in mathematics or English language arts. The new test is being developed through SBAC and will be implemented in 2014-15.~~

~~To expand stakeholder awareness of the College and Career Readiness Standards, Idaho sent a team of 10 stakeholders to a Common Core adoption conference in Chicago, Illinois on October 30, 2009. The conference centered on discussion of the Common Core State Standards and their implementation. Members of the team included representatives from the Idaho Education Association, the Idaho School Boards Association, the Idaho Association of School Administrators, the Idaho Legislature, the Idaho Council of Teachers of English, and the Idaho Council of Teachers of Mathematics as well as Idaho's Superintendent.~~

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

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

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

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

~~To develop an effective implementation plan for the College and Career Readiness Standards, the ISDE established a Core Leadership Group composed of mathematics and English language arts teachers, principals, superintendents, special education directors, curriculum directors, mathematics coaches, Mathematical Thinking for Instruction instructors, higher education faculty, and ISDE staff. ISDE's content coordinators selected the members of this leadership group because these individuals demonstrated considerable leadership in mathematics, English~~

~~language arts or their respective role. The leadership group met in May 2011. The group functioned as a focus group, giving ISDE staff input on how to shape a timeline for implementation as well as the tools, resources, and professional development necessary for teachers of all students including teachers of English language learners, students with disabilities and low-achieving students.~~

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

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

~~During April and June 2011, Idaho began a comprehensive process of "unpacking" the College and Career Readiness Standards. The methodology used was Total Instructional Alignment (TIA). TIA[7] is funded through a State Agency for Higher Education (SAHE) grant and is a cooperative effort by all the Idaho state universities.~~

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

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

~~The ISDE is working closely with the Colleges of Education in Idaho's institutions of higher education to assist them in preparing teachers who can teach students to meet the College and Career Readiness Standards. The Deans of the Idaho's Colleges of Education meet not less than six times per year at the Idaho Association of Colleges of Teacher Education (IACTE).~~

~~[7] The Total Instructional Alignment [TIA] system, developed by Lisa Carter, is a standards and instruction alignment tool. TIA work on the Common Core State Standards is funded by a SAHE grant administered by the Idaho State Board of Education and housed at Idaho State University, with many teachers statewide, particularly from eastern and southwest Idaho contributing to the effort.~~

~~In addition to the deans and/or directors of teacher preparation programs, representatives from the Idaho State Board of Education and the ISDE attend these meetings as regular non-voting members of the association. At each meeting, updates being considered by the State are shared with the entire group in order to solicit feedback.~~

~~The ISDE and State Board staff worked with three deans representing IACTE to develop a new process which the State will follow in making teacher preparation program approval decisions. This will further ensure that College and Career Readiness Standards are integrated into teacher preparation programs and that the State Board has more oversight over the success of teacher preparation programs. The revision to the State's process for approving teacher preparation programs requires a change in Idaho Administrative Rule which ISBE recently approved. The rule was approved by the Idaho Legislature during the 2012 Legislative Session.~~

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

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

ISDE continues to provide professional development and ongoing support to all classroom teachers as they utilize ~~to~~ the College and Career Readiness Standards. Professional development opportunities ~~will~~ focus on all teachers as well as teachers of English language learners (ELLs), students with disabilities, and low-achieving students. To conduct these opportunities for all teachers, ISDE will integrate the professional development activities for College and Career Readiness Standards with other statewide initiatives and strategic partnerships that are already established.

Below is a synopsis of how ISDE will provide that professional development to all classroom teachers. That is followed by a timeline for the delivery of the professional development activities.

The professional development activities that ISDE carries out are cross-cutting. They include programs and training opportunities that focus on the system of schooling as well as targeted components of the school system. Furthermore, these activities address the capacity of different audiences as appropriate. At times, support is given to specific teachers and school leaders. In other circumstances, it is most appropriate to provide support to district leaders. And, in many cases, support is provided across job roles to ensure diffusion of the innovation or ideas included in the activity. Table 4 provides an overview of the activities, which are described in further detail below.

Table 4
Overview of Activities

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
Classroom Technology Integration		✓	✓	✓	✓
Idaho Building Capacity Project	✓			✓	✓
Idaho Math Initiative		✓	✓	✓	
Idaho's English Language Development Program	✓		✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
Statewide Instructional Management System		✓	✓	✓	✓
Assistive Technology Professional Training (2 days)		✓			
Autism Spectrum Disorders: Executive Function to Interventions (3 part webinar series)	✓		✓	✓	✓
Coaching Institute (3 days)		✓			
College and Career Readiness: Evidence Based Predictors for Improving Outcomes for Students with Disabilities (1 day)	✓		✓	✓	✓
National Center and State Collaborative Alternate Assessment Resources (1 day)	✓		✓		
New Special Education Teacher Training (2 days)		✓	✓		
Quality Literacy Instruction for Students with ASD (3 part webinar series)	✓		✓	✓	✓
Schoolwide Positive Behavioral Interventions & Supports Tier 1 (4 days)		✓	✓	✓	✓
Schoolwide Positive Behavioral Interventions & Supports Tier 2 (3 days)		✓	✓	✓	✓
Schoolwide Positive Behavioral Interventions & Supports Tier 3 (3 days)		✓	✓	✓	✓
Supporting Students on the Autism Spectrum in Schools Summer Institute (2 days)		✓	✓	✓	
SWIS Facilitator Training (1 day)		✓	✓	✓	✓

Tier 3 Mathematics Team Training (2 days)		✓	✓	✓	✓
Tools for Life: Secondary Transition and Assistive Technology Fair	✓		✓	✓	

PROFESSIONAL DEVELOPMENT ACTIVITIES

Under the new Superintendent of Public Instruction's policy of establishing more local control, the former statewide instructional management system will be eliminated in favor of district level choice of an IMS.

The ISDE continues to support high level and robust professional development activities focused on integrating the College and Career Readiness Standards into classroom instruction. A compendium of all activities can be located at http://www.sde.idaho.gov/site/common/.

~~**Statewide Instructional Management System:** The J.A. and Kathryn Albertson Foundation granted ISDE $21 million to implement a statewide instructional management system, known as Local LMS. Local LMS was a web-based platform providing multiple tools for classroom teachers and administrators at the building and district levels. The tools included instant access to individual student attendance and academic achievement; access to College and Career Readiness StandardsStandards College and Career Readiness Standards; lesson plans aligned to the Idaho College and Career Readiness Standards; and digital content aligned to standards and lesson plans. Teachers could develop their own lesson plans and share with others in their own building, district, or across the State. ISDE was using an estimated $2 million a year in grant funding from the Albertson Foundation to provide professional development to classroom teachers on how to use Local LMS.~~

~~Thus, ISDE emphasized the alignment of content, curriculum, and lesson plans in each of the professional development activities related to LMS Local LMS. Statewide training focused on the College and Career Readiness Standards and lesson plan alignment has continued to occur. The State was contracting with retired school district superintendents and building administrators who showed excellence during their careers to assist with this professional development. After an application process, the State selected 17 individuals who have undergone additional training in the effective use of a LMS Local LMS. In February 2012, they were based regionally to assist each of the six pilot a LMS Local LMS districts during the remainder of the 2011-2012 school year. In 2012-13, the State recruited and trained 20 more data coaches to offer support and assistance to other districts across Idaho. They supported teachers and school administrators through face-to-face and web-based interaction on a regular basis throughout the school year.~~

~~**Classroom Technology Integration:**~~
~~Through advanced technology, teachers can utilize new tools to individualize instruction for every student and help all students, including those with special needs, to achieve their learning goals.~~

~~To receive funding for advanced classroom technology, every school district and public charter school in Idaho submitted a plan to ISDE by January 2012 detailing how the classroom technology they plan to use is linked to student achievement goals, including the transition to the College and Career Readiness Standards.~~

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

NCRTI has assisted Idaho with the development and delivery of statewide training in the essential elements of RTI and implementation planning by helping build a highly effective model for continuous improvement.

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

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

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

The regional coordinators provide the Capacity Builders with professional development and then

contract with them to provide services over a three-year period. The Capacity Builders provide hands-on technical assistance linked to research-based best practices. Their primary goal is to develop the capacity of local leaders in understanding the characteristics of effective schools and how to manage change in a complex school system. The Idaho Building Capacity Project was piloted in 2008 and fully implemented statewide in 2009 and continues 2015.

~~The project now serves 105 schools and districts statewide.~~ Since its inception, the State also has utilized Capacity Builders to implement other new statewide programs and initiatives, such as Response to Intervention implementation grants and the statewide longitudinal data system.[8] ISDE continues to provide training for Capacity Builders on the College and Career Readiness Standards. ~~in Summer 2011 and will continue to provide more in-depth training so they can assist with the dissemination and implementation of the College and Career Readiness Standards in their schools and districts.~~ Updated numbers and professional development activities can be found at https://www.sde.idaho.gov/site/ssos/IBC.htm.

Idaho Math Initiative

The ISDE continues to support the Idaho Math Initiative professional development**.** Current activities can be found at http://www.uidaho.edu/cda/extension-outreach/regional-math-centers.

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

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

~~All K-8 certified teachers, 9-12 mathematics teachers, and school administrators are required to take the MTI course in order to recertify in 2014[9]. To date, the majority of Idaho's required teachers and administrators have completed the course. The course has been divided into three tracks to better serve educators, based on the grade level they teach: K-3 track focuses on early number sense, 4-8 track on rational number sense, and 6-12 track on algebraic thinking.~~

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[8] Idaho began developing its Statewide longitudinal data system in 2008. The State fully deployed the longitudinal data system for the first year in 2010-11.

[9] ~~The following educators are required to successfully complete the MTI course prior to September 1, 2014 in order to recertify: teachers holding Early Childhood/Early Childhood Special Education Blended Certificate (Birth – Grade 3) employed in an elementary school classroom (multi-subject classroom, K-8); teachers holding a Standard Elementary School Certificate (K-8); teachers holding a Standard Secondary School Certificate (6-12) teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; teachers holding a Standard Exceptional Child Certificate (K-12); and school administrators holding an Administrator Certificate (Pre K-12).~~

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

~~As part of the Idaho Math Initiative, ISDE has contracted with Boise State University to employ six mathematics specialists, who cover five regions statewide. During 2011-12, the regional mathematics specialists taught the MTI courses approximately 40 percent of their time and providing in-school support approximately 40 percent of their time. Through in-school support, they provided hands-on technical assistance to classroom teachers and school administrators as they implement the strategies learned in the MTI course. The remaining time was spent on research and administrative duties. As teachers and administrators complete the MTI course, the regional mathematics specialists will move to full-time in-school support.~~

~~These regional specialists and the Mathematics Coordinator at ISDE assist schools and districts as they transition to College and Career Readiness Standards through ongoing professional development and support through workshops, webinars, and a four-year unit study aligned with the College and Career Readiness Standards and based on the Japanese model of Lesson Study.~~

English Language Arts (ELA)
The ISDE continues to support professional development in ELA. Please refer to http://www.sde.idaho.gov/site/common/

College and Career Readiness Standards
For a full description, please refer to http://www.sde.idaho.gov/site/common/.
~~A multifaceted approach, from asynchronous tools to face-to-face training, has been established with regard to professional development opportunities for transition to the College and Career Readiness Standards for English Language Arts. In January 2012, the SDE established a comprehensive College and Career Readiness Standards Toolbox for English Language Arts on the ISDE website at the following link: http://www.sde.idaho.gov/site/common/.~~

~~This site is broken into discrete modules housing a variety of resources for educators at various levels of understanding of the Idaho Core. Understanding that a key nexus of foundational principles lies in the area of analyzing and writing about more complex texts across the content areas, tools are available to show examples of the types of exercises and assessments that incorporate these skill sets that reach to highest cognitive level. In addition, this site contains links to the latest set of Performance Tasks developed by the Smarter Balanced Consortium (SBAC) for the new assessment aligned with the College and Career Readiness Standards. These tasks embody the deeper learning experiences and the expectation that students must consistently work at a higher cognitive level so foundational to the core. SBAC tools will be continually emphasized as they come to fruition and are made available to all member states in the coming months and years. This toolbox is constantly being updated as new tools for teachers become available to strengthen implementation efforts in English Language Arts.~~
~~In addition, the ISDE has reached an agreement with the Illinois State Board of Education to share a rich and comprehensive set of electronic resources for teachers developed by Illinois to support writing instruction in the three modes of writing emphasized in the College and Career Readiness Standards and the SBAC assessment model: informational, argumentative, and~~

~~narrative. Featured, in addition to richly annotated anchor sets and practice scoring sets, are videos of actual classroom instruction tied to core writing principles. These asynchronous tools are available to schools and teachers.~~

~~With strategic partners (Boise State Writing Project and Northwest Inland Writing Project) the ISDE is collaborating to offer deep, hands-on learning opportunities for educators in the summer 2012. The ISDE developed a series of four three-day workshops for district teams emphasizing the use of more complex informational text in the classroom across the curriculum.~~

~~Featuring how to select, evaluate and intertwine complex text into instruction as well as devise opportunities for students to write and speak about what they read, these teams (one ELA teacher, one teacher from another content area, and one administrator) created actual student lessons based on the College and Career Readiness Standards.~~

~~Further, the ISDE provided scholarships on a regional basis to an online graduate course at Boise State University on evaluation and use of informational text aligned to the College and Career Readiness Standards. Recipients were required to lead study groups in their home districts to share their knowledge upon completion of the course work. The intent of the district team approach and the scholarship program was to create concentric circles of expertise transpiring from this face-to-face training system wide, thus further leveraging the impact of the training. Finally, because there is a natural progression from informational to the related but more complex argumentative mode, similar programs for argumentative writing were offered in summer 2013 and then narrative writing, as it is very different from the other modes, in summer 2014.~~

~~In July and August 2012, ISDE staff presented at three regional Best Practices Institutes on the importance of increasing text complexity and in understanding the new definition of text complexity, which incorporates qualitative factors such as layers of meaning and complexity to structure in addition to quantitative measures such as Lexile ratings. As text complexity drives many of the changes in the approach teachers of all content areas must take to teach the ELA College and Career Readiness Standards with fidelity, this was the first of many professional opportunities to delve into this critical area. Also, text complexity was presented through the lens of students creating authentic products, be they written pieces or oral presentation, based on the analysis, synthesis of text or audio visual stimuli. The audience included teachers from all content areas and administrators, primarily curriculum directors and principals.~~

~~Begun in the spring of 2012, the 21st Century Master Teacher program was designed to support implementation of a number of ISDE initiatives (integration of technology in the classroom, the state learning management system, UDL), with implementation of the ELA Literacy standards of the College and Career Readiness Standards being the foundation and anchor of the entire program. In order to demonstrate best practices in instruction aligned to the ELA Literacy College and Career Readiness Standards, master teachers were recruited statewide and trained on how to infuse technology in the classroom, use universal design for learning and the new lesson plan template, and build lessons and units aligned to the College and Career Readiness Standards. Via the state learning management system, Local LMS, these exemplar lesson plans, nearly 250 from all content areas, were shared statewide, giving teachers excellent, concrete~~

~~example of how to make instructional practice change based on the new ELA-Literacy standards of the College and Career Readiness Standards across the curriculum, helping build support for the core across the full spectrum of teachers. These master teachers helped evaluate additional lesson plan entries and select contest winners. All these efforts built a robust bank of lesson plans to be used across the state and refined by actual classroom use and further supported by the professional learning community capabilities of Local LMS.~~

~~The ISDE will continue to build upon these initial efforts to create in district capacity and understanding of the College and Career Readiness Standards for ELA that hold the promise of pulling together all instructional change across the curriculum under the umbrella of literacy owned not just by the English teacher, but by all teachers.~~

Idaho's English Language Development Program

The ISDE continues to support a strong English Language Development Program. Current activities and content can be found at https://www.sde.idaho.gov/site/lep/.

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

~~In 2010, in an effort to better serve ELL students Statewide, ISDE conducted a needs assessment to guide the State's policy and funding direction for ELL programs. In this assessment, ISDE examined data from the ISAT, IELA, IRI[10], and Integrated Focus Visits (monitoring and technical assistance visits) provided to school districts. As a result of the assessment, ISDE shifted more attention to improving English Language Development (ELD) program services by developing the Idaho Toolkit and organizing ELD Standards Workshops Statewide.~~

~~To ensure consistency and better assist all districts in providing research-based ELD program services, ISDE developed the Idaho Toolkit in Fall 2011. The Idaho Toolkit provides districts with historical foundations, legal requirements for teaching ELL students, content standards, and the most current research on effective and culturally responsive programs and instructional practices for ELLs. The Toolkit is designed so school districts and charter schools can tailor it to their individual needs.~~
~~ISDE also organizes regional ELD Standards workshops every year.~~

~~Through these workshops, the State assists ELL teachers, content teachers, and school administrators as they incorporate ELD standards into their instruction. This serves to ensure that ELLs have full access and opportunity to master prescribed academic content. As Idaho~~

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

~~transitions to College and Career Readiness Standards and WIDA Standards aligned to the College and Career Readiness Standards, these workshops focused on the new standards and how Idaho educators can view these standards as intricately connected rather than separate from one another. Trainers for these workshops were State-endorsed and highly qualified elementary and secondary school ELD teachers/coaches and content area teachers. ISDE has found these workshops to be particularly effective because they are provided by educators in the field who use the standards every day.~~

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

~~Following adoption of the WIDA standards, Idaho has also adopt a new online English Language Proficiency Assessment being developed by WIDA through a U.S. Department of Education Enhanced Assessment Grant.~~

National Center and State Collaborative (NCSC) GSEG Tier II Involvement

Idaho's involvement in the NCSC as a Tier II state participant allows Idaho teachers of students with significant cognitive disabilities access to the College and Career Readiness Standards aligned professional development, curriculum and instructional resources pilot tested and refined by the Tier 1 states. Idaho will have access to all NCSC products and materials before broad dissemination by 2015.

Specifically, Idaho's involvement as a Tier II state is to provide feedback on usability and outcomes of NCSC provided tools and protocols. Idaho will look to recruit a minimum of one to two cohorts, consisting of two to three teachers of students with significant cognitive disabilities who administer the ISAT-Alt, in each of our six state regions.

Spring of 2015 will be Idaho's first operational administration of NCSC alternate assessment in ELA and Math. All students eligible for alternative assessments in grade 3-8 and 11 are required to participate. Based on the results of the assessment Idaho will then determine whether or not with the NCSC assessment or select a different assessment to better meet the needs of this student population.

~~Idaho will also look to recruit individual districts which can support district-wide collaboration regarding the NCSC professional development, curricular, instructional and assessment tools provided. Participating cohorts and/or districts will also be asked for input on alternate assessment decisions and will be utilized in delivering regional trainings once the NCSC alternate assessment has been developed.~~

~~**Professional Development Timeline**~~

~~Table 5 provides an overview of the professional development timeline, with activities described in greater depth below.~~

Table 5
Professional Development Timeline

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
2011-12 School Year					
Idaho Math Initiative		✓	✓	✓	
iSTEM Summer Institutes		✓	✓		
Idaho Summer Institute of Best Practices		✓	✓	✓	
District Leadership Team Workshops	✓				✓
Online Office Hours & Webinars		✓	✓		
College and Career Readiness Standards Toolkits		✓	✓		
Summer Regional Institutes		✓	✓		
Response-to-Intervention (RTI)	✓			✓	✓
2012-13 School Year					
Integrating Classroom Technology		✓	✓	✓	✓
Curriculum Integration	✓				
Transition to WIDA Standards	✓		✓	✓	✓
Recruit and Establish NCSC cohorts		✓	✓		
Model Instructional Units		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
2013-14 School Year					
Implementation of WIDA Standards	✓		✓	✓	✓
Pilot NCSC professional development, curriculum, and assessment resources		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
Smarter Balanced Assessment Consortium Training		✓	✓	✓	✓
College and Career Readiness Standards Principals Implementation Group	✓	✓		✓	✓
College and Career Readiness Standards Coach Network/ELA/Literacy	✓	✓	✓	✓	✓
Mathematics Regional Centers	✓	✓	✓	✓	✓
Writing Project; Argumentative workshop	✓	✓	✓	✓	
Tech Integration through College and Career Readiness Standards Lens	✓	✓	✓	✓	
Model Instructional Units	✓	✓	✓	✓	

2014-15 School Year					
Implementation of WIDA Standards	✓		✓	✓	✓
NCSC professional development, curriculum, and operational assessment online		✓	✓		
Response-to-Intervention (RTI)	✓			✓	✓
Smarter Balanced Summative Assessment Training		✓	✓	✓	✓
College and Career Readiness Standards Principals Implementation Group	✓	✓		✓	✓
College and Career Readiness Standards Coach Network/ELA/Literacy	✓	✓	✓	✓	✓
Mathematics Regional Centers	✓	✓	✓	✓	✓
BSU Writing Project; Argumentative workshop	✓	✓	✓	✓	
Tech Integration through College and Career Readiness Standards Lens	✓	✓	✓	✓	
Model Instructional Units	✓	✓	✓	✓	

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

- ~~Idaho Math Initiative, 2008 to 2011: During this time, 59 percent of the required teachers and administrators have completed the three-credit Mathematical Thinking for Instruction course. The remainder is expected to complete it by the end of 2014-15. The MTI Course was designed as part of the Idaho Math Initiative in 2008. It was fully aligned to the College and Career Readiness Standards in 2009. This course has helped ensure K-8 teachers and high school mathematics teachers are better prepared to implement the College and Career Readiness Standards. Six regional mathematics specialists provide follow-up support to teachers as they work in the classroom.~~

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

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

- ~~District Leadership Team Workshops, Fall 2011: In this capacity-building effort, an~~

~~ISDE team delivered training to district leadership teams consisting of a superintendent, principal, curriculum director, test coordinator, and lead teacher. The State reached more than 110 district leadership teams serving more than 90 percent of Idaho students.~~

~~At these workshops, each team learned the overarching concepts of the College and Career Readiness Standards, a clear understanding of the implementation timeline and ways in which their district could begin the implementation process. The ISDE team demonstrated the Local LMS instructional management system, a web-based platform providing instant access to the College and Career Readiness Standards and lesson plans aligned to the standards.~~
~~ISDE's Coordinated School Health team presented on their efforts to work with the Council of Chief State School Officers Health Education Assessment Project (HEAP) to develop effective health education assessment resources.~~
~~Through this project, the State also worked to teach health content through literature and informational text, keeping with a major goal of College and Career Readiness Standards to teach literacy across the disciplines.~~

- ~~Online Office Hours, Spring 2012: ISDE staff held online office hours and short tutorials bi-monthly on selected College and Career Readiness Standards topics. Online office hours were open-ended webinars where teachers can join for a few minutes or for a long period of time, depending on their questions. No specific agenda was set, but this approach made sure teachers have access to experts at ISDE's offices.~~

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

- ~~Hosted on the ISDE website, College and Career Readiness Standards Toolkits specifically for teachers were developed to be deployed in spring 2012. These tool kits can be found at www.sde.idaho.gov/site/common/toolkit.htm~~

  ~~These Toolkits were published on ISDE's website in January 2012 and advertised to teachers through the monthly teacher newsletter, direct e-mails to principals, Local LMS and professional organizations. The Toolkit includes modules organized to move incrementally from awareness to deeper understanding. Introductory material includes short video vignettes created by writers of the College and Career Readiness Standards that underscore key principles of the standards, tutorials on the structure of the standards and critical documents supporting the need to move to the College and Career Readiness Standards. This is followed by materials such as an in-depth deconstructed version of the standards, the alignment analysis of the College and Career Readiness Standards to Idaho's previous standards, comparison of and concrete examples of what the standards look like in the classroom. Among the items are videos of sample lessons, sample curricular units, curricular maps from several sources, in-depth instruction on writing instruction and assessment, content alignment tools, criteria to guide curriculum developers and publishers, and professional development tools. Finally, a synopsis of the~~

~~role of Smarter Balanced Assessment Consortium (SBAC) and implementation of the College and Career Readiness Standards demonstrates that this next generation assessment will adhere with fidelity to all core principles and claims of the College and Career Readiness Standards. Links to all sample SBAC item types and important documents such as the Content Specifications are included. This site is continually updated to provide Idaho teachers with the most complete and up to date resources as they are created or become available. These resources are also available on district level i.e., Learning Management System (LMS).~~

- ~~Summer Regional Institutes, Summer 2012: The ISDE is planning Summer Institutes to delve more deeply into the College and Career Readiness Standards and how a classroom teacher can transition to the new standards 2012-13 and beyond. The State has developed strategic partnerships with groups, such as the Boise State Writing Project, to provide training in specific areas of the College and Career Readiness Standards.~~

- ~~or example, provided training on writing across the curriculum including using scoring rubrics as a platform for instruction and a common language around learning, with specific tutorials around the three modes of writing emphasized by the College and Career Readiness Standards: informative, narrative and argumentative. The Idaho Math Initiative staff hosted a Mathematics Initiative Conference that provided deeper, hands-on work with the College and Career Readiness Standards mathematics.~~

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

2012-13 School Year: ISDE, working with strategic partners, provided more in-depth training on the College and Career Readiness Standards and how Idaho classroom teachers can effectively transition to the new standards. To view current and historical professional development provided in Idaho, go to this link: http://www.sde.idaho.gov/site/common/

- ~~The State is investing in additional technology for all classrooms with $13 million annually for technology and professional development. As Idaho's classroom teachers work to integrate technology in the classroom, the State partnered with Boise State University to show them how advanced classroom technology can assist in transitioning to the College and Career Readiness Standards.~~

  ~~In partnership with Boise State, ISDE created short, web-based interactive tutorials demonstrating best practices in classroom technology integration tied to the College and Career Readiness Standards. The tutorials emphasized Universal Design for Learning (UDL) effective unit planning to ensure teachers know how to individualize instruction and meet the needs of all students, including those who are English language learners, students with disabilities, or low-achieving students. All tutorials are archived online for future use.~~

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

- ~~Model Instructional Units: ISDE Content Coordinators for mathematics and English language arts developed model instructional units and videos of instructional best practices. The Coordinators utilized a LMS Local LMS to share these materials with classroom teachers across Idaho.~~

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

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

- ~~Recruited and established regional cohorts for piloting of the National Center and State Collaborative (NCSC) tools.~~

- ~~RTI: The ISDE continued to invest in building the expertise of all school staff and establishing district and school teams through the Northwest Inland Writing Project and the Boise Writing Project who provided training to more than 1,000 Idaho teachers in 2010 in order to support quality Tier1 and Tier 2 instruction. This included special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.~~

2013-2014 School Year: The 2013-14 school year is the first that Idaho's teachers taught the College and Career Readiness Standards in their classrooms. The State offered ongoing support throughout this year including two new regional outreach programs. To view current and historical professional development provided in Idaho, go to this link:

http://www.sde.idaho.gov/site/common/

- Idaho Core Coach Network-ELA/Literacy: This program is an investment in human capital that remains in local districts and continues to provide expertise through a local control lens. It is a program that honors teachers as professionals and leaders and the time it takes to create lasting change in something as complex as teaching and learning. In 2013-14 this group of 8 coaches, each taking a two year sabbatical from their teaching assignments, deeply trained a cadre of 250 teacher leaders from 90 districts resulting in strengthened expertise and ability of teacher leaders. Using an innovative blended model over an entire year that includes 8 release days for face to face training in addition to a rigorous online course all within the framework of teacher's daily practice, this program has provided 140,000 contact hours reaching districts and charters serving over 85% of all Idaho students. Now, all over the state teacher leaders are creating and delivering training within a local context, with many districts replicating the program locally and repurposing teacher workloads [half time instructional coaches] to take advantage of this burgeoning local expertise. As a platform for instruction, teachers build, revise, teach and peer edit Idaho core aligned lessons using the EQUiP rubric. ~~These exemplar lessons are now posted in our IMS and on our website for access across the state. For more information on the coach network, visit this link: http://www.sde.idaho.gov/site/common/ELAcore/video.htm~~

- Regional Mathematics Centers: In 2014, the Idaho State Department of Education developed and established the Idaho Regional Mathematics Centers [IRMC] in collaboration with each of Idaho's four-year institutions of higher education. Building upon and advancing the success of the Idaho Math Initiative, these regional centers provide strong programs of professional support connecting all features of quality professional development and rigorous standards for improved mathematics teaching and learning across the state. Beginning in 2008, the Idaho Math Initiative began leading the way by recognizing the need for high quality professional mathematics support and providing the critical foundation for improved mathematics instruction in the form of the Mathematical Thinking for Instruction [MTI] course. From this initial effort a coordinated, collaborative, and comprehensive statewide structure of support now exists.

  Each Idaho Regional Mathematics Center is housed within the colleges of education at each of Idaho's four-year state institutions of higher education: Idaho State University, University of Idaho, Lewis-Clark State College, and Boise State University. Directors at each Center are professors of mathematics education and oversee all personnel and regional professional support. Faculty and personnel at these centers work closely with the Idaho State Department of Education, representatives from local industry, as well as faculty in multiple institutions of higher education, to provide coherent programs of professional support that is regionally based, intensive, ongoing, connected to practice, and focused on student learning. (A full list of the staff for each Idaho Regional Mathematics Center is available on our website at http://www.sde.idaho.gov/site/contact/regionalContacts.htm.)

- Committee for Teachers as Professionals: In fiscal 2014, the Department contracted with

The Committee for Teachers as Professionals [CTAP] to provide grade-span training in Idaho Core Mathematics for the past two summers. These workshops focused on repurposing existing resources through the Idaho Core lens and bringing the mathematical practices found in the Core Standards into instructional design and delivery, all while working within grade spans. This made the work highly relevant from beginning to end. In 2014, more than 250 teachers and principals participated in the regional trainings provided by CTAP. Because of limited funding for fiscal 2015, this work will not continue.

- ~~College and Career Readiness Standards Coach Network-ELA/Literacy: This program is an investment in human capital that remains in local districts and continues to provide expertise through a local control lens. It is a program that honors teachers as professionals and leaders and the time it takes to create lasting change in something as complex as teaching and learning. In 2013-14 this group of 8 coaches, each taking a two year sabbatical from their teaching assignments, deeply trained a cadre of 250 teachers leaders from 90 districts resulting in strengthened expertise and ability of teacher leaders. Using an innovative blended model over an entire year that includes 8 release days for face to face training in addition to a rigorous online course all within the framework of teacher's daily practice, this program has provided 140,000 contact hours reaching districts and charters serving over 85% of all Idaho students. Now, all over the state teacher leaders are creating and delivering training within a local context, with many districts replicating the program locally and repurposing teacher workloads [half time instructional coaches] to take advantage of this burgeoning local expertise. As a platform for instruction, teachers build, revise teach and peer edit College and Career Readiness Standards aligned lessons using the EQUiP rubric. These exemplar lessons are now posted in our IMS and on our website for access across the state. For more information on the coach network, visit this link: http://www.sde.idaho.gov/site/common/ELAcore/video.htm~~

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~~each Center are professors of mathematics education and oversee all personnel and regional professional support. Faculty and personnel at these centers work closely with the Idaho State Department of Education, representatives from local industry, as well as faculty in multiple institutions of higher education, to provide coherent programs of professional support that is regionally based, intensive, ongoing, connected to practice, and focused on student learning. (A full list of the staff for each Idaho Regional Mathematics Center is available on our website at http://www.sde.idaho.gov/site/contact/regionalContacts.htm.)~~

- ~~Committee for Teachers as Professionals: In fiscal year 2014, the Department contracted with The Committee for Teachers as Professionals [CTAP] to provide grade-span training in College and Career Readiness Standards Mathematics for the past two summers. These workshops focused on repurposing existing resources through the College and Career Readiness Standards lens and bringing the mathematical practices found in the Core Standards into instructional design and delivery, all while working within grade spans. This made the work highly relevant from beginning to end. In 2014, more than 250 teachers and principals participated in the regional trainings provided by CTAP. Because of limited funding for fiscal 2015, this work will not continue.~~

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

~~Are we going to use NCSC tools?~~

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

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

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

2014-2015 School Year ~~will be~~ is the second year that standards will be taught across Idaho and the first year Idaho students will participate in the new Smarter Balanced summative assessment in the spring of 2015. A primary focus of state efforts this year will be to continue the successful regional support networks that were established in 2013-2014. To view current and historical professional development provided in Idaho, go to this link: http://www.sde.idaho.gov/site/common/

- Regional Support: The Idaho State Department of Education continued regional support in the form of College and Career Readiness Standards Coach Network for English language arts/literacy with nine full-time core coaches who are based in each region of the state. Each coach is a master educator and content expert in English language arts/literacy with an extensive background in designing and delivering meaningful professional development to teachers. This program is predicated on honoring teachers as professionals and leaders as well as the time it takes to drive lasting change in something as complex as teaching and learning (A full list of the core coaches and their backgrounds is available on the Department's website at http://www.sde.idaho.gov/site/contact/regionalContacts.htm.) Before beginning their work, the core coaches made personal contact with every school district and public charter school in the state – in some cases more than once – so they could better meet the needs of each individual school and district. Training this year moved more form instruction to coaching of second and first year teacher leaders as they planned, created and delivered courses of professional development through and College and Career Readiness Standards lens within a local context. This year 325 teacher leaders are involved in this network that involves deep, sustained and supported study over an 11 month period. This model has resulted not only in deep learning that is transforming classrooms all over Idaho. But in facilitating growth of vibrant and self-supportive local networks of educators in all regions. In addition, the network has provided parallel training for administrators in the core shifts to create a common language centered on teaching and learning. Reinforcing key instructional shifts at the admin level in a key component to sustaining change over time. Over 200 administrators were served in the 2013-2014 with this number projected to rise in 2014-2015.

- Regional Mathematics Centers: In 2014, the Idaho State Department of Education continued to develop the Idaho Regional Mathematics Centers [IRMC] in collaboration with each of Idaho's four-year institutions of higher education. From this initial effort a coordinated, collaborative, and comprehensive statewide structure of support now exists. This year the work has evolved to include work with principals and has expanded to include Professional Noticing for Principals, a three day workshop to build principal knowledge of highly effective teaching practice. Approximately 85 districts or charters are working with the math centers and the 8 math specialists who work with educators around the state.

- Statewide Academy on Mathematics: The summer academy sets the foundation for continued support throughout the school year which includes regional fall and spring academies. Based on a statewide needs assessment, academies focus on increasing

teacher content knowledge in mathematics, increasing pedagogical content knowledge, student thinking, and productive classroom practices. Several national leaders in mathematics education have presented at our academies [Dr. Bradford Findell, mathematics expert appointed to Core Standards Initiative workgroup; Dr. Phil Daro, author College and Career Readiness Standards [College and Career Readiness Standards].

- Illustrative Mathematics: Three-day workshop by the lead author of the College and Career Readiness Standards [College and Career Readiness Standards] in creating and adapting materials aligned to our College and Career Readiness Standards for classroom use.

- A critical component of offering professional development to Idaho's teachers is meeting them where they work on a daily basis. To do this, the Department leveraged existing partnerships to begin offering professional development and show Idaho teachers how they could transition to College and Career Readiness Standards using programs they are familiar with or that are already in place. ~~For example, the Department recognizes that Discovery Learning is extremely popular with Idaho's teachers. Many access it on a daily basis to help develop lesson plans aligned to content standards. Therefore, we partnered with Discovery Learning to strengthen the outreach to all Idaho school districts and show teachers how they could use Discovery to develop lesson plans aligned with College and Career Readiness Standards.~~

Here is a breakdown of ways in which the Department has leveraged existing programs or partnerships:

- School leadership: The department is continuing this work in support of Idaho public school administrators in fiscal 2015. The principal's role as instructional leaders will figure heavily into the success of College and Career Readiness Standards implementation as they can reinforce and help sustain the instructional practices best suited to providing the deeper learning opportunities that the core emphasizes. At the same time, requirements like the new emphasis on literacy being owned across the curriculum mean managing large-scale change in a positive manner. Implementing the College and Career Readiness Standards is a long-term change for all schools and that requires true leadership. Transforming classroom instruction, while building a positive culture of learning is a tall order. The Department has contracted with Mel Riddile, Associate Director for High School Services for the National Association of Secondary School Principals and a leader in managing long term change in schools. This work provides hands-on implementation training for Idaho principals as they design and begin individual implementation efforts while simultaneously managing the change to a new culture of higher learning expectations for all students. Riddile has been the Met/Life/NASSP Principal of the Year and is a recognized leader in efforts to reinvent America's high schools and manage system-wide change. This effort is a blended model that provides ongoing and consistent support in a series of sequenced workshop dates over the coming school year focused on strategic planning and practical implementation and problem-solving for school leaders with consistent online support between face to

face sessions. Building on his work for over 3 years in Idaho, Riddile will present across Idaho on three separate occasions during the school year with online meetings in between workshops to support implementation efforts in the form of webinars and chat rooms. In addition, the focus in 2015 will be on site visits to local school districts who are successfully implementing positive changes in schools that will lead to higher student achievement. Instituting a clear instructional framework [including clear opening and closing exercises], providing a framework for frequent and effective feedback, and creating a clear growth mindset for teachers and students are just some of the major areas of work.

- Writing Projects: In fiscal 2012, 2013, 2014 and 2015, the Department has effectively partnered with the BSU Writing Project and the Northwest Inland Writing Project to create five regional three-day workshops for district implementation teams, created based on a train-the-trainer model so districts can replicate at the local level. These workshops move from strategies for orientation to unit planning and creation and inquiry-based teaching. To strengthen the outreach of the summer workshops for those who were unable to attend, the Department has contracted with the Boise State Writing Project to create three discrete but interlocking modules complete with goals, strategies, resources, audio, video clips, and detailed notes for trainers. These asynchronous resources – Workshops in a Box– are for districts to use as best fits their local plans to provide weekly or monthly professional development to staff, extending the reach of the face to face meetings. The Department has plans to continue its partnership with the Writing Projects into 2015, particularly in the area of literacy across the curriculum with a focus on science and social studies and in support for SWD and ELL.

- Technology Integration: The Department, the Doceo Center for Innovation and Learning, the University of Idaho, and the Northwest Inland Writing Project are partnering to provide College and Career Readiness Standards training integrated with technological integration and insight into the College and Career Readiness Standards that address technology. As the College and Career Readiness Standards ask that students use digital resources strategically to research, create and present in written and oral form, this is a vital link to the standards and to the effort to link the K-12 to higher education. This work involves an intense two week face to face session, followed by a number of check-in visits during the school year with specific deliverables at each stage, and with deeper learning expectations throughout the year.

- ~~Instructional Management System and Discovery Learning: In summer of 2014, three-day regional summer literacy trainings were provided for science and social studies teachers in conjunction with Discovery Learning, which featured *Local LMS* access to the resource, Idaho's instructional management system. While Idaho has not changed the content standards in these subject areas, all teachers are expected to incorporate literacy standards into their subject areas. More than 250 Idaho science and social studies teachers attended the eight regional conferences, with more than 90% of participants strongly agreeing that what was learned would impact their daily instructional practice and more than 90% claiming the workshop to be relevant to school and individual plans for College and Career Readiness Standards implementation.~~

- Implementation of WIDA Standards: ISDE continues to provide the professional development required by the WIDA (World-Class Instructional Design in Assessment) Consortia to ensure the State provides the necessary training for all teachers as they begin teaching and assessing based on the new English Language Development (ELD) Standards in the spring of 2015.

- New Alternate Assessments go online in spring 2015: ISDE will use NCSC professional development, curriculum, instruction and assessment resources and tools and provide required feedback on usability and outcomes. ISDE will collect input from cohorts/districts for alternate assessment decisions in Idaho.

- RTI: The ISDE will continue to invest in building the expertise of all school staff through the Math Centers and the College and Career Readiness Standards Coach Network/ELA/Lit. in order to support quality Tier1 instruction. This includes special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.

- Smarter Balanced Assessment Training-Using the Balanced system: The first summative assessment will take place in the spring of 2015 using the assessments developed through the Smarter Balanced Assessment Consortium (SBAC). Formative assessment tools that teachers can use throughout the school year have been available since June 2014.

~~The ISDE continues to support effective professional development to prepare to provide strong instructional leadership. These activities can be found at www.sde.idaho.gov/site/ssos/NISL.htm~~

~~ISDE has a plan to provide professional development and ongoing support to principals based on the College and Career Readiness Standards.~~

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

~~The State's goal is for every building principal to be the instructional leader with a high level of knowledge of the College and Career Readiness Standards.~~

~~To accomplish this goal, ISDE is developing a three-pronged approach that will provide face-to-face professional development for building principals, a toolkit of resources for principals to utilize during the school year, and additional training on the teacher performance evaluation process. First, in Spring 2012, ISDE developed and published a Toolkit for Principals on its website. The Toolkit includes an in-depth suite of materials focused on awareness and deep understanding of the standards and the important changes they demand in the creation and delivery instruction. Other critical sections provide training on teacher evaluations and what quality instruction infused with College and Career Readiness Standards principles looks like for~~

~~all disciplines. Principals imbued with deep working knowledge of the Idaho Core helped drive the instructional change which is so essential for successful implementation. ISDE has advertised the Toolkit to principals and district superintendents through direct e-mails, newsletters, and professional organizations. In addition, the State offers webinars in the spring on how to use the Toolkit. ISDE held three focus groups with principals in different regions of the State to get feedback on the effectiveness of the Toolkit and what, if any, improvements should be made. The State also measured the effectiveness of the Toolkit during administrator professional development opportunities in Summer 2012.~~

~~Second, ISDE hosted training opportunities for principals in Summer 2012 focused on the College and Career Readiness Standards. These workshops were designed to build deep knowledge of the College and Career Readiness Standards and provide administrators tools to provide effective and constructive feedback via classroom observations and evaluation of lesson plans using the newly adopted UDL-compliant lesson plan template. ISDE measured the effectiveness of the trainings with pre- and post-surveys. After the trainings, ISDE held three focus groups with building principals and instructional coaches located in certain districts and schools across the state to gather more data on school-based needs to implement the College and Career Readiness Standards successfully.~~

~~Additionally, ISDE hosted two focus groups with classroom teachers from different regions of Idaho to gather their feedback on what more building principals need to be effective instructional leaders and to successfully implement the College and Career Readiness Standards. These focus groups were conducted by the end of September 2012, so the results can be used to shape future trainings.~~

~~Finally, in the Fall 2012, ISDE developed teacher performance evaluation protocols that incorporate the College and Career Readiness Standards. Idaho already has a Statewide Framework for Teacher Performance Evaluations based on the Charlotte Danielson Framework for Teaching. ISDE has been providing training on this new evaluation model to teachers and school administrators since Fall 2009. Idaho school districts and public charter schools implemented this framework for the first time in 2011-12.~~

~~In Fall 2012, ISDE provided additional training to classroom teachers and school administrators on how building principals and other evaluators should incorporate the College and Career Readiness Standards into the teacher performance evaluation process.~~

~~The training was a combination of face-to-face workshops and webinars offered throughout the school year.~~

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

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

- The Principal Academy of Leadership (PALs) has been replaced by the Network of Innovative School Leaders at http://www.sde.idaho.gov/site/ssos/NISL.htm.

~~The effective leadership strands focus on:~~

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

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

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

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

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

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

~~Local LMSLocal LMS has been Idaho's instructional management system (IMS) that was~~

~~intended to deliver longitudinal data via a student Digital Backpack which consolidates state assessment results according to a growth model.~~

~~In addition, Local LMS was to provide enrollment, completion, grades, Key Performance Indicators (KPIs), Goals & Exemplars, Formative and Summative Assessments and Reports as well as instructional materials, lesson plans and links to online resources.~~

~~Local LMSLocal LMS~~
~~There are several components intended to inform instructional decision making process. In addition to Digital Backpack data, the provision of high quality instructional materials aligned to College and Career Readiness Standards developed according to the principles of Universal Design for Learning (UDL) ensures that the needs of all students are met. Local LMS was intended to be the portal to many different instructional resources designed to align with UDL.~~

~~High-quality digital instructional content (Discovery Education Streaming digital content) will continue to be provided through local LMSs Local LMS to every Idaho teacher and student across all Idaho classrooms in May 2012.~~

~~In addition to providing digital content hosted by Local LMS according to the principles of UDL, Local LMS local LMSs will continue to also provide a portal for Idaho educators to an online database of lesson plans. To facilitate the uploading of lesson plans, the ISDE convened a panel of teachers and other UDL experts to design a template entitled 21st Century Classroom Lesson Plan which was developed according to the Charlotte Danielson Framework and the principles of UDL including multiple means of:~~

- ~~Representation, to give diverse learners options for acquiring information and knowledge,~~
- ~~Action and expression, to provide learners options for demonstrating what they know,~~
- ~~Engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation~~

~~The Idaho 21st Century Classroom UDL lesson plan template guidelines was designed with representation from 61 school districts, higher education institution representation as well as Idaho SDE directors and content coordinators across divisions. The template is now housed and accessible statewide within Local LMS the Learning Management System (LMS). Teachers log on and create lessons online then align these lessons with key subject/content words, grade level, College and Career Readiness Standards as well as appropriate links to UDL resources and materials creating a searchable 21st Century Classroom UDL lesson plan database.~~

~~As Idaho educators created 21st Century Classroom UDL lesson plans online via the lesson plan template they were required to delineate UDL requirements and differentiated instructional techniques to meet the needs of all students including English Learners, students with disabilities, and low-achieving students and incorporate college and career readiness skills according to the College and Career Readiness Standards. Information for Idaho educators on unit and lesson planning UDL can be found at the Idaho Assistive Technology Project at: http://itcnew.idahotc.com/files/qrm/qrm_univdesign.pdf~~

~~Upon submission into the database the lesson plans were reviewed online by a cadre of 21st Century Master Teachers specifically trained in unit and lesson planningUDL principles and exemplar best practice techniques by the ISDE and Idaho Assistive Technology Project Staff. During the spring and summer of the 2011-2012 school years this group of 50 21st Century Classroom Master Teachers created an exemplar library of lesson plans along with student work samples and UDL designed materials which was to serve as a potential resource for all Idaho teachers.~~

- Advanced Opportunities: Idaho has significantly expanded the access to advanced opportunities for all students attending Idaho's public high schools. First, the Idaho State Board of Education and Idaho Legislature approved new graduation requirements in 2007 for the Class of 2013.[11] This was intended to ensure that high school graduates are better prepared for postsecondary education.

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

  The current programs, their descriptions, and their activities can be found at http://www.sde.idaho.gov/site/advancedOpp/.

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

~~Currently, students are using the IEN to go on virtual field trips to places like the Great Barrier Reef or the Holocaust Museum. It is largely being used to take and complete courses not currently offered in a school or district, such as dual credit and Advanced Placement courses. The Idaho State Board of Education has set a goal for students to be taking 180,000 dual credits per year by 2020. Right now, approximately 8,000 students are taking 46,134 dual credit hours statewide. The IEN will help the State meet this goal by making sure every school and district has access to these courses. In 2011-12, more than 800 (current data) students were taking dual credits via the IEN.~~

~~Third, as part of comprehensive education reform laws passed in Idaho during the 2011 Legislative Session, a Dual Credit for Early Completers program was enacted. (For the full text~~

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

~~of Idaho Code 33-1626, see http://legislature.idaho.gov/idstat/Title33/T33CH16SECT33-1626.htm.) In this program, students who complete all State high school graduation requirements, except their senior project, not later than the start of the twelfth grade are eligible to enroll in up to thirty-six (36) postsecondary credits of dual-credit courses during their twelfth grade year at State expense. The State expects the program to grow in future years as students learn about the program through their schools.~~

~~Fourth, Idaho passed a new law to change the State's public school funding formula so funds follow the student through Fractional Average Daily Attendance (ADA). Fractional ADA went into effect for 2012-13. In the past, school districts received full units of funding for students attending their schools, even if students only attended part of the day.~~

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

~~Finally, in the State's new accountability system, Idaho will hold public high schools accountable for the number of students who enroll in and successfully complete advanced courses, such as dual credit, Advanced Placement, Tech Prep, or International Baccalaureate. Under this new system, Idaho high schools will earn more points obtainingnExemplary advanced schoolrating if more students enroll in and successfully complete an advanced opportunity course[12].~~

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

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

ISDE and State Board staff first worked to align teacher preparation programs to the College and Career Readiness Standards in 2011 and continues to do so.

~~In August 2011, ISDE presented a proposed change in Idaho Administrative Rule to the State Board. The rule was adopted by the Board on November 3, 2011. It was approved by the House and Senate Education Committees of the Idaho Legislature in January 2012 to become effective.~~

The ISDE is working with institutions of higher education and other teacher preparation

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

programs to explain the changes in the teacher preparation program approval process and how they can best meet these new requirements. (For more on IDAPA 08.02.02.100, see http://adminrules.idaho.gov/rules/current/08/0202.pdf.)

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

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

The State will measure the effectiveness of teacher preparation programs ~~in two ways~~.

~~First,~~ Focused reviews will be conducted in person. The State reviews of the preparation programs will be conducted every third year to specifically monitor candidate performance data in the following areas:

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

- Evidence of candidate knowledge and skill related to College and Career Readiness Standards in mathematics instruction. ISDE is developing the framework for this evaluation, but it will include the components of the Mathematical Thinking for Instruction course for elementary school teachers, application of statistics for secondary school teachers and pre-service standards aligned to the College and Career Readiness Standards. ISDE currently is working with groups of teachers, school administrators, and higher education faculty to develop the pre-service standards aligned to the College and Career Readiness Standards.

- The State used Total Instructional Alignment (TIA), another recognized professional development strategy to successfully "unpack" the College and Career Readiness Standards into teachable objects. The lead to the development of unit plans focused on integrating the College and Career Readiness Standards into classroom instruction. The resulting unit plans are being warehoused on local instructional management systems.

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

- The ISDE currently is working with groups of teachers, school administrators, and higher education faculty to develop the pre-service standards aligned to the College and Career

Readiness Standards. The State is also using the TIA methodology for this work.

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

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

~~Second, the State will measure the effectiveness of teacher preparation programs through the use of longitudinal data. With the Statewide longitudinal data system, Idaho can connect candidates back to the teacher preparation programs they attended. Idaho first implemented its statewide longitudinal data system in 2010-11.~~

~~This data element will be one of the multiple measures used to evaluate the success of Idaho's Colleges of Education and other teacher preparation programs. Idaho has also participated in Stanford's Teacher Performance Assessment Consortium (TPAC) and will continue to participate with a focus on assessing the performance of ABCTE (American Board for Certification of Teacher Excellence) candidates.~~

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

The ISDE and Idaho State Board of Education are now beginning to address necessary changes to administrator preparation programs that will make sure all principals recognize their roles as instructional leaders who have the skills and knowledge necessary to prepare all students to meet the College and Career Readiness Standards.

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

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

~~In December 2011, the ISDE convened a steering committee and a larger stakeholder group to craft the framework for administrator evaluations in Idaho. The steering committee met monthly~~

~~to plan future meetings for the larger stakeholder group, evaluate past meetings from the stakeholder group and make sure the work of the stakeholder group is keeping consistent with State and Federal requirements as well as research. The stakeholder group met monthly to work on creating the framework for administrator evaluations.~~

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

~~The stakeholder group was made up of the following participants:~~

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

~~While there was consensus among stakeholders that instructional leadership will be a primary component in the State's evaluation system, corollary performance measures have yet to be finalized d.~~
~~At the completion of the ISDE's work to develop a statewide framework for administrator evaluations, the State will propose redesigning the principal preparation program approval processes to ensure these programs align with statewide standards and measures. This timeline and process is fully described in Section 3 of this application.~~

Idaho will focus all of its resources and efforts on moving to the next generation of assessments

and building capacity at the local level to implement these new assessments.

The next generation of assessment includes, but is not limited to, Idaho's involvement in the Smarter Balanced Assessment Consortium (SBAC). Idaho field-tested the SBAC assessments in the 2013-2014 school year and will fully implement these assessments in the 2014-2015 school year. In addition to its work with SBAC, Idaho is developing a statewide item bank from which school districts and public charter schools can develop quality assessments at the local level that are aligned to the College and Career Readiness Standards.

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

~~Since t~~The State received a grant from the J.A. and Kathryn Albertson Foundation to deploy an instructional management system across Idaho, the ISDE also loaded assessment items into the local IMS.

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

Table 6
Timeline of Idaho Interim Assessment Item Bank

~~**By October 30, 2011**~~	~~2,500 items loaded and available to create tests~~	~~2,500 items~~	~~Science and Math end-of-course assessments (EOCs) Currently available in Local LMSthe IMS are: Pre-Algebra, Algebra, Geometry (1,402 items); and Earth Science, Physical Science, and Biology (1,124 items.)~~
~~**By January 16, 2012**~~	~~3,000 items loaded and available to create tests~~	~~2,000 state items 1,000 district items~~	~~Primarily Math Gr. 3-8 with some ELA and Science. Primarily upper level Math & Language Arts/ English as well as some Science.~~
~~**By February 20, 2012**~~	~~2,000 additional items~~	~~1,200 state items 800 district items~~	~~Same priorities as above with further expansion into science.~~
~~**By March 19, 2012**~~	~~2,500 additional items~~	~~1,500 state items 1,000 district items~~	~~Same priorities as above with expansion into Social Studies.~~
~~**By June 2012**~~	~~5,000 additional items~~	~~5,000 state items~~	~~The ISDE continued to add state released items until there is a sufficient number in grades 3-12. The SDE addeditems for K-2.~~
January 2015	1000 items		Idaho is providing the Smarter Balanced Interim Item Bank to all schools in Idaho, K-12.
September 2015	Approximately 4,000 additional items		Idaho will continue to provide this resource to districts free of charge.

All plans are outlined in the previous sections.

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

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

Principle 1 Overall Review

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

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

~~Through these efforts,~~ Idaho is creating a consistent, comprehensive, and sustainable infrastructure that promotes quality instruction in every classroom while offering effective support to all students as they progress toward mastery of College and Career Readiness Standards.

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

PRINCIPLE 2: INTRODUCTION

Idaho has obtained tentative approval through this request for flexibility to suspend its current accountability system for the 2015-2016 year. Idaho will provide a list of reward, priority and focus schools by January 2016. As this is the first year of collecting data from the Idaho achievement test (SBAC), Idaho priority and focus schools will be identified by achievement scores.

~~ESEA Flexibility permits Idaho to build on its successes. Like others, Idaho saw increasing numbers of schools identified for improvement. This reversed beginning in 2008 and through 2011 (declining from 46%, to 40%, to 31% and 31% in each respective year), despite increasing benchmarks. Meanwhile, student achievement increased statewide from 2007 to 2011. The median combined percent of school-level student proficiency on the state test for Reading and Math increased 4.9 points for all students (to 84.7%) and 7.8 points among the economically disadvantaged (to 79.2%). Gains steadily rose each year, which is encouraging since Idaho's 4th and 8th grade NAEP scores in these areas are equal to or statistically higher than the national average. Idaho attributes this success largely to changes in its Statewide System of Support. However, this success is not yet enough. There have been modest gains among English learners and students with disabilities. With the Common Core State Standards, achievement for all students must be raised even higher still. Therefore, Idaho will continue with a single accountability system for all schools, regardless of Title I status, using a three level Exemplary scale to annually evaluate and recognize school performance. The system of differentiated recognition, accountability, and support will enable the State to diagnose and more adequately meet the needs that exist in its schools and districts.~~

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

~~The One, Two, and Meets Expectations basic category will be used to identify schools and districts for differentiated levels of accountability and support. Support mechanisms for all schools and districts focus with the greatest intensity on the lowest-performing systems. The Statewide System of Support's processes and programs strategically determine what the lowest-~~

~~performing schools and districts need, match resources and supports to those needs, and work to build the capacity of the district in order to improve the outcomes of its schools.~~

~~Idaho pursued and was granted on February 18th, 2014 a one-year waiver of the ESEA sections 1111(b)(1)(3)(C)(i) and (xii) which allows all the students in tested grades(except students with the most significant cognitive disabilities) to take in 2013-2014 the full form of the field test the new Smarter Balanced Assessment in English language arts and mathematics. This waiver permits the SBOE and its LEAs to refrain from producing or providing reports for student performance on a field test as well as reporting on performance against annual measureable objectives (AMOs).~~

~~The waiver was granted on the condition that Idaho assures that the students with the most significant cognitive disabilities in the tested grades who do not take the field test will take the alternate academic assessment. The state will also provide reports for those students who take the alternative assessment. ISDE notified all LEAs and schools of their participation in the field test through regional meetings, emails, webinars and phone calls. Notices from LEAs went home to inform parents of the field test and public meetings were held to inform and answer questions about the assessment and the implications of school's participation in the field test.~~

~~The opportunity to provide every tested grade student the opportunity to field test has required the state to hold the 2012-2013 School and District improvement status through the 2014-2015 school year. The field tests will not provide student data as the data collected is for the pilot of the assessments, which will determine the validity of the questions. Since we will be keeping the same school improvement status the ISDE will be holding the Reward, Priority and Focus school through the 2014-2015 school year. Priority, Focus and Reward schools will be determined after the administering and collecting of student data in the summer of 2015 for the 2015-2016 school year.~~

~~While Idaho is working on the renewal of the flexibility waiver the new State Department of Education administration is going to be considering amendments to the waiver to include a new Fair and Equitable Accountability System that will include other indicators that will allow Idaho to better meet the needs of Idaho's Schools and Districts.~~

2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support

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

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

Idaho's Accountability System includes four measures~~. and plus the rate of participation in State assessments. The four measures are outlined in Table 1.~~

1. ~~English Language Arts and Mathematics achievement (proficiency) designations for all students;~~
2. ~~Graduation rates for all students~~[13]
3. ~~Growth and growth toward proficiency for all students and subgroups over time: and~~
4. ~~For schools with grade 12, increasing advanced opportunities and ensuring college-readiness through college entrance and placement exams.~~
5. ~~Schools with significant achievement gaps or graduation rate gaps across subgroups that are not closing will not be considered for reward status.~~
6. ~~Social, emotional and cultural elements.~~

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

DIFFERENTIATED RECOGNITION AND ACCOUNTABILITY

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

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

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

Idaho is changing to a Four Level Accountability Rating called the Fair and Equitable Accountability System with the following categories:

- Below Expectations,
- Meets Expectations,
- Exceeds Expectations,
- Exemplary

These categories will be determined for the following school configurations, as outlined in Tables 7, 8 and 9:

- Elementary K-8 Table 7;
- High School 9-12 Table 8;
- Alternative Schools Table 9

The Accountability Measures will be as follows:

- Achievement (English/Language Arts, Math, 95% Participation)
- Growth
- Post-Secondary Readiness
- Social/Emotional and Cultural Climate

These accountability measures are outlined in Table 10.

Idaho is in the second year of implementation of our college-and career- ready standards. Idaho conducted a pilot of our new state achievement test in the spring of 2014 and is conducting the full test under Smarter Balanced Assessment Consortium (SBAC) during our testing window in April and May 2015.

Idaho is requesting a one year waiver from rating our schools in order to have data that includes two years of testing information. Priority and focus schools will be identified in January 2016 based on Achievement Scores.

Table 11 outlines the Proposed Timeline for Implementation of Idaho's Fair and Equitable Accountability System.

Table 7
Fair and Equitable Accountability System: Grades K-8

Table 7	**Fair and Equitable Accountability System: Grades K-8**			
Below Expectations		Meets Expectations	Exceeds Expectations	Exemplary
Priority *	Focus *			Reward (Achievement category ** & highest growth category)
Lowest 5% Title I Priority Non-Title Priority	Lowest 10% Title I Focus Non-Title Focus	25% of schools based on points Title I and Non-Title Missing one or more AMOs	55% of schools based on points Title I and Non-Title Missing one or more AMOs	Top 5% of schools Title I and Non-Title No achievement gaps (subgroups and all); graduation rate met
7 Turnaround Principles addressed in the Improvement Plan	Interventions addressed in the Improvement Plan	Improvement Plan	AMO Smart Goal	No Plan

*Any school that has lower than 60% graduation rate, must be identified as a Focus/Priority school

**Achievement category applies only to the 2014-2015 school year

Table 8
Fair and Equitable Accountability System: Grades 9-12

Table 8	**Fair and Equitable Accountability System: Grades 9-12**			
Below Expectations		Meets Expectations	Exceeds Expectations	Exemplary
Priority *	Focus *			Reward (Achievement category ** & highest growth category)
Lowest 5% Title I Priority Non-Title Priority	Lowest 10% Title I Focus Non-Title Focus	25% of schools based on points Title I and Non-Title Missing one or more AMOs	55% of schools based on points Title I and Non-Title Missing one or more AMOs	Top 5% of schools Title I and Non-Title No achievement gaps (subgroups and all); graduation rate met
7 Turnaround Principles addressed in the Improvement Plan	Interventions addressed in the Improvement Plan	Improvement Plan	AMO Smart Goal	No Plan

*Any school that has lower than 60% graduation rate, must be identified as a Focus/Priority school

**Achievement category applies only to the 2014-2015 school year

Table 9
Fair and Equitable Accountability System: Alternative Schools

Table 9	**Fair and Equitable Accountability System: Alternative Schools**			
Below Expectations		Meets Expectations	Exceeds Expectations	Exemplary
Priority *	Focus *			Reward (Achievement category ** & highest growth category)
Lowest 5% Title I Priority Non-Title Priority	Lowest 10% Title I Focus Non-Title Focus	25% of schools based on points Title I and Non-Title Missing one or more AMOs	55% of schools based on points Title I and Non-Title Missing one or more AMOs	Top 5% of schools Title I and Non-Title No achievement gaps (subgroups and all); graduation rate met
7 Turnaround Principles addressed in the Improvement Plan	Interventions addressed in the Improvement Plan	Improvement Plan	AMO Smart Goal	No Plan

*Any school that has lower than 60% graduation rate, must be identified as a Focus/Priority school

**Achievement category applies only to the 2014-2015 school year

~~Table 1~~
~~Idaho Accountability Measures~~

~~Idaho's Accountability Measures~~					
	~~Achievement~~	**~~Growth to Achievement~~**	**~~Growth to Achievement Subgroups~~**	**~~Post-secondary and Career Readiness~~**	**~~Participation~~**
~~Points/Weight~~ ***~~Schools with Grade 12~~*** ***~~All other Schools~~***	~~20 points~~ ~~25 points~~	~~30 points~~ ~~50 points~~	~~20 points~~ ~~25 points~~	~~30 points~~ ~~N/A~~	~~Star Rating Change~~
~~Measure~~	**~~Smarter Balanced Assessment Consortium (SBAC)~~** **~~Smarter Balanced Assessment Consortium – Alternate (SBAC-Alt)~~** • ~~English Language Arts (50%)~~ • ~~Mathematics (50%)~~	**~~Idaho Growth Model~~** • ~~English Language Arts (50%)~~ • ~~Mathematics (50%)~~	**~~Idaho Growth Model~~** • ~~English Language Arts (50%)~~ • ~~Mathematics (50%)~~	**~~Graduation Rates (50%)~~** **~~College Entrance/Placement Exams (25%)~~** **~~Advanced Opportunities (25%)~~**	**~~Participation rate (100%)~~**
~~Standard~~	~~% of students~~	**~~Median~~**	**~~Disaggregated~~**	**~~Graduation~~**	**~~Participation~~**

~~Idaho's Accountability Measures~~					
	~~**Achievement**~~	~~**Growth to Achievement**~~	~~**Growth to Achievement Subgroups**~~	~~**Post-secondary and Career Readiness**~~	~~**Participation**~~
	~~proficient and advanced~~	~~**Student Growth Percentile (SGP)**~~ ~~Normative growth relative to like peers~~ ~~**Adequate Student Growth Percentile (AGP)**~~ ~~Criterion referenced growth relative to proficiency target.~~	~~**subgroups:**~~ ~~• **Free/Reduced Lunch Eligible**~~ ~~• **Minority Students**~~ ~~• **Students with Disabilities**~~ ~~• **Limited English Proficient Students**~~ ~~**Median Student Growth Percentile (SGP)**~~ ~~Normative growth relative to like peers~~ ~~**Adequate Student Growth Percentile (AGP)**~~ ~~Criterion referenced growth relative to proficiency target~~	~~**rate**~~ ~~**College Entrance / Placement**~~ ~~% of students reaching the college readiness score on SAT, ACT, ACCUPLACER or COMPASS~~ ~~**Advanced Opportunities**~~ ~~% of total eligible students (juniors and seniors) completing at least one AP, IB, dual credit or Tech Prep course.~~ ~~% of student completers reaching receiving a C or better in an AP, IB, dual credit or Tech Prep course~~	~~**Rate**~~ ~~Schools and Districts must test 95% of all students and all subgroups in each subject on the SBAC and SBAC-Alt. Participation rates less than 95% will result in a decrease to at least a Meets Expectations or by Below Expectations the overall school or district rating.~~

Table 10
Idaho's Differentiated Recognition and Accountability System

Table 10	**Idaho's Differentiated Recognition and Accountability System**					
	Accountability system (used for Idaho's new rating system)					
		Achievement	**Growth** *Growth not calculated after Spring 2016 ISAT test		**Post-Secondary & Career Readiness**	**Social/Emotional and Cultural Climate**
			Growth to Achievement All	*Growth to Achievement Sub-Groups*		
	Points/Weight Schools with Grade 12 All other schools	(See proposed timeline)	(See proposed timeline)	(See proposed timeline)	(See proposed timeline)	(See proposed timeline on Table 8)
	Measure	ISAT & ISAT Alt English Language Arts Math Participation	Idaho Growth Model	Idaho Growth Model	Cohort Graduation Rate (see approved formula below) College/Placement Exams Advanced Opportunities	Attendance Dropout Rate School Climate
	Standard	**% Proficient or Advanced in ELA & Math** (see AMO targets) 95% **Participation** by All Students and by Achievement Sub-Groups	**Student Growth %tile** Median Student Growth (SGP) Normative relative to peers. Adequate Student Growth %tile (AGP) Criterion referenced growth relative to proficiency target	**SGP and AGP** Disaggregated subgroups F/R-Minority-St. with disabilities-LEP	**Cohort Graduation Rate:** Idaho adopted the four-year graduation cohort formula (see formula below). **College/Placement Exams:** % of students reaching the college readiness score on SAT, ACT or Workforce Keys, Accuplacer or Compass. **Advanced Opportunities:** % of total eligible students (sophomores-seniors) completing at least one AP, IB, dual	Measures to be decided.

					credit or Tech Prep course and % of student completers reaching or receiving a C or better in an AP, IB, dual credit or Tech Prep course.	

The ISDE's timeline for implementing updates to the Fair and Equitable Accountability System is found in Table 11. The ISDE's waiver renewal is first, requesting only a renewal for one year; specifically to "flesh out" the implementation details, and second, is requesting a suspension to rate schools.

Table 11
Proposed Timeline for the Fair and Equitable Accountability System

Table 11	**Proposed Timeline for the Fair and Equitable Accountability System**
Date	Timeline
April 30, 2015	-Waiver Renewal Submission
May 2015	-Set Cohort Graduation Rate (CGR) goal and targets -Bring in stakeholder groups for input on CGR and CCR assessment targets
June 2015	-Review and set achievement level percentage distributions -Finalize CGR and CCR targets through an amendment
July 2015	-Calculate biennial individual student growth -Finalize achievement level distributions for public release
August 03, 2015	-Report Card with % achievement of all and subgroups and participation
Mid-August 2015	-Present data and outcomes at Annual Superintendents' Meeting -Stakeholder input regarding AMAO/Alv10 targets/goals and achievement level goals and targets -Stakeholder input regarding identification of new Priority, Focus and Reward Schools including a system differentiating K-8, schools serving grade 12 and alternate schools

SY 2015-2016	-Stakeholder input, continued -Amendment including achievement level and AMAO / AMO goals and targets
January 31, 2016	-Publically identify new Priority, Focus and Reward Schools
June/July 2016	-Growth/Growth subgroups using annual growth -Submit Amendment introducing the new Fair and Equitable Accountability System -Public Comment Period for accountability system changes
August 01, 2016	-Report Card Release and full implementation of the Fair and Equitable Accountability System
Mid-August, 2016	-Introduce new Accountability System at the Annual Superintendents Meeting

~~ACHIEVEMENT~~

~~In the interval of the one-year request for flexibility, Idaho's local school districts, with the assistance of the ISDE, will establish achievement measures, or AMO's.~~

~~The achievement metric measures school and district performance toward the academic standards assessed on the Smarter Balanced Assessment Consortium test (SBAC) and alternate (SBAC-Alt) in English language arts and mathematics. The determination is based on the percentage of students at the proficient or advanced category. Points are given on a scale indicating higher points for a performance at proficient or advanced.~~

~~Table 2 is the point distribution for the achievement categories:~~

~~Table 2~~
~~Achievement Points Eligible~~

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

~~Idaho will report for each school and district the points earned for the achievement metric as in Table 3. Each school and district will earn points based on the proficiency percentages for english language arts and mathematics.~~

~~Table 3~~
~~Achievement Point Distributions~~

~~If Idaho is not allowed to hold the ratings for schools for the 2015-2016 school year then the following chart will need to be revised.~~

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

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

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

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

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

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

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

~~Answering these questions results in a selection of a Growth to Achievement and Growth to Achievement Subgroups rating. This is due to the emphasis placed on moving students who are farther behind faster.~~
~~Table 4 is the scoring guide and point allocation for each subject area for each school and district.~~

~~Table 4~~
~~Adequate Growth Flowchart~~

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

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

~~For example:~~

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

~~Growth To Achievement~~

~~**Table 5**~~
~~**Growth to Achievement Distributions**~~

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

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

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

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

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

~~**Racial and Ethnic Equity (Minority Students)** – Idaho is not a very racially or ethnically diverse State; approximately 85% of the population is white. However, ISDE is strongly committed to educational equity among racial and ethnic groups. In smaller school districts, the lack of racial and ethnic diversity virtually precludes reporting by race or ethnicity group. This has been an obstacle to equity in the past. Therefore, the State has changed two aspects of its accountability plan to particularly address the issue of masked ethnicity groups. First, the minimum N count for all metrics has been reduced from N>=34 to N>=25. Second, minority students are classified into one ethnic equity group. While combining across defined student groups is not a guarantee of attaining large enough numbers for reporting (N>=25), it increases the probability of highlighting potential disparities. Minority students are defined as all students who are coded in one of the following race categories: American Indian/Alaskan Native, Asian, Black/African-American, Hawaiian/Other Pacific Islander, Hispanic or Latino, and two or more races. While these race and ethnicity categories will be combined for the accountability matrix, they will continue to be reported publicly by each individual classification.~~

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

Limited English Proficiency (LEP) – Students who are defined as Limited English Proficient are determined as such through Idaho's ELL placement test and are served through LEP programs within Idaho districts. Idaho also defines students in the U.S. school system for the first year to be LEP1 students. Currently, these students take the Idaho English Language Assessment (IELA) and, therefore, are exempted from taking the SBAC English Language Arts test; however, LEP1 students must take the SBAC Math. ~~The scores for LEP1 students are not included in the proficiency calculations for schools or districts.~~ The scores for English Language Learners will be included in achievement measures when they have more than two years of instruction in school in the United States. Idaho will continue this practice and the definition of LEP students will remain the same.

~~Due to the limited sizes of most subgroups in Idaho, Idaho will deploy the following business rules in the subgroup calculations. Idaho will calculate the Growth to Achievement Subgroups by each of the four listed subgroups (LEP, Students with Disabilities, Free and Reduced Lunch eligible students, Minority Students) into one "At-Risk Subgroup" for each school. The majority of Idaho schools do not have subgroups that meet the N>=25 threshold, so this is how Idaho is ensuring that all students who traditionally have been identified as having gaps in performance, will be accounted for by combining those four groups into one subgroup. Each student, regardless of multiple subgroup designations, shall only be counted once in the total subgroup for purposes of calculating the Growth to Achievement subcategory.~~

~~The median growth will be calculated for that total subgroup for each subject area. If a school has no subgroups, even after combining all four of the identified subgroups, the points eligible for the Growth to Achievement Subgroups shall be awarded based on the overall Growth to Achievement of the school.~~

~~This methodology uses an approach to ensure students most at risk are identified in some way. Idaho will combine the subgroups to ensure those students' Growth to Achievement is built into the accountability matrix. Under the current system and without this grouping, it is possible and happens frequently for small subgroups of students to only be accounted for in the overall calculations and, therefore, masking their performance or gaps. In the preliminary 2010-2011 calculations, only 40 out of 630 schools met the N>=25 threshold to have subgroup reporting in all subject areas and all four subgroups.~~
~~An additional 16 schools had subgroups large enough for at least 10 of the 12 subgroup reporting categories. Conversely, with the "At-Risk" Subgroup definition, 535 out of 630 schools had a subgroup reporting in all three subject areas. This methodology includes all but 95 (15%) of Idaho schools without a subgroup reporting. For those schools without an "At-Risk" Subgroup, Idaho will employ a three-year median calculation to increase the N size and provide greater focus on subgroups. The three-year median methodology will include an additional 62 schools out of the 95 leaving only 33 schools without some kind of subgroup reporting. The three-year median will be deployed beginning with 2011-2012 data (only one year of data), adding a second year of data in 2012-2013 and the third year in 2013-2014. This is a significantly higher threshold and encompasses more attention to at-risk students than the singular group reporting and far more attention than even the Adequate Yearly Progress reporting has ever required.~~

~~To ensure focused efforts on the correct students, all ESEA subgroup performance, including all ethnicity and races, will continue to be publicly reported as is currently the practice by Idaho for groups of N>=10. Therefore, in the Idaho Report Card, schools will have public proficiency and growth reporting for all races and ethnicities, free/reduced lunch eligible, students with disabilities, and Limited English Proficient students. This reporting provides transparency and assists in highlighting the greatest needs. This reporting will also be used in building plans for One-, Two- and Meets Expectations Schools.~~

~~Schools will receive a report that utilizes the elements reported in Table 6 for the Star Rating system.~~

~~Table 6~~
~~Growth to Achievement Subgroups Distribution~~

~~Growth to Achievement At-Risk Subgroups~~	~~Points Earned~~	~~Points Eligible~~	~~N~~	~~Median Student Growth Percentile (SGP)~~	~~Median Student Adequate Growth Percentile (AGP)~~	~~Made Adequate Growth?~~
~~Reading~~		~~20~~				
~~Language Usage~~		~~20~~				
~~Mathematics~~		~~20~~				
~~Total~~		~~60~~				
~~Percentage of Points~~	~~Total/60 = X%~~					
~~Total Points Awarded~~	~~X * 20 (Schools with Grade 12)~~					

	~~X * 25 (All other Schools)~~

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

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

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

~~Within this metric, there are three categories: 50% of the weight for graduation rate and 25% each for College Entrance and Placement Exams and Advanced Opportunities.~~

Graduation rate will be calculated using the NCES formula that is currently used by Idaho and described in the State's approved NCLB accountability workbook. See the formula below.

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

Where

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

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

~~Table 7~~
~~Graduation Rate Eligible Points~~

~~Graduation Rates~~	~~Points Eligible~~
~~90% - 100%~~	~~10~~
~~81% - 89%~~	~~8~~
~~71% - 80%~~	~~6~~
~~61% - 70%~~	~~4~~
~~≤ 60%~~	~~2~~

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

~~Idaho established a benchmark score for each eligible College Entrance and Placement Exam that research has shown has the highest probability that the student will be successful in entry-level courses. For example, the College Board has established that a composite score of 1550 on the SAT indicates an increased probability of success (defined as a freshman average grade of B-~~

or higher) in college. During the summer of 2012, the colleges and universities in Idaho convened to agree upon a set cut score for the ACCUPLACER. That score will be used for this measure. The benchmarks for the ACT and COMPASS were set at the national benchmarks determined by ACT research. All four of these benchmarks and subscore benchmarks were adopted by the State Board in June 2012. In addition, based upon the current performance of this higher, more rigorous criteria, the State Board also adopted a three-year point matrix for increased percentage of students achieving these benchmarks.

Table 8
Idaho College Entrance and Placement Exam Benchmark Scores

Compass	Writing Skills	Reading-English	Math-Algebra	ACT	English	Math	SAT	Reading-English	Math	Writing
ESEA Waiver Recommended Benchmarks	77	88	52	21	18	22	1550	500	500	500
COMPASS Benchmark	77	85	52	ACT Benchmark	18	22	SAT Benchmark	500	500	500

Benchmarks are scores that indicate a student has a strong probability of success in college courses. Remediation scores are listed for each institution and are the scores that indicate a student may need to take a remedial, non-credit bearing course.

ACT: Students who meet a Benchmark on the ACT or COMPASS have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses.

SAT: Students who meet a Benchmark on the SAT, which is a score of 1550 (critical reading, mathematics and writing sections combined – 500 each section), indicates that a student has a 65 percent likelihood of achieving a B average or higher during the first year of college.

ACCUPLACER PLACEMENT TEST CUT SCORES								
ACCUPLACER	Arithmetic		Elementary Algebra		Reading Comprehension		WritePlacer	
	Cut	Scale	Cut	Scale	Cut	Scale	Cut	Scale
ESEA Waiver Recommended Benchmarks	116	1-120	112	1-120	88	1-120	4	1-8
Idaho Institution Standard Setting Cut Scores	116	1-120	112	1-120	88	1-120	4	1-8

Table 8 illustrates those benchmarks. From an initial preview of the 2012 SAT data, about 25% of the students meet the benchmarks in one of two ways: 1) hitting the target for each of the subcategories (500); or 2) receiving a 1550 on the composite. In 2011, 26% of the approximately 10,500 self-selected students who took the ACT hit all four subscores.

~~Therefore, on the Star Rating point matrix in the first year, all 5 points possible will be awarded to schools that have 25% of their students hit the subscore or the composite benchmark for any of the four eligible tests: ACT, SAT, ACCUPLACER or COMPASS.~~
~~The points awarded scale down from there and are included in Table 8. Over the next three years, the percentage of students meeting this benchmark will increase by 10%.~~

~~Table 9~~

~~College Entrance/Placement Exit Exam Eligible Points~~

~~Year 1 - School Year 2012-2013~~	
~~Percent of Students Meeting College Entrance or Placement Benchmark*~~	~~Points Eligible~~
~~25% - 100%~~	~~5~~
~~20% - 24%~~	~~4~~
~~15% - 19%~~	~~3~~
~~10% - 14%~~	~~2~~
~~< 10%~~	~~1~~

~~Year 2 - School Year 2013-2014~~	
~~Percent of Students Meeting College Entrance or Placement Benchmark*~~	~~Points Eligible~~
~~35% - 100%~~	~~5~~
~~30% - 34%~~	~~4~~
~~25% - 29%~~	~~3~~
~~20% - 24%~~	~~2~~
~~<20%~~	~~1~~

~~Year 3 - School Year 2014-2015~~	
~~Percent of Students Meeting College Entrance or Placement Benchmark*~~	~~Points Eligible~~
~~45% - 100%~~	~~5~~
~~40% - 44%~~	~~4~~
~~35% - 39%~~	~~3~~
~~30% - 34%~~	~~2~~
~~< 30%~~	~~1~~

~~* Meeting College Entrance or Placement benchmark can be met in two ways. It can be calculated as the percentage of students: 1) meeting the overall composite score, or 2) meeting all subscore benchmarks.~~

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

~~Table 10~~
~~Advanced Opportunities Eligible Points~~

~~Advanced Opportunity Eligible Points~~	~~Percent Completing an Advanced Opportunity Course with C or better~~				
~~*Percent Completing Advanced Opportunity*~~	~~90% 100%~~	~~75% 89%~~	~~60% 74%~~	~~40% 59%~~	~~≤ 39%~~
~~50% - 100%~~	~~5~~	~~5~~	~~3~~	~~2~~	~~1~~
~~25% - 49%~~	~~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 11~~
~~Overall Points for Postsecondary and Career Readiness Measures~~

~~Postsecondary and Career Readiness~~	~~Points Earned~~	~~Points Eligible~~	~~Total %~~
~~Graduation Rate (50%)~~		~~10~~	
~~College Entrance/Placement Exams (25%)~~		~~5~~	
~~Advanced Opportunities (25%)~~		~~5~~	
~~Total~~		~~20~~	
~~Percentage of Points on Weighted Total~~	~~Total/20 =X%~~		
~~Total Points Awarded~~	~~X * 30 (Schools with Grade 12)~~		

	~~N/A (All other Schools)~~

~~The percentage of points awarded will be scaled for the total points for schools with a grade 12 to the appropriate weighting. For example, a high school that receives 8 points for graduation rate, 4 points for College Entrance/Placement Exams and 4 points for Advanced Opportunities with have earned weighted points of 8, 4 and 4, respectively for a total of 16/20 points. Based on the 16/20 points, the school will have received 80% of the points and will be given 24 of the 30 total points for this metric. Schools with no grade 12 will not be rated on this metric. The distribution of the points for schools without grade 12 is more heavily weighted in the first three metrics.~~

PARTICIPATION

All schools and districts must have at least a 95% participation rate in the State assessments for all of their students, including all subgroups. ~~or the star rating for the school or district will be dropped to a maximum of a Meets Expectations rating or by Below Expectations. For example, if a school is rated a Exemplary School, but does not meet the 95% participation rate for any overall or subgroup, the school will be dropped to a Meets Expectations Rating.~~

Idaho will continue to employ the following participation rules as included in the current Accountability Workbook:

"The ninety-five percent (95%) determination is made by dividing the number of students assessed on the spring SBAC by the number of students reported on the class roster file uploaded into the Idaho System for Education Excellence (ISEE), the K-12 longitudinal data system.
1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate will be calculated by a three (3) year average of participation.
2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the SBAC if such circumstances prohibit them from participating. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination."

~~In 2004, Idaho added to Board Rule the provision to use an average of the most recent three years to determine whether an LEA meets or exceeds the 95% requirement. IDAPA 08.02.03, Rules Governing Thoroughness, in section 03(b)1 states: "If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most recent two (2) year or the most recent (3) year average of participation."~~

~~Star Rating~~

~~All the above measures are rolled into a cumulative measure that results in a star rating of one to five. Table 12 illustrates how the star rating system is operationalized with all five of the measures.~~

~~The star rating system follows the total number of points. Districts default to the schools with Grade 12 metric unless the district does not include Grade 12.~~

~~Table 12~~
~~Star Rating Point Range~~

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

~~Table 13~~
~~Example Overall Rating Chart for a School with Grade 12~~

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

~~If schools have significant achievement or graduation rate gaps the school will not be allowed to be a Reward school.~~

~~**Table 14**~~
~~**Example Overall Rating Chart for a School without Grade 12**~~

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

SCHOOL ACCOUNTABILITY REPORT CARD

The State has historically made accountability results known at the school and district level on its website in the form of a Report Card house at http://www.sde.idaho.gov/site/reportCard/. ISDE will continue this practice. The report card has included tabs that highlight Adequate Yearly Progress (AYP), general assessment results, teacher quality, and graduation rates. The Report Card will maintain this basic structure. However, the AYP tab will be replaced for each school and district with a report that displays the following data elements and information as shown in ~~Table 15~~ Table 12.

The Report Card for a school includes the following tabs:

- Student achievement data based on state assessment,
    - Participation rates based on state assessments,
    - Student achievement data based on National Assessment of Education Progress (NAEP) data
- Accountability data
    - Comparison of student academic achievement levels and the state's AMOs
    - Student performance based on other academic indicators
    - Identification of focus, priority and rewards schools
- Teacher Quality data
- College-going and College credit-accumulation data.

Table 12
Example of Idaho's Report Card

Report Card

State of Idaho
School Year: 2012-2013

Assessments | AMO | AAG | Graduation Rate | Third Indicator | Teacher Quality | NAEP

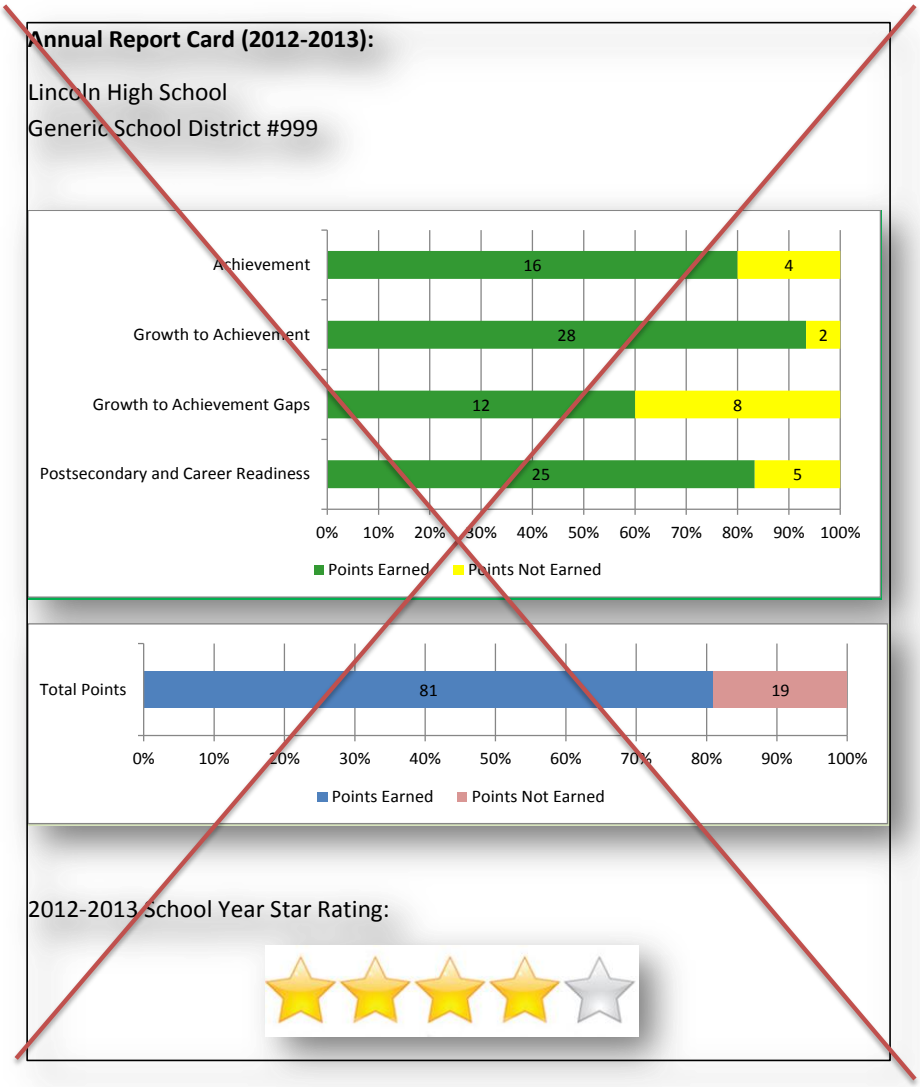
Print Version

Grade 3

Language	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	43.5 %	31.3 %	14.9 %	10.4 %	99.6 %	43.2 %	29.9 %	14.8 %	12.1 %	99.9 %
Black / African American	32.5 %	29.9 %	20.1 %	17.5 %	99.5 %	32.3 %	31.3 %	15.2 %	21.2 %	100.0 %
Asian or Pacific Islander	52.5 %	29.1 %	11.9 %	6.5 %	99.3 %	54.7 %	26.2 %	11.6 %	7.5 %	100.0 %
American Indian or Alaskan Native	19.0 %	34.2 %	22.2 %	24.7 %	98.6 %	22.2 %	22.8 %	22.8 %	32.2 %	99.7 %
Hispanic or Latino	24.9 %	34.2 %	22.3 %	18.6 %	99.2 %	24.2 %	32.6 %	22.4 %	20.8 %	99.8 %
Native Hawaiian/Other Pacific Isla	38.6 %	30.0 %	17.1 %	14.3 %	100.0 %	39.0 %	31.2 %	15.6 %	14.3 %	98.7 %
White	47.9 %	30.6 %	13.1 %	8.4 %	99.7 %	47.8 %	29.4 %	13.1 %	9.8 %	100.0 %
Two Or More Races	37.9 %	34.9 %	17.2 %	10.1 %	99.8 %	43.3 %	31.1 %	12.7 %	12.9 %	100.0 %
LEP	11.6 %	26.5 %	29.9 %	32.1 %	99.1 %	7.6 %	22.9 %	30.0 %	39.5 %	99.7 %
Not LEP	45.4 %	31.6 %	14.0 %	9.1 %	99.6 %	45.1 %	30.3 %	14.0 %	10.6 %	99.9 %
Economically Disadvantaged	34.1 %	33.1 %	18.7 %	14.2 %	99.5 %	33.3 %	31.4 %	18.5 %	16.8 %	99.9 %
Not Economically Disadvantaged	54.6 %	29.2 %	10.3 %	5.9 %	99.7 %	54.2 %	28.2 %	10.7 %	6.9 %	99.9 %
Students with Disabilities	17.1 %	22.0 %	24.4 %	36.5 %	98.8 %	17.4 %	16.9 %	23.5 %	42.1 %	99.6 %
Students without Disabilities	46.4 %	32.3 %	13.8 %	7.5 %	99.7 %	46.0 %	31.3 %	13.8 %	8.8 %	99.9 %
Migrant	14.5 %	34.4 %	29.0 %	22.0 %	98.9 %	19.5 %	31.0 %	22.5 %	27.0 %	99.0 %
Homeless	26.2 %	28.9 %	25.2 %	19.7 %	99.1 %	27.4 %	26.9 %	22.2 %	23.6 %	99.8 %
Male	39.9 %	31.3 %	16.6 %	12.2 %	99.6 %	38.5 %	30.7 %	16.3 %	14.6 %	99.9 %
Female	47.3 %	31.3 %	13.1 %	8.4 %	99.6 %	48.2 %	29.0 %	13.3 %	9.5 %	99.9 %

Math	2011-2012	2012-2013

~~Table 15~~
~~Example School Report Card~~



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

~~Part II:~~

REWARDS AND SANCTIONS

Idaho's differentiated system of recognition, accountability and support includes:

1. Differentiated levels of rewards, sanctions, and consequences

2. Focused visits to assess local capacity and the level of progress towards implementation of the improvement plan

3. Statewide System of Support that utilizes tiered levels of intensity and state interventions.

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

~~1. Differentiated levels of rewards, sanctions, and consequences;~~
~~2. A state approved school improvement plan;~~
~~3. Diagnostic reviews to assess local capacity, and~~
~~4. A Statewide System of Support that utilizes tiered levels of intensity and state intervention.~~

~~This section first provides a table for an overview of the rewards and sanctions at both the district and school level.~~

~~**Table 16** and~~

Table ~~explains each of the elements of the system (Recognition and Rewards, a state approved local school improvement plan, Statewide System of Support, Family and Student Support Options, Professional Development Set Aside, and State Funding Alignment).~~

~~The ESEA website is a central location for Idaho's ESEA Waiver resource information. The site is open to the public and houses links for: ESEA Waiver updates, quick guides, presentations, and contact resources. (http://www.sde.idaho.gov/site/esea/).~~

~~The ESEA Prezi Presentation offers a detailed explanation of what Idaho's new accountability plan could look like, how it would work, and what the new system could potentially offer. The presentation offers an example of how two very different schools were able to achieve the same star rating through different paths. This presentation is on the ESEA website available to everyone as a PDF document.~~

~~(www.sde.idaho.gov/site/postLeg/2012Tour/Idaho%20Accountability%20Plan%20Presentation/Idaho%27s%20New%20Accountability%20Plan%20Presentation%20Prezi%20PDF.pdf)~~

~~Two quick guides were developed to help interpret the star rating system. The first, "Quick Guide for Idaho's Accountability Measures Star Rating System," was designed to help administrators, educators, and district test coordinators log on to the new star rating system and understand what they were seeing. The second guide, "Interpreting the Star Rating System," still provides an explanation of how to interpret the rating, but it leaves out the login information so that it can be given to parents. (www.sde.idaho.gov/site/postLeg/2012Tour/Idaho%20Accountability%20Plan%20Presentation/Interpreting%20the%20Star%20Rating%20System.pdf)~~

~~The "Growth Percentile Flow Chart" was created to offer a visual mapping tool to explain the process of how SGP and AGP are determined. This tool offers anyone the ability to follow the process with limited knowledge and come to a basic understanding of the growth percentile calculation process. (www.sde.idaho.gov/site/postLeg/2012Tour/Idaho%20Accountability%20Plan%20Presentation/Individual%20SGP%20and%20AGP%20Calculation%20Process%20Flow.pdf)~~

~~The "How to Read Quick Guide for the Student Growth Report" was created to explain how to interpret the student growth reports that are posted in the Local LMS Learning Management System (LMS). These reports utilize the student's ISAT extender scores to generate a detailed picture of the student's abilities. The student can then be tracked from year to year, showing the teacher/parent areas of strength and areas of concern. (www.sde.idaho.gov/site/postLeg/2012Tour/Idaho%20Accountability%20Plan%20Presentation/How%20to%20Read%20Student%20Growth%20Report%20-%2003%2030%2012.pdf)~~

~~Idaho will create a Parent Video that will explain our Student Growth Model using media that is familiar and comfortable to the general public. Idaho will develop a video that is similar to Colorado's Growth Model video. This video will use audio and visual content to explain to parents how SGP/AGP works and why we use it. (www.schoolview.org/ColoradoGrowthModel2.asp)~~

~~We will create a parent brochure that is similar to the ISAT Parent Brochure. It will include a step by step overview including: what is Star Rating, how to interpret the ratings, and why do we have a rating system. (www.sde.idaho.gov/site/assessment/ISAT/docs/testAdmin/2012_ISAT%20Parent%20Brochure.pdf)~~

~~The Student Growth Model website will include a section for FAQs. Its primary design is to increase the understanding of the student growth model. There will be a link to this webpage from the ESEA website.~~

~~The Interactive chart will be included on the Student Growth website. It will provide aggregate growth data for schools and districts in an interactive format.~~

~~Table 16~~
~~Rewards and Sanctions Overview – District Level~~

~~Districts~~	~~Exemplary~~	~~Exceeds Expectations~~	~~Meets Expectations[$]~~	~~Below Expectations[**]~~	~~Below Expectations~~
~~**Recognition & Rewards**~~	~~Eligible for Recognition and Rewards~~	~~Eligible for Recognition~~	~~Not eligible~~	~~Not eligible~~	~~Not eligible~~
~~**District Improvement Planning**~~	~~Optional (Improvement Plan)~~	~~Optional (Improvement Plan)~~ ~~*However, must coordinate district planning requirements with any One- or Below Expectations school level plans*~~	~~Improvement Plan~~ ~~*However, must coordinate district planning requirements with any One- or Below Expectations school level plans*~~	~~Improvement Plan~~ ~~*Also: Must coordinate district planning requirements with any One- or Below Expectations school level plan*~~	~~Improvement Plan (including support of Turnaround Principles)~~ ~~*Also: Must coordinate district planning requirements with any One- or Below Expectations school level plans*~~
~~**Statewide System of Support Services**~~	~~Optional~~	~~Optional~~	~~Optional~~	~~Participation Required~~	~~Participation Required~~
~~**Family and Student Support Options**~~	~~Must provide for eligible students in One- or Below Expectations~~	~~Must provide for eligible students in One- or Below Expectations schools~~	~~Must provide for eligible students in One- or Below Expectations schools~~	~~Must provide for eligible students in district~~	~~Must provide for eligible students in district~~

~~[$] Three , four , and five-star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.~~
~~[**] One- and two-star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.~~

	~~schools~~				
~~**Professional Development Set-Aside**~~	~~Optional***~~	~~Optional***~~	~~Optional***~~	~~Required 10% of District Title I funds~~	~~Required 10% of District Title I funds~~
~~**State Funding Alignment Requirements**††~~	~~Not monitored~~	~~Not monitored~~	~~Must provide plan that describes aligned use of funds~~	~~Must provide plan that describes aligned use of funds~~	~~Must provide plan that describes aligned use of funds~~

Table 13
Rewards and Sanctions Overview – School Level

Table 13	Exemplary	Exceeds Expectations	Meets Expectations §	Below Expectations / Focus**	Below Expectations / Priority
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible

~~†† State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining one- and two-year teacher contracts. Further inclusion in the plan includes a provision for focus on the teacher and administrator evaluation plans and how parental input will be included.~~
~~***Use consistent with Title I requirements.~~
~~ΔΔΔ~~

~~§ Three-, four-, and five-star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.~~
~~** One- and two-star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.~~

~~State approved Local~~ School improvement plan	Improvement Plan (Optional)~~unless school misses the AMO for their At-Risk subgroup or has an achievement gap between their At-Risk subgroup and the rest of their student population greater than that obtained by the rest of Idaho's Below Expectations Schools over two consecutive years). Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by the district. SMART goals are written for missed AMOs and District submits assurance of SMART goals to state.~~	AMO Continuous Improvement Plan (Optional unless school misses the AMO for their At-Risk subgroup or has an achievement gap between their At-Risk subgroup and the rest of their student population greater than that obtained by the rest of Idaho's Below Expectations Schools over two consecutive years) . Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by the district. SMART goals are written for missed AMOs and District submits assurance of SMART goals to state.	Continuous Improvement Plan addressing the ten school improvement components as identified in NCLB Sec.1116	Intervention Plan addressing the ten school improvement components as identified in NCLB Sec.1116 plus interventions	Turnaround Plan addressing the ten school improvement components as identified in NCLB Sec.1116 and incorporating the seven Turnaround Principles
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
~~Family and Student Support Options~~	~~Optional~~	~~Optional~~	~~Optional~~	~~Must provide for eligible students~~	~~Must provide for eligible students~~

Professional Development Set-Aside	Optional	Optional	Optional	Required 10% of school Title I funding allocation ~~NOTE: *This amount may aggregate into the district 10% set-aside*~~	Required 10% of school Title I funding allocation ~~NOTE: *This amount may aggregate into the district 10% set-aside*~~
State Funding Alignment Requirements[††]	No additional requirements	No additional requirements	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds

RECOGNITION AND REWARDS

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

Both Exemplary and Exceeds Expectations schools will be publicly recognized for their achievement through ~~media releases and through~~ ISDE's website~~s~~ ~~and social media outlets~~. Identified Distinguished schools that are Title I served are invited to share successful practices at the Title I Biennial Conference. The Statewide System of Support and Accountability departments will continue to identify Reward Schools and strengthen the plan on how to share the practices that are making them successful. ~~As data from the Smarter Balanced Assessments are received in Summer of 2015 a~~ A plan will be developed to gather data on interventions that are implemented and then determine ways for schools to share their expertise through multiple venues and opportunities. Schools that have not met all AMOs, with significant achievement gaps, graduation gaps or participation less than 95%, will not be identified as Reward schools.

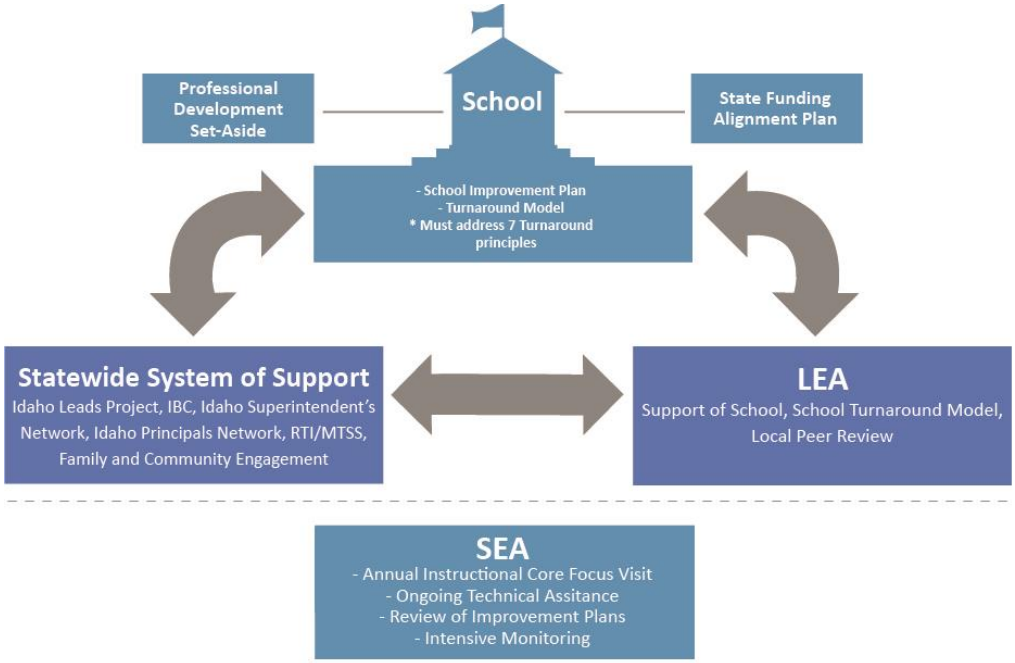
~~[††] State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining one- and two-year teacher contracts. Further inclusion in the plan includes a provision for focus on the teacher and administrator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

PRIORITY AND FOCUS SCHOOLS OVERVIEW

Idaho is placing an emphasis on the accountability and support systems necessary for ~~One~~ and Below Expectations Schools (Priority and Focus Schools). The tables provided above for the Rewards and Sanctions Overview designation schools in the ~~One~~ and Below Expectations categories based on entrance and exit criteria. An improvement plan and associated requirements are the expectations for the Below Expectations Schools (i.e., Priority Schools). The improvement plan and associated requirements are to be implemented in Below Expectations Schools (i.e., Focus Schools). Chart~~s~~ 1 ~~and 2~~ on ~~the following~~ this page depict the relationship between the accountability requirements and support mechanisms available to ~~One and Below Expectations~~ Priority and Focus Schools.

Chart 1

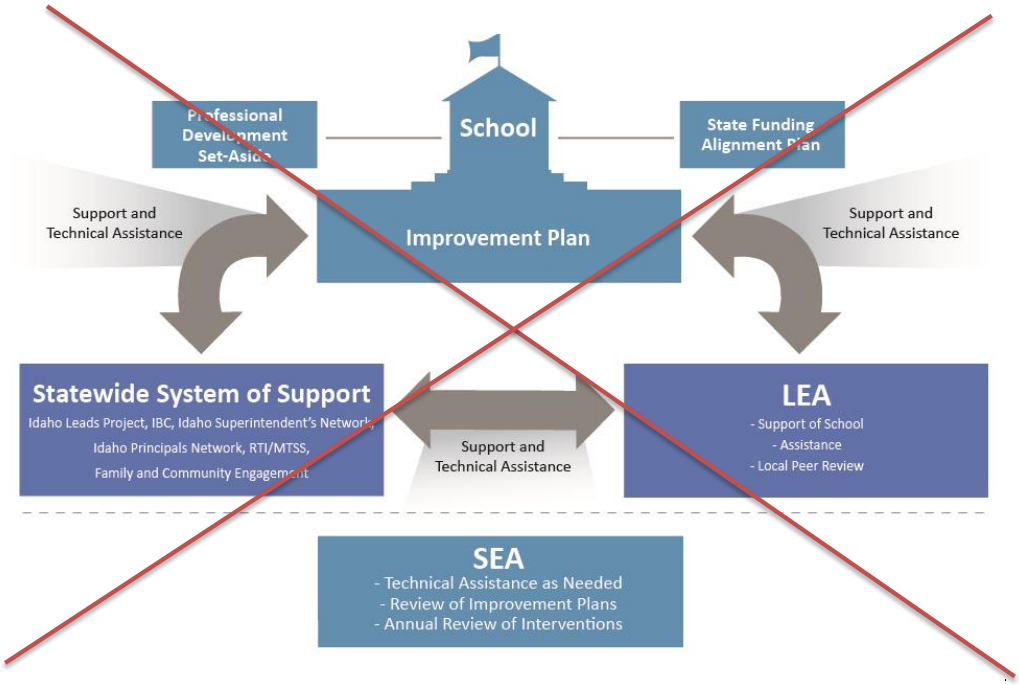
Relationship of Accountability and System of Support for Basic Schools



~~Note: Educator Effectiveness is another Statewide System of Support that will be helping LEAs and Schools with their evaluation plans through the work of Principle 3. LEA expectation rectangle should include Principal as Turnaround Leader decision point.~~

~~**Chart 2**~~

~~**Relationship of Accountability and System of Support for Basic Below Expectations Schools**~~



~~Note: Educator Effectiveness is another Statewide System of Support that will be helping LEAs and Schools with their evaluation plans through the work of Principle 3~~

~~State approved school improvement plan~~

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

~~Idaho has divided responsibility for compliance into two areas: (a) applications for basic funding and assurances of compliance to ESEA and State requirements; and (b) planning tools for system improvement. Anything related to the former goes into our Consolidated Federal and State Grant Application (CFSGA). Anything related to the latter goes into the state approvedschool improvement planning tool.~~

~~There are four levels of planning that Idaho makes available to schools and districts through the accountability and support system. The levels are differentiated to best meet the needs of the students in that school or district. The least intensive level is the AMO Continuous Improvement Plan, which Four and Exemplary Schools must write SMART goals addressing areas of deficiency in their AMOs. The next intensive level is the Continuous Improvement Plan, which Meets Expectations Schools will utilize. The moderate level is the Rapid Improvement Plan, which Below Expectations Schools will utilize. The most intensive level is the Turnaround Plan, which Below Expectations Schools will utilize. The planning requirements for each level are outlined in ISDE's *District and School Improvement Planning & Implementation Workbook* (Full document is available online at http://www.sde.idaho.gov/site/schoolImprovement/)~~

School Improvement Planning

All Idaho school districts will be required to generate, implement, and evaluate their school improvement plans based on the Fair and Equitable accountability System. This system includes achievement, growth, post-secondary and career readiness, and social/emotional climate. The plans must address the Title I required school improvement plan components. Additionally, the plans must identify school and district specific AMOs germane to the needs of their subgroups, cultural, and environment factors, etc. Over the course of the one-year renewal request schools and districts will collect data on how well or not the AMOs are being achieved. The renewal request is specifically asking for one-year suspension of the current accountability system. Priority, Focus and Reward schools will be identified by January 2016. ISDE will resume school ratings following the Spring 2016 state achievement test.

AMO Continuous Improvement Plan (Exceeds Expectations)

The AMO Continuous Plan is designed for schools to address their AMO deficiency through documentation ~~and then~~ which is submitted to the district for approval. ~~If districts only have AMO Continuous then the district sends in an assurance to the state that they have approved the plan.~~

LEAs must have a formal process in place articulating how the AMO Continuous Improvement Plan will be supported. The LEA process must include a review of the plan, feedback and approval as well as support for the implementation.

Continuous Improvement Plan (Meets Expectations)

The Continuous Improvement Plan will address the ten school improvement components as identified in NCLB Sec.1116.

LEAs must have a formal process in place articulating how the Continuous Improvement Plan will be supported. The LEA process must include a review of the plan, feedback and approval as well as support for the implementation.

- ~~**Schools** – The Continuous Improvement Plan provides a basic level of capacity and performance that is approaching State expectations. Schools will be expected to meet the~~

~~requirements of the School Plan as outlined. This allows schools to customize and fine tune their planning without as much prescription from the State.~~

- ~~**Districts** – The district with school(s) in Continuous Improvement will include the LEA level requirements found in ESEA sec.1116 (b)(3)(E)(i,ii) (6)(F). The School Improvement Planning and Implementation Workbook will have the requirements described in more detail.~~

~~Rapid Improvement~~ Intervention Plan (Below Expectations/Focus)

~~The Rapid Improvement~~ The Intervention Plan will address the ten school improvement components as identified in NCLB Sec.1116 and incorporate appropriate interventions.

LEAs must have a formal process in place articulating how the Intervention Plan will be supported. The LEA process must include a review of the plan, feedback and approval as well as support for the implementation.

~~These schools demonstrate the largest within school achievement gaps, the State's theory of action is that the school system is not as healthy as it could be and by addressing and supporting the subgroup gaps the school will get the most immediate return on investment.~~

~~To promote freedom of choice (i.e., self-selection of where to start) and buy-in at the local level the state is allowing the LEA to choose the improvement planning tool. The state will review the plans and expects the plan to reflect feedback provided to the school and the district. ISDE is implementing a review of interventions of all Focus schools by December 31st of each year a school is classified as A Focus School which will ensure that the school improvement plan addresses any subgroups that are underperforming. In balancing a degree of freedom for affected schools with a degree of prescription, ISDE aims to cultivate leadership capacity so that reform is sustained in the long term.~~

- ~~**Districts** – The district that has school(s) in Rapid Improvement will include the LEA level requirements found in ESEA sec.1116 (b)(3)(E)(i,ii) (6)(F). The School Improvement Planning and Implementation Workbook will have the requirements described in more detail.~~

  ~~Districts in this planning category are still allowed flexibility in the choice of tools used for planning, but are required to address the achievement or graduation gaps amongst subgroups.~~

Turnaround Plan (Below Expectations/Priority)

The Turnaround Plan will address the ten school improvement components as identified in NCLB Sec.1116 and incorporate the seven Turnaround Principles.

LEAs must have a formal process in place articulating how the Turnaround Plan will be supported. The LEA process must include a review of the plan, feedback and approval as well as

support for the implementation.

- ~~**Schools** – The Turnaround plan is a School Improvement Plan as described above but will also include the strands of the turnaround principles (e.g., teachers and leaders, governance, instructional and support strategies, and learning time).~~

  ~~Districts with schools in the category are required to support the Turnaround Plan the Priority School by describing how they will oversee the transformation of the school.~~

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

- ~~**Districts** – The district that has a priority school will include the LEA level requirements found in ESEA sec.1116 (b)(3)(E)(i,ii) (6)(F).~~

  ~~Districts in this planning category are allowed flexibility in choosing which tool is used for planning and are required to address the Turnaround Principles. Planning at this level requires local Board of Trustee action and must address specific leadership actions similar to school level Turnaround Principles.~~

~~*Summary of Planning Requirements:* The appropriate improvement plan will be matched to each school's performance based on the Star Rating that applies to the current year as well as indications regarding how the school is progressing over time. The following table indicates how progress intersects with Star Ratings to determine which state approved school improvement plan Improvementplan is required.~~

~~Table 17~~
~~State approved school improvement plan Requirements Based on Star Rating and Progress~~

	~~Progress~~	
	~~No Lack of Progress Demonstrated~~	**~~Lack of Progress Demonstrated~~**
~~Current Star Rating~~		
~~5 (Exemplarys)~~	~~No Planning Requirements~~ ~~AMO Improvement Plan~~ ~~• Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by the district.~~	~~AMO Improvement Plan~~ ~~• Required in the year following the second consecutive year in which the school exhibits an overall subgroup achievement gap.~~ ~~AMO Improvement Plan~~ ~~• Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by~~

		~~the district.~~
~~4~~ ~~(Exceeds Expectations)~~	~~No Planning Requirements~~ ~~AMO Improvement Plan~~ • ~~Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by the district.~~	~~Continuous Improvement Plan~~ • ~~Required in the year following the second consecutive year in which the school exhibits an overall subgroup achievement gap.~~ ~~Improvement Plan~~ • ~~Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by the district.~~
~~3~~ ~~(Meets Expectationss)~~	~~Continuous Improvement Plan~~ • ~~Required first year in which rating was attained~~	~~Continuous Improvement Plan~~ • ~~Required each year in which rating is attained~~
	~~**Progress**~~	
	~~**No Lack of Progress Demonstrated**~~	~~**Lack of Progress Demonstrated**~~
~~**Current Star Rating**~~		
~~2~~ ~~(Below Expectationss)~~	~~Continuous Improvement Plan~~ • ~~Required first year in which rating was attained, if the previous year was not at One or Below Expectationss.~~ ~~Rapid Improvement Plan~~ • ~~All schools identified as Focus Schools in Table 2(will be updated in August of 2015) based off of data from the 2014-2015 school year are Focus Schools for the purposes of this waiver request and must implement the Rapid Improvement Plan starting~~	~~Rapid Improvement Plan~~ • ~~Required over the course of three years, beginning with the second year in which a school scored Below Expectationss or less consecutively (i.e., one of the years had to be at Below Expectationss, the other year must be either One or Below Expectationss).~~ ~~Rapid Improvement Plan~~ • ~~All schools identified as Focus Schools in Table 2(will be updated in August of 2015) based~~

	~~in the 2015-2016 school year regardless of their Star Rating.~~	~~off of data from the 2014-2015 school year are Focus Schools for the purposes of this waiver request and must implement the Rapid Improvement Plan starting in the 2015-2016 school year regardless of their Star Rating.~~
~~1 (Below Expectations)~~	~~Continuous Improvement Plan~~ ~~• Required first year in which rating was attained, if the previous year was not at Below Expectations.~~ ~~Turnaround Plan~~ ~~• All schools identified as Priority Schools in Table 2(will be updated in August of 2015) based off of data from the 2014-2015 school year are Priority Schools for the purpose of this waiver request and must create their Turnaround Plan starting in the 2015-2016 school year regardless of their Star Rating.~~	~~Turnaround Plan~~ ~~• Required over the course of three years, beginning with the second consecutive year in which a school scored Below Expectations.~~ ~~Turnaround Plan~~ ~~• All schools identified as Priority Schools in Table 2(will be updated in August of 2015) based off of data from the 2014-2015school year are Priority Schools for the purpose of this waiver request and must create their Turnaround Plan starting in the 2015-2016school year regardless of their Star Rating.~~

STATEWIDE SYSTEM OF SUPPORT

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

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

- ✓ Idaho Building Capacity Project
- ✓ Idaho Principals Network
- ✓ Superintendents Network of Support
- ✓ Response to Intervention/Multi-Tiered System of Support
- ✓ Family and Community Engagement
- ✓ Instructional Core Focus Visits
- ✓ Educator Effectiveness
- ✓ Improvement Planning Supports – Local Peer Review

The Statewide System of Support (SSOS) is funded, as appropriate, through the state

administrative set-aside for 1003(a) and 1003(g) funds. Services, such as those identified above, are provided directly to schools, when requested by the LEA as an optional part of the 1003(a) or 1003(g) funding competitions. School Improvement Grant funds through section 1003(g) are governed by the approved state applications on file for each fiscal year with the U.S. Department of Education. School Improvement funds through section 1003(a) are managed according to the waiver and amendment plan submitted to the U.S. Department of Education which is provided in Attachment 32 (Idaho ESEA Flexibility Waiver and Amendment Request for 1003a Funds).

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

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

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

Strands of study include activities such as:

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

IPN serves as a resource for principals in Turnaround Plan schools in order to support and build their capacity in specific aspects of leadership. Whereas participation in IBC requires a three-year commitment to developing the leader and leadership team capacity for improvement in a

school related to the specific context of the school's needs, IPN provides training unique to the principal regarding higher level perspectives on leadership.

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

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

Topics for discussion include:

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

The Superintendents Network of Support also serves as a resource for superintendents in districts with schools that are in the Priority, Focus Schools and Meets Expectations status in order to support and build their capacity in specific aspects of leadership.

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

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

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

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

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

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

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

Idaho has partnered with the Academic Development Institute (ADI), the parent organization for the Center on Innovation and Improvement (CII), to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices.

The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan.

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

- A structured process for school teams working to strengthen family engagement through the school improvement plan.
- Purposeful family engagement that is linked to student learning.
- Rubrics for improving district and school family engagement policies, the home-school compact, and other policies connected to family engagement.
- Documentation of the school's work for the district and State.
- A reservoir of family engagement resource for use by the school.

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

Instructional Core Focus Visit -- To determine existing capacity, the State uses the Focus Visit process. Focus Visits collects evidence of practices associated with substantial school improvement. Data are collected by an external team of reviewers with expertise in the characteristics of effective schools. The external team observes 100 percent of the teachers, including teachers of special populations. Observational data are collected for a sub-set of the indicators that coincide with our statewide teacher evaluation. A protocol linked to indicators of successful schools are used to interview individuals (at least 60 percent of the certified teaching staff and all administrators) and identify recurring themes. Focus groups are conducted in each school for parents, students, non-certified staff (e.g., cooks, custodians, paraprofessionals), and teachers. All data are then analyzed and triangulated to describe the practices of the system. Resulting recommendations are made to district leadership regarding appropriate next steps, especially in the area of leadership capacity and the turnaround principles. Focus Visits occur once a year for three years to maintain a balance of positive support and pressure and to help determine further state supports and/or interventions. Since the protocol is linked to the state approved school improvement plan, recommendations directly tie back to school and district improvement plans and processes, which enhance ongoing assistance efforts. Recommendations will also include connections to programs, technical assistance, and training opportunities that match the needs of the school or district. Table 14 illustrates some examples of opportunities the state can recommend under four key areas of the system.

Table 14
Sample Support, Technical Assistance, and Training Opportunities

Teachers and Leaders
• State training for teacher and administrator evaluation. • Enroll in the Idaho Principals Network. • Enroll in the Superintendents Network of Support. • Enroll in the Idaho Building Capacity Project. • Technical assistance on the alignment of State funds with turnaround principles.
Instructional and Support Strategies
• Enroll school leadership in RTI training opportunities. • Provide a Mathematical Thinking for Instruction (MTI) course to the school to align it with the Idaho Math Initiative and/or follow up visits from Regional Mathematics Specialists. • Training on the Common Core State Standards and technical assistance with how to align curriculum, instruction, and assessment practices.

• Training in the State's instructional management system as a support for data utilization and curricular planning. • Technical assistance with ELL program design, training on the new WIDA standards, and technical assistance on aligning WIDA standards with RTI practices. • Targeted training to the school or district regarding the Smarter Balanced Consortium Assessments.
Learning Time and Support
• Technical assistance on how to redesign the school day using extended learning and/or other opportunities (e.g., 21st Century Community Learning Centers). • Access to and support with the Family Engagement Tool (FET). • Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process. • School or district-wide training on Positive Behavior Intervention Supports (PBIS).
Governance
• Technical assistance in the design of governance policies and practices. • Recommendations about capacity of school and/or district leadership resulting from Instructional Core Focus Visits. • Technical assistance in the alignment of State funds (e.g., technology funds, dual credit, pay-for-performance, etc.) with turnaround principles and the policies necessary to ensure their success.

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

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

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

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

Such services may include, but are not limited to:

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

Educator Effectiveness - Educator Effectiveness is a system that provides districts with standards, tools, resources and support to increase teacher and principal effectiveness in order to increase student achievement. The Educator Effectiveness Coordinator is an experienced master practitioner and administrator who performs professional work and coordinates the statewide implementation of educator effectiveness policies by integrating those policies and resources within the larger theory of action of the Statewide System of Support. The essential functions that support the Statewide System of Support are:

- Provides statewide leadership regarding the use of educator observation and evaluation practices as a component of continuous school and district improvement.
- Researches recent and effective educational strategies and interventions and aligns them with Statewide System of Support practices and procedures in order to provide effective and sustainable support to school and district leadership teams.
- Works directly with school and district leadership teams to identify areas of strength and concerns and to develop and implement school/district improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

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

When school-level plans are required, the State expects districts to provide technical assistance at every point prior to submission of the plan to the State. ~~Thus, the State provides a rubric for districts to use in the review of school plans and requires districts to submit copies of their review rubric to the State to demonstrate that assistance has been provided. The expectation is~~

~~that the district will use standards of review equal to or higher than what the State has described during district training opportunities, that it will work with the school until planning and implementation meets with local standards, and that it will not submit a plan until it is of high quality. The State then conducts an independent review and returns that feedback to the district and school. Where there are differences in state and local scoring of the rubric, the State returns the plan for revisions, which creates a space for conversation around what effective practice and planning truly are and leads to determinations about the types of technical assistance the State needs to provide to the district. This design encourages a capacity building relationship between the State and district and the district and school. With this in mind, peer review of improvement plans is a critical component of the state's accountability model. It enables collective knowledge to be built at the school, district, and State level.~~

Graduation Rate Considerations: Graduation rates for all students are an essential element of the ~~Star Rating performance framework~~ Fair and Equitable Accountability System which drives decisions about what schools and districts are required to do. For districts and schools that must submit and implement improvement plans, graduation rates will be included in the diagnostic review process and self-assessments that districts and schools do as part of the planning process. The improvement planning process will require leadership teams to identify areas in the performance framework (e.g., graduation rates) that are low and then develop SMART goals that are matched to the demonstrated areas of need. Those SMART goals then become a foundation for thinking about the school improvement plan overall for whichever version the district or school is required to submit (i.e., AMO Continuous Improvement, Continuous Improvement, Intervention or Turnaround Plans).

Additionally, during the Focus Visit for Priority schools, the State Support Team utilizes the data from the ~~Star Rating performance framework~~ Fair and Equitable Accountability System as part of the analysis process. If a ~~district or~~ school has graduation rates that are low, the Focus Visit will take that into consideration in relation to the recommendations that are made.

~~Lastly, high schools that are required to submit improvement plans will have access to new indicators developed by the Center on Innovation and Improvement.~~ If graduation rates are in need of improvement, the ~~district and~~ school will include ~~objectives and tasks~~ goals in their improvement plan to address the graduation rate~~. For example, the following indicators prompt improvement planning in ways that keep students on track for graduation.~~

- ~~The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.~~
- ~~The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.~~
- ~~The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.~~

~~Family and Student Support Options~~

~~Under Idaho's ESEA Waiver, districts and schools will no longer be required to offer Supplemental Education Services (SES) and School Choice. In addition, the State will no longer require districts to set aside any percentage of the district allocation of Title I-A funds for School Choice and SES. In its place, Idaho will require its lowest performing schools and districts that are identified under the Below Expectations category to provide a plan, within state approved school improvement plan, for how they will meet the needs of students who are currently not proficient and who have not made adequate growth on either the English Language Arts and Math SBAC. This plan must include information on how the district or school will provide students with extended learning time and make students and parents aware of their enrollment options. These plans will be reviewed and must be approved by the ISDE to ensure that what the district and school proposes, meets the minimum qualifications and expectations for extended learning time and enrollment options. If it does not, they will be required to revise their plan to meet these expectations. Below Expectations districts and districts with Below Expectations schools must adhere to the following requirements in offering extended learning time and making students and parents aware of their enrollment options:~~

- ~~The district must send notification to eligible students, as defined above, at least 14 days prior to the beginning of the first day of school that they are eligible for extended learning time and make parents and students aware of their enrollment options.~~
- ~~The district must offer eligible students extended learning time and make those students and their parents aware of their enrollment options in any school within the district that is identified as a Below Expectations school.~~
- ~~Enrollment options available to students and their parents include but are not limited to a district open enrollment policy as identified and governed by 33-1402 Idaho Code, Dual Enrollment as identified and governed by 33-203 Idaho Code, Virtual Education Programs as identified in 33-1619 Idaho Code, Online Courses as identified and outlined in 33-1627 Idaho Code (Attachment 14), the Idaho Digital Learning Academy, the Idaho Education Network, and public charter schools including virtual public charter schools.~~
- ~~The school leadership must evaluate the school schedule and redesign the schedule to include time for extended learning opportunities for eligible students.~~
- ~~Extended learning time must occur outside of the time allotment that counts toward Average Daily Attendance. This may be before school, after school, during the summer, or within the school day if the program is designed to extend learning time beyond that which is required by the State or if it provides support during times not traditionally scheduled for classes (e.g., lunchtime).~~
- ~~Extended learning time services must be provided by individuals who have a demonstrated track record of teaching students and ensuring significant academic growth (e.g., certified teachers, reading or mathematics specialists, highly qualified and experienced paraprofessionals, or external providers that have met high standards of performance).~~
- ~~Extended learning time must be provided to participating eligible students for a minimum of 2 hours per week for at least 28 weeks (i.e., 56 hours of additional learning time).~~
- ~~A school or district may cease extended learning time services before this time at the request of the student's family.~~
- ~~If a student demonstrates he or she is proficient in the subject area that is being covered by the extended learning time before the 56 hours are finished, a school or district may~~

~~present progress monitoring and/or benchmark assessment data to the family in order to make a recommendation that the extended learning time is no longer needed. However, it is the family's final decision regarding whether or not to continue the extended learning the entire length of time.~~

~~Any school in improvement, may meet its obligation under the new definition for eligibility and extended learning time and enrollment options outlined in this waiver application.~~

~~Regarding students who were previous recipients of School Choice, the LEA must continue to allow such students to remain enrolled in the school of choice through the final grade level served by that school.~~

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

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

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

- ~~Providing job-embedded coaching opportunities for teaching staff in core academic content areas.~~
- ~~Providing district leadership institutes or academies focused on providing the capacity for continuous improvement and turnaround leadership.~~
- ~~Training administrators who are responsible for instructional leadership and teacher evaluation on the effective use of formative teacher feedback (e.g., the Danielson Framework) and how to effectively design coaching and training opportunities in individual and group areas of weakness based on evaluation data.~~
- ~~Training staff on (and monitoring the implementation of) new instructional programs and/or the use of data to inform decision making about instructional programs (e.g., Response to Intervention—RTI).~~

- ~~Redesigning the collaboration structure of a school to develop better collaborative processes that will support the professional learning of staff members (e.g., professional learning communities).~~
- ~~Developing staff understanding of how to effectively engage parents and the community in the improvement of academic performance across the school or district.~~
- ~~Providing training and ongoing support for creating a positive school environment in important, non-academic factors, such as students' social, emotional, and health needs (e.g., Positive Behavior Intervention Supports – PBIS).~~

STATE FUNDING ALIGNMENT

For schools ~~and districts~~ that are in the ~~One , Two , or~~ Meets Expectations Category, Idaho requires a school improvement plan to be submitted that is aligned with the improvement requirements listed below. ~~ISDE will ensure alignment by including an approval process as part of the annual review conducted of improvement plans.~~ Specifically, the funds which must be aligned are:

- **Leadership Awards**: Since 2011, Idaho teachers have had at least a portion of their pay tied to performance. Now, Idaho is currently working to transition to a Career Ladder Compensation Model. The first component of the Career Ladder is Leadership Awards. The Idaho Legislature approved Leadership Awards for the FY2015 Public Schools Budget, or 2014-2015 school year~~. With this funding, local school districts and public charter schools can award an individual teacher anywhere from $850 to $5,838.50 in bonuses during a given year. The district will need to ensure that, at minimum, funds used in One , Two , or Meets Expectations schools are aligned with the larger plan (e.g., the bonuses should be used to support the Turnaround Principles where appropriate).~~

- **Technology funds:** The 2015 Idaho Legislature approved a new, ongoing funding allocation for technology. ~~In 2011 and 2012, districts were required to submit plans yearly regarding how their technology funds will be used and tied to student achievement outcomes. Now, districts and public charter schools continued to receive this ongoing funding. Districts with Below Expectations or Below Expectations Schools are required to detail how the use of these funds specifically align with the systemic improvement necessary in each school (e.g., for a school that must implement the Turnaround Principles, the district must describe how technology will improve curriculum, instruction, assessment, data utilization, etc.~~

- **Dual Credit**: ~~Since~~ Starting in 2011 and continuing into the current year, Idaho has expanded the advanced opportunities it provides to high school students across the state. ~~In 2011, the state created the Dual Credit for Early Completers program that provides funding for secondary schools to pay for the costs of up to 36 credits of dual enrollment for each eligible student. Now, in addition to Dual Credit for Early Completers, the state has implemented a new program where any high school junior or senior attending public school in Idaho will have access to up to $200 their junior year or $400 their senior year to cover up to 75% of the costs of taking college-level courses or professional-technical certification exams while still in high school. Districts with schools in the One , Two , or~~

~~Meets Expectations status are required to detail how they will ensure that such opportunities are provided for all eligible students, especially those at risk.~~
~~The district will also be required to explain how they are using dual credit funding to improve the design of the entire school program.~~

- **Teacher and Administrator Evaluations**: Teacher and administrator performance evaluations in Idaho ~~already~~ require a strong tie to student performance metrics (at least 33%). ~~The State will require One-, Two-, and Meets Expectations schools to demonstrate how the application of teacher and administrator evaluations enhances their improvement plans. Further, the state approved school improvement plan tool also includes criteria in which these identified schools must describe how they will strategically place teachers in the areas of highest need.~~

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

ENSURING SUFFICIENCY OF FUNDS IN PRIORITY AND FOCUS SCHOOLS (TITLE I SET-ASIDE)

Idaho ensures allocation of funds under section 1003(a) to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, as defined in Idaho's ESEA Flexibility Waiver.

After Priority and Focus Schools have sufficient funds to carry out interventions, Idaho ensures that remaining 1003(a) funds are allocated to LEAs to provide interventions and supports for low-achieving students in other Title I schools, when one or more subgroups is missing either AMOs or graduation rate targets, or both over a number of years. ~~To ensure that Priority and Focus schools have sufficient funds to implement the interventions required of them, Idaho has revised the Title I set-aside requirements sought in its approved ESEA Flexibility Plan (approved September 28, 2012) which required only a 10% professional development set-aside for Priority and Focus schools. The set-aside was from the school level allocation, rather than an additional amount of funding.~~ Idaho continues to require a 10% Title 1 set aside at the school level for professional development for all Priority and Focus Schools.

~~This amends the plan originally approved on September 28, 2012, and revises the Title I set-aside amounts and expectations which Idaho requires for districts with Priority and Focus schools to better ensure there are sufficient funds for implementing required interventions. The 10% professional development set-aside requirements would remain in place as written in the waiver as originally approved. An additional, district-level Title I set-aside will be required for Support of Substantial Interventions (SSI). The rules for the SSI set-aside are the following:~~

~~1) A district that has one or more Priority and Focus schools identified by the State must set-aside an amount equal to the minimum school-level Title I-A allocation required~~

~~in the Consolidated Federal and State Grant Application (CFSGA) or an amount equal to 10 percent of the district Title I-A budget, whichever is less, in order to support the substantial interventions required in those schools.~~

2) ~~The additional allocation to support the substantial interventions required in Priority and Focus schools must be used in accordance with Title I regulations (i.e., targeted use in Targeted Assistance schools and planned school-wide use in School-wide Programs).~~

3) ~~The additional allocation to support the substantial interventions in Priority and Focus schools must be funded prior to allocation decisions about other Title I eligible schools in the district.~~

4) ~~The additional allocation to support the substantial interventions must be set-aside for each year that a school is identified as a Priority or Focus school. The district may cease the set-aside requirement immediately after the school exits from Priority or Focus status.~~

~~These rules are designed to ensure that extra funding is provided to Priority and Focus schools in a way that infuses extra support but which also creates sustainable, realistic conditions. The average Title I-A school level allocation in Idaho is approximately $100,000. The following scenarios are examples of how the SSI set-aside would apply.~~

~~Table 18~~
~~Example Scenarios for the SSI Set-Aside~~

	~~*# of Students*~~	~~*Priority or Focus School (Y/N)*~~	~~*Minimum Title I-A School Allocation*~~	~~*Basic Title I-A District Allocation*~~	~~*10% of District Allocation*~~	~~*Supplemental SSI Allocation to School*~~	~~*Total Title I-A Funds for School*~~
~~School A~~	~~430~~	~~N~~	~~$198,254~~	~~$3,500,000~~	~~n/a~~	~~n/a~~	~~$198,254~~
~~School B~~	~~306~~	~~Y~~	~~$209,916~~	~~$3,500,000~~	~~$350,000~~	~~$209,916~~	~~$419,832~~
~~School C~~	~~387~~	~~Y~~	~~$105,693~~	~~$227,237~~	~~$23,000~~	~~$23,000~~	~~$128,693~~
~~School D~~	~~484~~	~~Y~~	~~$117,385~~	~~$670,747~~	~~$67,000~~	~~$67,000~~	~~$184,385~~
~~School E~~	~~190~~	~~Y~~	~~$43,275~~	~~$478,140~~	~~$48,000~~	~~$43,275~~	~~$86,550~~

~~The effect of these set-aside rules would be to infuse significantly greater resources in each Priority and Focus school for the three year period, up to double the amount of Title I funds that they would have otherwise received in that same timeframe.~~

~~School-wide Title I programs create a more robust regulatory context for implementing the requirements of Priority and Focus schools. In the event a Priority or Focus school is currently operating a Targeted Assistance program, the State will create a process to support such a school's transition to a School-wide Program, if the LEA so desires. The State already utilizes a state approved school improvement plan for both improvement planning and Schoolwide Program planning. Therefore, a transition process for Priority and Focus schools can be accomplished that both (a) meets the legal requirements of ESEA Section 1114 and its accompanying federal regulations and (b) builds upon the schoolwide reform efforts required of Priority and Focus schools so as to reduce burden on schools and LEAs.~~

OTHER STATE FACTORS THAT SUPPORT IMPROVEMENT

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

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

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

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

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

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

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

The data on student performance and growth that drive identification for Focus, Priority, and Rewards schools include definitive information concerning the achievement and growth of all

students including those with disabilities, English language learners, and those who are low-achieving.

In Idaho, schools in the Exemplary category are afforded more flexibility in relation to planning, use of discretionary funds, and participation in support activities. This serves as a positive incentive for schools to continue their improvement efforts. For ~~example, a school that reaches the Exceeds Expectations category has demonstrated effective school performance and can choose the type of planning process for continued improvement. The school may choose to use a planning tool outside of the State system. Further, there is no requirement for notifying parents of enrollment options or extended learning time, but the school can provide same if they best serve given student needs.~~

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

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

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

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

Similar to what has already been described above, the State's support programs broker resources to ensure that schools and districts are matched with the supports they need. For example, if a Capacity Builder is working with local leadership and identifies a need to improve outcomes for ELLs, the Capacity Builder would connect the school or district to training opportunities and external expertise available from ISDE or institutions of higher education.

~~Additionally, if a school is struggling with meeting the needs of ELLs, ISDE will identify this need as it evaluates the local improvement plan. The State's Title III Coordinator participates in~~

~~review of school improvement plans in order to provide feedback for the needs of the schools and districts.~~

~~These design elements in the Statewide System of Support ensure that the needs of all ELLs are addressed, but especially in schools in the Below Expectations category in which the State is working most directly.~~

The state's Title III Coordinator participates in focus visits and other professional development to assist a school that is struggling with meeting the needs of ELL's.

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

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

~~Past legislation and initiatives, such as the adoption of a growth model comprises the foundation of Idaho's Next Generation Accountability System.~~

ISDE has determined the data analysis procedures and performance framework necessary to identify and implement the rewards and sanctions for schools and districts beginning in 2012-13. While the procedures for the identification of schools that are persistently low-performing will be new for the 2015-16 school year, the interventions and Statewide System of Support activities that will take place are built on existing programs and processes that have previously been successful in Idaho, such as the work done with the School Improvement Grant (SIG). These programs and processes will require only minor modifications, in most cases, and all of them have been in place since 2014-2015 school year.

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

Option A	**Option B**
☒ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the

	proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASUREABLE OBJECTIVES

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

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

ANNUAL MEASURABLE OBJECTIVES:

AMOs in general are imbedded in Idaho's system within each of the metrics in the matrix as well as for the overall performance of schools and districts as part of the ~~Star Rating system~~ Fair and Equitable Accountability System. The ~~Star Rating system~~ Fair and Equitable Accountability System is a compensatory framework that serves as the primary process for making school improvement determinations. ~~However,~~ Idaho has established specific Annual Measurable Objectives (AMOs) to complement the ~~Star Rating System~~ Fair and Equitable Accountability System and ensure that schools are progressing.

~~Table 19~~

~~a. AMO Targets Reading~~

~~Illustrates the progression Idaho has put into place for the AMOs that are specific to required ESEA subgroups.~~

~~Table 19~~

~~a. AMO Targets Reading~~

	~~2011~~	~~Final Goal~~	~~Difference from 2011 to 2017~~	~~Annual Rate of Change Required~~	~~Reading Annual Measurable Objectives~~					
					~~2012~~	~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~2017~~
~~All Students~~	~~88.6%~~	~~94.3%~~	~~5.7%~~	~~1.0%~~	~~89.6%~~	~~90.5%~~	~~91.5%~~	~~92.4%~~	~~93.4%~~	~~94.3%~~
~~African American~~	~~77.7%~~	~~88.9%~~	~~11.2%~~	~~1.9%~~	~~79.6%~~	~~81.4%~~	~~83.3%~~	~~85.1%~~	~~87.0%~~	~~88.9%~~
~~Asian~~	~~87.9%~~	~~94.0%~~	~~6.1%~~	~~1.0%~~	~~88.9%~~	~~89.9%~~	~~90.9%~~	~~91.9%~~	~~92.9%~~	~~94.0%~~
~~American Indian~~	~~76.8%~~	~~88.4%~~	~~11.6%~~	~~1.9%~~	~~78.7%~~	~~80.7%~~	~~82.6%~~	~~84.5%~~	~~86.5%~~	~~88.4%~~
~~Hispanic~~	~~78.1%~~	~~89.1%~~	~~11.0%~~	~~1.8%~~	~~79.9%~~	~~81.8%~~	~~83.6%~~	~~85.4%~~	~~87.2%~~	~~89.1%~~
~~Native Hawaiian/ Pacific Islander~~	~~87.3%~~	~~93.7%~~	~~6.4%~~	~~1.1%~~	~~88.4%~~	~~89.4%~~	~~90.5%~~	~~91.5%~~	~~92.6%~~	~~93.7%~~
~~White~~	~~91.0%~~	~~95.5%~~	~~4.5%~~	~~0.8%~~	~~91.8%~~	~~92.5%~~	~~93.3%~~	~~94.0%~~	~~94.8%~~	~~95.5%~~
~~Limited English Proficiency~~	~~50.2%~~	~~75.1%~~	~~24.9%~~	~~4.2%~~	~~54.4%~~	~~58.5%~~	~~62.7%~~	~~66.8%~~	~~71.0%~~	~~75.1%~~
~~Economically Disadvantaged~~	~~83.4%~~	~~91.7%~~	~~8.3%~~	~~1.4%~~	~~84.8%~~	~~86.2%~~	~~87.6%~~	~~88.9%~~	~~90.3%~~	~~91.7%~~
~~Students with Disabilities~~	~~48.9%~~	~~74.5%~~	~~25.6%~~	~~4.3%~~	~~53.2%~~	~~57.4%~~	~~61.7%~~	~~65.9%~~	~~70.2%~~	~~74.5%~~

~~Table 19~~
~~a. AMO Targets Reading~~

	~~2011~~	~~Final Goal~~	~~Difference from 2011 to 2017~~	~~Annual Rate of Change Required~~	~~Math Annual Measurable Objectives~~					
					~~2012~~	~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~2017~~
~~All Students~~	~~80.8%~~	~~90.4%~~	~~9.6%~~	~~1.6%~~	~~82.4%~~	~~84.0%~~	~~85.6%~~	~~87.2%~~	~~88.8%~~	~~90.4%~~
~~African American~~	~~63.5%~~	~~81.8%~~	~~18.3%~~	~~3.0%~~	~~66.5%~~	~~69.6%~~	~~72.6%~~	~~75.7%~~	~~78.7%~~	~~81.8%~~
~~Asian~~	~~85.3%~~	~~92.7%~~	~~7.4%~~	~~1.2%~~	~~86.5%~~	~~87.8%~~	~~89.0%~~	~~90.2%~~	~~91.4%~~	~~92.7%~~
~~American Indian~~	~~64.3%~~	~~82.2%~~	~~17.9%~~	~~3.0%~~	~~67.3%~~	~~70.3%~~	~~73.2%~~	~~76.2%~~	~~79.2%~~	~~82.2%~~
~~Hispanic~~	~~67.3%~~	~~83.7%~~	~~16.4%~~	~~2.7%~~	~~70.0%~~	~~72.8%~~	~~75.5%~~	~~78.2%~~	~~80.9%~~	~~83.7%~~
~~Native Hawaiian/ Pacific Islander~~	~~80.1%~~	~~90.1%~~	~~10.0%~~	~~1.7%~~	~~81.8%~~	~~83.4%~~	~~85.1%~~	~~86.7%~~	~~88.4%~~	~~90.1%~~
~~White~~	~~83.9%~~	~~92.0%~~	~~8.1%~~	~~1.3%~~	~~85.2%~~	~~86.6%~~	~~87.9%~~	~~89.3%~~	~~90.6%~~	~~92.0%~~
~~Limited English Proficiency~~	~~41.6%~~	~~70.8%~~	~~29.2%~~	~~4.9%~~	~~46.5%~~	~~51.3%~~	~~56.2%~~	~~61.1%~~	~~65.9%~~	~~70.8%~~
~~Economically Disadvantaged~~	~~73.5%~~	~~86.8%~~	~~13.3%~~	~~2.2%~~	~~75.7%~~	~~77.9%~~	~~80.1%~~	~~82.3%~~	~~84.5%~~	~~86.8%~~
~~Students with Disabilities~~	~~37.7%~~	~~68.9%~~	~~31.2%~~	~~5.2%~~	~~42.9%~~	~~48.1%~~	~~53.3%~~	~~58.5%~~	~~63.7%~~	~~68.9%~~

~~Table 25~~
~~c. AMO Targets Language~~

	~~2011~~	~~Final Goal~~	~~Difference from 2011 to 2017~~	~~Annual Rate of Change Required~~	~~Language Annual Measurable Objectives~~					
					~~2012~~	~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~2017~~
~~All Students~~	~~75.5%~~	~~87.8%~~	~~12.3%~~	~~2.0%~~	~~77.5%~~	~~79.6%~~	~~81.6%~~	~~83.7%~~	~~85.7%~~	~~87.8%~~
~~African American~~	~~60.3%~~	~~80.2%~~	~~19.9%~~	~~3.3%~~	~~63.6%~~	~~66.9%~~	~~70.2%~~	~~73.5%~~	~~76.8%~~	~~80.2%~~
~~Asian~~	~~81.3%~~	~~90.7%~~	~~9.4%~~	~~1.6%~~	~~82.9%~~	~~84.4%~~	~~86.0%~~	~~87.5%~~	~~89.1%~~	~~90.7%~~
~~American Indian~~	~~56.5%~~	~~78.3%~~	~~21.8%~~	~~3.6%~~	~~60.1%~~	~~63.8%~~	~~67.4%~~	~~71.0%~~	~~74.6%~~	~~78.3%~~
~~Hispanic~~	~~58.7%~~	~~79.4%~~	~~20.7%~~	~~3.4%~~	~~62.1%~~	~~65.6%~~	~~69.0%~~	~~72.5%~~	~~75.9%~~	~~79.4%~~
~~Native Hawaiian/ Pacific Islander~~	~~77.3%~~	~~88.7%~~	~~11.4%~~	~~1.9%~~	~~79.2%~~	~~81.1%~~	~~83.0%~~	~~84.9%~~	~~86.8%~~	~~88.7%~~
~~White~~	~~79.1%~~	~~89.6%~~	~~10.5%~~	~~1.7%~~	~~80.8%~~	~~82.6%~~	~~84.3%~~	~~86.1%~~	~~87.8%~~	~~89.6%~~
~~Limited English Proficiency~~	~~27.1%~~	~~63.6%~~	~~36.5%~~	~~6.1%~~	~~33.2%~~	~~39.3%~~	~~45.3%~~	~~51.4%~~	~~57.5%~~	~~63.6%~~
~~Economically Disadvantaged~~	~~66.2%~~	~~83.1%~~	~~16.9%~~	~~2.8%~~	~~69.0%~~	~~71.8%~~	~~74.7%~~	~~77.5%~~	~~80.3%~~	~~83.1%~~
~~Students with Disabilities~~	~~29.4%~~	~~64.7%~~	~~35.3%~~	~~5.9%~~	~~35.3%~~	~~41.2%~~	~~47.1%~~	~~52.9%~~	~~58.8%~~	~~64.7%~~

Method for Setting AMOs:
~~To establish AMOs,~~ Idaho calculated the percentage of students that were proficient or advanced in each subject area and sub-population in Spring 2011 as the starting point. ~~Since these AMOs were established as an amendment to Idaho's originally approved waiver plan. The AMOs provided in Table 19~~
~~a. AMO Targets Reading~~
The new AMOs are ~~then~~ set to increase toward the goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. ~~The charts provide actual performance in 2011, the final goal that would be necessary to reduce the achievement gap by half within six years, and the annual rate necessary to close the gap and reach the long-term goal.~~ The annual rate is then applied to annual targets for each subject and sub-population.

Special Rule – Safe Harbor:
A school that is performing at some distance from the AMO target presumably is at a disadvantage in terms of the scope and magnitude of the achievement gap it must close. Theoretically, it may be making strong gains in achievement, while still not attaining the set

AMOs. Therefore, Idaho will employ a "Safe Harbor" rule in the calculation of AMOs. Safe Harbor permits a school to be considered to have met the AMO for any given year if it (a) performs at or above the AMO target or (b) if it decreases the number of students performing below the proficient level by 10 percentage points in the current year compared to the previous year. The latter (option b) is Safe Harbor and is indicated by an annual performance increase of 10 percent more of the students in any given subgroup performing at the proficient or advanced level when compared to the previous school year. For example, if a the target is 94%, and if a school is performing at 70% proficient/advanced in the previous year, and if the school attains 81% proficient/advanced in the current year, then the Safe Harbor rule will show that the AMO was met through Safe Harbor. The AMO will not count against the school.

Other Considerations for AMOs:

Idaho has determined there is ~~anticipates there will be~~ a need to revise and reset the AMO targets when the new College and Career Readiness Standards ~~State Standards~~ assessment (Smarter Balanced Assessment) goes into effect (2014-2015). The AMOs will be reported on the school and district report card for all required ESEA subgroups (e.g., all students, all ethnicity groups, students with limited English proficiency, students who are economically disadvantaged, and students with disabilities.

~~Schools with an overall rating of Meets Expectations or lower are required to implement Continuous Improvement, Rapid Improvement, or Turnaround plans.~~ Schools in the~~se~~ following categories: Below Expectations, Meets Expectations and Exceeds Expectations, will be expected to develop strategies within their improvement plans that specifically address how to meet the academic needs for any subgroups for which the AMO was missed. ~~Any school with an Exemplary rating that missed one or more AMOs in any given year will have to develop a locally overseen plan for how to improve performance in the missed area(s). If AMOs are missed for two consecutive years in the same subject area and by the same subgroup, the school is required to submit an AMO Continuous Improvement Plan to their district that addresses how it will meet the needs of student subgroups for which the AMOs were missed. The district then is to submit an assurance to the state that the school has sufficiently addressed the AMO deficiency. In addition, any Exemplary School that fails to meet an AMO in any subject at the overall or subgroup level will not be eligible for the classification of a Highest Performing School.~~

~~As such, the combination of AMOs for all required ESEA subgroups with the Star Rating System requirements will actually hold more schools accountable than the previous ESEA framework. Under the previous ESEA framework, 202 schools were identified for improvement, corrective action, or restructuring. More than 400 schools were not identified for any improvement activities. In other words, less than 35% of the schools in the State were identified for improvement. Using the Star Rating performance framework, all schools will be held accountable. According to the 2011-2012 Star Ratings, 40% of all the State's schools were identified for the requirements associated with the Continuous Improvement Plan (other schools – 25% of all schools), Rapid Improvement Plan (focus schools – 9% of all schools, 11% of Title I schools), or Turnaround Plan (priority schools – 5% of all schools, 5% of Title I schools). The Star Rating performance framework does not limit Idaho's ability to hold LEAs accountable; it increases it.~~

To further support progress toward attainment of AMOs, any Exceeds Expectations schools that have an Annual Achievement Gap (AAG) between their At-Risk Subgroup and the rest of their student population greater than that obtained by the rest of Idaho's Focus Schools over two consecutive years, must submit a continuous improvement plan that addresses the At-Risk Subgroup gap and the actions the school will take to improve this area of performance.

For a school to exit these requirements, the school must implement the continuous improvement plan for a minimum of one year~~, maintain an Exemplary rating and either~~ must meet the AMO for their required ESEA subgroups or have closed the Annual Achievement Gap (AAG) between their At-Risk Subgroup and the rest of their student population to be less than Idaho's Below Expectations Schools.

Idaho expects all schools, including those that are Exceeds Expectations ~~and Exemplary schools~~, to ensure a plan is ~~put into~~ in place to address any ESEA subgroup (N>=25) that misses the AMO target for two consecutive years. This plan will conform to the requirements of the continuous improvement plan that is required for Meets Expectations Schools. This plan will be monitored and administered by the district~~, and then submitted to the state~~.

Other Measurable Objectives:

~~Idaho's Star~~ The rating system has objectives that are implicit to its design and which are in addition to the required ESEA AMOs. They provide points to schools based on achievement on state tests, growth for all students on state tests, growth for at-risk students on state tests, and other post-secondary readiness metrics. Going forward, Idaho may request to adjust specific AMO targets provided above as well as the implicit objectives within the ~~Star Rating System~~ Fair and Equitable Accountability System when three years of data has been captured and when the new Smarter Balanced assessments are administered. Given that the Idaho statewide longitudinal data system has been in existence just 2 years, a longitudinal comparison is not possible at this time. Also, some metrics, such as college entrance/placement exams were given for the first time in 2012 and so longitudinal data is not available. Therefore, all metrics that were available were set based on a 2010-11 data and current Idaho State Board of Education strategic goals. It is clear that longitudinal performance provides a more complete picture and will allow the State to set targets that more accurately reflect higher standards. The following explains how the implicit objectives within the ~~Star~~ rating system function.

Achievement: ISDE initially set the bar for excellence at a high threshold. In 2010-2011, a total of 511 schools had at least 84% of their students as proficient or advanced in reading, 139 in language usage and 290 in mathematics. A total of 6 schools received all points possible for proficiency distribution as illustrated in Table 15.

Table 15
2010-2011 Proficiency Distribution of Schools and Districts

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

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

The Growth to Achievement metric sets goals high for all schools. Schools with a high percentage of students who are already proficiency are still expected to make growth. The targets for schools not making the median growth percentile are higher than for those schools that are

already have high achievement. Yet, the Growth to Achievement metric still allows the State to place a strong emphasis on growth for all students within the accountability system. Idaho has adapted and is using the Student Growth Percentiles and growth formula first adopted and implemented by Colorado, and strongly researched by both, the SGP author, Damian Betebenner, and Colorado's team. Idaho's adaptation includes use of the foundations of Colorado's model and Adequate Student Growth Percentile (AGP) formulas for this metric as well as for Growth to Achievement Gaps metric.

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

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

Table 16
Adequate Growth Flowchart

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

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

Illustrated in Table 20 is the 2010-11 Growth to Achievement point distribution among Idaho schools. Clearly, this metric will present a challenge for most Idaho schools to get to the highest point distributions with only 5% of schools that met AGP also having SGP growth high enough to earn 5 points in each subject.

Table 20
2010-2011 Growth to Achievement Point Distribution

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

Growth to Achievement Gaps: Growth to Achievement Gaps calculations are made identically to the Growth to Achievement metric except that it is also done for each subgroup performance (Free and Reduced Lunch eligible, minority students, students with disabilities, and Limited English Proficient students). Idaho uses an approach to ensure students most at risk are identified in some way. Idaho will combine the subgroups to ensure those students' growth to achievement is built into the accountability matrix. Under the current system and without this grouping, it is possible and happens frequently for small subgroups of students to only be accounted for in the overall calculations and, therefore, masking their performance or gaps.

Shown in Table_ 17 is the distribution of Growth to Achievement Gaps when using 2010-11 data. This table also shows the increase in schools and districts with an At-Risk Subgroup vs. when only ESEA subgroups are used.

Table 17
2010-2011 Growth to Achievement Subgroup Point Distribution

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

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

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

- Graduation Rate: The State Board set the high school graduation rate target at 90%. ~~Therefore, the metric awards~~ Schools and districts that achieve at least 90% graduation rate are awarded with the highest amount of points. In 2010-11, the graduation rate

distribution for Idaho schools and districts included 138 schools and 97 districts achieving a 90% graduation rate or better.

Conversely, the lowest point award is for a graduation rate of 60% or lower. This threshold was selected to mirror an~~d~~ aspect of the priority school definition in the waiver. Table details the distribution of graduation rates among Idaho schools and districts.

Table 18
Total Number of Schools Achieving
Graduation Rate Distributions for 2010-2011

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

- College Entrance/Placement Examinations: Idaho will implement a requirement for all 11th graders to take the SAT, ACT, ACCUPLACER, Work Keys or COMPASS tests in Spring 2012. At present, the only data the State has is for the self-selected population of students who have previously taken one of these tests. Presented in Table are data from the past two years of performance on these exams. Starting in 2012, the State will have data for all students on one of these assessments.

Table 19
College Entrance/Placement Exam Composite Scores
and Total Students Participating

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

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

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

This benchmark will be evaluated by ISDE to determine the score where students are best prepared for college and professional technical courses at Idaho institutions of higher education. During spring 2012, the Idaho colleges and universities convened to agree upon a set cut-score for the ACCUPLACER. That score is used for this measure. The benchmarks for the ACT and COMPASS were set based on ACT's research on scores that demonstrate the best possibility for success in college level courses.

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

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

- Under this AMO, Idaho set two ambitious goals. First, the points available are based on the percentage of the total eligible population (defined as all juniors and seniors) taking at least one advanced study opportunity defined as an Advanced Placement (AP), International Baccalaureate (IB), dual credit, or tech prep course. The State Board's strategic plan goals for each of these opportunities are varied.

- Illustrated in Table 20 are the Board's goals, the current percentage of students engaging in advanced opportunities, and the percentage of the students taking classes in which they received a grade of C or better for the course.

Table 21
State Board Strategic Goals for Advanced Opportunities and 2010-2011 Statewide Numbers

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

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

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

Table 22
Point Matrix for Advanced Education Opportunities

Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
Percent Completing Advanced Opportunity	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50 - 100%	5	5	3	2	1
25% - 49%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

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

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

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

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

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

Comment [MMB1]: check

However, at present Idaho uses an indexing formula to calculate proficiency for Adequate Yearly Progress (AYP). Under this formula, basic students are counted as 0.5 proficient. Therefore, the percentage of proficient and advanced students is more accurately represented in Attachment 8. Idaho no longer uses AYP so there are no indexing of students currently.

2.C Reward Schools

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

Currently in Idaho, two awards are given annually by the Idaho State Board of Education for the highest-performing and highest-progress schools. Both awards are based on a school's performance on the SBAC and the SBAC-Alt. This reward system will change under Idaho's application for ESEA Flexibility. Idaho will replace its current reward system with one ~~based on the Star Rating System~~ in which schools will be recognized based on two categories of recognitions: Highest-Performing and Highest-Progress. All schools, including Title I schools, may attain recognition in either category. A school must be recognized in one of these categories in order to be nominated for national awards, such as the National Blue Ribbon Award or Distinguished School Awards. For 2011-2012, the reward schools will be determined based on the ESEA Flexibility definition for Highest-Performing and Highest-

Progress schools and must be rated an Exemplary School. In 2012-2013 and beyond, the Highest-Performing and Highest-Progress reward schools will be defined through the following criteria. Idaho's calculations ensure that no school that does not meet AMOs for any sub-group can be classified as an Exemplary School.

Highest-Performing Schools:

Recognition - ~~The Star Rating System is compensatory, meaning that~~ To attain ~~Four or~~ Exemplary, a school must have high absolute performance in the all students group for English Language Arts and Math. In addition, the school must demonstrate strong performance in student growth and, where applicable, measure of secondary school success such as graduation rate.

Therefore, the ~~Star Rating~~ performance framework is used as the metric to determine Highest-Performing Schools. A Highest-Performing School is one that meets the following criteria:

- ~~In the most recent three years has been rated with an Exemplary Rating for at least two out of three years, AND~~
- ~~With only two years of Star Rating data, the schools must have been rated with a Five or Exceeds Expectations in the past two years, rather than an Exemplary in two out of the last three years, . The remaining year attained no less than a Exceeds Expectations Rating, AND~~
- Meet the AMOs in all subjects for overall students and all ESEA Subgroups, AND
- Be among the top five percent of Title I schools in the all students proficiency, AND
- Be among the top ten percent of Title I schools in the proficiency gaps between the highest and lowest achieving subgroups and between the at-risk and not at-risk subgroups.~~, AND~~

Highest-Progress Schools:

As with Highest-Performing Schools, Highest-Progress Schools will be determined using the ~~Star Rating~~ performance framework. A school that attains a rating of Meets Expectations or less has demonstrated areas of performance that need to be improved. Improvement over time will result in changes on the ~~Star Rating~~ scale. A Highest-Progress School is one that has met the following criteria:

- ~~Previously attained a Meets Expectations Rating or less for two or more consecutive years, AND~~
- In the most recent two years has improved to and consecutively maintained an Exceeds Expectations Rating or better, AND
- Be among the top five percent of Title I schools in the all students proficiency, AND
- Be among the top third of Title I schools in the proficiency gaps between the highest and lowest achieving subgroups and between the at-risk and not at-risk subgroups, AND
- Be among the top third of Title I schools in the lowest achieving subgroup proficiency

and at-risk subgroup proficiency, AND

- Be among the Title I schools making the most progress in increasing graduation rates.

Any school with a significant graduation rate gap among subgroups would eliminate a school from being a Reward school.

~~**Financial Rewards:**~~

~~The use of Title I funds, such as those authorized under ESEA Section 1117(c)(2), in connection with the recognition of rewards schools will be limited to Title I schools receiving that recognition. Additionally, ISDE plans to conduct two focus groups (regionally) in Fall 2012 with stakeholders to solicit suggestions for additional reward strategies for High-Performing and High-Progress schools and to assess the potential support (as well as the likelihood of being able to implement same) for the additional strategies that are put forth. The goal of this effort is to determine a richer, fuller range of potential rewards.~~

~~All Highest-Performing and High-Progress schools will be granted flexibility in numerous areas. First, they may use the state approved school improvement plan optionally, if they desire to do so, at no cost to the district or school. Second, they may access Statewide System of Support services and programs at their option. Third, they are not required to set aside Title I funds for professional development, but they are given the optional flexibility to do so. Fourth, they are not required to report on State funding alignment. In these ways, reporting burdens have been reduced for these schools and financial flexibility will be granted consistent with Title I requirements.~~

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

~~Idaho has produced a list of star ratings for all schools. A de-identified list of priority, focus, and reward schools are provided in Table 2(will be updated in August of 2015). In summer 2012, Idaho provided an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts re-viewed the underlying data in a secure setting and appealed any discrepancies. Now that this appeal process is completed, Idaho is providing a comprehensive star rating list for the U.S. Department of Education.~~

Idaho, using the new Fair and Equitable Accountability System, will identify a new Priority and Focus school list by January 2016. A list of reward schools will be identified by July 1st, 2016.

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

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

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

~~In addition, staff in Exemplary Schools will receive financial rewards (Title I funds will not be awarded to non-Title I schools).Pay for performance legislation has been repealed with the Students Come First legislation.~~

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

2.D PRIORITY SCHOOLS

Priority Schools are identified as those schools that receive a Below Expectations rating as described in Section 2.A.~~i~~ based on the achievement of the all students group, the growth to achievement of all students, the growth to achievement of the identified subgroups and, if a high school, through the postsecondary and career readiness measures.

Through this comprehensive measure of student achievement, student growth, growth to standards, growth by students in subgroups, and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are the lowest-performing schools in Idaho. A Below Expectations rating does meet the ESEA Flexibility definition of "priority school," which is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.

The total number of ~~Below Expectations~~ Priority Schools in Idaho for 2012-2013 includes 5.04% or 21 of the 417 Title I schools in the State. All schools designated as Priority Schools in Table 2 (will be updated in August 2015) are P~~p~~riority schools for purposes of this request ~~and~~ must implement the interventions required of ~~Below Expectations~~ Priority Schools. ~~, regardless of their star rating.~~ Across this request, all references to and requirements of Below Expectations schools apply to all schools designated as priority schools in Table 2 (will be updated in ~~August 2015~~ January 2016) as well.

~~Below Expectations schools meet the definition of a priority school as found under the Peer Review Guidance.~~ ~~The Below Expectations~~ Priority Schools, ~~although based on a multitude of measures rather than just achievement,~~ include the same lowest five percent of Title I schools in terms of all student proficiency, all Title I or Title I eligible school with a graduation rate of less than 60%, and the Tier I and Tier II schools currently using SIG funds to implement school intervention models with very few exceptions. Since field testing the SBAC during the 2013-2014 school year ISDE will not be calculating growth which will only provide achievement data to calculate the Priority Schools. Only two high schools have a < 60% graduation rate two years in a row. ISDE will calculate graduation rates during the summer. Both of these schools

are classified as a ~~Below Expectations~~ Priority School and, therefore, will implement the sanctions outlined for ~~Below Expectations~~ Priority Schools.

There were eight schools that received SIG funds in the 2012-2013 school year. ~~Of those eight, two are identified as Below Expectations, two as a Below Expectations, two as Meets Expectations, and two as Exceeds Expectations schools.~~ Given that the interventions implemented by the SIG have been in place for two years now, improvement by these schools should be expected. During the 2013-2014 school year, eight Priority Schools received year one funding and in 2014-2015 school year four additional Priority and one Focus school received year one funding of the three year School Improvement Grant funds. Further, these measures ensure that the improvement is illustrated through a continuous growth rather than just achieving the benchmark for one year. All current SIG schools are also identified as priority schools ~~for~~ based on 2011-2012 data regardless of their ~~star~~ rating.

As noted in 2.C.~~ii~~, Idaho has produced a list of ~~star~~ ratings for all schools. ~~The aggregate data for that preliminary designation is included in Table 2. A de-identified list of priority, focus, and reward schools are provided in Table 2.~~ In summer 2012, Idaho provided an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts reviewed the underlying data in a secure setting and appealed any discrepancies. Now that this appeal process is completed, Idaho has produced a list of all ~~Below Expectations~~ Priority Schools for the U.S. Department of Education. The total number of ~~Below Expectations~~ Priority Schools in Idaho for 2012-2013 includes 5.04% or 21 of the 417 Title I schools in the State. Five percent or 21 Title I schools have been identified as priority schools for the purposes of this waiver regardless of their ~~star~~ rating. Idaho will identify 5% of the Title I schools in the State as new priority schools based on achievement scores ~~as growth scores will not be available in the summer of 2015~~ January 2016.

~~As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that designation is included in Table 2. A de-identified list of priority, focus, and reward schools are provided in Table 2. In summer 2012, Idaho provided an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts reviewed the underlying data in a secure setting and appealed any discrepancies. Now that this appeal process is completed, Idaho has produced a list of all Below Expectations schools for the U.S. Department of Education. The total number of Below Expectations Schools in Idaho for 2012-2013 includes 5.04% or 21 of the 417 Title I schools in the State. Five percent or 21 Title I schools have been identified as priority schools for the purposes of this waiver regardless of their star rating.~~

The State has verified this in the following five steps : 1) a list was created providing ~~Star~~ ratings for the schools on the next generation accountability system metric described in Section 2.A.~~i.~~; 2) the ~~Star~~ rating list was compared to the current Tier I and Tier II schools utilizing School Improvement Grant funds to implement a school intervention model; 3) the ~~Star~~ rating list was compared to a rank ordered list of Title I schools with a <60% graduation rates; 4) the ~~Star~~ rating list was compared to a rank ordered list of Title I schools by the all students' proficiency category on SBAC English Language Arts and mathematics; 5) a cumulative chart was created to illustrate any differences in the ~~Star~~ rating list with the comparison lists. In ~~the summer of 2015~~

January 2016, Idaho will similarly identify a list of Priority schools ~~in August~~ which will be 5% of Title I schools that are rank ordered from the English language arts and mathematics SBAC combined with a <60% graduation rate.

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

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

Every ~~Below Expectations~~ Priority School is required to write a turnaround plan addressing the ten components, as identified in NCLB Sec.1116(b)(3), and choose a turnaround model as described below. ~~with the assistance of the State and a turnaround coach.~~ The ~~school's district~~ LEA ~~and the State are~~ is responsible for making sure the school implements the turnaround plan effectively. If the plan is found not to be effective during the turnaround process, the ~~Below Expectations~~ Priority School must work with its district ~~and State~~ to make changes accordingly.

Before the ~~Below Expectations~~ Priority School writes a turnaround plan, the State conducts an Instructional Core Focus Visit. ~~Staff from the ISDE visits the school and its district to collect evidence of practice. This evidence shapes the turnaround plan.~~

Before the ~~Below Expectations~~ Priority School ~~or district~~ creates its turnaround plan, the district must choose one of the permissible Turnaround Models for the school. The following are the Turnaround Model options:

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

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

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

- **Restart model**, in which a district converts the district public school to a charter school or closes and reopens it under the management of an education management organization

(EMO) that has been selected through a rigorous review process. Such a school is still entirely accountable to the local school board for the results it produces.

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

- **State-Determined Model,** An LEA may implement an intervention developed or adopted by its SEA that has been approved the Secretary, consistent with section II.B.1(b) of CFR

- **Evidence-based, whole school reform model**, is supported by evidence of effectiveness, which must include at least one study of the model that meets the What Works Clearinghouse evidence standards with or without reservations http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_handbook.pdf

- **Early learning model**, An LEA implementing the early learning model in an elementary school must implement each of the following early learning strategies:
  Offer full-day kindergarten
  Establish or expand a high-quality preschool program (as defined in CFR)

After choosing a Turnaround Model, the ~~Below Expectations~~ Priority School and its district develop a turnaround plan. The turnaround plan provides the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school and district that have led to persistently low student achievement outcomes.

The plan must incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for the turnaround plan category.

~~The Below Expectations School may use the state-approved school improvement plan to write its turnaround plan. Web-based systems for school improvement planning are helpful for multiple reasons including submission, review and access.~~

In addition to requirements the ~~Below Expectations~~ Priority School must implement through its turnaround plan, the State also places requirements on districts in which a ~~Below Expectations~~ Priority School is identified. ~~The district may use the District Improvement Tool or other state approved planning tool for district improvement planning and begin implementing research-based strategies in its lowest-performing schools. Strategies may include addressing governance and staffing. Through this planning process, the State makes sure the district is responsible for the success of the Below Expectations School and every school within the district.~~ Districts must have a formal process in place articulating how schools in improvement are supported. Districts must review, give feedback, and approve the school's improvement plan.

~~The Turnaround Principles, as defined in the ESEA Flexibility guidance, are embedded in the state approved school improvement plan. During the local and state review of the turnaround plan in the state approved school improvement plan the rubric will provide a score for the plans~~

~~created for each separate Turnaround Principle. Here are the ways in which improvement efforts for Below Expectations Schools are aligned to the Turnaround Principles:~~

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

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

~~If the district chooses to retain the principal, it must describe its evidence and rationale for doing so in a letter of affirmation that addresses the following:~~

A Letter of Affirmation from the Superintendent or School Board in support of the current principal continuing as the turnaround leader in a Priority school should include:

A Letter of Assurance from a trustee approving the letter of affirmation. If the board writes the letter of affirmation they should include the assurance within the letter.

~~Examples of how the principal have satisfied the seven Turnaround Principles are listed below:~~

1) ~~**Ensuring that teachers are effective and able to improve instruction** – the letter should include confidence that the standards of teaching are being adhered to through observations and annual evaluations of teachers. Include evidence that teachers have been put on improvement plans when needed or other actions that address unsatisfactory teacher performance.~~

2) ~~**Redesigning the school day, week or year to include additional time for student learning and teacher collaboration** – the letter could include discussion of how the principal has redesigned the school schedule to meet the needs of the lowest performing subgroups, may also include how the principal has utilized resources to provide opportunities for teacher collaboration.~~

3) ~~**Strengthening the school's instructional program based on student needs** – the letter could contain evidence that the principal is a regular participant in teacher collaboration meetings and other Professional Learning Communities within the school. It may also include how the principal uses data to analyze the specific needs of students in order to provide interventions that have led to increased achievement.~~

4) ~~**Using data to make decisions to improve student learning and to plan professional development to increase teacher effectiveness** – the letter may include evidence of how data is being used to inform professional development decisions. For instance, how the principal collects observation data in order to plan the specific professional development needed to increase teacher effectiveness in the classroom.~~

5) **Establishing a school environment that improves school safety and discipline** – the letter may include how discipline issues have improved during the principals tenure. It may also include supportive data and perceptions from students, staff, and/or parents communicating how safe the school currently feels.

6) **Addressing academic and non-academic factors that impact student achievement, such as student's social, emotional and health needs** – the letter may include support from the school counselor, nurse or other student support staff. It may also include support from students, parents and/or community members on their perception that the principal is meeting the academic and non-academic needs of students.

7) **Providing ongoing opportunities for family and community engagement** – the letter may include the increased attendance rates at family and community school events. The letter might also address the ways in which the principal has encouraged families to participate in school sponsored activities.

For additional information and examples of research-based leadership practices consult the Statewide System of Support team.

Full implementation of Priority expectations were in place for the 2014-2015 school year. Letters of Affirmation and Assurance must be received by the ISDE no later than the start of the following year the school was identified as a Priority School for those schools that are not replacing their principals.

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

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

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

In 2011, the State passed a law giving building principals more authority over the staff who work in their school. Under Idaho Code 33-523, principals can refuse the transfer or hire of a teacher

~~in their school. In this way, the instructional leader of the school is empowered to prevent ineffective teachers from transferring into a Below Expectations Priority School.~~

Through the school improvement planning process, ~~Below Expectations~~ Priority Schools are required to plan for professional development based on the needs of the students in the school and the school staff. The plan must account for the relationship between classroom observations and professional development needs that targets specific areas of student performance.

The plan must include job-embedded, ongoing professional development opportunities based on the school's evaluation and performance data. ~~Below Expectations~~ Priority Schools are required to set aside 10% of Title I funds to support professional development activities for staff.

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

A Priority School is required to address the school schedule and additional time for student learning and teacher collaboration in its school improvement plan. ~~Here are examples of specific indicators that schools may use to address these matters:~~

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

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

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

~~Here are examples of some school improvement indicators.~~

- ~~Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).~~

- ~~Instructional Teams develop standards-aligned units of instruction for each subject and grade level.~~

- ~~Units of instruction include standards-based objectives and criteria for mastery.~~

- ~~The principal keeps a focus on instructional improvement and student learning outcomes.~~

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

A Priority School is required to describe its plans and implementation efforts in the use of data to inform instruction for continuous improvement. ~~Here are a few examples of indicators that require the use of data to inform instruction and time for teachers and staff to collaborate on the use of data:~~

- ~~The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.~~

- ~~Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.~~

- ~~Instructional Teams use student learning data to plan instruction.~~

- ~~Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.~~

- ~~Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.~~

- ~~Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.~~

- ~~Teachers re-teach based on post-test results.~~

- ~~Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.~~

- ~~The principal plans opportunities for teachers to share their strengths with other teachers.~~

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

A Priority School is required to develop and implement a plan for a supportive learning environment that improves school safety and discipline and ensures teachers and staffs address students' social, emotional, and health needs. ~~Here are some indicators that address these matters:~~

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

~~*(vi) providing ongoing mechanisms for family and community engagement?*~~

A Priority School ~~are~~ is expected to develop and implement plans that provide ways in which the family and community can engage in the school improvement process. ~~Specifically, the following indicators can help provide an ongoing mechanism for family and community engagement:~~

- ~~The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.~~
- ~~All teachers maintain a file of communication with parents.~~
- ~~All teachers systematically report to parents the student's mastery of specific standards-based objectives.~~
- ~~Professional development programs for teachers include assistance in working effectively with parents.~~
- ~~Professional development programs for teachers include assistance in working effectively with parents.~~
- ~~All school events include parent-child interactive activities.~~
- ~~Office and support staff are trained to make the school a "welcoming place" for parents.~~
- ~~The school's Compact is annually distributed to teachers, school personnel, parents, and students.~~

- ~~The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.~~

American Indian Tribes - Special Provision: For districts on or near tribal lands and with significant numbers of American Indian students enrolled in a ~~Below Expectations~~ Priority School, the district must ensure it engages the tribe throughout the planning for the turnaround model and implementation process of the turnaround principles. ~~ISDE will create a planning space within the state approved school improvement plan that specifically allows the school and district to document the engagement of the local tribal community in addition to the existing planning indicators. Schools using other school improvement planning tools can provide a similar space within their tools as needed.~~

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

ISDE has a comprehensive process for ensuring alignment of the turnaround principles with the requirements expected of schools and districts. The seven turnaround principles are listed and numbered below for reference:

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

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

3. redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

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

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

6. establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as

students' social, emotional, and health needs; and

7. providing ongoing mechanisms for family and community engagement.

District:

~~As described in the plan, priority schools and their districts will be required to create and implement a turnaround plan that is connected with the diagnostic review that occurs during the Instructional Core Focus Visit, and which the district must oversee and approve prior to State review. To clarify the alignment process, the following draft elements are being provided. First, the basic state approved school improvement plan includes many indicators at the LEA and school level. These are organized by cluster. The district has three main clusters in which planning already occurs:~~

~~A. District Context and Support for School Improvement – Improving the school within the framework of district support~~
~~B. District Context and Support for School Improvement – Taking the change process into account~~
~~C. District Context and Support for School Improvement – Clarifying district-school expectations~~

~~When a district has a school that is required to implement a turnaround plan (i.e., priority schools), the district must also plan for the following cluster of indicators:~~

~~D. District Turnaround Plan Support – the district needs to address the Turnaround Principles in any tool they choose to use. The SDE will develop the School Improvement Planning and Implementation Workbook which will provide districts the guidelines for district support of Priority and Below Expectations Schools.~~

Districts must have a formal process in place articulating how schools in improvement are supported. Districts must review, give feedback, and approve the school's improvement plan.

~~This fourth cluster requires districts to create plans (i.e., objectives and tasks) and monitor implementation for the turnaround principles using the following indicators:~~

~~**LEA Turnaround Plan Indicators**~~	~~**Turnaround Principle #**~~
~~For each school in the turnaround plan category, the district ensures that the chosen Turnaround Model option (e.g., transformation model, Restart, etc.) reflects the particular strengths and weaknesses of the school.~~	~~n/a~~
~~The LEA examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas (e.g., scheduling, staff, curriculum, and budget).~~	~~1~~
~~The LEA reviews the capacity of principals in schools required to implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort (e.g., based on his/her track record or leadership capacity) or whether the principal~~	~~1~~

~~needs to be replaced with a stronger, more effective leader.~~	
~~The LEA ensures that a school leadership team made up of the principal and diverse staff representatives is in place to make decisions of substance in schools required to implement turnaround plans.~~	~~1~~
~~For schools required to implement turnaround plans, the LEA aligns professional development with identified needs as based upon staff evaluation results, student performance, and other pertinent sources of data.~~	~~2~~
~~The LEA reviews the quality of all staff members in schools required to implement turnaround plans and retains only those who have the ability to support the turnaround plan.~~	~~2~~
~~The LEA has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.~~	~~2~~
~~The LEA allocates resources (e.g., financial and human capital) to support extended learning time in schools required to submit turnaround plans.~~	~~3~~

~~These district indicators directly align to turnaround principles 1, 2, and 3 and are in addition to district improvement planning in order to ensure that all turnaround principles are specifically addressed.~~

~~**School:**~~
~~At the school level, some improvement plans have four clusters of indicators. They are:~~
~~A. School Leadership and Decision Making~~
~~B. Curriculum, Assessment, and Instructional Planning~~
~~C. Classroom Instruction~~
~~D. School Community~~

~~In addition to planning in the basic set of indicators, schools that must implement a turnaround plan (i.e., priority schools) must create plans (i.e., objectives and tasks) and monitor implementation for the turnaround principles using the following indicators:~~

~~**School Turnaround Plan Indicators**~~	~~**Turnaround Principle #**~~
~~The principal reviews the quality of all staff members in schools required to implement turnaround plans and retains only those who have the ability to support the turnaround plan.~~	~~2~~
~~The school leadership team ensures that job-embedded, ongoing professional development is provided to teachers, which is informed by the teacher evaluation and support system and is tied to teacher and student needs.~~	~~2~~
~~The school leadership team evaluates the school schedule yearly and redesigns the schedule to include time for extended learning opportunities for students.~~	~~3~~
~~The school leadership team evaluates the school schedule yearly and redesigns the schedule to include sufficient time for teacher collaboration.~~	~~3~~
~~The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.~~	~~3~~
~~The school leadership team ensures that the core instructional program is~~	~~4~~

~~research based, rigorous, and aligned with State academic content standards.~~	
~~The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.~~	~~4~~
~~The school leadership team and staff collaboration teams have a plan for using data to inform decisions about the instructional core and continuous, system-wide improvement.~~	~~5~~
~~The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).~~	~~6~~
~~The school leadership team provides ongoing mechanisms for families and the community to be meaningfully engaged in decisions that impact school improvement and the school environment.~~	~~7~~

~~The indicators included in the turnaround plan will reflect the turnaround principles and will be planned for at the school and district level. School plans will be reviewed for quality by district leadership. District plans will be reviewed for quality by the Statewide System of Support team. The review process will use a rubric to score the quality of the objectives, tasks, and monitoring of implementation. A rubric in draft form is attached (a new rubric will need to be created in the summer of 2015).~~

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

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

~~Every Below Expectations School must submit a Turnaround Plan to the LEA and the State using a state approved school improvement plan, preferably a web-based school improvement planning tool.~~

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

The Priority School will improve the effectiveness of leadership and teaching by creating and implementing a turnaround plan and through ~~one-on-one~~ support from the State. Quality school improvement plans provide detailed steps that every ~~Below Expectations~~ Priority School will take to improve leadership and the quality of teaching through its turnaround plan.

~~Specific indicators in the state approved school improvement plan emphasize behavioral research regarding what effective principals must do to effect change in a school, including developing a leadership team and using data to guide instruction.~~

~~These indicators are then connected to the use of the Danielson Framework for Teaching as an evaluation tool and the analysis of student achievement data to make sure the school is getting results.~~

The State also puts support structures in place to customize support for each Priority School and

the LEA that oversees it. The Idaho Building Capacity Project provides an external coach to a school and its district. The ISDE selects coaches, or Capacity Builders, from a pool of retired school administrators who have demonstrated excellence in instructional leadership in the past. The Capacity Builder works with the leader and leadership team in a school and at the district level to prompt thinking, instill internal knowledge and skills, and assist the school and the district as they ~~evaluate~~ help with the effectiveness of school improvement efforts. With this ~~one-on-one~~ support, the State is responsive to the ~~Below Expectations~~ Priority School's needs and makes sure the school is effectively implementing its turnaround plan.

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

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

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

Once identified, a school will remain a ~~Below Expectations~~ Priority School ~~(i.e., a priority school~~ in the Turnaround Plan status~~)~~ for at least three years, unless it meets the exit criteria defined in Section 2.D.~~v.~~ During that period, plans will be overseen by the district, ~~approved by the State~~ and monitored by both the State and the district. Schools may exit from the State requirements (i.e., plan approval, Focus Visits, Title I set-asides, extended learning time and notification of enrollment options) of priority status one year early if they meet the exit criteria of two consecutive years at a Meets Expectations rating or higher (after initial identification); however, they must continue to implement the turnaround principles identified in the school and district plan for a minimum of three years. ~~If a Priority School continues in this status for more than three years, the State will intervene as necessary in district leadership functions in order to ensure the school is turned around.~~

Table 22 depicts the entrance and exit process and the sequence of years related to the ~~Below Expectations~~ Priority School's turnaround plan requirements.

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

Table 23
School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit[14]

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
School year prior to the school year during which the first Below Expectations rating is earned	*Depends on ~~Star Rating Level~~ Fair and Equitable Accountability System*	*Depends on ~~Star Rating Level~~ Fair and Equitable Accountability System*
Turnaround Plan - Year 1 *For those schools identified as Priority Schools in Table 2*	Fall 2012 Participate in Instructional Core Focus Visit Winter 2012/Spring 2013 Create school level turnaround plan aligned with turnaround principles and other state requirements	Fall 2012 Participate in Instructional Core Focus Visit Enroll district and school in appropriate technical assistance programs Choose school Turnaround Option Create district level plan for school turnaround principles Winter 2012/Spring 2013 Oversee the development of school level Turnaround Plan Review school level turnaround plan for approval before submission to the State

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

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
Turnaround Plan - Year 1 *The year following the second Below Expectations rating for all other schools*	Fall 2013 and beyond Participate in Instructional Core Focus Visit ~~Notify parents of enrollment options~~ Provide extended learning time Winter 2013/Spring 2014 and beyond Create school-level turnaround plan aligned with turnaround principles and other state requirements	Fall 2013 and beyond Participate in Instructional Core Focus Visit Enroll district and school in appropriate technical assistance programs Choose school Turnaround Option Create district level ~~plan~~ process for school turnaround principles Winter 2013/Spring 2014 and beyond Oversee the development of school level turnaround plan Review school level turnaround plan for approval ~~before submission to the State~~
Turnaround Plan - Year 2 *Consecutive year after "Turnaround Plan – Year 1"*	Full implementation of school level turnaround plan aligned with turnaround principles and other state requirements Submit updates and revisions to turnaround plan	Provide continuous support and monitoring of school level turnaround plan aligned with turnaround principles and other state requirements Review updates and revisions to school level turnaround plan for approval ~~before re-submission to the State~~ ~~If principal was not replaced the LEA will provide evidence based on criteria through a letter of affirmation as earlier described to the state of principals ability to lead the turnaround.~~

Turnaround Plan - Year 3 *Consecutive year after "Turnaround Plan - Year 2", unless the exit criteria is met.*	Turnaround Plan - Year 3 (Continuing) Continue full implementation of school level turnaround plan aligned with turnaround principles and other state requirements Submit updates and revisions to turnaround plan	Provide continuous support and monitoring of school level turnaround plan aligned with turnaround principles and other state requirements Review updates and revisions to school level turnaround plan for approval ~~before re-submission to the State~~
Plan Timeline & When the Status Takes Effect	**School Requirements**	**LEA Requirements**
Turnaround Plan - Year 3 *Consecutive year after "Turnaround Plan - Year 2", unless the exit criteria is met.*	Turnaround Plan - Year 3 (Exited) *If a Meets Expectations rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the turnaround plan State requirements (see above) one year early, but must continue to implement the turnaround principles included in the school and district plan for Turnaround Plan Year 3.*	Monitor continued implementation of turnaround principles in the school and provide continuous support.
Turnaround Plan - Year 4 *Consecutive year after "Turnaround Plan - Year 3"*	n/a	If a school has not met the exit criteria of two consecutive years at Meets Expectations rating or higher by the end of Turnaround Plan – Year 3, ~~the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board~~

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

~~Idaho's proposed timeline for ensuring that districts that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority~~

~~school no later than the 2014-2015 school year is reasonable and is likely to result in implementation of the interventions in these schools.~~

The State will ensure that districts implement meaningful interventions in a Focus and ~~Below Expectations Schools (i.e.,~~ a Priority School~~)~~ over the course of a graduated process to occur no later than 2014-2015. Because of the emphasis on district responsibility and capacity, the timeline articulates the actions that the state will take to inform districts regarding the identification of their schools. Then, the timeline allows the State sufficient time to conduct the Instructional Core Focus Visits that will be required to make determinations about leadership capacity and develop recommendations for local planning.

After the recommendations from the Instructional Core Focus Visits, the timeline allows districts sufficient time to plan for district requirements, consult with families and the community, and to make important decisions regarding school achievement ~~governance~~. Once the district has completed the actions required of it, the timeline details the particulars required for school level planning.

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

As detailed in Table 24, the timeline targets state, district, and school activities that will occur in order that the ~~Turnaround Principles~~ School Improvement Plan will be implemented in schools by 2014-2015; implementation efforts will continue in 2015 and beyond. The timeline does not distribute schools differentially or save all aspects of implementation for the latter years of the timeline. All schools identified will follow the timeline on Table 24.

Table 24
Turnaround Principles Timeline

Timeframe	Agency	Action
Spring 2012 – Spring 2014	SEA	Continue implementing school turnaround models in persistently low-achieving schools identified under the School Improvement Grant 1003(g) requirements; monitor implementation; support district and school turnaround efforts through technical assistance and various programs
Spring 2012	SEA	Identify first year of schools achieving Priority School rating according to new performance framework; notify districts of school ratings
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to Districts regarding the requirements and Turnaround Principles that are expected to be implemented in schools which are in the turnaround plan category
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect All schools identified as Priority Schools in Table 2 based off of data from

		the 2011-2012 school year are Priority Schools for the purpose of this waiver request and must begin implementing all requirements of Priority Schools starting in the 2012-2013 school year regardless of their Star Rating as outlined in Table 33.
Summer 2013	SEA	For all other schools not identified as Priority Schools in Table 2, notify districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of Priority School Rating
Timeframe	**Agency**	**Action**
Fall 2013	SEA	For all other schools not identified as Priority Schools in Table 2, conduct Instructional Core Focus Visits in Turnaround Plan schools; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures
Fall 2013	LEA	For all other schools not identified as Priority Schools in Table 2, begin providing required services for eligible students in each Turnaround Plan and Rapid Improvement Plan school (e.g., notification of enrollment options, extended learning time) and enroll in appropriate State-sponsored technical assistance programs for the district and school
Fall 2013	LEA	For all other schools not identified as Priority Schools in Table 2, utilize state feedback from Instructional Core Focus Visit; consult with families and the community to gather input regarding School Turnaround Options; decide which School Turnaround Option the district will utilize for each Turnaround Plan school; and begin the district level planning and implementation work required of the school Turnaround Plan.
Winter 2014	SEA	For all other schools not identified as Priority Schools in Table 2, review district level planning components and selection of School Turnaround Option for state approval
Spring 2014	LEA and School	For all other schools not identified as Priority Schools in Table 2, develop school level Turnaround Plan components that account for the Turnaround Principles and any other state required activities
Spring 2014	SEA	For all other schools not identified as Priority Schools in Table 2, review school level planning components of the turnaround plan for State approval
Summer 2014	SEA	For schools that are identified as Priority and have not replaced the principal the SEA is to notify LEA of expectation to submit a letter of affirmation and evidence that the priority school principal is the leader that will turnaround the school is due by August.
Summer 2014	LEA	For schools that are identified as Priority and have not replaced the principal that was hired before Priority classification they must submit a letter of affirmation and evidence of principal's ability to lead the turnaround process.
Fall 2014 – Spring 2015	SEA, LEA, & School	For all other schools not identified as Priority Schools in Table 2, full implementation of school level Turnaround Principles in schools that are in the turnaround plan category; continuous monitoring, collaboration, and support between school, district, and SEA

Spring 2015 & beyond	SEA	For all other schools not identified as Priority Schools in Table 2, monitor and support implementation of the Turnaround Principles throughout the duration of the period for which the school is identified in the turnaround plan category; if the school does not exit from the turnaround plan category, make a determination regarding State intervention at the district level

~~2.D.v~~ The ISDE is providing the criteria ~~the SEA~~ that will be used to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

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

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

The exit criteria ensure Priority Schools have made significant progress. ~~Below Expectations~~ Priority Schools will remain under the requirements of the ~~turnaround~~ improvement plan, once identified, for at least three years in order to fully implement the Turnaround Principles and meaningful interventions, unless they meet the exit criteria. The state has set criteria for removing a school from the Priority School category (i.e., priority status) once it has made significant progress. The method the State will use to determine if a school or district has met its annual measurable objectives results is a rating scale ~~of one to Exemplary~~. This annual rating includes absolute achievement and student growth.

In order to be removed from Priority School status, a school must achieve a Meets Expectations ranking or better for two consecutive years after initial identification.

The exit criteria are based upon two consecutive years of performance in the Star Rating performance framework. The performance framework is comprised of a comprehensive set of metrics (student achievement, student academic growth, secondary opportunities, graduation, etc.). In order to move to a new level, ~~(i.e., a higher Star rating),~~ the school must attain higher scores across multiple measures. Thus, if a school is able to improve its performance and sustain it for two years in a row, it has demonstrated significant progress from its initial identification as one of the lowest-performing schools in the State. The State chose two consecutive years at a Meets Expectations Rating or better, because ~~Four~~ Exceeds and Exemplary schools are high performing and a Meets Expectations rating places the school in the typical domain of "continuous improvement" where the majority of schools will be working with LEA oversight. A Meets Expectations school has demonstrated it does not have the intense need for intervention based upon its performance.

Schools identified as Priority Schools in Table 27 (to be updated in January 2016) based on data from the 2014-2015 school year must implement all requirements of Priority Schools starting in the 2015-2016 school year regardless of their ~~Star~~ rating. To exit this Priority Status, they must implement the interventions and show student growth or gains ~~for a~~

~~minimum of three years~~. ~~and must obtain a Star Rating of a 3 Star or higher.~~

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

The level of progress required is likely to result in sustained improvement. The State has determined that the exit criteria of ~~two consecutive years achieving a~~ Meets Expectations ranking or better, on the annual measurable objectives is likely to result in sustained improvement.

- First, this is due to the fact that the school has demonstrated evidence of achievement that is not simply a one year anomaly. Rather, m Minimum State benchmarks have been met and the system has sustained that level of performance over time.

- ~~Second, to achieve a~~ A Meets Expectations rating or better, the school is ~~must be~~ demonstrating system-wide improvement in order to impact the multiple sub-domains on the performance framework. Because the exit criteria is based on all ~~four~~ the dimensions of the accountability system, when a school receives a higher ~~star~~ rating, it illustrates that the school's performance has improved throughout and includes more than just students reaching proficiency. It includes all student and subgroup growth; growth to proficiency; and, for high schools, it also includes three measures of postsecondary and workforce readiness.

As mentioned in
Table 23, if a school has not met the exit criteria ~~by the end of the third year~~ in priority status, ~~the State will intervene as appropriate in district governance. If a school has not improved by that time,~~ the district is considered to be responsible. ~~The intervention with the district will include actions as described in Section 2.A.i.a – Part II within the context of the Instructional Core Focus Visit. The State will diagnose the level of need for a change in governance based on the process described in the Focus Visit and, along with data provided from the three years of planning that did not result in improvement, work with the district, the school board, or the community, to make whatever changes are appropriate.~~

~~The rationale for this theory of action is as follows:~~ Idaho is a local control state. Therefore, while the framework of improvement is guided by State structures, the vast majority of actual decisions are ultimately left in the hands of local school boards and district office leaders regarding school improvement, and the State has no authority to remove a school from a district or otherwise take it over. Similarly, the State has no authority to remove the district from the governing authority of the local board of trustees. Therefore, State actions within the context of priority schools must occur within the appropriate statutory constraints of the State's local control context. ~~If the State has provided all of the technical assistance and support described in the ESEA Flexibility Plan and the school has still not met the criteria to exit from priority status after a period of three years, ISDE will consider the district leadership to have not ensured the implementation of sufficiently rigorous improvement efforts. Thus, recommendation for a change in governance at the district office will be made at the level deemed most appropriate based on the three years of data collected via the monitoring and~~

~~support relationships developed with the district.~~

2.E FOCUS SCHOOLS

~~2.E.i Describe t~~The SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools" is described below.

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

Focus Schools will be identified as those Title I schools that receive a Below Expectations rating as described in Section 2.A.~~i.~~ Through this comprehensive measure of student achievement, student growth, growth to standards, growth by students in subgroups and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are among the lowest-performing in Idaho due to achievement gaps. A Below Expectations rating does meet the ESEA definition of "focus school," which is a Title I school in the State that, based on most recent data available, is contributing to the achievement gap in the State. All schools designated as focus schools ~~in Table 2 are focus schools for purposes of this request and~~ must implement the interventions required of Below Expectations focus schools, regardless of their ~~star~~ rating system. ~~Across this request, all references to and requirements of Below Expectations schools apply to all schools designated as focus schools in Table 2 (to be updated in August 2015).~~ The list of current focus and priority schools can be found Table 27.The designated focus schools will be identified by January 2016.

~~The total number of Below Expectations Schools in Idaho for 2012-2013 includes 11.2% or 47 of the 417 Title I schools in the State. Ten percent or 42 Title I schools in the State have been identified as focus schools for the purposes of this waiver regardless of their star rating. Idaho will identify 10% of the Title I schools in the State as Focus schools based on the achievement gaps and graduation rate gaps as growth will not be available in the summer of 2015.~~

Idaho has defined ~~Below Expectations~~ Focus Schools as those that have low subgroup achievement and have a notable proficiency gap for subgroups. This is measured through the growth to achievement and growth to achievement subgroups, as well as subgroup proficiency.

~~2.E.ii Provide t~~The SEA's list of focus schools is provided in Table 27.

> ~~*Did the SEA include a list of its focus schools? (Table 2)*~~
>
> ~~*a. Did the SEA identify a number of focus schools equal to at least 10 percent of the State's Title I schools?*~~

As noted in 2.C.~~ii~~, Idaho has produced a list of ~~star~~ ratings for all schools. The aggregate data for that designation is included in Table 27 (to be updated in January 2016). ~~A de-identified list of priority, focus, and reward schools are provided in Table 2. In summer 2012, Idaho~~

~~provided an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts reviewed the underlying data in a secure setting and appealed any discrepancies. Now that this appeal process is completed, Idaho has produced a list of all Below Expectations schools for the U.S. Department of Education.~~

The total number of Focus Schools in Idaho for 2012-2013 includes 11.2% or 47 of the 417 Title I schools in the State. Ten percent or 42 Title I schools in the State have been identified as focus schools for the purposes of this waiver regardless of their ~~star~~ rating. Idaho will identify 10% of the Title I schools in the State as Focus Schools based on the achievement gaps, graduation rate gaps and growth. However, growth will not be available until spring 2016. The January 2016 list of Priority and Focus Schools will not include growth.

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

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

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

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

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

The State has verified the subgroup performance through the following seven steps:

1) a list was created providing ~~Star R~~ ratings for the schools on the next generation accountability system metric described in Section 2.A.~~i.~~;

2) the ~~Star R~~ rating list was compared to a rank ordered list of Title I schools' graduation rates;

3) the ~~Star R~~ rating list was compared to a rank ordered list of Title I schools by the size of the proficiency gaps between highest and lowest achieving subgroups in English Language Arts and mathematics;

4) the ~~Star R~~ rating list was compared to a rank ordered list of Title I schools by the

lowest achieving subgroup proficiency on SBAC English Language Arts and mathematics;

5) the ~~Star R~~ rating list was compared to a rank ordered list of Title I schools by the size of the proficiency gaps between at-risk and not at-risk subgroups in English Language Arts and mathematics;

6) the ~~Star R~~ rating list was compared to a rank ordered list of Title I schools by the at-risk subgroup proficiency on SBAC English Language Arts and mathematics;

7) a cumulative chart was created to illustrate any differences in the ~~Star R~~ rating list with the comparison lists.

As noted in the introduction to this waiver, Idaho's population precludes many schools from having reportable subgroups. Idaho has taken a strong approach in looking at subgroups through the combined At-Risk Subgroup. This approach has allowed the ~~Star R~~ rating system to identify gaps for students that would otherwise only be part of an overall calculation. This identification produces a different list of schools than just comparing gaps of lowest and highest performing subgroups, which only affect a small number of schools in Idaho. In the summer of 2015, Idaho will similarly identify a list of Focus schools in August which will be 10% of Title I schools that are rank ordered in regards to the achievement gaps in English Language Arts and mathematics SBAC combined with any high schools with a graduation rate <60% that were not included as a Priority school or have a significant graduation gap within a subgroup and non-subgroup.

The State continues to implement these seven steps in identifying the focus schools.

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

As noted in 2.C.~~ii~~, Idaho has produced a list of ~~star~~ ratings for all schools. The aggregate data for that designation is included in Table 27 (to be updated in January 2016). A de-identified list of priority, focus, and reward schools are provided in Table 27. In summer 2012, Idaho provided an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts reviewed the underlying data in a secure setting and appealed any discrepancies. Now that this appeal process is completed, Idaho has produced a list of all Below Expectations schools for the U.S. Department of Education. The total number of Below Expectations Schools in Idaho for 2012-2013includes 11.2% or 47 of the 417 Title I schools in the State. Ten percent or 42 Title I schools in the State have been identified as focus schools for the purposes of this waiver regardless of their ~~star~~ rating. ~~Idaho will identify 10% of the Title I schools in the State as Focus schools based on the achievement gaps and graduation rate gaps as growth will not be available in the summer of 2015.~~

~~2.E.iii~~ ~~Describe the process and timeline the~~ The SEA has a process and timeline ~~will use~~ to ensure that its LEAs with ~~that have~~ one or more focus schools will identify the specific needs of

~~the SEA's focus schools and~~ their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

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

Every focus school is required to write an ~~Rapid~~ Intervention Plan, with the assistance of the ~~ISDE~~ LEA. The Intervention Plan must address the ten components of an improvement plan outlined in NCLB Sec.1116(b)(3) and outline the interventions being used. The school's ~~district~~ LEA ~~and the State are~~ is responsible for making sure the school implements the ~~Rapid I~~improvement ~~P~~ plan effectively. If the plan is found not to be effective during the improvement process, the focus school must work with its district ~~and State~~ to make changes accordingly.

~~Regardless of the school's Rapid Improvement Plan, the State will require every Below Expectations School to notify eligible students and their parents of enrollment options extended learning time opportunities and financial set-asides for professional development to make sure the needs of all low-achieving students are met.~~

Focus Schools must follow this guidance in the school year immediately follow their identification. (See the Timeline in Table 24 for more detailed information.)

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

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

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

~~The focus school may use the state-approved a school improvement plan to write its Rapid I improvement P plan. Web-based systems for school improvement planning are helpful for multiple reasons including submissions, reviews, and access.~~ Through the plan approval process, the ~~State and~~ ~~district~~ LEA will make sure the Focus School has selected ~~indicators~~ goals and is implementing interventions that are proven to help the student populations affected by the school's achievement gap(s).

~~While the focus school may determine its current level of performance in relation to all indicators within the state approved school improvement plan, it must set priorities and create in-depth, thorough plans, and actionable tasks. By allowing the school to determine its current level of performance, the school can focus on priority student populations and more effectively sustain changes in the greatest area of need.~~

The State also places requirements on districts in which a Focus School is identified. The district must support the planning and implementation processes in the Focus School. The ISDE monitors the district's support efforts through a local peer review process[15]. The district must coordinate technical assistance for the school and review the quality of the ~~Rapid~~ Intervention Plan created by the leadership team in the Focus School. The district is responsible for reviewing the plan and ensuring it is implemented effectively.

The district's review will be documented and made available to the ISDE upon request, e.g. monitoring visit, focus visit, etc. ~~submitted to the ISDE, at which time a quality review will be conducted by the State to ensure the district has met its obligation to support the school.~~

Focus Schools will be required to annually review and update their ~~rapid~~ Intervention Plan. The LEA is required to continue its support for the school and the implementation of the plan. ~~and resubmit these plans for the district and ISDE to approve. The ISDE will use this data to determine how effectively the Below Expectations School is implementing its rapid improvement plan and what, if any, adjustments need to be made. The State will work directly with the district and school to make the necessary adjustments.~~ The ISDE will continue to monitor the district's involvement and support to the Focus School. ~~through the local peer review process.~~

The ISDE will conduct Instructional Core Focus Visits to Focus Schools on an as-needed basis. In the Focus Visit[16], ~~a small group of~~ staff from the ISDE conducts an on-site visit to ~~evaluate~~ discuss current practices in the school and in the district. To determine which schools need Focus Visits, the ISDE will analyze student achievement data from the school and district levels, along with other sources of diagnostic information such as results from federal program monitoring visits. If a Focus Visit occurs, the ISDE will expect the Focus School to ~~revise~~ discuss and review its ~~Rapid I~~Intervention Plan to reflect the recommendations provided to the school and the district. However, at minimum an ISDE representative will visit the school by December 31st of each year a school is classified as a Focus school. ~~The representative will follow the Focus School Intervention Protocol (Attachment 35) to observe and discuss the progress of the subgroups for which the school was classified as Focus and then ensure that interventions are in place to address the needs of the students. The Focus School Intervention Protocol may also be found at the following website: http://www.sde.idaho.gov/site/esea/~~

Districts in which a Focus School is identified will enroll in technical assistance opportunities that the ISDE makes available, such as professional development and on-site instructional coaching. The technical assistance opportunity must be aligned with the needs of the Focus

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

School. For example, if a Focus School in a district is struggling to meet the needs of diverse learners, the district would enroll in Response to Intervention training.

If the district determines the Focus School lacks leadership capacity, the district would enroll in the Idaho Building Capacity Project[17] which provides an instructional coach on site ~~or enroll in the Idaho Principals Network which develops principal leadership dispositions. Through the Rapid Intervention Plan, the ISDE will ensure the district and Focus School select the most appropriate technical assistance available.~~

Table 25 provides a comprehensive timeline for how the State will ensure each district identifies the needs of its Focus School(s) to best meet the needs of the students.

The following information is to provide clarification regarding the substance and appropriateness of the interventions in focus schools. ~~Focus schools must implement the requirements of the Rapid I improvement P plan.~~ The Intervention Plan must address the ten components of an improvement plan outlined in NCLB Sec.1116(b)(3) and outlines the interventions being used. The ten components of the improvement plan are:
~~Schools in this category are required to implement meaningful interventions designed to improve the academic achievement of students and which must be aligned with all of the following rapid improvement plan principles:~~

~~A. Provide strong leadership and decision making procedures by (1) establishing a team structure with specific duties and time for instructional planning; (2) focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction; and (3) aligning classroom observations with evaluation criteria and professional development.~~

~~B. Strengthen collaborative, data-driven decision making surrounding the instructional core by focusing on improved curriculum, assessment, and instructional planning in ways that (1) engage teachers in aligning instruction with standards and benchmarks; (2) engage teachers in assessing and monitoring student mastery; (3) engage teachers in differentiating and aligning learning activities; and (4) assess student learning frequently with standards-based assessments.~~

~~C. Improve classroom instruction practices by expecting and monitoring sound instructional methods that are delivered in a variety of modes and sound classroom management~~

~~D. Cultivate higher levels of family and community engagement through effective, two-way communication between the school and home and the school and community that centers on shared responsibility for the education of all students.~~

1) Implement research based strategies that strengthen the core academic subjects and address the specific academic issues that caused the school to be identified for improvement;

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

2) Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level on the State academic assessment;

3) Provide assurance that the school sets-aside 10% of its funds for high quality professional development related to why the school is in improvement;

4) Specify how funds (10% set-aside) will be used to remove the school from improvement;

5) Establish specific annual, measurable objectives for continuous and substantial progress by each group of students;

6) Describe how the school will provide written notice about the identification to parents of each student enrolled in school in a format and language parents can understand;

7) Specify the responsibilities of the school, including technical assistance to be provided by the LEA;

8) Include strategies to promote effective parental involvement in the school;

9) Incorporate, as appropriate, activities before school, after school, during summer and during any extension of the school year;

10) Incorporate a teacher mentoring program.

A Focus School must choose some or all of the following interventions, in addition to addressing the ten components:

1) Tiered interventions (Tier 1,2,3) designed to address the range of students' needs;

2) Needs analysis that led to interventions tied to specific subgroup needs;

3) Providing strong leadership;

4) Ensuring teachers are effective;

5) Redesigning the school day, week, year;

6) Strengthening the schools instructional program;

7) Using data to inform instruction;

8) Establishing a safe school environment;

9) Providing mechanisms for family and community engagement;

10) Other.

These interventions are consistent with the research on effective schools, such as the Correlates of Effective Schools (Edmonds, 1982; Lezotte, 2001, 2009) and the Nine Characteristics of High Performing Schools (Shannon & Bylsma, 2007). All schools that overcome the effects of poverty and other disadvantages demonstrate these characteristics in one way or another.

The appropriateness of the specific activities of the intervention will be suited to the unique context of the school. School Improvement Tools need to be structured around these rapid improvement plan principles. ~~Using the state approved a school improvement plan,~~ Schools will assess their strengths and weaknesses with the oversight of the district and in conjunction with the data that has resulted in their identification for Focus School status. ~~The assessment process includes two prongs.~~

~~First,~~ The school will complete an analysis of the data that resulted in their identification for focus status. Because ~~the~~ Idaho's Fair and Equitable Accountability System ~~performance framework for the Star R rating~~ includes multiple metrics, with benchmark cut-points for each, this will entail identifying each metric in which performance in the school is unsatisfactory.

~~Second,~~ The school will conduct an assessment of its practices. ~~compared against the state approved school improvement plan indicators.~~ Using ~~the~~ this information ~~from these two prongs~~, the school will create its goals and objectives in a way that aligns with the differentiated needs demonstrated within its performance data and its practices.

During the review process, the district will ensure alignment between the planned interventions/actions and the demonstrated needs. For example, if the school is demonstrating low annual growth in English Language Arts among English Language Learners, the plan will not be approved until it sufficiently addresses the performance of this subgroup.

The capacity of the district to support Focus Schools will be supported through ~~the state review of the plan and~~ the Statewide System of Support Projects in which the district and school are enrolled. Technical assistance will be provided during the creation, implementation, and monitoring of the plan to ensure the interventions identified are appropriately suited to the needs within the school. ~~For example, the State will not approve any plans that do not work to meet the needs of identified subgroups, even if the plan has been approved by the district leadership.~~

~~While ISDE is looking for actions that address school improvement systemically (i.e., coherently throughout an entire school),~~ The improvement plans must demonstrate a specific course of action that will be likely to meet the needs of any under-served populations of students.

Table 25
Timeline on How the State Will Ensure Each District Identifies the Needs of Its Below Expectations School(s)

Timeframe	Agency	Action
Spring 2012	SEA	Identify first year of schools achieving Below Expectations according to new performance framework; notify districts of school ratings.
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to districts regarding the requirements that are expected to be implemented in schools which are in the Rapid Improvement Plan category (i.e., Focus Schools); provide guidance to districts regarding the requirements that are expected to be implemented in schools in the Below Expectations School status.
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect. All schools identified as Focus Schools in Table 2 based off of data from the 2011-2012 school year are Focus Schools for the purpose of this waiver request and must begin implementing all requirements of Below Expectations schools starting in Fall 2012 school year regardless of their Star Rating as outlined in Table 37.
Summer 2013	SEA	For all other schools not identified as Focus Schools in Table 2, notify districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of Below Expectations rating or below.
Summer 2013	SEA	For all other schools not identified as Focus Schools in Table 2, Notify districts of schools within their districts that are identified as being in the Below Expectations School category (i.e., a Focus School); determine if school data suggest Instructional Core Focus Visit.
Timeframe	Agency	Action
Fall 2013	SEA	Conduct Instructional Core Focus Visits in Below Expectations schools on an as-needed basis; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures.
Fall 2013	LEA	Begin providing required services for eligible students in each Below Expectations school (e.g., notification of enrollment options, extended learning time) and enroll in appropriate State-sponsored technical assistance programs for the district and school.
Fall 2013	LEA and School	Develop school level Rapid Improvement Plan components that account for all improvement activities required by the State.

Summer 2014	SEA	Conducts a school level visit to all Focus Schools using Focus School Intervention protocol to ensure interventions for subgroups in need are being supported by the school prior to December 31st of each year a school is considered a Focus School.
Spring 2014	LEA	Review school level planning components for district approval.
Spring 2014	SEA	Review school level planning components for State approval.
Spring 2015 & beyond	SEA	Monitor and support implementation of the ~~rapid~~ improvement plan throughout the duration of the period for which the school is in the Below Expectations School category; if the school does not ~~timely~~ exit in a timely manner from the Below Expectations School category, make a determination regarding possible State intervention at the district level.

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

~~Every Below Expectations School must write and implement a Rapid improvement plan that it develops through a state approved school improvement plan. Indicators should be tied to researched best practices on how to effectively improve student achievement for all students, including English Language Learners, students with disabilities and low-achieving students. Through the plan approval process, the ISDE and district will make sure the Below Expectations School has selected indicators and is implementing interventions that are proven to help the student populations affected by the school's achievement gap(s).~~

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

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

This approach has been successful at assisting Idaho schools in meeting the State's adequate yearly progress goals; in significantly decreasing the percentage of schools identified as Focus and Priority school status under current ESEA requirements; and for raising student achievement outcomes in general. For example, of 22 schools in the third cohort of the Idaho Building Capacity Project, the average school saw positive gains in the percent of students scoring proficient or advanced between 2009 and 2011 in both the students' categories and the primary sub-groups for both English Language Arts and Math. This is demonstrated in Table 26.

Table 26
Average Percentage Student Proficiency Gains for Schools with Capacity Builders (2009-2011)

	Average Percent of Students at Proficient or Advanced 2009	Average Percent of Students at Proficient or Advanced 2011	Average gain in individual school's percentage points from 2009 to 2011
Reading (all students)	83%	91%	+7[18]
Reading (subgroups of limited English Proficiency, economically disadvantaged, and students with disabilities)	66%	83%	+12
Math (all students)	74%	87%	+10
Math (subgroups of Limited English Proficiency, economically disadvantaged, and students with disabilities)	56%	75%	+17

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

Through the development of the ~~Rapid~~ Intervention Plan, the Focus School must take into account its grade levels and individual needs~~. Indicator should~~ and be tied to researched best practices on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students. ~~The indicators can be adjusted to meet a school's individual needs, as necessary.~~

~~The ISDE and district ultimately will be responsible for approving the school's Rapid Improvement Plan. Through this approval process, the ISDE and district will make sure the Below Expectations School has selected indicators and is implementing interventions that are appropriate for its grade levels and student needs.~~

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

The ISDE ~~and district~~ will monitor the focus school's progress and ensure the ~~Rapid~~ Intervention Plan is working effectively for students. If not, the LEA will be responsible for ensuring that the focus school adjusts the plan ~~will be adjusted~~ to better meet students' needs.

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

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

Once identified, Focus Schools will remain in the Below Expectations category unless they meet the exit criteria ~~or drop into the Below Expectations category~~. Under Idaho's accountability plan, a school can exit from the Below Expectations category once it makes enough progress to rank as a Meets Expectations School or higher ~~for two consecutive years~~. ~~(See Section 2.A.i. for more details on Idaho's Star Rating System.)~~ ~~If a focus school ranks in the Below Expectations category for two consecutive years, it will be required to implement the Turnaround Plan and interventions required of a Below Expectations School.~~ Table 27 illustrates the sequence of events from entrance to exit related to the ~~Rapid I~~improvement ~~P~~plan associated with focus schools.

Schools identified as Focus Schools in Table 28, (will be updated in ~~summer of 2015~~January 2016) based ~~off of~~ on data from the 2014-2015 school year, must implement all requirements of focus schools. ~~starting in Fall 2015 regardless of their Star rating.~~ To exit this Focus Status, they must implement the interventions ~~for a minimum of three years~~. ~~and must obtain a Star Rating of a 3 Star or higher.~~

~~For all other focus schools, the exit criteria are based upon two consecutive years of performance in the Star rating performance framework. The performance framework is comprised of a comprehensive set of metrics (student achievement, student academic growth, secondary opportunities, graduation, etc.). In order to move to a new level (i.e., a higher Star Rating), the school must attain higher scores across multiple measures.~~

~~Thus,~~ If a school is able to improve its performance ~~and sustain it for two years in a row~~, it has demonstrated significant progress from its initial identification as one of the lowest-performing schools in the State. ~~The State chose two consecutive years at a Meets Expectations Rating or better, because Four- and Exemplary schools are high performing and a Meets Expectations rating places the school in the typical domain of "continuous improvement" where the majority of schools will be working with LEA oversight.~~ A Meets Expectations school has demonstrated it does not have the intense need for intervention based upon its performance.

As mentioned in Table 27, if a school has not met the exit criteria ~~by the end of the third year in focus status,~~ the state will continue its technical support. ~~intervene as appropriate in district governance~~. ~~If a school has not improved by that time, the district is considered to be~~

~~responsible. The intervention with the district will include actions as described in Section 2.A.i.a – Part II within the context of the Instructional Core Focus Visit.~~

The State will ~~diagnose the level of need for a change in governance based on the process described in the Focus Visit and, along with data provided from the three years of planning that did not result in improvement,~~ work with the district, the school board, or the community to make whatever changes appropriate.

Table 27
School Level ~~Rapid~~ Intervention Plan Timeline for Entrance, Requirements, and Exit~~19~~

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
School year prior to the school year during which the first Below Expectations rating (or less) is earned	*Depends on ~~Star~~ rating level*	*Depends on ~~Star~~ rating level*
~~Continuous~~ improvement plan *The year following the first Below Expectations rating (or less)*	Submit ~~Continuous~~ improvement plan and other state requirements (e.g., plan for aligning state funds)	Review and approve school level ~~Continuous~~ improvement plan ~~for approval before submission to the State~~

[19] ~~Star Ratings lag one school year behind the year in which they are earned because assessment data are produced each Spring and reported in the summer prior to the following school year. For example, if during the Spring testing window for 2011-12, a school performed in such a way as to earn a Three Star rating, the Three Star rating would go into effect for 2012-13, immediately after the Spring data are finalized and released. Entrance to the requirements for Two-Star schools is based on two consecutive years in which a Two-Star rating or less is earned. In other words, the first year may be One-Star and the second Two-Star, or Two-Star then One-Star, or both years may be Two-Star in order to enter the requirements associated with Two-Star Schools that lack progress. Schools identified as Focus Schools in Table 2 based off of data from the 2011-2012 school year must implement all requirements of Two-Star schools starting in Fall 2012 regardless of their Star Rating. To exit this Focus Status, they must implement the interventions for a minimum of three years and must obtain a Star Rating of a 3-Star or higher.~~

Plan Timeline & When the Status Takes Effect	**School Requirements**	**LEA Requirements**
~~Rapid~~ Intervention Plan - Year 1 *For those schools identified as Focus Schools in Table 27.*	Fall 2012 Complete analysis of 2011-2012 school year growth and performance data and institute changes based on this data to make instructional improvements in math and ELA areas. Complete first evaluative observation or evaluative conversation with all teachers in school based off of the Charlotte Danielson Framework Finalize the development of the method by which schools will collect parental input for teacher and principal evaluations and collect data. Begin development of school level ~~Rapid~~ Intervention Plan Spring 2013 Enroll district and school in appropriate technical assistance programs Review and revise school level ~~Rapid~~ Intervention Plan ~~with the District for approval before submission to the State~~	Fall 2012 Ensure completion of analysis of 2011-2012 school year growth and performance data and institution of changes based on this data to make instructional improvements in math and ELA areas. Ensure that school completes first evaluative observation or evaluative conversation with all teachers in school based off of the Charlotte Danielson Framework Ensure that school finalizes the development of the method by which schools will collect parental input for teacher and principal evaluations and collect data. Oversee the development of school level ~~Rapid~~ Intervention Plan Spring 2013 Enroll district and school in appropriate technical assistance programs Review and ensure appropriate revisions in school level ~~Rapid~~ Intervention Plan ~~for approval before submission to the State~~

Plan Timeline & When the Status Takes Effect	**School Requirements**	**LEA Requirements**
~~Rapid~~ Intervention Plan - Year 1 *The year following the second Below Expectations rating (or less)*	Fall 2013 and beyond Participate in Instructional Core Focus Visit (if required by SEA) ~~Notify students and their parents of enrollment options~~ Provide extended learning time Create school level ~~Rapid~~ Intervention Plan	Fall 2013 and beyond Enroll district and school in appropriate technical assistance programs Oversee the development of school level ~~Rapid~~ Intervention Plan ~~Review school level Rapid Improvement Plan for approval before submission to the State~~
~~Rapid~~ Intervention Plan - Year 2 *Consecutive year after "~~Rapid~~ Intervention Plan – Year 1"*	Full implementation of school level ~~Rapid~~ Intervention Plan and other state requirements Submit updates and revisions to ~~Rapid~~ Intervention Plan	Provide continuous support and monitoring of school level ~~Rapid~~ Intervention Plan aligned and other State requirements ~~Review updates and revisions to school level Rapid Improvement Plan for approval before re-submission to the State~~
~~Rapid~~ Intervention Plan - Year 3 *Consecutive year after "~~Rapid~~ Intervention Plan Year 2", unless the exit criteria is met.*	Continue full implementation of school level ~~Rapid~~ Intervention Plan and other State requirements Submit updates and revisions to ~~Rapid~~ Intervention Plan *NOTE: If a Meets Expectations rating or higher has been*	Provide continuous support and monitoring of school level ~~Rapid~~ Intervention Plan and other State requirements ~~Review updates and revisions to school level Rapid Improvement Plan for approval before re-submission to the State~~

	reached in both ~~Rapid~~ Intervention Plan – Years 1 and 2, the school may exit the ~~Rapid~~ Intervention Plan requirements one year early unless the school is identified as a Focus School in Table 27.	
Plan Timeline & When the Status Takes Effect	**School Requirements**	**LEA Requirements**
~~Rapid~~ Intervention Plan - Year 4 *Consecutive year after "~~Rapid~~ Intervention Plan Year 3"*	n/a	If a school has not met the exit criteria of two consecutive years at Meets Expectations rating or higher by the end of ~~Rapid~~ the Intervention Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board.

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

The ISDE's criteria ensure that schools that exit focus status have made significant progress in improving student achievement and narrowing achievement gaps.

The Fair and Equitable Accountability System ~~performance framework~~ by which the State evaluates progress includes measurements of ~~proficiency, growth, growth to proficiency, and postsecondary and career readiness,~~ achievement, growth, post-secondary and career readiness, social-emotional and cultural climate. To exit the Focus category, a school must demonstrate progress across these comprehensive measures of student achievement ~~for two consecutive years~~.

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

Based on the State's ~~comprehensive accountability~~ Fair and Equitable Accountability System, the ISDE firmly believes the exit criteria of ~~two consecutive years~~ achieving a Meets Expectations ranking will result in sustained improvement for Focus Schools.

These schools will have demonstrated evidence of significant increases in ~~student achievement~~

~~across proficiency, growth, growth to proficiency, and postsecondary and career-readiness~~ achievement, growth, post-secondary and career readiness, social-emotional and cultural climate metrics for more than a single school year.

TABLE 27: IDAHO – 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 will be updated in summer of 2015.~~ Priority and focus schools will be named by January 2016.

TABLE 27: 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	
626053312		C	
372932822		C	
313421142		C	
822987481		C	
693733145		C	
172283353		C	
408335151		D	
880036037		D	
759767539		E	
672140490		E	
988180913		E	
71266504		E	

Anonymous ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
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
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

Anonymous ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL

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

Key

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

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

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

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

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

Idaho has developed one comprehensive system of recognition, accountability, and support that applies to all schools, regardless of Title I funding. Non-Title I schools and Title I schools not identified as Priority or Focus Schools will be evaluated under the same accountability system each year. ~~All schools will be rated based on an Exemplary scale.~~ Schools that receive a Meets/Exceeds Expectations rating are approaching the State goals for excellence in ~~proficiency, growth, growth to proficiency, and postsecondary and career-readiness~~ achievement, growth, post-secondary and career readiness, social-emotional and cultural climate, but still have areas of improvement.

Therefore, Meets Expectations Schools will be required to develop and implement an ~~continuous~~ improvement plan. Exceeds Expectations Schools will be required to develop goals that addresses areas for growth.

The Idaho State Department of Education (ISDE) has designed a set of options for Meets/Exceeds Expectations Schools that incentivize internal motivation among school staff by:

(1) giving them more operational flexibility in school improvement planning at the local level,

(2) creating options for participation in State support programs at no cost,

(3) permitting the schools and their districts to pursue funding flexibility related to Title I set-asides, and

(4) allowing Meets/Exceeds Expectations Schools to more easily transition to ~~Exceeds Expectations or Exemplary~~ a higher status.

~~First, the Meets Expectations School has more flexibility in the improvement planning process. The school will develop and implement an continuous improvement plan. in the state approved school improvement plan. Meets Expectations Schools will have more flexibility and only need to address school plan requirements identified in the regulations found in ESEA sec.1116(b)(3) and that will be identified further in the School Improvement Planning and Implementation Workbook (the workbook is revised yearly). Planning will need to align with the school's areas of need (i.e., missed AMOs or graduation rate gaps). The plan will be annually revised and updated by the LEA. The ISDE will review the plan for effectiveness.~~

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

~~Third, the ISDE will give Meets Expectations Schools more financial flexibility as they implement their improvement plans. Meets Expectations Schools as well as Exceeds Expectations and Exemplary Schools will receive optional fiscal flexibility and will not be required to set-aside Title I-A funding for professional development according to the definitions and parameters defined in this request.~~ [20]~~:~~

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

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

The ISDE and LEAs will make sure these incentives and supports improve student achievement outcomes in Meets/Exceeds Expectations Schools. ~~Similar to the improvement planning process for Below Expectations and Below Expectations Schools, the district~~ The LEA in which a Meets/Excdeeds Expectations School is located will play a critical role in the development and implementation of the school's improvement plan. ~~Specifically, d~~Districts will be required to review the school's improvement plans each year, provide feedback and approve the plans. ~~prior to submitting such plans to the ISDE.~~

[20] A complete definition and description of the set-aside is provided in Attachment 12.

~~ISDE will provide a specific rubric for Meets Expectations Schools, and the district will use this rubric to conduct peer review[21] sessions either within the district or through partnerships with other school districts. The peer review will ensure a high-quality implementation of the Continuous Improvement Plan. The district may make online reports on its progress and support of the Meets Expectations School through the state approved school improvement plan. ISDE will work with Meets Expectations Schools by reviewing the continuous improvement plan, monitoring district reports in the state approved school improvement plan and providing~~ The ISDE will provide schools with access to technical assistance through the Statewide System of Support.

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

Idaho will include AMOs in the State report card for use in setting goals and measuring progress. Additionally, objectives are inherently embedded into the Fair and Equitable Accountability System. ~~As described on p.137 of the state plan, the Star Rating~~ The Fair and Equitable Accountability System applies to all schools, including Title I schools. The rating for each school accounts for progress in the areas of ~~absolute student achievement, student growth from one year to the next, and postsecondary readiness~~ achievement, growth, post-secondary and career readiness, social-emotional and cultural climate. ~~If any school is~~ Schools not making appropriate progress in the ~~Star R~~rating performance framework~~, they~~ will be identified in the ~~One-, Two-, or Meets Expectations~~ Below, Meets or Exceeds categories and will be required to abide by the associated requirements.

The requirements for these schools will include improvement plans in which areas of weak performance must be addressed (e.g., performance framework areas that need improvement or AMOs that were missed). For example, if a school misses an AMO in English Language Arts for English Language Learners, the ~~state approved~~ school improvement plan created must include strategies that support the improvement of this population's performance. ~~Specifically, schools with an overall rating of Meets Expectations or lower will be required to build into their continuous improvement plan (Meets Expectations), Rapid Improvement Plan (Below Expectations) or Turnaround Plan (Below Expectations) a plan specifically for reaching the AMOs for any subgroup or overall group that does not reach the target.~~

Further, the state approved school improvement plan should be structured to focus on the AMOs in English Language Arts and mathematics. ~~In addition, any Exemplary School that fails to meet an AMO in any subject at the overall or subgroup level will not be eligible for the classification of a Highest-Performing School.~~ Schools with any achievement gaps between sub-groups will not be able to attain Exemplary status.

~~Regarding schools that are not identified for focus or priority status, and which have not attained a Four- or Exemplary Rating, they are required to implement the AMO Continuous Improvement Plan requirements. The incentives and supports are already described in Section 2.F.i.~~

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

~~Based on peer review feedback, the State will add the following incentive to its plan. The State will include leaders from Four- and Exemplary schools in the peer review process of improvement plans as a form of recognition for reward schools and to serve as examples and support to Meets Expectations schools.~~

~~Section 2.F of Idaho's plan does describe incentives and supports that are to be provided to other Title I schools that are not priority schools or focus schools. For example, Meets Expectations schools must plan and implement Continuous Improvement Plans and their associated requirements, such as the alignment of State funds. The State estimates based on 2010-2011 and 2011-2012 preliminary data that approximately 40% of schools will be rated Meets Expectations Schools which will be required to implement the Continuous Improvement Plan requirements.~~

~~During the 2014-2015 school year the Statewide System of Support team conducted a pilot with AdvanceEd's assist tool and while there were many benefits of the Assist Tool~~ The Idaho State Department of Education was asked by stakeholders to consider other Improvement Planning options. ~~In trying to accommodate the Local Education Agency and their ability to support and provide technical assistance to their schools the ISDE is going to allow LEAs to use locally determined planning tools that will meet the requirements of ESEA as reauthorized (ESEA sec.1116(b)(3)(A)(1)(i) (x)). LEAs may continue to use the WISE Tool and the Assist Tool but will now be given flexibility to use other plans that will meet the criteria for "School Plans".~~ As a result, schools may use any planning tool that addresses the school improvement requirements for the applicable rating: Below Expectations (Priority or Focus), Meets Expectations, or Exceeds Expectations.

Funding for Support of Other Title I Schools:

As described in this section, Idaho will offer various support programs to other Title I schools at no cost to the school. Idaho will fund participation in these programs by providing services directly, as appropriate, to Title I schools ~~that have earned Meets Expectations or less according to the Star Rating System and~~ whose LEAs have applied for School Improvement funds under section 1003(a) of the ESEA. ~~LEAs may request that the state hold back funding to provide services directly to their school(s) from 1003(a) as part of the annual competition process. Eligibility, priorities, and general processes governing the application process for 1003(a) funds are described in Attachment 32 (Idaho ESEA Flexibility Waiver and Amendment Request for 1003a Funds).~~

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

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

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

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

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

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

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

~~Section 2.G asks how Idaho will monitor the progress for priority and focus schools. Section 2.G.a~~ ISDE has outline~~s~~d the primary components for how the State will ~~monitor~~ support and interact with priority and focus schools.

- The improvement planning process ~~entailed in the state approved school improvement plans are~~ is ~~monitored~~ supported by the ISDE. The LEA monitors the school improvement planning and implementation process before, during, and after identification for priority and focus status. Planning is connected to the AMOs and performance framework for each school. ~~since s~~Strategies must be included for specifically reaching the AMOs for any subgroup or overall group that does not reach the target.

  ~~In addition, a~~Any Exemplary School that fails to meet an AMO in any subject at the overall or subgroup level will not be eligible for the classification of a Highest-Performing School. ~~in order to maintain a focus on all students. The State evaluates the quality of the plan,as does the district.~~

  ~~Furthermore,~~ Capacity Builders provided to priority and focus schools are responsible for working with the school and district leadership team to ensure that the planning process aligns with the needs that are demonstrated in the school's performance data (~~achievement, growth, subgroup performance, graduation rates, etc.~~ achievement, growth, post-secondary and career readiness, social-emotional and cultural climate). ~~To review the state approved school improvement plan, the~~

~~State uses a rubric that measures the objectives created, the tasks identified, and (after the first year) the evidence that implementation is occurring. Progress in planning and evidence is monitored yearly.~~

- ~~Second, Star Ratings change yearly.~~ School ratings are determined annually. The district and the State monitor the changes in performance each year to ensure alignment between performance and interventions.

- ~~Third, Focus Visits occur annually in Below Expectations schools.~~ The State ~~uses this~~ conducts Focus Visits to have an onsite monitoring process that aligns with the turnaround principles. Monitoring of the implementation takes place to ensure alignment with the planning that occurs in the ~~state approved~~ school improvement plan ~~Tools~~.

- ~~Fourth, t~~Technical assistance programs take place anywhere from quarterly (RTI training) to weekly (first year IBC). These programs are aligned with the Focus Visit, the ~~state approved~~ school improvement plan, and the accountability system in general. Our technical assistance providers ~~monitor~~ support the progress of schools during each interaction. For example, RTI coaches and IBC Capacity Builders regularly monitor implementation activities and provide feedback "down" the line to leadership teams at the school and district and "up" the line to personnel at the SEA.

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

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

- First, strong performance at the district level is necessary for improvement to take place the school level. The ISDE ensures that districts play a critical role in the improvement planning and implementation process. The ~~ISDE,~~ district and school work together to develop an improvement plan for schools. The plans will vary depending on the schools' needs~~, but each entity uses the School Improvement Tool local IMS to write and review the improvement plan~~. Through this planning process, the ~~State~~ LEA ensures ~~both the district and~~ the school addresses leadership needs.

- Second, when schools participate in technical assistance activities or support programs, such as Response to Intervention training or the Idaho Building Capacity Project, the ISDE ~~requires~~ encourages district leadership to enter into

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

- Third, when the ISDE conducts professional development opportunities for Response to Intervention or other programs that work to strategically meet the needs of English Language Learners, students with disabilities and low-achieving students, the trainings are designed to support leadership teams.

- The ISDE focuses on a district or school leadership team, rather than only individuals, to ensure the program is sustained.

- These trainings ~~require~~ encourage all district leadership roles to be present, such as the superintendent, federal programs director, LEP director, special education director, curriculum director.

- Fourth, all improvement activities are tied to research. The ISDE ~~requires~~ encourages districts and schools to develop ~~state approved~~ school improvement plans ~~that are tied to research~~. This bolsters the improvement process because teams know how to connect their learning to the planning expectations ~~the ISDE has put in place~~.

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

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

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

student achievement and sustainable improvement across the State. The following is an excerpt for the findings of the study:

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

The plans outlined in Idaho's waiver request build on the success that the State has already experienced. Based on evidence provided by cases studies, such as the Lane (2010) study of the Idaho Statewide System of Support, and the timeframe for when the IBC program, the state approved school improvement plan, and the other programs that are included in this plan were put into place, Idaho attributes this statewide improvement largely to its system of support. The system has a track record of improving achievement, and, therefore, has demonstrated the capacity necessary to implement the programs described.

The waiver therefore provides a more comprehensive means to implement what is needed, albeit with a shift in the performance framework. In other words, we may be focusing on different schools because of the new ~~Star R~~rating ~~performance framework~~ system, but the capacity for the planned activities already exists. For example, Idaho's most labor intensive project, the Idaho Building Capacity Project, has served over 100 of the state's approximately 650 schools, and more than 40 of Idaho's school districts since January 2008. This represents 15% of all the schools in the entire state, not just Title I schools, and equals about 30% of Idaho's districts. Considering the IBC Project only currently serves Title I schools that are in improvement status, the project has worked with 25% of the 400 Title I served schools in the state. Serving the priority schools and focus schools (which represent only 15% of Title I schools or about 60 schools) would actually take less capacity than what is currently exerted. Furthermore, among IBC school sites, proficiency rates have increased substantially in the all students categories and among subgroups, as is demonstrated in Table 25.

The improvements that have been experienced in Idaho demonstrate that the capacity of the SEA, LEAs, schools, and the external partners that are involved in the work is sufficient to continue what is proposed in Idaho's plan.

~~However, in order to continue improving SEA capacity, Idaho has entered into a Research Alliance with the Regional Education Laboratory (REL) at Education~~

~~Northwest in Portland, OR. This alliance begins in May 2012 and continues throughout the contract period of the REL agreement with the U.S. Department of Education. The alliance is centered on evaluating the Statewide System of Support (SSOS) in order to promote continuous improvement within SSOS programs and their impact on districts and schools.~~

~~The SSOS-REL Alliance is made up of core members from the SEA who are responsible for implementing the support programs identified in this plan and receives advisory input from Idaho stakeholders in schools, districts, and institutes of higher education. This endeavor will continue to build SEA capacity and will have a direct impact on LEA capacity.~~

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

The ISDE has described a plan to evaluate improvement plans and interventions in ~~Below Expectations and Below Expectations Schools~~ Priority and Focus Schools on a regular basis. Every ~~Below Expectations and Below Expectations~~ Priority and Focus School must submit an improvement plan to the LEA ~~through the state approved school improvement plan. State approved school improvement plans s are tied to research in school improvement.~~ Each district in which a ~~Below Expectations or Below Expectations~~ Priority and Focus School is located, also must have a process for supporting these schools. ~~develop and submit an improvement plan. All interventions must be aligned to the indicators in a school or district's improvement plan.~~ Here are the ways in which the improvement plans for ~~Below Expectations and Below Expectations~~ Priority and Focus Schools will be monitored:

- First, the ~~state approved~~ school improvement plan contains several ways in which the State and school districts can monitor improvement activities. Plans will be accessible at the State, district and school levels so staff at all levels can coordinate planning and provide feedback. External improvement coaches, such as those provided through the Idaho Building Capacity Project, have access to the ~~state approved~~ school improvement plan ~~to comment on improvement plans. The Tool includes timelines and self-monitoring procedures to promote internal responsibility and team planning.~~

- Second, the ~~ISDE and the school district are~~ LEA is responsible for evaluating the effectiveness of the ~~Below Expectations or Below Expectations~~ Priority and Focus School's improvement plan annually. ~~The ISDE also will evaluate the district's improvement plan annually.~~

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

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

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

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

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

If school districts desire to utilize additional external providers, they may choose to do so at a local level. ~~To attain State approval, the district must define the plan for services, the costs entailed and governance relationships agreed upon in each applicable Below Expectations or Below Expectations Priority and Focus Schools through the district improvement planning process. submitted to the ISDE in the state approved school improvement plan.~~

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

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

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

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

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

The interventions, planning, and expectations for implementation that ISDE has created for schools in ~~Below Expectations~~ Priority School status are comprehensive and integrated across multiple support programs and aligned with each other.

The Turnaround Principles are embedded in the improvement planning process that all ~~Below Expectations~~ Priority Schools must complete through the ~~state approved~~ school improvement plan. Additional actions, such as the support of effective teaching and learning through professional development and the temporary support needs of students, are enabled through leveraging district funds previously targeted to specific activities under ESEA Section 1116(b)(10).

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

~~An additional process the State plans to use to support successful implementation of the Turnaround Principles is the coordination of State funds to reward teachers in hard-to-fill and leadership positions.~~

~~In the 2012-13 school year, school districts worked with teachers to develop plans to identify the hard-to-fill positions and leadership duties that should be awarded at the local level.~~

~~The State provided funding in Fall 2013 for districts to offer rewards in these two areas to support effective teaching and leadership. For example, districts can use these funds to incentivize job-embedded instructional coaching by providing bonuses to teacher leaders.~~

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

The SEA's process for holding districts accountable for improving school and student performance, particularly for turning around Below Expectations Schools, is likely to improve district capacity to support school improvement.

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

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

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

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

PRINCIPLE 2: SUMMARY

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

The State recognizes that it still must work to improve the academic outcomes of students who are at risk. In order to differentiate between the needs of schools and districts, the State model is changing from a conjunctive system of achievement targets to a performance framework that is compensatory in nature.

As such, schools and districts will be classified on a spectrum of performance, with points accumulated across multiple metrics, and will be subsequently labeled each year using a four-level rating system ~~Exemplary Scale~~ to differentiate between the highest and lowest levels of performance.

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

Option A	**Option B**
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	X If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10, 11, 26) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachments 10, 11, 26); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Idaho has made significant strides around teacher and principal evaluation and the efforts to strengthen evaluations for continuous improvement since 2008. In doing so, Idaho has created, and continues to refine our statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels.

In 2008-2009, Idaho convened a Teacher Performance Evaluation Task Force (See Attachment 17) which revised Idaho's evaluation requirements and adopted the Charlotte Danielson Framework for Teaching as Idaho's teacher evaluation standards.

In 2010 Idaho's Legislature approved the Students Come First reform laws that required 50 percent of a teacher's and principal's evaluation to be based on objective measures of growth in student achievement and required parental input to be considered as a factor. These laws were ~~overturned through a referendum~~ repealed by the voters of Idaho in November 2012.

Following the repeal of Idaho's Students Come First Laws, Idaho convened an Educator Evaluation Task Force that was designed to analyze the ESEA Flexibility requirements, compare them to Idaho's current evaluation requirements and practices and make recommendations to the Idaho State Board of Education and the Idaho Legislature on necessary revisions to teacher and principal evaluation requirements to ensure that Idaho was in compliance with the ESEA Flexibility requirements.

The recommendations for revising state statute were submitted to the Idaho Legislature during the 2013 Legislative Session and were approved. The recommendations for revising administrative rule were submitted to the Idaho State Board of Education and were approved on April 17, 2013. These rules were run as Temporary and Proposed which means that they went into full force and effect upon approval. The rules have gone through a public comment period and will go back to the State Board for final approval at their meeting in August with revisions based on those public comments and additional feedback from the task force.

Through this work and Idaho's previous efforts towards teacher and principal evaluation, Idaho has developed and adopted evaluation systems that meet all of the guidelines consistent with Principle 3 of the ESEA Flexibility application. Evidence of this adoption can be found in IDAPA 08.02.02.120 IDAPA 08.02.02.121, Section 33-514, Idaho Code, Section 33-515, Idaho Code and Idaho's ESEA Flexibility Application itself.

Table 28	Evidence that Idaho has developed and adopted all of the guidelines consistent with Principle 3
Requirement	**Citation**
Evaluation system is used for continual improvement of instruction.	IDAPA 08.02.02.120, IDAPA 08.02.02.121
Evaluation system meaningfully differentiates performance using at least three performance levels.	IDAPA 08.02.02.120, IDAPA 08.02.02.121
Evaluation system uses multiple measures in determining performance levels, including as a significant factor data on student growth and student/parent surveys.	IDAPA 08.02.02.120, IDAPA 08.02.02.121
SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures.	IDAPA 08.02.02.120, IDAPA 08.02.02.121
For grades and subjects in which assessments are required under ESEA, SEA defines a statewide approach for measuring student growth on these assessments.	Principle II of Idaho's ESEA Flexibility Application as it pertains to the Colorado Growth Model
For grades and subjects in which assessments are not required under ESEA, SEA provides guidance to ELAs on what measures of student growth are appropriate and establish a system to ensure LEA's use valid measures.	Attachments 21 and 22 IDAPA 08.02.02.120, IDAPA 08.02.02.121
Teachers and principals are evaluated on a regular basis.	Section 33-514, Idaho Code, Section 33-515, Idaho Code, IDAPA 08.02.02.120, IDAPA 08.02.02.121
Evaluation provides clear, timely, and useful feedback that guides professional development.	IDAPA 08.02.02.120, IDAPA 08.02.02.121
Ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice.	IDAPA 08.02.02.120, IDAPA 08.02.02.121
SEA guidelines will likely result in differentiated professional development that meets the need of teachers.	IDAPA 08.02.02.120, IDAPA 08.02.02.121
Evaluation system will be used to inform personnel decisions.	Section 33-514, Idaho Code, Section 33-515, Idaho Code, IDAPA 08.02.02.120, IDAPA 08.02.02.121
The SEA has a process for reviewing and approving an LEA's teacher and principal evaluation and support system.	IDAPA 08.02.02.120, IDAPA 08.02.02.121
The SEA has a process for ensuring that an LEA involves teachers and principals in the development of their evaluations.	IDAPA 08.02.02.120, IDAPA 08.02.02.121

In accordance with Section 33-514 Idaho Code and Section 33-515 Idaho Code, LEAs must evaluate all certificated employees once annually by May 1st. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 or each year. Under Idaho's teacher and principal evaluation rules, IDAPA 08.02.02.120 and IDAPA 08.02.02.121, the one evaluation is further defined. All certificated instructional employees, principals and superintendents, including instructional staff in non-tested grades and subjects, must receive an evaluation in which at least 33% of the evaluation is based off of multiple objective measures of growth in student achievement. Growth in student achievement as measured by Idaho's new state assessment aligned to ~~Idaho college and career ready standards~~ College and Career Readiness Standards must be included. Other measures must be based upon research and approved by the local board of trustees

To gain a more robust assessment of how our schools, teachers, and students are performing, the ISDE has adopted an accountability system that supplements proficiency scores with a new form of accountability— one that recognizes and rewards academic growth in addition to achievement. This is Idaho's Growth Model.

Idaho's Growth Model is the Student Growth Percentiles (SGP) framework created by Damian Betebenner and utilized by the state of Colorado. The goal of including growth in Idaho's assessments is to maximize student progress toward college-and career-readiness. To help ensure that all students are college-and career-ready by the time they exit high school, both a definition of "readiness" and a comprehensive measurement system are needed in order to determine how well students are progressing toward that goal.

The growth model adds value to proficiency assessments because it takes into account where a student starts the year academically. By grouping students who perform similarly at the beginning of the year, we can compare a student's growth against that of his/her academic peers over time. Idaho has also adopted a metric to ensure adequate growth to a standard. As outlined in Section 2.A.~~i.~~ the Adequate Student Growth Percentile will illustrate if a student has made sufficient growth to reach proficiency within three years or by 10th grade, whichever comes first.
For teachers, this portion of the evaluation is aligned to the Charlotte Danielson Framework for Teaching Second Edition. Within this portion of the evaluation, school districts must adopt evaluation models that contain at least two documented observations with at least one observation being completed by January 1 of each year. To assist LEAs in their efforts to perform and collect observation data based on the Danielson Framework, the ISDE ~~has partnered~~ will provide funds to districts to purchase an instructional management system to embed the Danielson framework into a rubric that will allow principals to collect, store and analyze longitudinally, the results of such evaluations. ~~Local LMS~~ Additionally, LEAs must choose at least one additional measure of educator performance with a choice between student input, parental input or portfolios. The data from these measures must be considered and used to inform the 67 percent of the evaluation that is based on professional practice. The State Department of Education will assist districts with sample forms and documents to aid in the collection of parent and student input. Local LMS Local LMS

Like teachers, 67 percent of a principal's evaluation must be based off of professional practice. For principals, this portion of the evaluation is based on and aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards. The professional practice portion of a principal's

evaluation shall also include at least one additional measure of performance with a choice between teacher input, student input, parental input or portfolios. The data from these measures must be considered and used to inform the 67 percent of the evaluation that is based on professional practice. Observing principal practice is more complicated than teacher observation due to the broader, more complex outcomes and their measurement. Idaho is piloting a variety of measures for principal professional practice. This information will be shared with districts through a Principal Evaluation Guidebook and trainings to follow. The first draft of the document was available September 2014. In Idaho, the evaluators of principals are generally superintendents. These evaluators will be offered training on principal evaluation. The State Department of Education provides districts with sample forms and documents to assist in the collection of teacher, parent and student input.

Additionally, principals must also demonstrate proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. ~~Proof of~~ Proficiency in evaluating and observing teacher performance is required of all individuals assigned the responsibility for appraising, observing or evaluating certificated personnel performance. Proof of participation in Danielson trainings will be required as a onetime recertification requirement prior to September 1, 2018. ~~Proof of proficiency must be demonstrated by passing a proficiency assessment approved by the ISDE as a onetime recertification requirement prior to September 1, 2018.~~ During the 2013-2014 and 2014-2015 school year, the ISDE signed a statewide contract to provide professional development and a proficiency assessment for administrators in Idaho using the Teachscape Danielson Proficiency Assessment

IDAPA 08.02.02.120 and IDAPA 08.02.02.121 require that each LEA board of trustees develop and adopt policies for teacher and principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014 an evaluation plan which incorporates all of the elements outlined in this ESEA Flexibility Application and the above referenced rules were submitted to the State Department of Education for approval.

The review and monitoring of LEA evaluation plans includes a process for districts to reflect on their teacher and principal evaluation system and its alignment to Idaho's teacher and principal evaluation rules, IDAPA 08.02.02.120 and IDAPA 08.02.02.121.

~~1.~~ Districts will reflect on their teacher and principal evaluation system ~~while responding to questions of alignment within a Self-Auditing Checklist. Districts will provide evidence of alignment to portions of the new rules or action items that the district will do to fully align to the new evaluation rules.~~

   a. One portion of the checklist includes an area for districts to provide data that includes the district's current aggregated teacher proficiency ratings and aggregated student achievement data on Math and English Language Arts.

~~2.~~ Districts submitted their teacher and principal evaluation plans ~~along with a completed Self-Auditing Checklist by~~ July 1, 2014. All evaluation plans will be reviewed in ~~comparison to the checklist~~. ~~of approved, partially approved, or needs revision.~~

3. A cyclical process for reviewing district evaluation plans will be designed and vetted. All

districts will receive training on the Teacher and principal Evaluation Rubric and cyclical process for monitoring evaluation plans.

Table 29 includes a timeline of this process in alignment with the progression of the teacher and principal evaluation across Idaho.

Idaho's goal in adopting these teacher and principal statewide evaluation models and standards is to ensure that each LEA develops and adopts an evaluation and support system that will improve student achievement and the quality of instruction for all students in the classroom. The evaluation systems established for Idaho educators will promote reflective practice and the development of ongoing, personalized professional development plans leading to improved support for turning around low-performing schools and measurably increasing student achievement for all students. To accomplish this, Idaho has adopted an administrator evaluation framework heavily focused on Instructional Leadership In addition to the focus on Instructional Leadership, IDAPA 08.02.02.120 specifically addresses using the evaluation model for the purpose of improving instructional practices and in making professional development decisions at the district, school and individual level. Subsections f, g, i, m and n of Idaho's rule governing teacher evaluations requires school districts to report the following to ISDE in order to meet Idaho's requirement to have a teacher and principal evaluation plan in place.

- f: Communication of results – the method by which certificated personnel is informed of the results of evaluation.

- g: Personnel actions – the action 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.

- i: Remediation -- a procedure to provide remediation in those instances where remediation is determined to be an appropriate course of action.

- 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 considered as part of the district and individual schools Needs Assessment in determining professional development offerings.

- n. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. As of July 1, 2013, districts have established an individualized teacher evaluation rating system with a minimum of three rankings used to differentiate performance of teachers and pupil personnel certificate holders including unsatisfactory being equal to "1", basic being equal to "2" and proficient being equal to "3".

In conjunction with the rule, Idaho's longitudinal data system, Idaho System for Educational Excellence (ISEE), allows administrators to track teacher evaluations over time, and to assess the student achievement gains that may result from targeted professional development for teachers. IDAPA 08.02.02.120 charges each administrator with the responsibility for being trained in personnel evaluation and districts must commit to ongoing training and funding as follows:

- c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018.

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

- ~~Funding -- a plan for funding ongoing training and professional development for administrators in evaluation.~~

BELOW EXPECTATIONS

Throughout the process of adopting a statewide model, the Teacher Evaluation Task Force spent a significant amount of time discussing the evaluation needs of all teachers including teachers of English Learners and Students with Disabilities to ensure that all evaluations were being utilized to improve student achievement and the quality of instruction for all students. In the end, the task force purposefully chose the Danielson Framework for Teaching as the evaluation model for all Idaho teachers based upon its focus on instruction and differentiation. ISDE finds that the Framework for Teaching is specific enough to use for general education teachers, but broad enough that it is applicable to all teaching settings since it draws from instructional strategies and methods that have been proven both in the context of teaching English Language Learners (ELLs) and students with disabilities (SWD). For example, in Domain 1 (Planning and Preparation), the framework addresses keeping student outcomes in mind. For ELLs, this would include English Language Development standards; for SWD, this would include IEP goals.

Furthermore, Domain 3 (Instruction) addresses assessing students and demonstrating responsiveness to their differentiated needs. For ELLs, this would include ensuring progress according to language development benchmarks and adjusting instruction when they are not on track; for SWD, this certainly applies to progress toward IEP goals and access to and progress toward grade level standards and the adjustment of instruction when a student is not making progress.

ISDE ~~will~~ adopted the Crosswalk of Danielson's Framework for Teaching created by the American Institutes for Research. The document will include indicators of effective teaching for English Language Learners. The SEA will also contact the Danielson's Group about plans that could inform the Idaho work. This information will be included in the Evaluation Guidance documents and provided to district evaluation teams. They will also receive technical assistance on the instructional practices that teachers will use and evaluators will be trained to recognize the teachers' use of the instructional practices for English Language Learners.

The Idaho State Department of Education has worked with educational stakeholder groups to develop every facet of the statewide frameworks for teacher and principal evaluation including groups representing teachers (IEA), principals and superintendents (IASA), school board members (ISBA), parents (Idaho PTA), legislators, State Board of Education staff, higher education and other education experts. In addition, in accordance with IDAPA 08.02.02.120 and IDAPA 08.02.02.121, all LEA teacher and principal evaluation models and policies must be developed with input and ongoing review from those affected by the evaluation; i.e., trustees, administrates, teachers and parents.

To further ensure that teachers and principals are involved with the development of the adopted guidelines, the above referenced rules and the changes being made to those rules completed a formal public comment period. Through Idaho's rule making process, all rules adopted by the Idaho State Board of Education must go through a public comment period prior to being approved in a final reading. This ensures that those individuals who are directly impacted by the rules being promulgated have a voice and an opportunity to comment on the rules. All public comments that are submitted are reviewed by the Idaho State Department of Education and the Idaho State Board of Education and considered for possible revisions prior to final approval (See Attachment 31).

In addition to the public comment opportunities, and while a number of educators and their association representatives were directly involved in the work of the different task forces and focus groups formed at the state level, those groups have worked diligently to ensure that each constituent group is well informed of the decisions and progress being made. In addition to communication efforts, they have made significant efforts to provide all constituency groups an opportunity to provide feedback. An example of this can be found in the efforts of the Educator Evaluation Task Force which surveyed constituents on the various decisions that were being made to bring Idaho's evaluation requirements and models in line with the requirements of the ESEA Flexibility Waiver.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

~~3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.~~

The ISDE initially required each school district and public charter school to submit its teacher evaluation model for review and approval back in February 2010. ~~To be approved, the~~ The evaluation model had to meet the minimum statewide standards required by Idaho laws and rules. Models had to address performance levels, reliability and validity, and ongoing training and professional development. ~~A team of reviewers at ISDE, trained in the framework, reviewed and approved the evaluation models (See Attachment 24). Plans not approved were returned to the districts, highlighting recommendations for change. Plans were then revised and resubmitted to ISDE for review and approval. Once approved, any changes made to a district's evaluation model~~

~~must be resubmitted to the ISDE.~~

With the recently approved revisions to IDAPA 08.02.02.120 which governs teacher evaluations and the addition of IDAPA 08.02.02.121 which governs principal evaluation, each school district board of trustees will once again develop and adopt policies for teacher and principal evaluation and submit them to the ISDE for review. ~~and approval.~~ In order to allow districts to be purposeful in planning, and to maximize stakeholder input, ISDE will allow districts to use the 2013-14 school year to draft, preliminarily adopt, pilot, discuss, and revise district policy before submitting their teacher and principal evaluation models to the ISDE for approval by July 1, 2014. ~~Once approved, subsequent changes made in the evaluation system shall be resubmitted. for approval.~~ To further ensure consistency of adoption across the state and to promote rigor and reliability in evaluations, a means for providing evidence of inter-rater reliability was piloted throughout the state. ISDE offered opportunities for school districts to pilot the Teachscape Danielson Proficiency Assessment. With the intent of offering the opportunity for all administrators on a statewide contract beginning July 1, 2013. This proficiency assessment is intended to achieve inter-rater reliability as it relates to evaluation based upon classroom observation (See Attachment 27).

This pilot effort involved 280 administrators and teacher leaders from a number of different districts across Idaho. The participants received extensive training in conducting classroom observations, conferencing, and gathering artifacts for assessment. Each participant was then required to take a proficiency assessment to achieve certification in accurate evaluation. The findings of this pilot will be used to inform further training and to explore building capacity across the state. (See Attachment 28)

To ensure consistency of adoption by each LEA, the ISDE has developed a timeframe for the development and implementation of an educator evaluation system that involves stakeholders in the process, incorporates support and accountability for districts, and will likely lead to high quality local teacher and principal evaluation systems. ~~This work began in 2009, focusing on teacher evaluation, and has continued to evolve with the implementation of Students Come First and the work of the Administrator Evaluation Focus Group.~~ A timeline of all events related to this work, past, present, and planned for the future appears below:

Table 29
Timeline of Events Related to ISDE Implementation of Evaluation Policy

Table 29	**Timeline of Events Related to ISDE Implementation of Evaluation Policy**
Timeline	Event(s)
February 2009	Presented Teacher Performance Evaluation recommendations to the Idaho Legislature
April 2009	The State Board of Education adopted as a temporary proposed rule the recommendations of the Teacher Performance Evaluation Task Force- IDAPA 08.02.02.120

August 2009	The ISDE sponsored Regional Trainings for Administrators on utilizing the Danielson Framework for teacher evaluation purposes. Districts worked with stakeholders to create models
February 2010	Districts were required to submit their proposal models to ISDE for review and approval. District's model had to be signed by representatives of the Board of Trustees, administrators, and
2009-2010, 2010-2011 School Years	The ISDE provided online professional development and training in the Danielson Framework for Teaching through Educational Impact
March 2011	Temporary proposed Administrative Rules formally approved by the Legislature
2010-2011 School Year	At a minimum, districts began piloting their approved Teacher Performance Evaluations. The results of these pilots were utilized to make adjustments to their local policies, procedures and evaluation instruments.
March 2011	Students Come First legislation enacted requiring all districts and public charter schools to work with stakeholders to (1) adopt a policy to include student achievement data as part of their evaluation model and (2) adopt a policy to include parent input as part of their evaluation model
2011-2012	Districts begin full implementation of their teacher evaluation model. All LEA teacher evaluation models were reviewed and approved by the ISDE. All LEA teacher and principal evaluation models were collected and posted to the State's website along with the results of all teacher and principal evaluations in accordance with the American Recovery and Reinvestment Act reporting guidance
December 2011	ISDE convened stakeholder group to define a framework for evaluating administrators
March 2012	ISDE convened an Evaluation Capacity Taskforce to formally determine a systematic way to monitor and support districts to ensure that all measures used in determining performance are valid and can be implemented in a quality manner
2012-2013 School Year	Districts began implementation of teacher evaluation models that provided for multiple measures to include, at a minimum, 50 percent student growth measures and parental input for all
November 2012	The Students Come First laws were overturned as a result of a voter referendum. Idaho Attorney General ruled that 50% of a principal or teachers evaluation be based on objective measures of growth in student achievement and must include parental input for the 2012-2013 school year due to the fact that it was in law when contracts were signed.

January 2013	State Department of Education convened Educator Evaluation Task Force that was designed to analyze the ESEA Flexibility requirements, compare them to Idaho's current evaluation requirements and practices and make recommendations to the Idaho State Board of Education and the Idaho Legislate on necessary revisions to teacher and principal evaluation requirements to ensure that Idaho was in compliance with the ESEA Flexibility requirements
March 2013	The 2013 Idaho Legislature adopted recommendations from the Educator Evaluation Task Force that needed to be put into state statute.
April 17, 2013	The Idaho State Board of Education adopted as a Temporary and Proposed Rule, the recommendations of the Educator Evaluation Focus Group including the revisions to IDAPA 08.02.02.120 and the addition of IDAPA 08.02.02.121 beginning the formal promulgation of rule process. These rules were run as Temporary and Proposed which means they went into full force and affect upon approval. The rules went out for public comment and back to the State Board for final approval at their meeting in August.
April 24, 2013	The rules governing teacher and principal evaluation were posted for a 30 day public comment period where anyone c could provide public comment.
May 2013	The ISDE published a document titled Idaho Effective Principal Evaluation Framework that can be adopted by districts as the instrument used to perform evaluations and observations of principals. This document provides districts with a deeper understanding of the Principal Evaluation Standards that were adopted by the state and the indicators that an evaluator should be looking for at each proficiency level
August 14, 2013	The State Board of Education reviewed the public comments collected on the teacher and principal evaluation rules and made any necessary changes to the rules based on those public comments.
2013-2014 School Year	Districts must implement teacher and principal evaluation models that are aligned to the revised rule, IDAPA 08.02.02.120 and the new rule, IDAPA 08.02.02.121. In order to allow districts to be purposeful in planning, and to maximize stakeholder input, ISDE will allowed districts to use the 2013-14 school year to draft, preliminarily adopt, pilot, discuss, and modify district policy before submitting their teacher and principal evaluation models to the ISDE for review.

July 1, 2013 and throughout the , 2014-2015 School Year	Administrators will have an opportunity to receive online training on the Danielson Framework. ~~and will take a proficiency assessment to demonstrate proficiency in evaluating performance on a statewide contract.~~
2013-2014 School Year	Institutions of Higher Education began piloting a process by which all principal candidates must demonstrate proof of proficiency in evaluating the performance of teachers prior to receiving an Institutional Recommendation and licensure.
2014-2015 School Year	All candidates entering a principal preparation program in 2014-2015 will be trained ~~required to demonstrate proof of proficiency~~ in evaluating the performance of teachers ~~prior to receiving an Institutional Recommendation and licensure.~~
2014-2015 School Year	District will submit their teacher and principal evaluation models and policies to the ~~ISDE for formal review. and approval. ISDE will begin monitoring district implementation of models and policies.~~
~~**September 1, 2018**~~	~~All individuals assigned the responsibility of observing and or evaluating the performance of teachers will demonstrate proof of proficiency in evaluating the performance of teachers as a onetime recertification requirement prior to September 1, 2018.~~
To insure that LEAs adopt, pilot and implement teacher and principal evaluations and support systems with the involvement of teachers and principals, IDAPA 08.02.02.120 and IDAPA 08.02.02.121, require school districts to involve education stakeholders throughout the process:	

The evaluation policy adopted by the LEA must also include a plan for how all stakeholders will be included in the development and ongoing review of their teacher and principal evaluation plans. Stakeholders include, but are not limited to, teachers, board members, administrators and parents In March 2010, the Idaho Legislature formally approved Idaho's Statewide Framework for Teacher Performance Evaluations. The legislation formalized requirements previously prescribed through a temporary administrative rule. In order to assist districts in adopting and piloting the system with consistency, ISDE produced and distributed implementation guidance Statewide, and posted the information on its website (See Attachment 25).

~~Since Idaho had already adopted, piloted and implemented an evaluation and support system consistent with the requirements described in the ESEA flexibility waiver for both teachers and principals under our Students Come First laws prior to the ESEA flexibility opportunity, all schools in Idaho will have no difficulty implementing their evaluation systems by the 2014-2015 school year despite the repeal of Students Come First and the need to promulgate rules to meet the requirements. As described throughout this document, ISDE has set forth a timeline for policy development and school district adoption that is consistent with the requirements of the ESEA Waiver Guidelines that includes key implementation dates. As has been evidenced throughout the State's responses to the questions set forth in this waiver, the timelines and various activities to be~~

~~conducted have been determined to ensure that Idaho's evaluation and support systems will be piloted no later than the 2013-14 school year with full implementation by the 2014-2015 school year. The ISDE will begin reviewing, and monitoring LEA teacher and principal evaluation models during the 2014-2015 school year.~~

~~The ISDE is confident that the timeline included within this ESEA flexibility submittal is logical and reasonable. Though there is much to be done within the timeframe, there is a sense of urgency and a commitment from all stakeholder groups that makes the plan reasonable. With the implementation of the teacher evaluation, and processes for approving district evaluation plans already in place, Idaho has a good foundation on which to build, based upon successful precedent.~~

In addition to the activities and efforts outlined throughout this ESEA flexibility request, a summary of some additional key activities that will ensure that each LEA develops and implements a teacher and principal evaluation and support systems that will likely lead to successful implementation follow:

- ISDE Policy Guidance. ISDE has all policies in place at this time which will allow districts to use the 2013 - 2014 school year to draft, preliminarily adopt, pilot, discuss and revise their district policy for principal evaluation systems, as well as finalize changes to their teacher evaluation systems. By the 2014 -2015 school year, the district's evaluation models must be fully implemented Final drafts of the revised educator evaluation plan must be submitted to ISDE for review and approval no later than January 1, 2014.

- Face-to-Face Danielson Framework Training. Training has been and will continue to be provided across the state for administrators. Training in the Framework for Teaching will increase the likelihood of effective instructional leadership within schools, and ensure inter-rater reliability in performing teacher evaluations.

- To further promote rigor and reliability in evaluations, ISDE will continue to offer the training on the Danielson Frameworks. ~~Teachscape Danielson Proficiency Assessment for school leaders to become "certified" evaluators. In addition to Title IIA State Project funds that have been utilized in the past for these efforts, an additional $300,000 has been approved by the Idaho Legislature as part of the Public Schools Budget for Fiscal Year 2014 and Fiscal Year 2015 to support the training and proficiency assessments of administrators and teacher leaders in evaluation and the Framework for Teaching statewide.~~

- The ISDE will continue to leverage partnerships with Idaho's Statewide System of Support Division in order to further support districts in their efforts to implement their teacher and principal evaluation models. By working with programs that provide coaches to school administrators as well as job-like networking opportunities for superintendents and principals.

These are just some of the examples of how Idaho is providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems that are likely to lead to successful implementation by LEAs.

~~In addition to these efforts, each school district piloted their teacher and principal evaluation systems within their local context in the 2013-14 school year. Because each school district across the state will be piloting to some degree, the ISDE is confident that the sample is broad enough, and sufficient feedback can be gathered.~~

Idaho has made significant strides around teacher and principal evaluation and the efforts to strengthen evaluations for continuous improvement since 2008. In doing so, Idaho continues to create and refine our statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Idaho's educator evaluation system has seen dramatic change and improvements since 2008:

1. Teacher Performance Evaluation Task Force (2008-2009)

2. The adoption of a Statewide Framework for Teacher Performance Evaluations based on the Danielson Framework for Teaching (2009)

3. American Recovery and Reinvestment Act Phase II Reporting Guidance (2010)

4. Students Come First (2010)

5. The Administrator Evaluation Focus Group and the work to adopt administrator evaluation standards (2011)

6. Repeal of Students Come First Laws (2012)

7. The Evaluation Capacity Task Force (2012)

8. Governor Task Force for Improving Education (2013)

~~Improving educator quality has been in the center of reform in Idaho from 2008 up to this present date. This reform has taught valuable lessons to Idaho's leaders of education. As we watch the nation and Race to The Top (RTT) states struggle to implement evaluation systems, we have learned valuable lessons. Moving quickly towards implementation does not guarantee a successful evaluation system that informs educators practice, and would likely omit the complicated measurement of an educator's contribution to student growth. Collection and application of reliable data that informs evaluations is complex with high stakes implication. In fact, "officials in most RTT states cited challenges related to developing and using evaluation measures, addressing teacher concerns, and building capacity and sustainability. State officials said it was difficult to design and implement rigorous student learning objectives—an alternate measure of student academic growth. In 6 states, officials said they had difficulty ensuring that principals conducted evaluations consistently."~~ (Race to the Top: States Implementing Teacher and Principal Evaluation Systems Despite Challenges, 2013)~~ In one report it states "that virtually every state has had to delay implementation of its teacher evaluation systems, due to insufficient time to develop rubrics, pilot new systems, and/or train evaluators and others."~~ (Mismatches in Race to the Top Limit Educational Improvement: Lack of Time, Resources, and Tools to Address Opportunity Gaps Puts Lofty State Goals Out of Reach, 2013)

~~Idaho acknowledges that Principal Evaluation is evolving daily across the nation as research provides more insight on how to better evaluate school leaders. To this end, the Idaho Department of Education (ISDE) collaborates with the Northwest Comprehensive Center at Education Northwest, the Center on Great Teachers and Leaders, and the American Institute of Research who participates and leads current research on principal evaluation.~~ The ISDE will continue collaboration with ~~these~~ teams of leaders in education and educational research. As research opens and improves in the area of evaluating principals and district leaders, Idaho will continue to align evaluation practices of school leadership to the research based evaluation practices that support our forward progression of improving evaluation in Idaho.

The progression towards an evaluation system that informs professional practice will also provide data that can inform personnel decisions and advancement opportunities for teachers and principals. We are confident that as we continue to focus on measuring and improving educators' practices with systematic collection of data and analysis of that data, Idaho's evaluation systems will consistently advance towards a reliable, tailored evaluation system for teachers and principals in multiple situations and settings. As Idaho moves forward with our goal to improve educator's practices, we have created a systematic process to move towards improved evaluation systems. This growth is designed to be systematic with benchmarks and data collection and analysis to inform the continual progress towards a system that can be reliable, transparent, and include coherent weights and measures that move towards consistent weighting to accommodate local control and considerations for educators in a variety of settings. Tables 3 reflect Idaho's efforts to progress towards a system that is valid and reliable through continual investigation and collaboration with teams of various technical experts and assessment specialist.

Idaho has considered these challenges and is committed to purposefully movement towards a more complete and reliable evaluation system to support the high stakes that are associated with teacher and principal evaluation. Idaho will move forward, taking time to create thoughtful guidance using tested measures while collecting stakeholder feedback throughout the process with the objective of assuring a clear plan of communication is in place throughout the process. We have clear expectations for evaluators of teachers. We expect to move towards those same expectations for the evaluators of principals. However, principal evaluation is evolving from infancy which will impact Idaho's ability to move quickly in this area. Nevertheless, this will continue to be a priority of our principal evaluation system.

Introduction to Table 30

Idaho recognizes the limited time that exists prior to full implementation and is prepared to provide supporting professional development, opportunities for districts to self-reflect on their evaluation systems and provide time for districts to improve their evaluation systems. We know that Idaho's districts must trust their evaluation systems are effective in identifying effective teachers and leaders that improve student growth and achievement. Therefore, we have created a rigorous three year plan that will provide time for stakeholder input, continued piloting of evaluation systems, and systematic two-way feedback within a 3 year process. The table below provides more information on the refinement of teacher and principal evaluation in Idaho.

Table 30
Three Year Plan to Refine Educator Evaluation Process in Idaho

Table 30	**Three Year Plan to Refine Educator Evaluation Process in Idaho**	
2013--2014 School Year *(Year One - Refine and Improve Educator Evaluation Systems & Processes)*		
Teacher Evaluation	**Principal Evaluation**	**Review/Monitor of LEA Evaluation Plans**
1. Local LMS An Instructional Management System provided a Teacher Evaluation through the Local LMS Educator Suite that includes Teacher Evaluation.	1. 2013-14 Pilot for Principal Evaluation Three Options Option 1: Districts align Idaho Standards for Effective Principals to their current principal evaluation system Option 2: Districts align Idaho Standards for Effective Principals to their current principal evaluation system AND adopt one or more of the pilot protocols. Option 3: Districts align Idaho Standards for Effective Principals (ISEP) with full implementation of protocols and participate in trainings. This option will be available for up to 8 -10 districts and/or LEA charter schools. The goal of this pilot is to test the Idaho Standards for Effective Principals (ISEP) and the related suite of tools and processes that support the standards.	1 Districts/LEA Charters will be provided the Self-Auditing Checklist in preparation of evaluation plan submission in July of 2014.

2. Formative and Interim Assessment Project provided by ISDE, Assessment and Accountability Division: The Formative Interim Assessment Program Project provides an intensive training on in formative and interim assessments. Districts that have prioritized improvement in formative and interim assessment so improvement of instructional practice as part of their College and Career Readiness Standards implementation.		2. ISDE provide TA on Self-Auditing Checklist for LEA Evaluation Plans: Technical assistance provided concerning the Self-Audit Checklist for districts and LEA charters. Timeline and procedures outlined for districts teacher and principal evaluation plan submissions
3. Begin Draft of Teacher Evaluation Guidebook: Idaho's Department of Education Educational Divisions in cooperation with Idaho's regional education centers will begin a combined effort to further identify various reliable, valid measures to guide districts efforts in measuring student achievement. The SEA team of teacher-leaders will participate in this process and provide expertise in the area of best instructional practices for English Learners for teachers and administrators The ISDE cross divisional teams, the Evaluation Core Team in cooperation	2. Begin Draft of Principal Evaluation Guidebook: Option 3 participants of the Principal Evaluation Pilot and the outcome and practice measures used during the pilot will inform the draft guidebook of measures recommended to determine principal effectiveness in Idaho. Idaho has contracted with American Institute of Research (AIR) to produce the first draft of Idaho Principal Evaluation Guidebook. It will be available by September 2014.	2. One area of the Self-Auditing Checklist will include the district's current aggregated teacher proficiency ratings and aggregated student achievement data on Math and Language Arts.

with Idaho's education regional centers will use the following documents and data to inform Idaho's Teacher Evaluation Guidebook: • Massachusetts Model System for Educator Evaluation Part VII: Rating Educator Impact on Student Learning Using District – Determined Measures of Student Learning, Growth and Achievement as a template http://www.doe.mass.edu/eveval/model/PartVII.pdf • Idaho's draft of Multi-tiered System of Supports (MTSS) Guidance document • WIDA Consortium Resources and Materials • Project Glad Study • Non-tested grades and subjects • Assessment literacy and Materials • Project Glad Study • Non-tested grades and subjects • Assessment literacy		

Table 30 Cont.	2014--2015 School Year *(Year Two - Refine and Improve Educator Evaluation Systems & Processes)*	
Teacher Evaluation	**Principal Evaluation**	**Review/Monitor of LEA Evaluation Plans**
1. Continue Cross Division Collaboration on Teacher Evaluation Guidebook to inform teacher evaluation: ISDE Education Educational Divisions and their regional education partners will continue a combined effort to further identify various reliable, valid measures to guide districts efforts in of measuring student achievement that more accurately identifies high or low performing teachers. Add guidance and consider modified rubrics for teachers who teach mostly low-income students, English Learners, or students with disabilities	1. Local IMS Principal Evaluation Pilot: The Local IMS second pilot year of principal evaluation will continue the piloting of multiple measures that are valid measures for principals in Idaho.	1. LEA Evaluation Plan Submissions: July 1, 2014 Idaho districts/LEA charters will submit their teacher and principal evaluation plans with a fully completed Evaluation Plan Self-Auditing Checklist with evidence and actions included.
2. Teacher Evaluation Guidebook will inform and guide the LEA evaluation plan process and rubric: Cross Division Collaboration team will use the Guidebook to inform and guide the Rubric and the process to	2. Continue the Draft of Principal Evaluation Guidebook: Local LMS Outcome and practice measures will be used during the pilot and participants will inform the draft guidebook of measures recommended to	2. Review of LEA Evaluation Plans: LEA Evaluation Plans and the accompanying Self-Auditing Checklist, evidence, and actions will be reviewed by collaborating ISDE teams. LEAs will receive a feedback from the two or more reviewers

review and LEA evaluation plans. Guidebook will provide rubrics and guidance in measuring specialized teachers and their effectiveness including alternative settings The SEA team of teacher-leaders will participate in this process and provide expertise in the area of best instructional practices for English Learners for teachers and administrators The Teacher Evaluation Guidebook will include specific guidance for non-tested grades and subjects and additional assessments for tested subjects. Add guidance and modified rubrics for teachers who teach mostly low-income students, English Learners, or students with disabilities Add guidance and modified rubrics for teachers who teach mostly low-income students, English Language	determine principal effectiveness in Idaho.	of the plan.

Learners, or students with disabilities		
3. Teacher Evaluation Guidebook published in draft format and some training provided through regional trainings designed for district evaluation teams.	3. Principal Evaluation Guidebook will inform and guide the LEA evaluation plan process and rubric: Cross Division Collaboration team will use the Guidebook to inform and guide the Rubric and the process to review and LEA evaluation plans	3. Collection and Analyzing of LEA evaluation plan baseline data: The data collected when reviewing the LEA principal and teacher evaluation plans will be collected and analyzed to determine additional steps in the technical assistance or professional development districts may need.
	4. Multiple Regional training opportunities will be provided from Sept. 2014-Feb. 2015 on the Principal Evaluation Guidebook and the multiple measures included within the guidebook.	4. ISDE Partnerships & Stakeholder groups will begin draft of Evaluation Plan Rubric with proficiency levels: Baseline data from LEA evaluation plan reviews will inform items and proficiency levels in the Evaluation Plan rubric. The principal and teacher guidebooks will inform the items and proficiency levels in the Evaluation Plan rubric.

Table 30 Cont.	2015--2016 School Year *(Year Three - Refine and Improve Educator Evaluation Systems & Processes)*	
Teacher Evaluation	**Principal Evaluation**	**Review/Monitor of LEA Evaluation Plans**
1. The Teacher Evaluation Guidebook will continue to be added to, adapted and updated based upon new research in the area of teacher evaluation and feedback from Idaho's stakeholders and as Idaho more accurately defines measures to link teachers with the students they teach and defines weights and measures through data systems.	1. Principal Evaluation Guidebook published and TA provided: Statewide efforts to provide PD and TA to Idaho's educators about valid and reliable multiple measures of student achievement in principal evaluation	1. Tasks from Approved with Reservation LEA: LEA receiving recommended revisions on their evaluation plans will be expected to complete tasks within a defined timeline.
2. Idaho's Evaluation Core Team, cross division team and Idaho's regional educational centers will continue to research new information as it relates to improving teacher evaluation that more accurately identifies high or low performing educators	2. Idaho's Evaluation Core Team which consists of the Idaho Department of Education Northwest Comprehensive Center at Education Northwest, Center on Great Teachers and Leaders, and American Institute of Research will continue to look for recent research that will assist in consistency of principal evaluation that will lead to a standardization of evaluators of principals.	2. Publish the LEA Evaluation Plan Rubric with proficiency levels: ISDE Partnerships & Stakeholder groups complete the final draft of the LEA Evaluation Plan Rubric with proficiency levels. ISDE will publish the LEA Evaluation Plan Rubric with proficiency levels.

3. Continue statewide professional development for the use of multiple measures in teacher evaluation and various updates based upon continued improvement of evaluation weights and measures it relates to improving teacher evaluation that more accurately identifies high or low performing educators	3. The Principal Evaluation Guidebook will continue to be added to, adapted, and updated based upon new research in the area of principal evaluation. Idaho's Evaluation Core Team which consists of the Idaho Department of Education, Northwest Comprehensive Center at Education Northwest, Center on Great Teachers and Leaders, and American Institute of Research will collaborate on the continuing improvement of this document and training that supports new information as the nation improves principal evaluation that more accurately identifies high or low performing school leaders.	3. Process and monitoring evaluation plan reviewing cycle will be designed based upon the baseline data of district evaluation plans: • ISDE partnerships & stakeholder groups will determine the rotation process of monitoring and reviewing LEA evaluation plans.
4. Teacher Evaluation Guidebook will support full implementation of teacher evaluation and the reliability of various measures	4. Principal Evaluation Guidebook will support full implementation of principal evaluation and the reliability of various measures.	4. ISDE will provide TA concerning the cycle and plan of reviewing ~~and monitoring~~ LEA Evaluation Plans: Statewide efforts to provide professional development and technical assistance to Idaho's educators about ~~the monitoring and review process for~~ LEA evaluation plans

~~The strategic progression towards a statewide teacher and principal evaluation goes hand in hand with the transition to Idaho's new assessment system that is aligned to our college and career state standards, The College and Career Readiness Standards., Smarter Balanced Assessment Consortium (SBAC). As we progress towards the full implementation of our new assessment, each stage of reliable data from the statewide assessment system will inform teacher and principal evaluation. Once the new assessment is fully implemented, it will provide data from interim~~

~~assessments and from summative assessment that are benchmarked to college and career readiness. This progression will provide data for Idaho's Growth Model that uses Student Growth Percentiles (SGP) mentioned in Section 2.A.i. These statewide measures will be included with defined district determined measures.~~

Considering the implications of moving too quickly in the process of developing and the implementation evaluation systems, Idaho strives to move beyond mere compliance of the Principle 3 of the ESEA Flexibility Waiver. It is important that we continue our efforts in molding a teacher and principal evaluation that primarily informs and improves educators' practices that are based upon current research which is trusted to improve student growth. To that end, our continued efforts will include a system that addresses educators concerns and builds capacity with complex issues such as reliable student achievement measures with reliable measures that provides differentiation and measures school and teacher contributions to student growth.

Student Achievement (33%) will be based on the new statewide assessment ~~test, Smarter Balanced Assessment Consortium (SBAC,)~~ results as well as district determined multiple measures. New assessment results will include student growth and achievement for all grades and content areas assessed. District determined multiple measures will be used for all certified staff including content areas and grade levels where there is not SBAC data available (this may include first year teachers/administrators, new teacher/administrators to the state, teachers who teach in ~~non-SBAC assessed~~ content areas, not assessed by the new assessment, etc.)

~~**Introduction to Table 4**~~

~~The ISDE Evaluation Core Team will lead and guide the continued progress of teacher and principal evaluation in Idaho. This team consists of the Statewide System of School Improvement Director, Education Effectiveness Coordinator, Title II-A Coordinator, Family and Community Engagement Coordinator, Title III & State LEP Coordinator, Director of Assessment and Accountability, and Formative/Interim Assessment Coordinator. The ISDE Evaluation Core Team will lead Idaho's Educator Task Force which consists of approximately 30-40 individuals from across the state that represents various stakeholders.~~

~~Table 4 reflects Idaho's continual progression of the transition to the statewide SBAC assessment system and the systematic movement towards more accurate measures of educator quality. The purpose of this progression will be to understand the new measures and their properties that will help us design a system that more accurately identifies high or low performing educators. This progress will be complex as Idaho's statewide assessment system is new and national evaluation research is moving forward at a rapid pace. However, Idaho is confident that as we work cooperatively with technical experts, psychometricians, and our regional education centers in considering classroom or school compositions and the weighting of these measures to adequately differentiate educator performance, we can better define educators' contributions to student learning and growth. Idaho has recommended and provided samples of producing summative rating system for teacher and principal effectiveness. At this time it is a simple numerical calculation using Microsoft Excel that allows LEA and schools to include multiple measures which includes state assessments within the 33% of student achievement. Idaho will better define weighting of measures as we consider school and classroom composition, we will move towards measures that produce further differentiated summative ratings for teachers and principals (e.g.,~~

~~teachers who teach mostly low-income students, English Learners, or students with disabilities).~~

~~Idaho's Tiered Licensure grant is led by Idaho's Governor's Task Force for Improving Education. The early steps of the grant include institutions of higher education and a few selected schools. The decisions regarding the forward movement of Tiered Licensure in Idaho will be led by the Task Force and therefore the prediction of this movement is difficult to define, at this time. The Tiered Licensure grant will pilot this year's work and report back to the Task Force in December 2014 and the Legislature in January 2015. Consequently, the Table 4 only includes one year of progression. If the Task Force and Legislature determine it is advantageous to continue Tiered Licensure in Idaho, it will be added to Idaho's differentiated evaluation system.~~

Table 31

Progression of Teacher and Principal Evaluation and Idaho's Statewide Assessment System (Smarter Balanced Assessment Consortium – SBAC) and Progression Towards Stronger Differentiation in Evaluation

Table 31	**Progression of Teacher and Principal Evaluation and Idaho's Statewide Assessment System (Smarter Balanced Assessment Consortium - SBAC) and Progression Towards Stronger Differentiation in Evaluation**	
Year	**Assessment Data**	**Additional Advancement Towards Assessment**
Fall 2013-Spring 2014	SY 2014–2015 Professional Practice (observations, portfolio, student/parent input) SY 2014–2015 State Assessments (SBAC, IRI) – SBAC Field Test – no data available	A numerical calculation is provided to all districts. At this time, districts may determine the multiple measures for student achievement and determine the weight of each measure. Districts must include statewide assessments. ISDE provides training on multiple measures, non-tested grades and subjects, and support documents for teacher and principal evaluation. Website and training opportunities provide districts the documents and support for teacher observations, portfolios, and student/parent input Principal Evaluation Pilot will include multiple measures for principal evaluation Initial draft of Principal Evaluation Guidance document ~~ISDE continues the process of creating a tiered licensure system to further differentiate teachers and principals based on their evaluation.~~

		~~• Tiered Licensure – See power point titled "Christina Linder and Roger Quarles Tiered Licensure" at http://www.sde.idaho.gov/site/tieredLicensure/~~ ~~• Timeline for Tiered Licensure – see PDF file titled "NTEP Grant Timeline" at http://www.sde.idaho.gov/site/tieredLicensure/ under Nov 2013~~
Fall 2014–Spring 2015	SY 2014–2015 Professional Practice (observations, portfolio, student/parent input) • Idaho State Department of Education and stakeholders develop Teacher Evaluation Guide that will assist LEA's in determining multiple measures that are, reliable and valid. ○ This guide document will include strategies and measures for SWD and ELL students ○ Guide will provide examples of creating summative scores using numerical calculations SY 2014–2015 State Assessments (SBAC, IRI) First year of SBAC is available for statewide assessment	ISDE continues the process of creating a tiered licensure system to further differentiate teachers and principals based on multiple measures College and Career Readiness Standards Evaluation Team (see members in table introduction paragraph) and Evaluation Task Force develops draft of Teacher Evaluation Guide that will include information from the following documents: • ISDE will use Massachusetts Model System for Educator Evaluation Part VII: Rating Educator Impact on Student Learning Using District –Determined Measures of Student Learning, Growth and Achievement as a template http://www.doe.mass.edu/edeval/model/PartVII.pdf • Idaho's Multi-tiered System of Supports (MTSS) Guidance document • WIDA Consortium Resources and Materials • Project GLAD Study • Specialized Instructors/Teachers • Non-tested grades and subjects • Assessment literacy • Continue the current summative rating system for teacher and principal effectiveness Second draft of Principal Evaluation Guidance document is prepared for trainings for Idaho's school leadership
Summer	Teachers receive ratings based	

2015	on SY 2014–2015 Student Achievement Performance • Achievement on SBAC & District Determined Multiple Measures	
Fall 2015	Teachers and principals develop Professional Learning Plans based on SY 2014–2015 ratings	Training offered on teacher and principal Professional Learning Plans College and Career Readiness Standards Evaluation team and ISDE Assessment Division will bring initial recommendations concerning adequately differentiate educator performance to the Evaluation Task Force Recommendations to the Task Force will include: • the weights of the growth measure based on assessments • analysis of variances of across the State and issues of comparability and fairness • college- and career-ready aligned assessments and the considerations of they may have on Idaho's growth model calculations • systematic differences in teacher Median Growth Percentiles (MGPs) based on classroom composition (e.g., do teachers who teach mostly low-income students, English Learners, or students with disabilities get systematically higher or lower MGPs) • consider if business rules need developed to define what constitutes a group of teachers under school-level data and how student growth in calculated for each member of that group and the group as a whole • produce a more complete, accurate summative rating system of teacher and principal effectiveness
~~Fall 2015 – Spring 2016~~	~~Teachers receive professional development based on SY 2014–2015 ratings;~~ ~~SY 2015–2016 Professional Practice (observations, portfolio, student/parent input)~~	~~Professional development opportunities are provided throughout the state on draft Teacher Evaluation Guidance document~~ ~~Professional development opportunities are provided throughout the state on assessment literacy for district and school evaluation teams.~~

	~~SY 2015–2016 State assessments~~ ~~Second year of SBAC results~~ ~~First year of SBAC student growth data~~	~~Draft of Principal Evaluation Guidance document is prepared for trainings for Idaho's school leadership~~ College and Career Readiness Standards Evaluation team and ISDE Assessment Division will continue discussions on adequately differentiate educator performance using growth based on the state assessments. Discussions will include the following decisions: • the weights of the growth measure based on assessments • analysis of variances of across the State and issues of comparability and fairness • college- and career-ready aligned assessments and the considerations of they may have on Idaho's growth model calculations • systematic differences in teacher Median Growth Percentiles (MGPs) based on classroom composition (e.g., do teachers who teach mostly low-income students, English Learners, or students with disabilities get systematically higher or lower MGPs) • consider if business rules need developed to define what constitutes a group of teachers under school-level data and how student growth in calculated for each member of that group and the group as a whole • continue to work towards an accurate differentiated summative rating system of teacher and principal effectiveness
Summer 2016	~~Teachers receive ratings based on SY 2015–2016 Student Achievement (Achievement and Growth on SBAC & District Determined Multiple Measures)~~	~~ISDE teams will continue the research and structure of weights of growth measures, variances of comparability and fairness, college and career ready aligned assessments and MGPs based on classroom composition and the possible business rules to take apply this to educator evaluation. Psychometricians and other experts will be involved in these decisions~~

		~~Trainings and guidance documents created based on progression of more defined differentiated weights and measures~~
Fall 2016	Teachers and principals develop Professional Learning Plans based on SY 2015–2016 ~~ratings~~	Teachers and principals will receive guidance l Professional Learning Plans
Fall 2016–Spring 2017	Teachers receive professional development based on SY 2015–2016 ~~ratings~~ SY 2016–2017 Professional Practice (observations, portfolio, student/parent input) SY 2016–2017 State assessments Third year of SBAC results	~~ISDE teams will continue the research and structure of weights of growth measures, variances of comparability and fairness, college and career ready aligned assessments and MGPs based on classroom composition and the possible business rules to take apply this to educator evaluation and a psychometrical sound summative rating.~~ ~~Trainings and guidance documents created based on progression of more defined differentiated weights and measures in teacher and principal evaluation~~ ~~Consider possible policy changes needed to support a more differentiated evaluation system.~~ ~~ISDE teams will prepare to finalize teacher and principal evaluation systems based technical experts and psychometricians recommendations to provide a differentiated system based on various settings and structures of educators.~~ Teachers and Principal Guidance documents will be finalized and final training opportunities will be offered throughout the state for training and guidance in moving forward. ~~Preparation for final policy changes needed to support Idaho's differentiated evaluation system.~~ ~~Preparations for final trainings guidance and required actions involving personnel decisions including advancement, termination, salaries,~~

		~~and bonuses, based on previous and/or multiple years data and ratings.~~ ~~Preparations for final guidance and policy on Hiring based upon previous year(s) data and ratings.~~
Summer 2017	~~Teachers receive ratings based on SY 2016–2017 Student Achievement Performance (Achievement and Growth on SBAC & District Determined Multiple Measures)~~	Teachers and Principal Guidance documents will be finalized and final training opportunities will be offered throughout the state for training and guidance in moving forward.
Fall 2017	Teachers and principals develop Professional Learning Plans based on SY 2016–2017 ~~ratings~~	Continue final guidance on teacher and principal Professional Learning Plans
Fall 2017–Spring 2018	Teachers receive professional development based on SY 2016–2017 ~~ratings~~ SY 2017–2018 Professional Practice (observations, portfolio, student/parent input) SY 2017–2018 State assessments Fourth year of SBAC results	~~Final trainings guidance and required actions involving personnel decisions including advancement, termination, salaries, and bonuses, based on previous and/or multiple years data and a psychometrical sound summative rating for teachers and principals~~ ~~Final guidance and policy on Hiring based upon previous year(s) data and ratings~~.
~~Winter 2017–Spring 2018~~	~~Personnel decisions, including advancement, termination, salaries, and bonuses, based on SY 2016–2017 ratings~~	~~Final trainings guidance and required actions involving personnel decisions including advancement, termination, salaries, and bonuses, based on previous and/or multiple years data and ratings.~~
~~Spring 2018~~	~~Hiring based on SY 2016–2017 ratings~~	~~Final guidance and policy on Hiring based upon previous year(s) data and ratings.~~

PRINCIPLE 3: SUMMARY

Idaho has created, and continues to develop statewide frameworks for performance evaluations using multiple measures to improve the craft of teaching and instructional leadership. Recent legislation and revisions to Administrative Rule guarantee that 33 percent of teacher and administrator performance evaluations will be based on student achievement, and must include growth in student achievement as measured by new statewide assessment (SBAC) aligned to Idaho Idaho's new assessment. Additionally, teacher observations are conducted consistently across the state, based on the Charlotte Danielson Framework for Teaching Second Edition, and are an integral part of a teacher' overall performance evaluation along with parental input, student input and/or portfolios.

Idaho looks forward to the continued refinement of a differentiated evaluation system for teachers and principals. ~~The ISDE teams will continue to reach out and collaborate with Idaho's regional education centers, other technical experts, and psychometricians.~~ The ISDE Educational Division is committed to work together with our stakeholders in increasing effective instructional practices and identification of instructional leadership that promotes student learning and strengthens students' proficiency in college and career readiness. The plan within this document has been carefully considered as we have contemplated the goal of our work, examined resources, and studied Idaho and the nation's progress in the area of teacher and principal evaluation. Idaho's team has embedded checkpoints for progress to be measured and analyzed as we move forward. Idaho is confident that the timeline provided will allow the progression towards a useful evaluation system that is based upon sound research and practices.

To ensure that every teacher evaluation results in meaningful, valid feedback that will inform professional development, Idaho has made it a priority to emphasize the principal's role as an instructional leader; proficient in assessing teacher performance and carrying out reflective conversations to promote effective classroom practice. ~~To further this cause, each administrator in the state of Idaho must demonstrate participation in training on the Danielson Framework for Teaching for evaluating and observing teachers, using the Danielson Framework for Teaching as a recertification requirement by September 1, 2018.~~ The ultimate goal for the state is to increase the frequency of interaction between teachers and administrators around this model, and ensure that data gathered from evaluations is valid and reliable and informs ongoing professional growth.

The Idaho State Department of Education has worked with educational stakeholder groups to ensure that Idaho's teacher and principal evaluation systems are consistent with the guidelines of Principle 3 of this ESEA Flexibility Waiver and the ISDE will continue to assess and refine educator evaluation systems through a system of reviewing~~, approving and monitoring~~ each LEAs teacher and principle evaluation model. The ISDE is committed to creating guidance, providing technical assistance, and making policy adjustments according to research in best practices and data collected from the field. ~~Idaho will continue to look for new partnerships and leverage existing partnerships to accomplish the highest quality and greatest possible consistency in evaluation systems across the state. Idaho will continue to revise Principle 3 of its ESEA flexibility request and its guidelines for its teacher and principal evaluation and support systems as necessary to meet all requirements of ESEA flexibility, taking into account the feedback it receives~~

~~following the peer review of its Principle 3 submission.~~