IDAHO STATE DEPARTMENT OF EDUCATION
ESEA FLEXIBILITY REQUEST

09/28/2012

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TABLE OF CONTENTS: ESEA FLEXIBILITY REQUEST

CONTENTS	PAGE
Cover Sheet for ESEA Flexibility Request	5
Waivers	6
Assurances	9
Consultation	11
Evaluation	25
Overview of SEA's ESEA Flexibility Request	26
Principle 1: College- and Career-Ready Expectations for All Students	29
1.A Adopt college-and career-ready standards	29
1.B Transition to college- and career-ready standards	30
1.C Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	67
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	69
2.A Develop and implement a State-based system of differentiated recognition, accountability, and support	70
2.B Set ambitious but achievable annual measurable objectives	120
2.C Reward schools	132
2.D Priority schools	135
2.E Focus schools	156
2.F Provide incentives and supports for other Title I schools	176
2.G Build SEA, LEA, and school capacity to improve student learning	180
Principle 3: Supporting Effective Instruction and Leadership	189
3.A Develop and adopt guidelines for local teacher and principal evaluation and support systems	189
3.B Ensure LEAs implement teacher and principal evaluation and support systems	225

LABEL	LIST OF ATTACHMENTS	PAGE
Attachments are organized in a separate PDF portfolio and could be identified with each corresponding Attachment Number.		
1	Notice to LEAs	1-5
2	Comments on request received from LEAs and public	1-128
3	Notice and information provided to the public regarding the request	1-3
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	1-9
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	1-10
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	1-18
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	
8	A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable).	1-49
9	Table 2: Reward, Priority, and Focus Schools	
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	1-6
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	1-16
12	Set-Aside Requirements	1-4
13	Graduation Rate Approval Waiver Letter	1-2
14	Enrollment Options Identified in Idaho Code	1-6
15	Minutes of Meeting – Administrator Effectiveness Framework Working Agenda – December 15, 2011	1-3
16	Minutes of Meeting – Evaluating Administrator Effectiveness Meeting – January 04, 2012	1-2
17	2010 Legislative Report on Teacher Performance Evaluation Task Force	1-18
18	Idaho Administrative Rule 08.02.02.120	1-3
19	Executive Summary for Mentors	1-10
20	Leading the Framework for Teaching Action Plan	1-6
21	Alternative Measures of Teacher Performance	1-32
22	Measuring Teachers' Contributions on Non-Tested Subjects	1-32
23	Proposed Board Rule Change IDAPA 08.02.02.121	1-5
24	Teacher Evaluation Standards and Requirement Rubric	1-4
25	Teacher Performance Evaluation Implementation Guidelines	1-3
26	Revised IDAPA 08.02.02.120 Legislative Approval 2012	1-3
27	Danielson Brochure – Proficiency Assessment	1-4
28	Invitation to Participate – Expansion of Pilot Training	1-2
29	Turnaround Plan Review Rubric	1-7
30	Growth Demonstration	1-6
31	Revisions to State Board Rule on Teacher and Principal Evaluation	1-7

LIST OF TABLES

Table 1 Overview of Activities 40
Table 2 Professional Development Timeline 48
Table 3 Timeline of Idaho Interim Assessment Item Bank 66
Table 4 Idaho Accountability Measures 72
Table 5 Achievement Points Eligible 74
Table 6 Achievement Point Distributions 75
Table 7 Adequate Growth Flowchart 77
Table 8 Growth to Achievement Distributions 78
Table 9 Growth to Achievement Subgroups Distribution 80
Table 10 Graduation Rate Eligible Points 82
Table 11 Idaho College Entrance and Placement Exam Benchmark Scores 83
Table 12 College Entrance/Placement Exit Exam Eligible Points 84
Table 13 Advanced Opportunities Eligible Points 85
Table 14 Overall Points for Postsecondary and Career Readiness Measures 85
Table 15 Star Rating Point Range 87
Table 16 Example Overall Rating Chart for a School with Grade 12 87
Table 17 Example Overall Rating Chart for a School without Grade 12 88
Table 18 Example School Report Card 89
Table 19 Rewards and Sanctions Overview – District Level 92
Table 20 Rewards and Sanctions Overview – School Level 93
Table 21 WISE Tool Plan Requirements Based on Star Rating and Progress 101
Table 22 Transitional Period School Improvement Requirements 104
Table 23 Sample Support, Technical Assistance, and Training Opportunities 109
Table 24 AMO Targets 121
Table 25 2010-2011 Proficiency Distribution of Schools and Districts 123
Table 26 Adequate Growth Flowchart 125
Table 27 2010-2011 Growth to Achievement Point Distribution 126
Table 28 2010-2011 Growth to Achievement Subgroup Point Distribution 127
Table 29 Total Number of Schools Achieving Graduation Rate Distributions for 2010-2011 128
Table 30 College Entrance/Placement Exam Composite Scores and Total Students Participating 129
Table 31 State Board Strategic Goals for Advanced Opportunities and 2010-2011 Statewide Numbers 130
Table 32 Point Matrix for Advanced Education Opportunities 131
Table 33 School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit 149
Table 34 Turn Around Principles Timeline 152
Table 35 Timeline on How the State Will Ensure Each District Identifies the Needs of Its Two-Star School(s) 162
Table 36 Average Percentage Student Proficiency Gains for Schools with Capacity Builders (2009-2011) 164
Table 37 School Level Rapid Improvement Plan Timeline for Entrance, Requirements, and Exit 167
Table 38 Develop & Adopt Guideline for Local Teacher and Principal Evaluation & Support Systems 198
Table 39 Implementation Timeline for Proposed Rule Changes 219
Table 40 Timeline of Events Related to ISDE Implementation of Evaluation Policy 225
Table 41 Implementation and Capacity Building Timeline 233

LIST OF CHARTS

Chart 1 Relationship of Accountability and System of Support for One-Star Schools 96
Chart 2 Relationship of Accountability and System of Support for Two-Star Schools 97

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Chief State School Officer: Thomas Luna State Superintendent of Public Instruction Idaho State Department of Education	Requester's Mailing Address: P.O. Box 83720 Boise, Idaho 83720-0027
State Contact for the ESEA Flexibility Request Name: Carissa Miller Position and Office: Deputy Superintendent, Division of 21st Century Classroom Contact's Mailing Address: P.O. 83720 Idaho State Department of Education Boise, Idaho 83720-0027 Telephone: (208) 332-6901 Fax: (208) 334-2228 Email address: cmiller@sde.idaho.gov	
Chief State School Officer (Printed Name): Thomas Luna	Telephone: (208) 332-6815
Signature of the Chief State School Officer:	Date: 09/28/2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

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

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

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

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

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools 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.

☒ 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*.

☒ 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*.

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

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

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

Optional Flexibilities:

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

☒ 11. 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.

☒ 12. 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 that are not reward schools, priority schools, or focus schools.

☒ 13. 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 rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONSULTATION

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

Please note: The following is part of an ongoing list of consultation that the Idaho State Department of Education (ISDE) is conducting throughout this process. The 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 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 Board members asking them questions about the ESEA Flexibility application to gather additional feedback.	October 25, 2011	Melissa McGrath	Online

Key Activity	Due Date	Staff Responsible	Strategy for Outreach
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 Association) to present the draft waiver and receive feedback.	January 6, 2012	Carissa Miller Steve Underwood	Face-to-face
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

Key Activity	Due Date	Staff Responsible	Strategy for Outreach
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 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

Key Activity	Due Date	Staff Responsible	Strategy for Outreach
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, 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

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 5% of schools classified as One Star, 10% as Two Star, and 5% as Five Star with the rest distributed across Three and Four Stars.

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

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

6. 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 Schoolnet.

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.)

Continued Consultation to Engage Stakeholders

Key Activity	Estimated Audience[1]	Staff Responsible	Strategy for Outreach
Idaho State Superintendents Association Conference	30	Nick Smith, Steve Underwood, Carissa Miller	Face-to-face
Region 3 Superintendents Meeting	30	Carissa Miller	Face-to-face
Region 5 Superintendents Meeting	20	Nick Smith	Face-to-face
Region 4 K-12 Principals Meeting	40	Steve Underwood	Face-to-face
Region 6 Secondary Principals Meeting	9	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	Nick Smith	Face-to-face
Idaho Public Charter School Commission	7 commissioners, 18 audience members	Nick Smith	Face-to-face
Idaho Superintendents Network	31	Nick Smith Steve Underwood	Face-to-face
Post-Legislative Tour Meetings in 6 regions across Idaho[4]	600	Nick Smith	Face-to-face
FAQ Follow up meeting with Region 3 Superintendents	30	Nick Smith	Face-to-face
Southern Idaho Conference Superintendents	10	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	Carissa Miller	Face-to-face Online (streamed live)
League of Schools	20	Carissa Miller	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

[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.
[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.

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 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.

EVALUATION

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

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

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

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

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

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

In 2009, representatives of every educational stakeholder group, the 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 Tom Luna strongly believed it was the responsibility of the State and all educational stakeholders to follow through in implementing the Alliance's work to ensure every student graduates from high school and not only goes on to postsecondary education but does not need remediation once they get there.

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

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

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

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

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

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

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

In addition to its rural and remote nature, 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.

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

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

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

Idaho's new accountability system was developed with input from stakeholders throughout the process. Before crafting the accountability plan, the 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. Through this waiver for ESEA Flexibility, Idaho will align its accountability system for schools with its statewide reform efforts and the vision and mission of the Education Alliance of Idaho. This new system of increased accountability provides a comprehensive approach to measuring student performance, holding schools and districts accountable for results and providing the necessary resources statewide to ensure every school can eventually become a Five-Star School.

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

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ISDE will meet the requirements of analyzing the linguistic demands of the Common Core State 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 will be adopted in 2013-2014 and will ensure English Language Learners (ELLs) have the opportunity to achieve Idaho's college- and career-ready standards on the same schedule as all students. The WIDA ELD standards were aligned to the Common Core in 2011 through an alignment study that examined the linguistic demands of the Common Core State Standards.

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 Common Core State Standards shows a solid alignment. Idaho will adopt the new 2012 edition of the WIDA Standards, which further improves the alignment to the Common Core 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 Common Core State 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 Common Core State Standards.

Timeline for Implementing the ELD Standards

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

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

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

For example, ISDE will provide professional development opportunities for school districts and public charter schools which are infused with and incorporate Universal Design for Learning (UDL) in instruction, technology integration, and assessment, which will in turn increase the opportunities for all students including those with disabilities to demonstrate progress toward the Common Core State Standards.

UDL is a set of principles developed by the Center for Applied Special Technologies (CAST) at www.cast.org, aimed at providing all students with equal opportunities to learn. It involves a flexible approach to instruction that can be adjusted to fit individual learning needs; by designing a learning environment and lesson plans which include opportunities for; multiple means of engagement: multiple means of representation and multiple means of representation and the "consideration" of appropriate assistive technology and accommodations. Equal access is extended to all students under UDL to include the following populations; students with disabilities, English language learners (ELL) and low-achieving students. The use of UDL principles is proposed to facilitate and assure equal access to the learning environment, technology and materials in the general education classroom and to the Common Core State Standards in all areas.

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

The ISDE will ensure that all schools have access to and can utilize UDL through a statewide instructional management system, known as Schoolnet. Schoolnet is a web-based platform now available to all classroom teachers and administrators at the building and district levels. Through Schoolnet, a teacher or administrator can access the Common Core State Standards and lesson plans aligned to the standards and which are UDL-compliant[5]. In 2011-12, six school districts piloted the use of assessment tools in Schoolnet as well.

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

[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.

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

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

Analysis of assessment data for both 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. The use of this data will be used to support Idaho teachers in implementing effective instructional practices for SWD by providing connection to the Common Core State 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 will help districts and schools to better design interventions for all students and support them in understanding how to provide appropriate accommodations for SWD.

Timeline for the ISDE's Implementation

Activity	Responsible	Timeline
Design follow-up training on using a gap analysis based on students' current baselines and the standards.	Secondary Special Education and Regional Coordinators	Spring 2012
Create a team to assist in developing/locating assessment rubrics.	Secondary Special Education and SESTA	July 2012
Research secondary assessments that document growth based on Postsecondary and Career-Ready standards.	Secondary Special Education, SESTA, and Assessment and Content Teams	Fall 2012
Research link with Common Core State Standards	Secondary Special Education, SESTA, and Assessment and Content Teams	Fall 2012
Collect rubrics available to measure content	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Create additional rubrics (literacy, mathematics, problem solving, critical thinking, analytical thinking, work place competencies)	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Develop tools to use rubrics to calculate growth	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Prepare training on how to use the rubrics	Secondary Special Education and SESTA	School year 2012-2013
Prepare training on how to use the same data to determine Response to Intervention (RTI) interventions, document SLD eligibility, create transition plans, and document SOP	Secondary Special Education and SESTA	School year 2012-2013
Design evaluation of the trainings' effectiveness	SESTA	Summer 2013

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

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

As the standards were being developed, ISDE solicited feedback on those as well as perceived benefits of raising academic standards to a higher college- and career-ready level. In so doing, ISDE additionally sought feedback from institutions of higher education and the Idaho Business Coalition for Education Excellence (IBCEE).[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 Common Core State Standards to the provosts of Idaho's institutions of higher education in July 2010 and subsequently corresponded with faculty at these institutions via e-mail. ISDE received verification from each institution of higher education that the Common Core would ensure a student meeting these standards would be prepared for postsecondary education and the workforce. In addition, every college and university president in Idaho signed a Memorandum of Understanding committing that a student who passes the State's new assessments aligned to the Common Core State Standards will not need remediation in mathematics or English language arts. The new test is being developed through SBAC and will be implemented in 2014-15.

To expand stakeholder awareness of the Common Core, Idaho sent a team of 10 stakeholders to a national common core adoption conference in Chicago, Illinois on October 30, 2009. The conference centered on discussion of the Common Core 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 Superintendent Luna.

[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.

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

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

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

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

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

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

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

During April and June 2011, Idaho began a comprehensive process of "unpacking" the Common Core State Standards. The methodology used was Total Instructional Alignment (TIA). TIA[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 consists of a two-day facilitator training and a five-day workshop for teams of classroom teachers from participating school districts, along with faculty from Idaho colleges of education and arts and sciences.

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

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

[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 Common Core State Standards are integrated into teacher preparation programs and that the State Board has more oversight over the success of teacher preparation programs. The revision to the State's process for approving teacher preparation programs requires a change in Idaho Administrative Rule which ISBE recently approved. The rule 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 Common Core State 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 Common Core State Standards. (IDAPA 08.02.02.100).

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

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

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

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

Table 1
Overview of Activities

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

Professional Development Activities

Statewide Instructional Management System: The J.A. and Kathryn Albertson Foundation granted ISDE $21 million to implement a statewide instructional management system, known as Schoolnet. Schoolnet is a web-based platform providing multiple tools for classroom teachers and administrators at the building and district levels. The tools include instant access to data on individual student attendance and academic achievement; access to Idaho Content Standards and

Common Core State Standards; lesson plans aligned to Common Core State Standards; and digital content aligned to standards and lesson plans. Teachers can develop their own lesson plans and share with others in their own building, district, or across the State. ISDE is using an estimated $2 million a year in grant funding from the Albertson Foundation to provide professional development to classroom teachers on how to use Schoolnet.

The Common Core State Standards have become the foundation of Idaho's efforts to reform its education system through the passage of the Students Come First legislation in 2011.

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

Classroom Technology Integration: As has been noted in this request for flexibility to implement a next-generation accountability system, the State passed comprehensive education reform that significantly changed Idaho Code related to public school funding, labor relations, and the structure of Idaho classrooms. (For the full text of the Students Come First laws, visit http://www.studentscomefirst.org/bill.htm.) A major goal of the Students Come First education initiative is to increase the integration of technology in every Idaho classroom over the next five years to ensure every student has equal access to educational opportunities, no matter where they live or how they learn. The Students Come First legislative package included: $9 million in funding in classroom technology for all grades and $4 million in professional development opportunities annually.

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

To receive funding for advanced classroom technology, every school district and public charter school in Idaho 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 Common Core State Standards.

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

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

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

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

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

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

The project now serves 105 schools and districts statewide. Since its inception, the State also has utilized Capacity Builders to implement other new statewide programs and initiatives, such as Response to Intervention implementation grants and the statewide longitudinal data system.[8] ISDE provided initial training for Capacity Builders on the Common Core State Standards in Summer 2011 and will continue to provide more in-depth training so they can assist with the dissemination and implementation of the Common Core in their schools and districts.

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

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

All K-8 certified teachers, 9-12 mathematics teachers, and school administrators are required to take the MTI course in order to recertify in 2014[9]. To date, approximately 59 percent of the required teachers and administrators have completed the course. The remainder is expected to complete the course by the end of 2012-13.

[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).

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.

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

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

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

English Language Arts (ELA) Common Core State Standards: A multifaceted approach, from asynchronous tools to face-to-face training, has been established with regard to professional development opportunities for transition to the Common Core State Standards (CCSS) for English Language Arts. In January 2012, the SDE established a comprehensive CCSS 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 common 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 Common Core State 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 Common Core State 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 will be made 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 has 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) will begin to create actual student lessons based on the Common Core State Standards.

Further, the ISDE will be providing scholarships on a regional basis to an online graduate course at Boise State University on evaluation and use of informational text aligned to the Common Core State Standards. Recipients will be 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 is 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, plans are being made to offer similar programs for argumentative writing 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 will present 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 Common Core State Standards with fidelity, this will be the first of many professional opportunities to delve into this critical area. Also, text complexity will be 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 will be teachers from all content areas and administrators, primarily curriculum directors and principals.

Begun in the spring of 2012 and designed to continue through 2014, the 21st Century Master Teacher program is 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 Common Core State Standards being the foundation and anchor of the entire program. In order to demonstrate best practices in instruction aligned to the ELA-Literacy Common Core State 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 CCSS. Via the state learning management system, Schoolnet, these exemplar lesson plans, nearly 250 from all content areas, will be shared statewide, giving teachers excellent, concrete example of how to make instructional practice change based on the new ELA-Literacy standards of the Common Core State Standards across the curriculum, helping build support for the core across the full spectrum of teachers. These master teachers will also help evaluate additional lesson plan entries and select contest winners. All these efforts will build 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 Schoolnet.

Monies are available to build and perhaps expand this critical program that braids so many initiatives for at least the next two fiscal years.

The ISDE will continue to build upon these initial efforts to create in district capacity and understanding of the Common Core State 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: Idaho plans to adopt the WIDA (World-Class Instructional Design in Assessment) English Language Development (ELD) Standards in 2013-14. ISDE will begin the transition process in 2012-13 with public forums for communities and professional development opportunities for teachers and school administrators. ISDE will use processes currently in place to transition to and implement the new Standards.

In 2010, in an effort to better serve ELL students Statewide, ISDE conducted a needs assessment to guide the State's policy and funding direction for ELL programs. In this assessment, ISDE examined data from the ISAT, IELA, IRI[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

[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.

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

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

Following adoption of the WIDA standards, Idaho will also adopt a new online English Language Proficiency Assessment being developed by WIDA through 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 Common Core State Standards aligned professional development, curriculum and instructional resources pilot tested and refined by the Tier 1 states. Idaho will have access to all NCSC products and materials before broad dissemination by 2015. Specifically, Idaho's involvement as a Tier II state is to provide feedback on usability and outcomes of NCSC provided tools and protocols. Idaho will look to recruit a minimum of one to two cohorts, consisting of two to three teachers of students with significant cognitive disabilities who administer the ISAT-Alt, in each of our six state regions.
Idaho will also look to recruit individual districts which can support district-wide collaboration regarding the NCSC professional development, curricular, instructional

and assessment tools provided. Participating cohorts and/or districts will also be asked for input on alternate assessment decisions and will be utilized in delivering regional trainings once the NCSC alternate assessment has been developed.

Professional Development Timeline

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

Table 2
Professional Development Timeline

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

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

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

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

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

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

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

ISDE's Coordinated School Health team presented on their efforts to work with the Council of Chief State School Officers Health Education Assessment Project (HEAP) to develop effective health education assessment resources. Through this project, the State also will work to teach health content through literature and informational text, keeping with a major goal of Common Core to teach literacy across the disciplines.

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

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

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

also be available on Idaho's statewide data management system, Schoolnet.

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

  The Boise State Writing Project, for example, will provide training on writing across the curriculum including using scoring rubrics as a platform for instruction and a common language around learning, with specific tutorials around the three modes of writing emphasized by the Common Core: informative, narrative and argumentative. The Idaho Math Initiative staff will also host a Mathematics Initiative Conference that will provide deeper, hands-on work with the Common Core mathematics.

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

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

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

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

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

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

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

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

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

  - RTI: RTI The ISDE will continue to invest in building the expertise of all school staff and establishing district and school teams through the Northwest Inland Writing Project and the Boise Writing Project who provided training to 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 will be teaching Common Core State Standards in their classrooms. The State will offer ongoing support throughout this year.

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

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

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

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

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

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

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

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

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

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

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

more data on school-based needs to implement the Common Core successfully.

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

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

In Fall 2012, ISDE will provide additional training to classroom teachers and school administrators on how building principals and other evaluators should incorporate the Common Core State Standards into the teacher performance evaluation process.

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

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

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

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

The effective leadership strands focus on:

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

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

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

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

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

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

According to Idaho Superintendent of Public Instruction Tom Luna's vision, "Every parent and educator will have access to the data they need to guide instruction on a daily basis and measure the academic progress of all students via Schoolnet." Schoolnet is Idaho's instructional management system (IMS) that delivers longitudinal data via a student Digital Backpack which consolidates state assessment results according to a growth model.

In addition, Schoolnet provides 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.

Schoolnet is the online IMS provider of data-driven decision-making solutions for Idaho K-12 school districts. Schoolnet coupled with intensive training occurring summer 2012 (http://itcnew.idahotc.com/register-for-trainings.aspx), helps districts analyze data, organize curriculum, track instruction, measure performance, and report results. Districts utilize data to make informed managerial and instructional decisions at all levels for all students including English Learners, students with disabilities, and low-achieving students.

There are several components to the informed instructional decision making process. In addition to Digital Backpack data, the provision of high quality instructional materials aligned to Common Core State Standards developed according to the principles of Universal Design for Learning (UDL) assures that the needs of all students are met. Schoolnet is the portal to many different instructional resources designed to align with UDL.

High-quality digital instructional content (Discovery Education Streaming digital content) was provided through Schoolnet to every Idaho teacher and student across all Idaho classrooms in May 2012.

In addition to providing digital content hosted by Schoolnet according to the principles of UDL, Schoolnet also provides 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 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 Schoolnet. Teachers log on and create lessons online then align these lessons with key subject/content words, grade level, Common Core State Standards and Idaho standards as well as appropriate links to UDL resources and materials creating a searchable 21st Century Classroom UDL lesson plan database.

As Idaho educators create 21st Century Classroom UDL lesson plans online via the lesson plan template they are 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 Common Core State Standards. Information for Idaho educators on 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 will be reviewed online by a cadre of 21st Century Master Teachers specifically trained in UDL 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 are creating an exemplar library of lesson plans along with student work samples and UDL designed materials which will function as a resource for all Idaho teachers.

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

Over the past five years, Idaho has significantly expanded the access to advanced opportunities for all students attending Idaho's public high schools.
First, the Idaho State Board of Education and Idaho Legislature approved new graduation requirements in 2007 for the Class of 2013.[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.

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

[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.

the educational opportunities they need, no matter where they live.

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

In 2011-12, more than 800 students were taking dual credits via the IEN. Eventually, the IEN also will expand to Idaho's elementary and middle schools as well as Idaho's community libraries.

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

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

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

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

Finally, in the State's new accountability system, Idaho will hold public high schools accountable for the number of students who enroll in and successfully complete advanced courses, such as dual credit, Advanced Placement, Tech Prep, or International Baccalaureate.

Under this new system, Idaho high schools will earn more points toward becoming a Five-Star School if more students enroll in and successfully complete an advanced opportunity course[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.

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

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

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

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

In August 2011, ISDE presented a proposed change in Idaho Administrative Rule to the State Board. The rule was adopted by the Board on November 3, 2011. It 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 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://adm.idaho.gov/adminrules/rules/idapa08/0202.pdf.)

[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*.

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

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

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

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

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

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

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

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

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

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

Second, the State will measure the effectiveness of teacher preparation programs through the use of longitudinal data. With the Statewide longitudinal data system, Idaho can connect candidates back to the teacher preparation programs they attended. Idaho first implemented its statewide longitudinal data system in 2010-11. Thus, the first data on teacher preparation programs are expected to become available at the end of 2011-12.

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

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

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

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

First, the ISDE has brought together stakeholders from across Idaho to develop a statewide framework for administrator evaluations. The ISDE conducted similar work in 2008 to create a Statewide Framework for Teacher Performance Evaluations based

on the Charlotte Danielson Framework for Teaching. Under Idaho Code, Idaho's certificated staff, including administrators, must be evaluated at least annually; however, neither Code nor Administrative Rule sets standards upon which administrators will be evaluated. Therefore, evaluations vary from district to district and school to school.

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

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

The stakeholder group is made up of the following participants:

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 3
Timeline of Idaho Interim Assessment Item Bank

By October 30, 2011	2,500 items loaded and available to create tests	2,500 items	Science and Math end-of-course assessments (EOCs)- Currently available in Schoolnet are: Pre-Algebra, Algebra, Geometry (1,402 items); and Earth Science, Physical Science, and Biology (1,124 items.)
By January 16, 2012	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 will continue to add state released items until there is a sufficient number in grades 3-12. The SDE will also look into adding items for K-2.

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

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

All plans are outlined in the previous sections.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

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

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

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

PRINCIPLE 1 OVERALL REVIEW

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

The Idaho State Department of Education (ISDE) has built a strong plan to transition to and implement college- and career-ready standards 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 Common Core Standards. ISDE also is working with the State Board to ensure the State measures the effectiveness of teacher and principal preparation programs every year and holds these programs accountable for their outcomes.

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

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

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

PRINCIPLE 2: INTRODUCTION

ESEA Flexibility permits Idaho to build on its successes. Like others, Idaho saw increasing numbers of schools identified for improvement. This reversed beginning in 2008 and through 2011 (declining from 46%, to 40%, to 31% and 31% in each respective year), despite increasing benchmarks. Meanwhile, student achievement increased statewide from 2007 to 2011. The median combined percent of school-level student proficiency on the state test for Reading and Math increased 4.9 points for all students (to 84.7%) and 7.8 points among the economically disadvantaged (to 79.2%). Gains steadily rose each year, which is encouraging since Idaho'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 Five-Star scale to annually evaluate and recognize school performance. The system of differentiated recognition, accountability, and support will enable the State to diagnose and more adequately meet the needs that exist in its schools and districts.

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

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

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

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

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

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

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

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

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

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students[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.

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

PART I: DIFFERENTIATED RECOGNITION AND ACCOUNTABILITY

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

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

[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

Table 4
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	**Idaho Standards Achievement Tests (ISAT)** **Idaho Standards Achievement Tests- Alternate (ISAT-Alt)** • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	**Idaho Growth Model** • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	**Idaho Growth Model** • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	**Graduation Rates** (50%) **College Entrance/Placement Exams** (25%) **Advanced Opportunities** (25%)	**Participation rate** (100%)

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

ACHIEVEMENT

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

Table 5 is the point distribution for the achievement categories:

Table 5
Achievement Points Eligible

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

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

Table 6
Achievement Point Distributions

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

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

GROWTH TO ACHIEVEMENT AND GROWTH TO 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 ISAT in the previous year.

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

However, a normative measure is not sufficient without a criterion to ensure each student will eventually reach proficiency. The second measure, the criterion growth measure or Adequate Student Growth Percentile (AGP), is a further calculation for each student. The AGP calculates the required percentile of growth needed for a student to reach or maintain proficient or advanced within three years or by 10th grade, whichever comes first. These measures are calculated for students in each subject area (reading, language usage and mathematics). The Growth to Achievement and Growth to Achievement Subgroups indicators use two different scoring matrices depending on whether or not the median growth percentile of the school or subgroup meets or exceeds the adequate growth needed for that school or subgroup. Growth to Achievement and Growth to Achievement Subgroups are evaluated first based on the criterion of whether or not the growth rate is adequate for the typical or median student in the school/subgroup to reach or maintain a performance level of proficient or advanced within three years or by 10th grade, whichever comes first. Academic growth and academic growth gaps are then evaluated based on a normative comparison to other schools. The three questions below determine the targets for each school and district.

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

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

Table 7
Adequate Growth Flowchart

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 8
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 ISAT Reading and ISAT Language Usage tests; however, LEP 1 students must take the ISAT Math. The scores for LEP1 students are not included in the proficiency calculations for schools or districts. Idaho will continue this practice and the definition of LEP students will remain the same

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 Three-Star Schools.

Schools will receive a report that utilizes the elements reported in Table 9 for the Star Rating system.

Table 9
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. The first, graduation rate, will be calculated using the NCES formula that is currently used by Idaho and described in the State's approved NCLB accountability workbook. See the formula below.

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

Where

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

Idaho's graduation rate goal is 90%. As per the agreement with 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 10
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 reading and mathematics Idaho Standards Achievement Tests (ISAT) and Idaho Standards Achievement Tests-Alternate (ISAT-Alt), Idaho will also include in the metric results from the SAT, ACT, ACCUPLACER, and COMPASS. The 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 11
Idaho College Entrance and Placement Exam Benchmark Scores

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

[1.] 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 11 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 11. Over the next three years, the percentage of students meeting this benchmark will increase by 10%.

Table 12
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 13
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 14
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 Three-Star rating or by one star. For example, if a school is rated a Five-Star School, but does not meet the 95% participation rate for any overall or subgroup, the school will be dropped to a Three-Star 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 ISAT 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 ISAT 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 15 illustrates how the star rating system is operationalized with all four of the measures.

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

Table 15
Star Rating Point Range

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

Table 16
Example Overall Rating Chart for a School with Grade 12

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

Table 17
Example Overall Rating Chart for a School without Grade 12

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

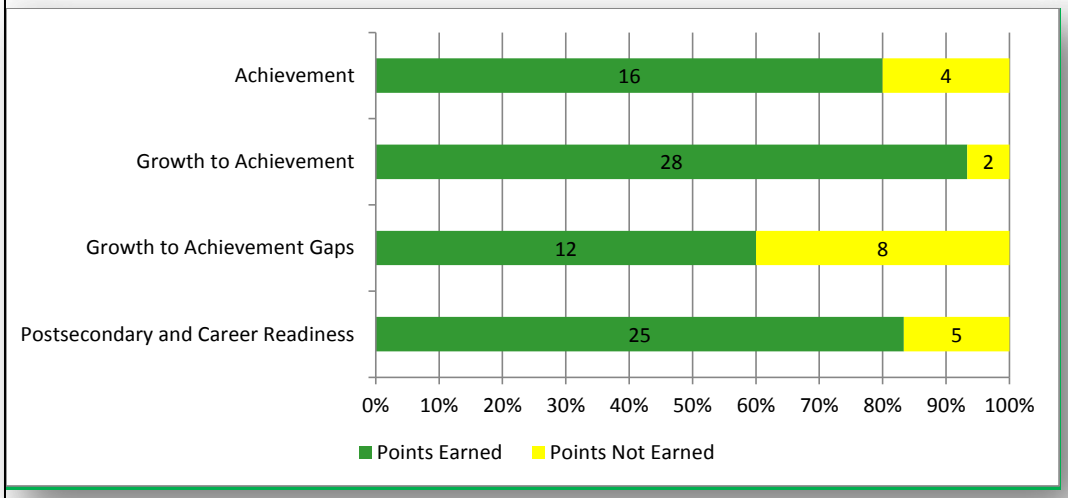
ACCOUNTABILITY REPORT CARD

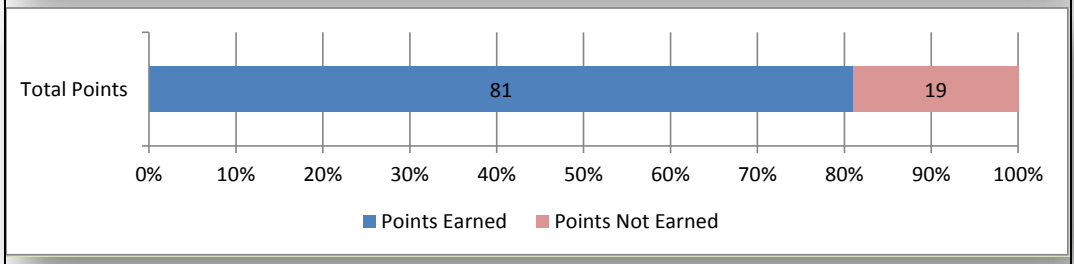
The State has historically made accountability results known at the school and district level on its website in the form of a Report Card house at http://devapps.sde.idaho.gov/reportcard. ISDE will continue this practice. The report card has included tabs that highlight Adequate Yearly Progress (AYP), general assessment results, teacher quality, and graduation rates. The Report Card will maintain this basic structure. However, the AYP tab will be replaced for each school and district with a report that displays the following data elements and information as shown in Table 18.

Table 18
Example School Report Card

Annual Report Card (2012-2013):

Lincoln High School
Generic School District #999





2012-2013 School Year Star Rating:

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

PART II: REWARDS AND SANCTIONS

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

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

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

Table 19 and Table 20 explains each of the elements of the system (Recognition and Rewards, WISE Tool planning, 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 on Schoolnet. 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 19
Rewards and Sanctions Overview – District Level

Districts	Five Star	Four Star	Three Star[§]	Two Star[**]	One Star
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
WISE Tool	Optional (Continuous Improvement Plan)	Optional (Continuous Improvement Plan) *However, must coordinate district planning requirements with any One- or Two-Star school level plans*	Continuous Improvement Plan *However, must coordinate district planning requirements with any One- or Two-Star school level plans*	Rapid Improvement Plan *Also: Must coordinate district planning requirements with any One- or Two-Star school level plan*	Turnaround Plan *Also: Must coordinate district planning requirements with any One- or Two-Star school level plans*
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
Family and Student Support Options	Must provide for eligible students in One- or Two-Star schools	Must provide for eligible students in One- or Two-Star schools	Must provide for eligible students in One- or Two-Star schools	Must provide for eligible students in district	Must provide for eligible students in district
Professional Development Set-Aside	Optional***	Optional***	Optional***	Required 10% of District Title I funds	Required 10% of District Title I funds
State Funding Alignment Requirements[††]	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

[§]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 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.
^^^

Table 20
Rewards and Sanctions Overview – School Level

Districts	Five Star	Four Star	Three Star[§]	Two Star[**]	One Star
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
WISE Tool	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 Two-Star 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.	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 Two-Star 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.	Continuous Improvement Plan	Rapid Improvement Plan	Turnaround Plan
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required

[§]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.

Districts	Five Star	Four Star	Three Star[§]	Two Star[**]	One Star
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 District 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 "Five-Star School" status under the State's next generation accountability plan. Five-Star Schools will be determined under Idaho's new Accountability Plan (*as described in Part I of this section*). A school must be a Five-Star School in order to be nominated for national awards such as the National Blue Ribbon Award and Distinguished School Awards.

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

[§]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 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 Two-Star Schools (Priority and Focus Schools). The tables provided above for the Rewards and Sanctions Overview designation schools in the One- and Two-Star categories based on entrance and exit criteria. The Turnaround Plan and associated requirements are the expectations for One-Star Schools (i.e., Priority Schools). The Rapid Improvement Plan and associated requirements are to be implemented in Two-Star Schools (i.e., Focus Schools). Charts 1 and 2 on the following page depict the relationship between the accountability requirements and support mechanisms available to One- and Two-Star Schools[14].

[14] All schools designated as priority schools in Table 2 are priority schools for purposes of this request and must implement the interventions required of One-Star schools, regardless of their star rating. Across this request, all references to and requirements of One-Star schools apply to all schools designated as priority schools in Table 2 as well. All schools designated as focus schools in Table 2 are focus schools for purposes of this request and must implement the interventions required of Two-Star schools, regardless of their star rating. Across this request, all references to and requirements of Two-Star schools apply to all schools designated as priority schools in Table 2 as well.

Chart 1

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

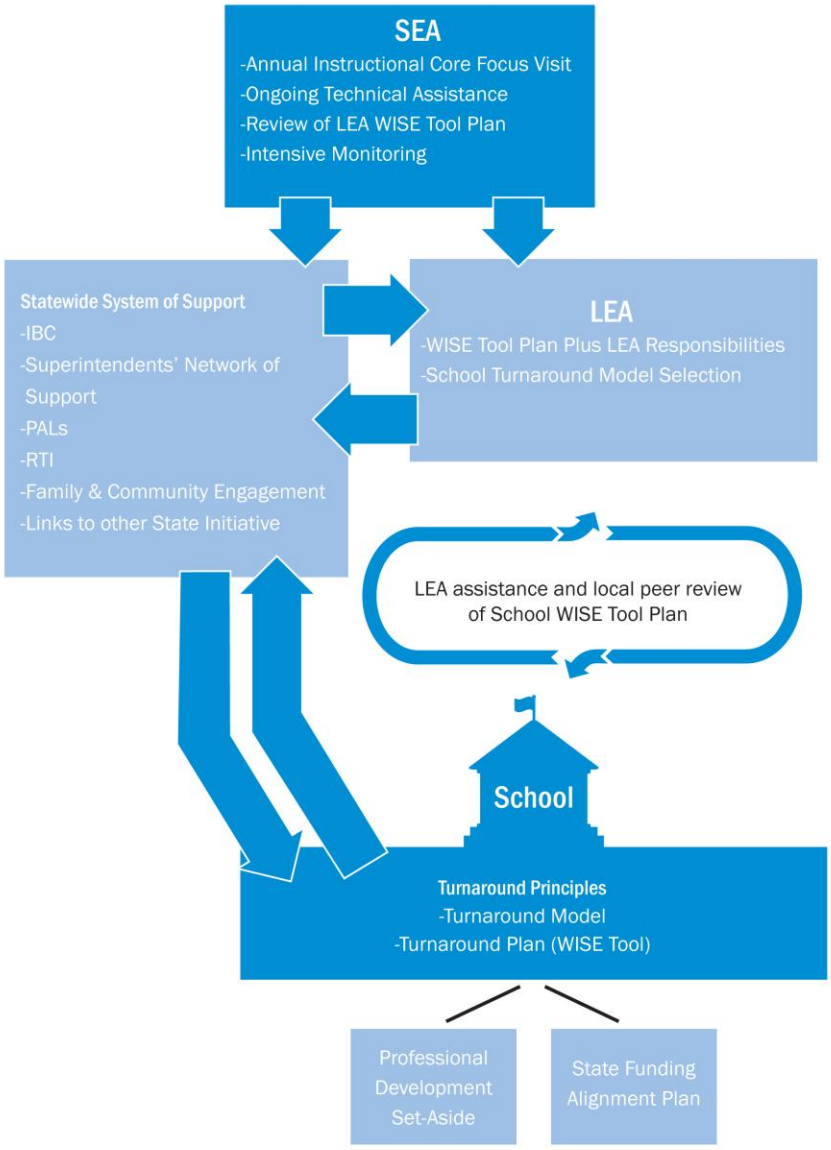
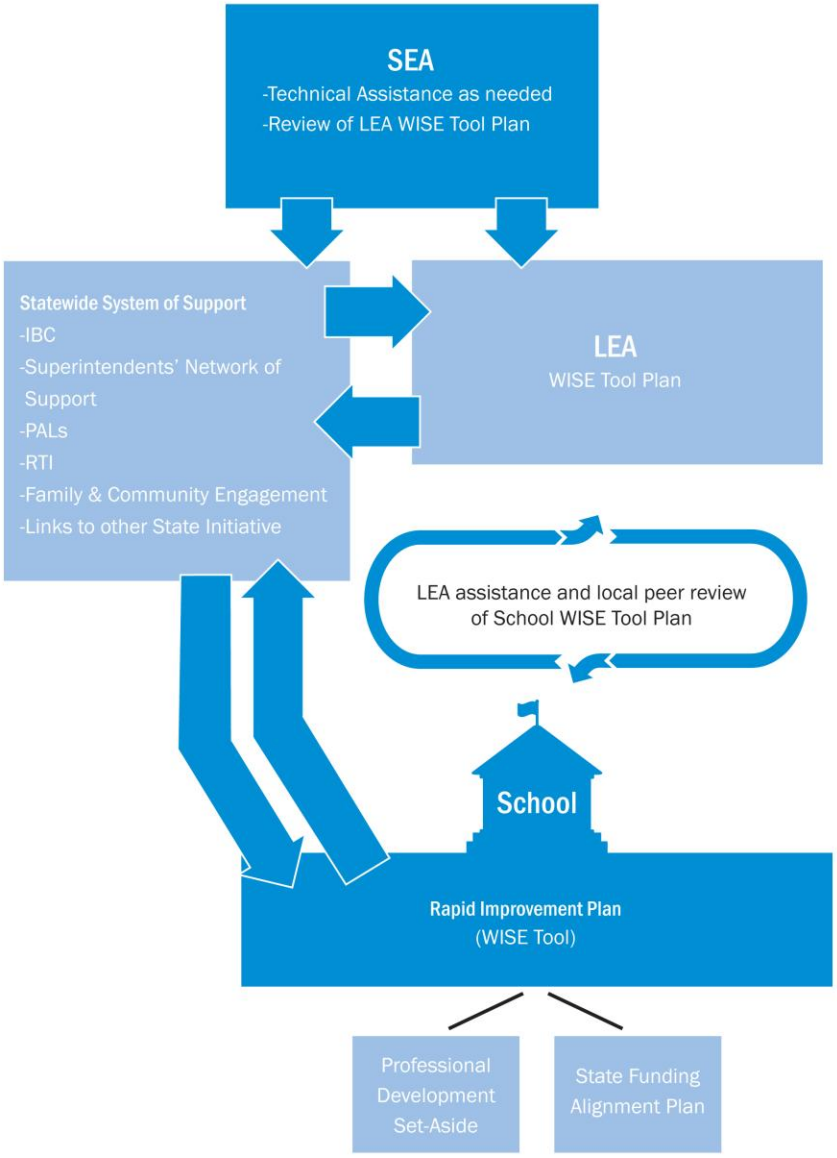


Chart 2

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



WISE TOOL

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

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

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

Continuous Improvement Plan

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

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

Rapid Improvement Plan

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

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

  ISDE requires schools to plan for these indicators in stages; not all of them are required in any given year. This is to promote freedom of choice (i.e., self-selection of where to start) and buy-in at the local level. It is also to facilitate true planning, rather than a compliance mindset. However, the State does review the plans and expects the plan to reflect feedback provided to the school and the district through the Instructional Core Focus Visit[15], if applicable. During a Focus Visit, a group of experts from the ISDE evaluates instructional programs and the leadership and governance structure at a school and district. (See Section 2.E.iii for more detail on Focus Visits.) The State review and the use of the Focus Visit will ensure that the plan addresses any subgroups 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 level Rapid Improvement Plan consists of the same indicators as those within the continuous improvement model. Districts in this planning category are allowed still allowed flexibility in the choice of indicators used for planning, but are required to address a few specific indicators deemed critical to rapid improvement.

Turnaround Plan

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

  Idaho has taken a scaffolded approach to the use of the Transformation Toolkit.

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

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

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

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

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 WISE Tool plan is required.

Table 21
WISE Tool Plan Requirements Based on Star Rating and Progress

	Progress	
	No Lack of Progress Demonstrated	**Lack of Progress Demonstrated**
Current Star Rating		
5 (Five Stars)	No Planning Requirements 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.
4 (Four Stars)	No Planning Requirements 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 (Three Stars)	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 (Two Stars)	Continuous Improvement Plan • Required first year in which rating was attained, if the previous year was not at One or Two Stars. Rapid Improvement Plan • All schools identified as Focus Schools in Table 2 based off of data from the 2011-2012 school year are Focus Schools for the purposes of this waiver request and must implement the Rapid Improvement Plan starting in the 2012-2013 school year regardless of their Star Rating.	Rapid Improvement Plan • Required over the course of three years, beginning with the second year in which a school scored Two Stars or less consecutively (i.e., one of the years had to be at Two Stars, the other year must be either One or Two Stars). Rapid Improvement Plan • All schools identified as Focus Schools in Table 2 based off of data from the 2011-2012 school year are Focus Schools for the purposes of this waiver request and must implement the Rapid Improvement Plan starting in the 2012-2013 school year regardless of their Star Rating.
1 (One Star)	Continuous Improvement Plan • Required first year in which rating was attained, if the previous year was not at One Star. Turnaround Plan • 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 create their Turnaround Plan starting in the 2012-2013 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 One Star. Turnaround Plan • 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 create their Turnaround Plan starting in the 2012-2013 school year regardless of their Star Rating.

Transition Period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. Schools will continue to be identified in the same way they were under NCLB until spring 2013. However, an initial Star Rating will be available to schools and districts by fall 2012. Therefore, there will be a transition period in which schools have labels under two systems. In order to provide clarity of the requirements for 2012-2013, Table 22 details how the requirements of the two systems will integrate for a one-year period. The table explains what each level of NCLB School Improvement Status is required to do depending on the star rating earned at the end of 2011-2012. The requirements balance the new and old systems to alleviate burden where possible and maintain strong accountability where performance is low.

Table 22
Transitional Period School Improvement Requirements

NCLB Status 2012-2013	Star Rating for 2012-2013			
	Five or Four Stars	*Three Star*	*Two Star*[16]	*One Star*[17]
School Improvement (SI) Year 1	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan Professional Development (Set Aside)	Continuous Improvement Plan Professional Development (Set Aside)
SI Year 2	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan Professional Development (Set-Aside)	Continuous Improvement Plan Professional Development (Set-Aside)
Corrective Action ***(SI Year 3)***	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	Continuous Improvement Plan A Corrective Action State Funding Alignment Plan Professional Development (Set-Aside)	Continuous Improvement Plan A Corrective Action State Funding Alignment Plan Professional Development (Set-Aside)
Restructuring Year 1: Planning ***(SI Year 4)***	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan State Funding Alignment Plan Professional Development (Set-Aside)	NCLB Restructuring Plan State Funding Alignment Plan Professional Development (Set-Aside)
Restructuring Year 2 (or beyond): Plan Implementation ***(SI Year 5+)***	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan Implementation State Funding Alignment Plan Professional Development (Set-Aside)	NCLB Restructuring Plan Implementation State Funding Alignment Plan Professional Development (Set-Aside)

[16] Those schools identified as Focus Schools on Table 2 must implement the Rapid Improvement Plan timeline in Table 37.
[17] Those schools identified as Priority Schools on Table 2 must implement the Turnaround Principles timeline in Table 33.

STATEWIDE SYSTEM OF SUPPORT

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

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

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

Idaho Building Capacity Project -- The Idaho Building Capacity (IBC) Project, began in 2008, is a cornerstone of Idaho's Statewide System of Support for Idaho schools and districts that are in need of substantial improvement. Cultivation of leadership in rural and remote areas within Idaho is a key focus. The State partners with Boise State University, Idaho State University, and 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 and prioritize One- and Two-Star schools.

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

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

Strands of study include activities such as:

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

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

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

The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. They support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their districts. 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 One-, Two-, and Three-Star status in order to support and build their capacity in specific aspects of leadership.

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

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

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

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

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

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

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

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

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

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

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

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

Instructional Core Focus Visit -- To determine existing capacity, the State uses the Focus Visit process, a modification of CII's *Patterns of Practice Guide*. Focus Visits use 49 indicators from the WISE Tool and collect evidence of practices associated with substantial school improvement. Data are collected by an external team of reviewers with expertise in the characteristics of effective schools. The external team observes 100 percent of the teachers, including teachers of special populations. Observational data are collected for a sub-set of the indicators that coincide with our statewide teacher evaluation. A protocol linked to the indicators is also used to interview individuals (at least 60 percent of the certified teaching staff and all administrators) and identify recurring themes. Focus groups are conducted in each school for parents, students, non-certified staff (e.g., cooks, custodians, paraprofessionals), and teachers. All data are then analyzed and triangulated to describe the practices of the system. Resulting recommendations are made to district leadership regarding appropriate next steps, especially in the area of leadership capacity and the turnaround principles. Focus Visits recur once a year for three years to maintain a balance of positive support and pressure and to help determine further state supports and/or interventions. Since the protocol is linked to the WISE Tool, recommendations directly tie back to school and district improvement plans and processes, which enhance ongoing assistance efforts. Recommendations will also include connections to programs, technical assistance, and training opportunities that match the needs of the school or district. Table 23 illustrates some examples of opportunities the state can recommend under four key areas of the system.

Table 23
Sample Support, Technical Assistance, and Training Opportunities

Teachers and Leaders
• State training for teacher and administrator evaluation. • Enroll in the Principals Academy of Leadership. • Enroll in the Superintendents Network of Support. • Enroll in the Idaho Building Capacity Project. • Technical assistance on the alignment of pay-for-performance and other State funds with turnaround principles.
Instructional and Support Strategies
• Enroll school leadership in RTI training opportunities. • Provide a Mathematical Thinking for Instruction (MTI) course to the school to align it with the Idaho Math Initiative and/or follow up visits from Regional Mathematics Specialists. • Training on the Common Core State Standards and technical assistance with how to align curriculum, instruction, and assessment practices. • Training in the State's instructional management system as a support for data utilization and curricular planning. • Technical assistance with ELL program design, training on the new WIDA standards, and technical assistance on aligning WIDA standards with RTI practices. • Targeted training to the school or district regarding the Smarter Balanced 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

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

When school-level plans are required, 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, 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. For example, the WISE Tool 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 WISE Tool plan overall for whichever version the district or school is required to submit (i.e., Continuous Improvement, Rapid Improvement, or Turnaround Plans).

Additionally, during the Focus Visit for One-Star schools, the State Support Team utilizes the data from the Star Rating performance framework 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 have specific indicators for which to include objectives and tasks in their improvement plans. For example, the following WISE Tool indicators are available to 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.

Currently, disaggregated graduation data are unavailable. During the transition period to the new graduation calculation, Idaho will utilize disaggregated information from dropout rates in order to inform decision-making. For example, dropout rates will be used to inform Focus Visits and expectations for improvement planning. The historical disaggregated information for ethnicity dropouts can be found at the bottom of the page at this link: http://www.sde.idaho.gov/site/statistics/statistical_data.htm.

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 One-Star and Two-Star categories to provide a plan, within the WISE Tool, for how they will meet the needs of students who are currently not proficient and who have not made adequate growth on either the Reading, Math or Language Usage ISAT. 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. One-Star and Two-Star districts and districts with One-Star and Two-Star 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 Two-Star or One-Star 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.

Transition period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. Existing NCLB improvement timelines will continue to be in place until Spring 2013. However, in order to transition to the new accountability system, any district or school that currently is required to offer school choice may immediately take advantage of the flexibility described by the definition of enrollment options and extended learning identified in this waiver.

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

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

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

STATE FUNDING ALIGNMENT

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

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

- **Pay-for-Performance- Student Achievement**: Schools eligible for State distribution of Pay-for-Performance Student Achievement funds must have a plan on file with ISDE for how the entire school's eligibility for funds will be further broken down into eligible groups of employees within the school. These funds are based on either how well schools demonstrate (a) academic growth or (b) overall student achievement.

The formula places all schools into quartiles, with higher shares of the State allocation determined by increasingly higher performance in growth, proficiency or both. It is possible that persistently low-achieving schools will receive a share of the allocation.

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

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

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

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

OTHER STATE FACTORS THAT SUPPORT IMPROVEMENT

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

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

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

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

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

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

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

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

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

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

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

In Idaho, schools in the Four- or Five-Star 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 Four-Star category has demonstrated effective school performance and can chose the type of planning process for continued improvement. The school may choose to use a planning tool outside of the State system. Further, there is no requirement for 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.

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

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

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

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

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

Additionally, if a school is struggling with meeting the needs of ELLs, ISDE will identify this need as it evaluates the local improvement plan. The State's Title III Coordinator participates in review of school improvement plans in order to provide feedback for the needs of the schools and districts.

These design elements in the Statewide System of Support ensure that the needs of all ELLs are addressed, but especially in schools in the One- and Two-Star categories in which the State is working most directly.

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

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

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

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

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

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

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

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

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

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

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

Option C:

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

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

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

Going forward, Idaho may request to adjust these targets when three years of data has been captured and when the new Common Core State Standards 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.

In addition to benchmarks embedded within the achievement targets, Idaho will also set an Achievement Annual Measurable Objective (AMO) using a combination of Option A and C. Table 24 illustrates the progression Idaho has put into place for the AMOs.

Table 24
AMO Targets

Subject	Current 2011-12 AMOs for AYP	Gap to 100%	Yearly Increase (Half of Gap/6 years)	2011-12 Goal	2012-2013 Goal	2013-2014 Goal
Reading	85%	15	1.3	85%	86%	88%
Mathematics	83%	17	1.4	83%	84%	86%
Language Usage	75%	25	2	75%	77%	79%

Schools were ranked based on the cumulative percent proficient and the starting point for 2011-12 was set at the current AMOs for Adequate Yearly Progress as allowed under a waiver granted by the U.S. Department of Education for each subject area (reading, mathematics and language usage). The AMOs are then set to increase toward the goal of reducing by half the percentage of students who are not proficient within six years. Idaho has set these targets for only three years with the expectation of resetting targets when the new Common Core State Standards assessment goes into effect (2014-2015). The AMOs will be reported on the school and district report card at the overall level and for each ESEA subgroup including all races and ethnicity, Limited English Proficient, and students eligible for Free or Reduced Lunch and students with disabilities and the At-Risk Subgroup. Schools with an overall rating of Three-Star or lower will be required to build into their Continuous Improvement Plan (Three Star), Rapid Improvement Plan (Two Star) or Turnaround Plan (One Star) a plan specifically for reaching the AMOs for any subgroup or overall group that does not reach the target. Further, the WISE tool indicators will be structured to focus on the AMOs in reading, language usage and mathematics. In addition, any Five-Star 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 new rating system will actually hold more schools accountable than the existing ESEA framework. Under the current ESEA framework, 202 schools are identified for improvement, corrective action, or restructuring. More than 400 schools are not identified for any improvement activities. In other words, less than 35% of the schools in the State are 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 Five- and Four-Star schools that miss the AMO for their At-Risk Subgroup or have 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 Two-Star 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 a Three-, Four- or Five-Star rating and have meet the AMO for their At-Risk Subgroup or have closed the achievement gap between their At-Risk Subgroup and the rest of their student population to be less than Idaho's Two-Star Schools.

Idaho expects all schools, including those that are Four-Star and Five-Star schools that do not miss AMOs for the At-Risk Subgroup, to ensure a plan is put into place to address any ESEA subgroup (N>=25) that misses the AMO target for two consecutive years. This plan could include a Continuous Improvement Plan as is required for Three-Star Schools or it could include a specialized plan created by the district to address the specific needs of the subgroup to improve performance. This plan will be monitored and administered by the district.

Achievement: ISDE 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 25.

Table 25
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 26.

Table 26
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 27 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 27
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 28 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 28
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 with the highest amount of points. In 2010-11, the graduation rate distribution for Idaho schools and districts included 138 schools and 97 districts achieving a 90% graduation rate or better.

  Conversely, the lowest point award is for a graduation rate of 60% or lower. This threshold was selected to mirror and aspect of the priority school definition in the waiver. Table 29 details the distribution of graduation rates among Idaho schools and districts.

Table 29
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, 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 30 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 30
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 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 31 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 31
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 32
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 reading, mathematics and language usage. This goal was set as a continuation the current law set in Idaho Administrative Code (IDAPA 08.02.03.112.04.b).

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

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

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

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

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

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

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

2.C REWARD SCHOOLS

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

Currently in Idaho, two awards are given annually 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 ISAT and the ISAT-Alt. This reward system will change under Idaho's application for ESEA Flexibility. Idaho will replace its current reward system with one based on the Star Rating System in which schools will be recognized based on two categories of recognitions: highest-performing and high-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 High-Progress schools and must be rated a Four- or Five-Star School. In 2012-2013 and beyond, the Highest-Performing and Highest-Progress reward schools will be defined through the following criteria.

Highest-Performing Schools:

Recognition - The Star Rating System is compensatory, meaning that to attain Four or Five Stars, a school must have high absolute performance in the all students group for Reading, Math, and Language Arts. 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 a Five-Star Rating for at least two out of three years, AND
- The remaining year attained no less than a Four-Star 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

High-Progress Schools:

As with Highest-Performing Schools, High-Progress Schools will be determined using the Star Rating Performance Framework. A school that attains a rating of Three Stars 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 High-Progress School is one that has met the following criteria:

- Previously attained a Three-Star Rating or less for two or more consecutive years, AND
- In the most recent two years has improved to and consecutively maintained a Four-Star 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.

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 WISE Tool 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. 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.

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

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

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

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

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

2.D PRIORITY SCHOOLS

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

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

Priority Schools are identified as those schools that receive a One-Star rating as described in Section 2.A.i based on the achievement of the all students group, the growth to achievement of all students, the growth to achievement of the identified subgroups and, if a high school, through the 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 One-Star rating does meet the ESEA Flexibility definition of "priority school," which is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.

The total number of One-Star Schools 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 are priority schools for purposes of this request and must implement the interventions required of One-Star schools, regardless of their star rating. Across this request, all references to and requirements of One-Star schools apply to all schools designated as priority schools in Table 2 as well.

One-Star schools meet the definition of a priority school as found under the Peer Review Guidance. The One-Star schools, although based on a multitude of measures rather than just achievement, include the same lowest five percent of Title I schools in terms of all student proficiency, all Title I or Title I eligible school with a graduation rate of less than 60%, and the Tier I and Tier II schools currently using SIG funds to implement school intervention models with very few exceptions. Only two high schools have a < 60% graduation rate two years in a row. Both of these schools are classified as a One-Star school and, therefore, will implement the sanctions outlined for One-Star schools. Idaho's graduation rate is lagged; therefore, 2010-2011 data is the most current data and the data being used in the 2011-2012 star rating system.

There were eight schools that received SIG funds. Of those eight, two are identified as One Star, two as a Two Star, two as Three Star, and two as a Four Star school. Given that the interventions implemented by the SIG have been in place for two years now, improvement by these schools should be expected. Further, these measures ensure that the improvement is illustrated through a continuous growth rather than just achieving the benchmark for one year. All current SIG schools are also identified as priority schools for based on 2011-2012 data regardless of their star rating.

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

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

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. 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 One Star schools for the U.S. Department of Education. The total number of One Star 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.

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

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that 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 One Star schools for the U.S. Department of Education. The total number of One Star 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.

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

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

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

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

The State has verified this 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 on ISAT reading and mathematics; 5) a cumulative chart was created to illustrate any differences in the Star Rating list with the comparison lists.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

After choosing a Turnaround Model, the One-Star School and its district develop a Turnaround Plan. The Turnaround Plan provides the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school and district that have led to persistently low student achievement outcomes.

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

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

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

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

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

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

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

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

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

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

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

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

3- Through the school improvement planning process in the WISE Tool, One-Star Schools are required to plan for professional development based on the needs of the students in the school and the school staff. The plan must account for the relationship between classroom observations and professional development needs that targets specific areas of student performance.

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

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

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

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

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

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

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

- Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).

- Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- Units of instruction include standards-based objectives and criteria for mastery.
- The principal keeps a focus on instructional improvement and student learning outcomes.

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

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

- The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.
- Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
- Instructional Teams use student learning data to plan instruction.
- Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
- Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.

- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- Teachers re-teach based on post-test results.
- Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
- The principal plans opportunities for teachers to share their strengths with other teachers.

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

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

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

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

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

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

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

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

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 WISE Tool 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

This fourth cluster requires districts to create plans (i.e., objectives and tasks) and monitor implementation for the turnaround principles using the following indicators:

Draft 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 needs to be replaced with a stronger, more effective leader.	1
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 planning in the general indicators of the WISE Tool in order to ensure that all turnaround principles are specifically addressed.

School:
At the school level, the basic WISE Tool has 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:

Draft 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 research-based, rigorous, and aligned with State academic content standards.	4
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 (Attachment 29).

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

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

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

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

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

Specific indicators in the WISE Tool emphasize behavioral research regarding what effective principals must do to effect change in a school, including developing a leadership team and using data to guide instruction.

These indicators are then connected to the use of the Danielson Framework for Teaching as an evaluation tool and the analysis of student achievement data to make sure the school is getting results.

The State also puts support structures in place to customize support for each One-Star School and the LEA that oversees it. The Idaho Building Capacity Project provides an external coach to a school and its district. The 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 the effectiveness of school improvement efforts. With this one-on-one support, the State is responsive to the One-Star School's needs and makes sure the school is effectively implementing its Turnaround Plan.

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

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

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

Once identified, a school will remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the district, approved by the State and monitored by both the State and the district. Schools may exit 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 Three-Star 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 33 depicts the entrance and exit process and the sequence of years related to the One-Star 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 33
School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit[18]

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
School year prior to the school year during which the first One-Star rating is earned	*Depends on Star Rating Level*	*Depends on Star Rating Level*
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

[18] 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 One-Star rating for all other schools*	<u>Fall 2013 and beyond</u> Participate in Instructional Core Focus Visit Notify parents of enrollment options Provide extended learning time <u>Winter 2013/Spring 2014 and beyond</u> Create school level Turnaround Plan aligned with turnaround principles and other state requirements	<u>Fall 2013 and beyond</u> Participate in Instructional Core Focus Visit Enroll district and school in appropriate technical assistance programs Choose school Turnaround Option Create district level plan for school turnaround principles <u>Winter 2013/Spring 2014 and beyond</u> 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
Turnaround Plan - Year 3 *Consecutive year after "Turnaround Plan - Year 2", <u>unless</u> 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 Three-Star 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 Three-Star rating or higher by the end of Turnaround Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board

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

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

The State will ensure that districts implement meaningful interventions in One-Star Schools (i.e., a Priority School) over the course of a graduated process to occur no later than 2014-2015. Because of the emphasis on district responsibility and capacity, the timeline articulates the actions that the state will take to inform districts regarding the identification of their schools. Then, the timeline allows the State sufficient time to conduct the Instructional Core Focus Visits that will be required to make determinations about leadership capacity and develop recommendations for local planning.

After the recommendations from the Instructional Core Focus Visits, the timeline allows districts sufficient time to plan for district requirements, consult with families and the community, and to make important decisions regarding school governance. Once the district has completed the actions required of it, the timeline details the particulars required for school level planning.

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

As detailed in Table 34, the timeline targets state, district, and school activities that will occur in order that the Turnaround Principles will be implemented in schools by 2014-2015; implementation efforts will continue in 2015 and beyond. The timeline does not distribute schools differentially or save all aspects of implementation for the latter years of the timeline. All schools identified will follow the timeline on Table 34.

Table 34
Turn Around Principles Timeline

Timeframe	Agency	Action
Spring 2012 – Spring 2014	SEA	Continue implementing school turnaround models in persistently low-achieving schools identified under the School Improvement Grant 1003(g) requirements; monitor implementation; support district and school turnaround efforts through technical assistance and various programs
Spring 2012	SEA	Identify first year of schools achieving One Star according to new performance framework; notify districts of school ratings
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to Districts regarding the requirements and Turnaround Principles that are expected to be implemented in schools which are in the Turnaround Plan category
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect 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 One-Star 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 One-Star 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
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 Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

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

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

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

In order to be removed from One-Star School status, a school must achieve a three-star ranking or better for two consecutive years after initial identification.

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 Three-Star Rating or better, because Four- and Five-Star schools are high performing and a Three-Star rating places the school in the typical domain of "continuous improvement" where the majority of schools will be working will LEA oversight. A Three-Star school has demonstrated it does not have the intense need for intervention based upon its performance.

Schools identified as Priority Schools in Table 2 based off of data from the 2011-2012 school year must implement all requirements of One-Star schools starting in the 2012-2013 school year regardless of their Star Rating. To exit this Priority Status, they must implement the interventions 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 Three-Star ranking or better on the annual measurable objectives is likely to result in sustained improvement. First, this is due to the fact that the school has demonstrated evidence of achievement that is not simply a one year anomaly. Rather, minimum State benchmarks have been met and the system has sustained that level of performance over time.

Second, to achieve a Three-Star rating or better, the school must be demonstrating system-wide improvement in order to impact the multiple sub-domains on the performance framework. Because the exit criteria is based on all four dimensions of the accountability system, when a school receives a higher star rating, it illustrates that the school's performance has improved throughout and includes more than just students reaching proficiency. It includes all student and subgroup growth; growth to proficiency; and, for high schools, it also includes three measures of postsecondary and workforce readiness.

As mentioned in Table 33, 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 the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools."

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

Focus Schools will be identified as those Title I schools that receive a Two-Star rating as described in Section 2.A.i. Through this comprehensive measure of student achievement, student growth, growth to standards, growth by students in subgroups and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are among the lowest-performing in Idaho due to achievement gaps. A Two-Star rating does meet the ESEA definition of "focus school," which is a Title I school in the State that, based on most recent data available, is contributing to the achievement gap in the State. All schools designated as focus schools in Table 2 are focus schools for purposes of this request and must implement the interventions required of Two Star focus schools, regardless of their star rating. Across this request, all references to and requirements of Two Star schools apply to all schools designated as focus schools in Table 2.

The total number of Two Star 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 has defined Two-Star 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 the SEA's list of focus schools in Table 2.

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

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

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that 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 Two Star schools for the U.S. Department of Education.

The total number of Two Star 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.

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 Ratings for the schools on the next generation accountability system metric described in Section 2.A.i.; 2) the Star Rating list was compared to a rank ordered list of Title I schools' graduation rates; 3) the Star 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 reading and mathematics; 4) the Star Rating list was compared to a rank ordered list of Title I schools by the lowest achieving subgroup proficiency on ISAT reading and mathematics; 5) the Star 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 reading and mathematics; 6) the Star Rating list was compared to a rank ordered list of Title I schools by the at-risk subgroup proficiency on ISAT reading and mathematics;, 7) a cumulative chart was created to illustrate any differences in the Star Rating list with the comparison lists.

As noted in the introduction to this waiver, Idaho's population precludes many schools from having reportable subgroups. Idaho has taken a strong approach in looking at subgroups through the combined At-Risk Subgroup. This approach has allowed the Star Rating system to identify gaps for students that would otherwise only be part of an overall calculation. This identification produces a different list of schools than just comparing gaps of lowest and highest performing subgroups, which only affect a small number of schools in Idaho.

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

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that 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 Two Star schools for the U.S. Department of Education. The total number of Two Star 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.

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

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

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

Regardless of the school's Rapid Improvement Plan, the State will require every Two-Star School to 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.

Two-Star Schools must follow this guidance in the school year immediately follow their identification. (See the Timeline in Table 34 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 Improvement Plan will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school and district that have led to achievement gaps and low student achievement outcomes.

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

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

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

The State also places requirements on districts in which a Two-Star School is identified. The district must support the planning and implementation processes in the Two-Star School. The ISDE monitors the district's support efforts through a local peer review process[19]. The district must coordinate technical assistance for the school and review the quality of the Rapid Improvement Plan created by the leadership team in the Two-Star School. The district is responsible for reviewing the plan and ensuring it is implemented effectively.

[19] The local peer review process applies to Focus and Priority schools and is explained in detail in section 2.A.i.

The district's review will be documented and submitted to the ISDE, at which time a quality review will be conducted by the State to ensure the district has met its obligation to support the school.

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

The ISDE will conduct Instructional Core Focus Visits to Two-Star Schools on an as-needed basis. In the Focus Visit[20], a small group of staff from the ISDE conducts an on-site visit to evaluate current practices in the school and in the district. To determine which schools need Focus Visits, the ISDE will analyze student achievement data from the school and district levels, along with other sources of diagnostic information such as results from federal program monitoring visits. If a Focus Visit occurs, the ISDE will expect the Two-Star School to revise its Rapid Improvement Plan to reflect the recommendations provided to the school and the district.

Districts in which a Two-Star School is identified will enroll in technical assistance opportunities that the ISDE makes available, such as professional development and on-site instructional coaching. The technical assistance opportunity must be aligned with the needs of the Two-Star School. For example, if a Two-Star School in a district is struggling to meet the needs of diverse learners, the district would enroll in Response to Intervention training.
If the district determines the Two-Star School lacks leadership capacity, the district would enroll in the Idaho Building Capacity Project[21], which provides an instructional coach on site. Through the Rapid Improvement Plan, the ISDE will ensure the district and Two-Star School select the most appropriate technical assistance available.

Table 35 provides a comprehensive timeline for how the State will ensure each district identifies the needs of its Two-Star School(s) to best meet the needs of the students.

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 Improvement Plan. 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.

[20] Focus Visits are described in detail in section 2.A.i.
[21] More information on the IBC Project is found in section 2.A.i and at http://www.sde.idaho.gov/site/ssos/IBC.htm.

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.

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. The WISE Tool is structured around these rapid improvement plan principles. Using the WISE Tool process, 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 performance framework for the Star Rating includes multiple metrics with benchmark cut-points for each, this will entail identifying each metric in which performance in the school is unsatisfactory. The school will complete an online form each year that will be housed on the WISE Tool dashboard in which these data are identified as a focal point for improvement efforts. Second, the school will conduct an assessment of its practices compared against the WISE Tool indicators. Using the 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 Reading 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 is 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 35
Timeline on How the State Will Ensure Each District Identifies the Needs of Its Two-Star School(s)

Timeframe	Agency	Action
Spring 2012	SEA	Identify first year of schools achieving Two Stars according to new performance framework; notify districts of school ratings.
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to districts regarding the requirements that are expected to be implemented in schools which are in the Rapid Improvement Plan category (i.e., Focus Schools); provide guidance to districts regarding the requirements that are expected to be implemented in schools in the Two-Star School status.
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect. 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 Two-Star 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 Two Star 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 Two-Star 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 Two-Star schools on an as-needed basis; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures.
Fall 2013	LEA	Begin providing required services for eligible students in each Two-Star school (e.g., 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.
Spring 2014	LEA	Review school level planning components for district approval.
Spring 2014	SEA	Review school level planning components for State approval.
Spring 2015 & beyond	SEA	Monitor and support implementation of the Rapid Improvement Plan throughout the duration of the period for which the school is in the Two-Star School category; if the school does not timely exit from the Two-Star School category, make a determination regarding possible State intervention at the district level.

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

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

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

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

This approach has been successful at assisting Idaho schools in meeting the State's adequate yearly progress goals; in significantly decreasing the percentage of schools identified for improvement, corrective action, and restructuring under current ESEA requirements; and for raising student achievement outcomes in general. For example, of 22 schools in the third cohort of the Idaho Building Capacity Project, the average school saw positive gains in the percent of students scoring proficient or advanced between 2009 and 2011 in both the students' categories and the primary sub-groups for both Reading and Math. This is demonstrated in Table 36.

Table 36
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[22]
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

[22] 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.

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

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

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 Two-Star School has selected indicators and is implementing interventions that are appropriate for its grade levels and student needs.

The ISDE and district will monitor the school's progress and ensure the Rapid Improvement Plan is working effectively for students. If not, the plan will be adjusted to better meet students' needs.

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

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

Once identified, Two-Star Schools will remain in the Two-Star category unless they meet the exit criteria or drop into the One-Star category. Under Idaho's accountability plan, a school can exit from the Two-Star category once it makes enough progress to rank as a Three-Star School or higher for two consecutive years. (See Section 2.A.i. for more details on Idaho's Star Rating System.) If a Two-Star School ranks in the One-Star category for two consecutive years, it will be required to implement the Turnaround Plan and interventions required of a One-Star School. Table 37 illustrates the sequence of events from entrance to exit related to the Rapid Improvement Plan associated with focus schools.

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.

For all other Two-Star 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 Three-Star Rating or better, because Four- and Five-Star schools are high performing and a Three-Star rating places the school in the typical domain of "continuous improvement" where the majority of schools will be working will LEA oversight. A Three-Star school has demonstrated it does not have the intense need for intervention based upon its performance.

As mentioned in Table 37, if a school has not met the exit criteria by the end of the third year in focus 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 appropriate.

Table 37

School Level Rapid Improvement Plan Timeline for Entrance, Requirements, and Exit[23]

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
School year prior to the school year during which the first Two-Star rating (or less) is earned	*Depends on Star Rating Level*	*Depends on Star Rating Level*
Continuous Improvement Plan *The year following the first Two-Star rating (or less)*	Submit Continuous Improvement Plan and other state requirements (e.g., plan for aligning state funds)	Review school level Continuous Improvement Plan for approval before submission to the State

[23] 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 Improvement Plan - Year 1 *For those schools identified as Focus Schools in Table 2.*	<u>Fall 2012</u> 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 Improvement Plan <u>Spring 2013</u> Enroll district and school in appropriate technical assistance programs Review and revise school level Rapid Improvement Plan with the District for approval before submission to the State	<u>Fall 2012</u> 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 Improvement Plan <u>Spring 2013</u> Enroll district and school in appropriate technical assistance programs Review and ensure appropriate revisions in school level Rapid Improvement Plan for approval before submission to the State

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
Rapid Improvement Plan - Year 1 *The year following the second Two-Star 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 Improvement Plan	Fall 2013 and beyond Enroll district and school in appropriate technical assistance programs Oversee the development of school level Rapid Improvement Plan Review school level Rapid Improvement Plan for approval before submission to the State
Rapid Improvement Plan - Year 2 *Consecutive year after "Rapid Improvement Plan – Year 1"*	Full implementation of school level Rapid Improvement Plan and other state requirements Submit updates and revisions to Rapid Improvement Plan	Provide continuous support and monitoring of school level Rapid Improvement Plan aligned and other State requirements Review updates and revisions to school level Rapid Improvement Plan for approval before re-submission to the State
Rapid Improvement Plan - Year 3 *Consecutive year after "Rapid Improvement Plan - Year 2", unless the exit criteria is met.*	Continue full implementation of school level Rapid Improvement Plan and other State requirements Submit updates and revisions to Rapid Improvement Plan *NOTE: If a Three-Star rating or higher has been reached in both Rapid Improvement Plan – Years 1 and 2, the school may exit the Rapid Improvement Plan Requirements one year early unless the school is identified as a Focus School in Table 2.*	Provide continuous support and monitoring of school level Rapid Improvement Plan and other State requirements Review updates and revisions to school level Rapid Improvement Plan for approval before re-submission to the State

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
Rapid Improvement Plan - Year 4 *Consecutive year after "Rapid Improvement Plan - Year 3"*	n/a	If a school has not met the exit criteria of two consecutive years at Three-Star rating or higher by the end of Rapid Improvement Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board.

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

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

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

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

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

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

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

TABLE 2: 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	

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

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

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

Key

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

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

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

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

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

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

Therefore, Three-Star Schools will be required to develop and implement a Continuous Improvement Plan.

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

First, the Three-Star School has more flexibility in the improvement planning process. The school will develop and implement a Continuous Improvement Plan in the WISE Tool[24], the State's web-based school improvement planning tool. Whereas One-Star and Two-Star Schools must address plans that meet all 88 indicators in the WISE Tool, Three-Star Schools will have more flexibility and only need to address indicators that align with the school's areas of need. The plan will be annually revised and updated. The ISDE will review the plan for effectiveness.

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

Third, the ISDE will give Three-Star Schools more financial flexibility as they implement their Continuous Improvement Plans. Three-Star Schools as well as Four-Star and Five-Star Schools will receive optional fiscal flexibility 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. [25]:

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

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

The ISDE and districts will make sure these incentives and supports improve student achievement outcomes in Three-Star Schools. Similar to the improvement planning process for One-Star and Two-Star Schools, the district in which a Three-Star School is located will play a critical role in the development and implementation of the school's Continuous Improvement Plan. Specifically, districts will be required to review the school's Continuous Improvement Plans each year, provide feedback and approve the plans prior to submitting such plans to the ISDE.

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

ISDE will provide a specific rubric for Three-Star Schools, and the district will use this rubric to conduct peer review[26] sessions either within the district or through partnerships with other school districts. The peer review will ensure a high-quality implementation of the Continuous Improvement Plan. The district will make online reports on its progress and support of the Three Star School through the WISE Tool. ISDE will work with Three-Star Schools by reviewing the Continuous Improvement Plan, monitoring district reports in the WISE Tool and providing schools with access to technical assistance through the Statewide System of Support.

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

Idaho will include AMOs in the State report card for use in setting goals and measuring progress. Additionally, objectives are inherently embedded into the Star Rating System. As described on p.137 of the state plan, the Star Rating System applies to all schools, including Title I schools. The Star 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. If any school is not making appropriate progress in the Star Rating performance framework, they will be identified in the One-, Two-, or Three-Star 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 Reading for English Language Learners, the WISE Tool plan created must include strategies that support the improvement of this population's performance. Specifically, schools with an overall rating of Three Star or lower will be required to build into their Continuous Improvement Plan (Three Star), Rapid Improvement Plan (Two Star) or Turnaround Plan (One Star) a plan specifically for reaching the AMOs for any subgroup or overall group that does not reach the target.

Further, the WISE tool indicators will be structured to focus on the AMOs in reading, language usage and mathematics. In addition, any Five-Star 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.

[26] 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.

Regarding schools that are not identified for focus or priority status, and which have not attained a Four- or Five-Star Rating, they are required to implement the Continuous Improvement Plan requirements. The incentives and supports are already described in Section 2.F.i.

Based on peer review feedback, the State will add the following incentive to its plan. The State will include leaders from Four- and Five-Star 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 Three-Star 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, Three-Star schools must plan and implement Continuous Improvement Plans and their associated requirements, such as the alignment of State funds and teacher evaluation to the improvement process. The State estimates based on 2010-2011 and 2011-2012 preliminary data that approximately 40% of schools will be rated Three-Star Schools which will be required to implement the Continuous Improvement Plan requirements.

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 outlines the primary components for how the State will monitor and interact with priority and focus schools. First, the improvement planning process entailed in the WISE Tool is monitored before, during, and after identification for priority and focus status. Planning is connected to the AMOs and performance framework for each school since strategies must be included for specifically reaching the AMOs for any subgroup or overall group that does not reach the target. In addition, any Five-Star 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.). To review the WISE Tool plans, 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.

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 One-Star schools.

The State uses this 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 WISE Tool. Fourth, technical assistance programs take place anywhere from quarterly (RTI training) to weekly (first year IBC). These programs are aligned with the Focus Visit, the WISE Tool, and the accountability system in general. Our technical assistance providers monitor 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 build capacity at the school, district and State level through the improvement planning process, effective implementation of an improvement plan and technical assistance offered through the Idaho Statewide System of Support. All these processes are aligned with researched best practices and will be evaluated on a regular basis by the district and the State to ensure they are working effectively at the school level. If not, changes will be made accordingly to best meet the needs of the students in the school.

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

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

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

Third, when the ISDE conducts professional development opportunities for Response to Intervention or other programs that work to strategically meet the needs of English language learners, students with disabilities and low-achieving students, the trainings are designed to support leadership teams.
The ISDE focuses on a district or school leadership team, rather than only individuals, to ensure the program is sustained.

These trainings require all district leadership roles to be present, such as the superintendent, federal programs director, LEP director, special education director, curriculum director.

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

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

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

The ISDE believes this system of accountability will work to improve student achievement and close achievement gaps because it is based on research and based on previous successes in the State. Idaho became the subject of a case study on promising practices within the Statewide System of Support in 2010. The National Center on Innovation and Improvement (CII) published *Transforming a Statewide System of Support: The Idaho Story* (Lane, 2010) highlighting how the State's model has resulted in changed partnerships with districts and schools in a way that is contributing to improved student achievement and sustainable improvement across the State. The following is an excerpt for the findings of the study:

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

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 WISE Tool, 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 Rating performance framework, 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 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 33.

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

First, the WISE Tool contains several ways in which the State and school districts can monitor improvement activities. It is accessible at the State, district and school levels so staff at all levels can coordinate planning and provide feedback. External improvement coaches, such as those provided through the Idaho Building Capacity Project, will have access to the WISE Tool to comment on improvement plans. The Tool includes timelines and self-monitoring procedures to promote internal responsibility and team planning.

Second, the ISDE and the school district are responsible for evaluating the effectiveness of the One-Star or Two-Star school's improvement plan annually. The ISDE also will evaluate the district's improvement plan annually.

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

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

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

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

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

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

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

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

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

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

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

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

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

Districts with One-Star Schools are still required to set aside funds for professional development 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 2011, Idaho passed comprehensive education reform laws, known as "Students Come First," that includes a statewide pay-for-performance plan to reward teachers for improvement student achievement, working in hard-to-fill positions and taking on leadership duties.

In the 2012-13 school year, school districts will work with teachers to develop plans to identify the hard-to-fill positions and leadership duties that should be awarded at the local level. Plans and bonuses will vary from district to district.

The State will provide funding in Fall 2013 for districts to offer rewards in these two areas to support effective teaching and leadership. For example, districts can use these funds to incentivize job-embedded instructional coaching by providing bonuses to teacher leaders. For more information on Students Come First laws, see http://www.studentscomefirst.org/bill.htm.

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

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

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

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

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

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

PRINCIPLE 2: SUMMARY

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 ISDE has developed a plan for differentiated recognition, accountability, and support in order to capitalize on the momentum of the past few years.

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

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

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

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

PRINCIPLE 3 – INTRODUCTION

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

Idaho has created, and continues to develop, statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Under Students Come First, at least 50 percent of teacher and administrator performance evaluations must be based on student achievement. Two other required measures of educator performance are parental input and observation.

Districts must make sure that parent input is included on teacher and school-based administrator performance evaluations going forward. This data must be considered as part of the overall evaluation, however, districts have local control over by what means they collect and at what percentage they calculate parent information into the evaluation equation. Additionally, every school district is currently using the Statewide Framework for Teacher Performance Evaluations, based on the Danielson Framework for teaching. The states goal is to increase the frequency of interaction between teachers and administrators around this model, and ensure that data gathered from evaluations informs ongoing professional growth.

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

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

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

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

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

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

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

The events included in this timeline illustrate a comprehensive plan that will likely lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement. Attachments 10 and 11

provide evidence of Idaho's commitment to a rigorous and relevant evaluation system reflected in policy changes in all phases; from full implementation to proposed rule. Together, these changes represent a comprehensive system for evaluation that will be used for continual improvement of instruction and will meaningfully differentiate educator performance using multiple, valid measures and emphasizing student growth.

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

- Students Come First-Proposed revisions to Idaho Code 33-513 through 33-515:
  - http://legislature.idaho.gov/legislation/2011/S1108.pdf

iv. Students Come First-Proposed revisions to Idaho Code 33-1004I:

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

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

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

In the first few months of this work, all stakeholders have shown strong support for the development of a rigorous framework for administrator evaluation; thus; suggesting successful adoption of the related/necessary policies in the 2011-2012 school year.

ISDE held its first meeting with representatives from educational stakeholder groups on December 15, 2011. Participants included:

- Administrators from both large urban and small rural districts
- Public School Teachers
- Central District Staff- Directors of Curriculum and Special Education
- Idaho Education Association President
- School board trustees from both large urban and small rural districts
- Higher education representatives

- Idaho PTA representative
- Office of the State Board of Education representative
- Office of the Governor representative
- Senator John Goedde, Idaho Legislature
- Senator James Hammond, Idaho Legislature
- Senator Steve Bair, Idaho Legislature
  (See Attachment 15 - Meeting Minutes from December 15, 2011)

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

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

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

The work of the Administrator Evaluation Focus Group has been completed. The State Board of Education has received an informational summary of the recommendations from the Administrator Evaluation Focus Group at the June 2012 meeting. Those recommendations have been converted into a proposed rule based on feedback from the board which will be brought back to the board at the August 2012 meeting (See Attachment 31). Throughout the process, the Administrator Evaluation Focus Group has made every effort to keep all stakeholders apprised of the work, and provide opportunities for feedback. While a number of principals and their association representatives have been directly involved in the work of the focus group, information has been disseminated to all administrators statewide updating them on the work of the focus group and the recommendations that will be made to the state board.

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

Idaho values stakeholder input, even beyond teachers and principals, in developing evaluation policy, and will continue to provide avenues for input in developing remaining guidelines.

In Fiscal Year 2009, $50,000 was legislated to fund the research and development activities of the Teacher Evaluation Task Force as briefly referenced above. The task force was comprised of key stakeholders from across Idaho who shared a desire to improve education through a consistent set of statewide standards for teacher evaluation.

Teachers, parents, school administrators, school board trustees, legislators, and representatives of higher education were involved in the Teacher Performance Evaluation Task Force. The task force met initially in May 2008 with the charge of "developing minimum statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho."

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

Key findings of the Teacher Evaluation Task Force included:

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

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

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

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

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

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

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

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

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

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

- A second contract with Educational Impact was authorized for the purpose of developing a custom training program targeted specifically at administrators. The training centered on how to use the Danielson Framework for evaluation purposes, including examination of performance artifacts and best practices in

conducting pre- and post-observation conferences. The program allows administrators to view video footage of teachers in the classroom and practice evaluating teacher performance.

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

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

ISDE is currently involving teachers, school administrators, legislators, and other significant stakeholder group representatives in the development of guidelines and examples of multiple measures to assess teacher effectiveness in non-tested grades and subject areas. In April 2012, a presentation to the Evaluation Capacity Task Force by a national expert from the National Comprehensive Center on Teacher Quality presented practices being used across the states to provide research and options for initial Idaho recommendations to districts. Ultimately, in accordance with Idaho Administrative Procedures Act (IDAPA) 08.02.02.120, each LEA evaluation policy must include provisions for allowing opportunities for input and ongoing review from those affected by the evaluation; i.e., trustees, administrates and teachers. Therefore these guidelines and examples to assess teacher effectiveness in non-tested grades and subject areas will be reviewed at the local level by all stakeholders prior to adoption by the LEA. With the revisions being proposed to IDAPA 08.02.02.120, a portion of the 50% of a teacher's evaluation that is based on growth in student achievement must be based on growth as determined by the Idaho Student Achievement Test (ISAT) and Idaho's growth model. Local stakeholders have the authority to adopt additional growth measures that meet their unique needs and that will be differentiated based on the subject and grade level being taught. Once approved by the LEA, the revised plans will be submitted to the ISDE for review and approval for alignment to Idaho statute and administrative rule.

To solicit feedback at the state level beyond the initial role of the Capacity Task Force, all aspects of evaluation systems and models for assessing teacher effectiveness will be reviewed and revised (as necessary) even after formal adoption.

The formal State Board approval of these recommendations for appropriate measures will take place at the August 2012 board meeting and legislative approval will follow in spring 2013. Following that, the State's Professional Standards Commission shall form an additional subcommittee to work with the State's evaluation coordinator to provide ongoing review and inform appropriate revisions of the State's frameworks for educator evaluation.

The next steps in a unified effort to solidify Idaho's policy commitment to supporting great teachers and leaders to bring about improved student achievement includes creating policy for administrator evaluations in much the same way described above for teacher evaluations. ISDE is currently involving teachers, school administrators, and legislators, and other significant stakeholder group representatives in the development of the administrator evaluation, discussed in detail above. This work and a timeline for other statewide initiatives are outlined in Table 38.

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

Table 38
Develop & Adopt Guideline for Local Teacher and Principal Evaluation & Support Systems

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

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

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

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

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

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

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

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

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

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

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

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

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

v. The SEA has checked Assurance 14.

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

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

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

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

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

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

Idaho's longitudinal data system, *Idaho System for Educational Excellence (ISEE),* allows administrators to track teacher evaluations over time, and to assess the student achievement gains that may result from targeted professional development for teachers. In addition, Administrative rules charge each administrator with the responsibility for being trained in personnel evaluation and districts must commit to ongoing training and funding as follows:

i. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.

ii. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.
iii. Funding – a plan for funding ongoing training and professional development for administrators in evaluation.

Additionally throughout Principal 2, teacher and administrator evaluations are connected to school improvement plans. Teacher and administrator performance evaluations in Idaho already require a strong tie to student performance metrics (at least 50%). The State will require One- and Two Star schools to demonstrate how teacher and administrator evaluations enhance their improvement plans by embedding the concepts in the Rapid Improvement and Turnaround Plans.

b. Idaho's Educator Evaluation System meaningfully differentiates performance using at least three performance levels.

ISDE developed regulations found in IDAPA 08.02.02.120 specifically to support teachers in continual improvement of instructional practices. Currently, school districts are required only to report teacher performance evaluation information in the aggregate as "proficient" or "not proficient." However, ISDE has since begun work on revised rules that will be legislatively approved in January 2013. Revised Idaho Administrative Rule language will require districts to implement a four-tiered rating system by the 2013-14 school year. Under the rule change, there would be four performance levels for all teachers: not proficient, basic, proficient, or distinguished. Additionally, administrator evaluations shall be reported using the same four-tiered ranking system.

c. Idaho's Educator Evaluation System will use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys).

Currently, Idaho's Students Come First legislation enacted in 2011, requires that teacher performance evaluations be based upon multiple measures to include, at minimum:

1. Growth in student achievement data (Idaho Code 33-513 through 33-415B) to be weighed at not less than 50 percent in the evaluation of every educator
2. Teacher observations using the Danielson Framework for Effective Instruction (IDAPA 08.02.02.120.)
3. Parental Input (Idaho Code 33-513)

Idaho is also is in the process of rewriting State policies to include these requirements through Administrative Rule:

1. Multiple measures must be used to evaluate teacher performance. (State shall create a menu of State-approved measures. Preliminary work based upon NCCTQ Research, Attachment 21 - Alternative Measures of Teacher Performance

2. Data must be gathered with sufficient frequency to provide a basis for the evaluation. (State shall create a definition for "Sufficient Frequency" and develop a sample calendar for guidance)

The State is additionally exploring effective measures related to special student population to further inform teacher evaluation policies. A primary goal for Idaho is to ensure that highly effective teachers are in place throughout the public school system, especially for our most difficult to teach students. In order for the SDE to identify effective teachers, it is first necessary to define "highly effective" teaching and then to develop efficient and practical tools to measure it in the context of special education.

The Special Educator Evaluation Project focuses on these important tasks. Beginning with the most complex issue in measurement and assessment of teacher evaluation systems (i.e. special education), this project will provide critical information and insight to some of the most difficult measurement, practical and political issues that can inform the scaling up of such a system to other certification and endorsement areas. This project is under the direction of Dr. Evelyn Johnson, in partnership with the ISDE, Boise State University, and the Lee Pesky Learning Center.

The purpose of this project, under the direction of Dr. Evelyn Wood is to develop a special educator evaluation tool that a) directly links to student outcomes; b) is grounded in Danielson's domains; c) consists of multiple sources of data; and d) provides a system for collaboration among IHE special educator preparation programs, districts, the Idaho SDE, and the National Comprehensive Center for Teacher Quality.

To accomplish this goal, we will focus on two primary objectives:

1. Develop a definition of special educator efficacy
2. Support the state's development of a teacher evaluation system by informing the components specific to special education teachers

Participants were recruited by coordinating with existing state projects such as the New Teacher Project, State Mentor Network and graduates of state special education preparation programs.

Developing such a special education evaluation model will enable the Idaho State Department of Education to align certification standards, teacher preparation, teacher evaluation and school improvement consistent with the guidelines for a comprehensive teacher evaluation system.

(i) The SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high quality manner across schools within an LEA:

In March 2012, a workgroup comprised of key ISDE staff, external stakeholders and consultants from the Northwest Regional Comprehensive Center will form an Evaluation Capacity Taskforce that will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, and can be implemented in a quality manner.

This group will focus on the development of a theory of action linked to measuring performance for both teachers and principals, supporting related professional development, and creating a process for the ISDE to monitor school district's educator evaluation systems. The goal of the group will be to produce a Statewide system of support and accountability to ensure consistent and sustainable implementation of valid evaluation systems.

This Evaluation Capacity Task Force will also vet various measure for grades and subjects in which assessments are not required under ESEA section 1111(b)(3), and provide a menu of options for districts to begin piloting by the 2013-14 school year.

No later than August 2012, policy created by the Evaluation Capacity Taskforce will be presented for preliminary approval through the State Board of Education. Subsequently, following the rules promulgation process, the proposed policy will go out for a period of public comment in Fall 2012. Formal Legislative approval is expected to follow in Spring 2013. This timeframe will allow districts to pilot an evaluation model incorporating all of the related statutory and administrative rule changes in the 2013-14 school year. ISDE will require that each district's plan be submitted to the State no later than January 2014 to be reviewed and approved. Each plan must include evaluation processes and specific measures for both teacher evaluation and administrator evaluation. ISDE monitoring of school district plans will begin in Fall 2015.

(ii) For grades and subjects in which assessments are required under ESEA section 1111(b)(3), the SEA defines a statewide approach for measuring student growth on these assessments:

State Superintendent Tom Luna has long been an advocate for including student academic growth measures in gauging the success of schools and teachers.

To gain a more robust assessment of how our schools, teachers, and students are performing, Idaho will supplement proficiency scores with a new form of accountability—one that recognizes and rewards academic growth in addition to achievement. This is Idaho's Growth Model.

Idaho's Growth Model is the Student Growth Percentiles (SGP) framework created by Damian Betebenner and utilized by the state of Colorado. The goal of including growth in Idaho's assessments is to maximize student progress toward college- and career-readiness. To help ensure that all students are college- and career-ready by the time they exit high school, both a definition of "readiness" and a comprehensive measurement system are needed in order to determine how well students are progressing toward that goal.

The growth model adds value to proficiency assessments because it takes into account where a student starts the year academically. By grouping students who perform similarly at the beginning of the year, we can compare a student's growth against that of his/her academic peers over time. Idaho has also adopted a metric to ensure adequate growth to a standard. As outlined in Section 2.A.i. the Adequate Student Growth Percentile will illustrate if a student has made sufficient growth to reach proficiency within three years or by 10th grade, whichever comes first.

(iii) For grades and subjects in which assessments are not required under ESEA section 111(b)(3), the SEA plans to provide guidance to LEAs on what measures of student growth are appropriate, and establishes a system for ensuring that LEAs will use valid measures:

ISDE will convene an Evaluation Capacity Taskforce, referenced above in 3.A.c(iii). This task force will vet various means of measuring student growth in grades and subjects in which assessments are not required under ESEA section 1111(b)(3), and provide a menu of options for districts to begin piloting by the 2013-2014 school year .The Taskforce shall use as a foundation NCCTQ's "Measuring Teachers' Contributions to Student Learning Growth for non-tested Grades and Subjects" research and policy brief on http://www.tqsource.org/publications/MeasuringTeachersContributions.pdf).

Once the menu of options for assessment becomes available, districts will include each measure to be used for each subject and grade as a requirement for state approval of the LEA's evaluation plan. Final evaluation plans must be submitted to the ISDE no later than Spring 2014. LEAs that do not use state approved menu options will need to provide rationale and research to support their choice. ISDE monitoring of LEA measures and implementation shall begin in Spring 2015.

d. Idaho's Educator Evaluation System will require the evaluation of teachers and principals on a regular basis.

Educators are required to receive a performance evaluation annually according to Idaho Code 33-514):

There shall be a minimum of one (1) written evaluation in each of the annual contract years of employment, the first portion of which shall be completed before February 1 of each year, and shall include input from parents and guardians of students as a factor. A second portion shall be included for all evaluations conducted after June 30, 2012. This second portion shall comprise at least fifty percent (50%) of the total written evaluation and shall be based on objective measure(s) of growth in student achievement. The requirement to provide at least one (1) written evaluation does not exclude additional evaluations that may be performed.

By June 30, 2013, the state will additionally create guidelines for when, and what types of data, should be collected on a regular basis to provide enough information to draw fair and consistent results with respect to the evaluation of teachers and administrators. Revisions to policy shall require that novice or partially proficient teachers shall be observed at least twice annually, and that all other staff shall submit to, at least, two formative observations and/or evaluative discussions within the school year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

e. Idaho's Educator Evaluation System will provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.

To ensure that the feedback informing professional development is meaningful, Idaho will design an administrator evaluation framework heavily focused on Instructional Leadership. The standards for, and definition of, an effective principal will articulate how they should lead and support instructional improvements in their buildings. In December 2011, the ISDE convened a Focus Group to start work in the area of crafting a Statewide Framework for Administrator Performance. These stakeholders will meet monthly through the Spring, and have shown strong support for the development of a rigorous framework for administrator evaluation.
The plan is to adopt temporary and proposed rule to immediately enforce policies in time to pilot administrator evaluation measures in the 2012-13 school year.

Additionally, current Administrative Rule IDAPA 08.02.02.120 requires districts to provide, for State approval, a "plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement." Plans under previous statute and rule have already been approved, but another round of approvals will be necessary once all new statewide guidelines have been formally adopted.

To further ensure that evaluation results clearly guide professional development, proposed administrative rule changes will go forth in April 2012, and will include the following language under subsection 05(n):

> *No later than March 01, 2014, districts shall have established an individualized teacher evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished . Districts shall ensure that an Individualized Professional Performance Plan is created for each teacher based upon evaluation findings, and to be used in subsequent years as the baseline measurement for professional development and growth.*

Similar language pertaining to Individualized Professional Performance Plans will appear in administrative rule guiding the evaluation of administrators (See Attachment 23 - Proposed Board Rule Change, discussed in greater depth in Section 3B).

SEA guidelines will ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice:

As stated above, Idaho code is being revised to include guidance for when and what types of data might be collected on a regular basis to provide enough information to draw fair and consistent results with respect to the evaluation of teachers and administrators. State policy will require that all staff submit to a minimum of two formative observations and evaluative discussions per year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

SEA guidelines will likely result in differentiated professional development that meets the needs of teachers:

Both principals and teachers will be held accountable for progress against goals set forth in an Individualized Professional Performance Plan. The beginning performance plan shall be established from baseline performance scores articulated as part of the initial certification requirement, implemented through teacher and administrator preparation programs.

Administrators will monitor and support individualized teacher growth over time using this plan and its subsequent revisions. Central district offices will likewise continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.

f. Idaho's Educator Evaluation System will be used to inform personnel decisions.

Beginning with evaluations conducted during the 2011-12 school year, evaluations provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning, and retaining personnel. See Idaho Code 33-513 through 33-515.

Table 39
Implementation Timeline for Proposed Rule Changes

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
The sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results will be presented for approval to the State Board of Education	April-June 2012	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Dept. of Education Staff	Conditional of State Board of Education approval
Legislation in place to require teacher evaluations to be reported individually and based upon 4 ranking determinations; not proficient, basic, proficient, and distinguished	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Dept. of Education Staff	Contingent upon legislative approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Legislation approval for recommended framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Dept. of Education Staff	Contingent upon legislative approval
Legislative approval concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Dept. of Education Staff	Contingent upon legislative approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Legislative approval concerning the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth, development, and achievement	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Dept. of Education Staff	Contingent upon legislative approval
Legislative approval for principals accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses – inter-rater reliability, and the framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Dept. of Education Staff	Contingent upon legislative approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
All charters and districts must report teacher evaluations according to 4-tiered ranking system; not proficient, basic, proficient, and distinguished	Spring 2013	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Dept. of Education Staff	Contingent upon legislation approval
1. Create language in Administrative Rule (or Statute) that provides a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)					

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
2. Create language in Administrative Rule (or Statute) to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a District					
Spring 2013	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Dept. of Education Staff	Conditional of State Board of Education approval	
Legislative approval for the sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results	Spring 2013	ISDE	No evidence at this time - Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Dept. of Education Staff	Contingent upon legislative approval

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding**	**Significant Obstacles**
Public comment period of systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) and policy to ensure that evaluation measures are implemented in a consistent and high- quality manner across schools within a District	Fall 2013	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

The SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines that are likely to lead to high-quality local teacher and principal evaluation and support systems:

The SEA has developed a timeframe for the development and implementation of an educator evaluation system that involves stakeholders in the process, incorporates support and accountability for districts, and will likely lead to high quality local teacher and principal evaluation systems. This work was begun in 2009, focusing on teacher evaluation, and has continued to evolve with the implementation of Students Come First and the recent work of the Administrator Evaluation Focus Group. A timeline of all events related to this work, past, present, and planned for the future appears below:

Table 40
Timeline of Events Related to ISDE Implementation of Evaluation Policy

Timeline	Event(s)
February 2009	Presented Teacher Performance Evaluation recommendations to the Idaho Legislature
April 2009	The State Board of Education adopted as a temporary proposed rule the recommendations of the Teacher Performance Evaluation Task Force- IDAPA 08.02.02.120
August 2009	The ISDE sponsored Regional Trainings for Administrators on utilizing the Danielson Framework for teacher evaluation purposes. Districts worked with stakeholders to create models
February 2010	Districts were required to submit their proposal models to ISDE for review and approval. District's model had to be signed by representatives of the Board of Trustees, administrators, and teachers
March 2011	Temporary proposed Administrative Rules formally approved by the Legislature
2010-2011 School Year	At a minimum, districts began piloting their approved Teacher Performance Evaluations
March 2011	Students Come First legislation enacted requiring all districts and public charter schools to work with stakeholders to (1) adopt a policy to include student achievement data as part of their evaluation model and (2) adopt a policy to include parent input as part of their evaluation model

Timeline	Event(s)
2011-2012	Districts begin full implementation of their teacher evaluation model. All district and public charter school teacher and principal evaluation models require review and approval by ISDE and are posted to the State's website along with the results of all teacher and principal evaluations in accordance with the American Recovery and Reinvestment Act reporting guidance
December 2011	ISDE convenes stakeholder group to define a framework for evaluating administrators
March 2012	ISDE will convene an Evaluation Capacity Taskforce to formally determine a systematic way to monitor and support districts to ensure that all measures used in determining performance are valid and can be implemented in a quality manner
2012	The State Board of Education will adopt as a Temporary and Proposed Rule, the recommendations of the Administrator Evaluation Focus Group, IDAPA 08.02.02.121 beginning formal promulgation of rule
2012-2013 School Year	Districts begin implementation of teacher evaluation models that provide for multiple measures to include, at a minimum, 50 percent student growth measures and parental input for all educators. Districts will additionally develop and adopt local evaluation models for administrators based upon Temporary Proposed Rule
2013-2014 School Year	Districts begin piloting principal evaluation models and submit plans to the ISDE for review and approval before formally adopting that model district wide
2014-2015 School Year	Full implementation of principal evaluation models. ISDE will begin monitoring

ISDE has a process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems.

Every school district and public charter school first submitted its teacher evaluation model to ISDE for review and approval in February 2010. To be approved, the evaluation model had to meet the minimum Statewide standards required by Idaho laws and rules. Models must address performance levels, reliability and validity, and ongoing training and professional development. A team of reviewers at ISDE, trained in the framework, review and approve the evaluation models. (See Attachment 24 - Teacher Evaluation Standards and Requirements Rubric). Plans not approved were returned to the districts, highlighting recommendations for change. Plans were then revised and resubmitted to ISDE for review and approval. Once approved, any changes made to a district's evaluation model must be resubmitted to ISDE.

As a result of Students Come First, school districts have begun revising evaluation plans for another round of State reviews. Additionally the ISDE is developing guidance for administrator evaluations that will be approved prior to the 2012-13 school year. These requirements will also need to be reflected in revised educator evaluation plans.

In order to allow districts to be purposeful in planning, and to maximize stakeholder input, ISDE will allow districts to use the 2012-13 school year to draft, discuss, and preliminarily adopt district policy. By the 2013- 14 school year, the district's evaluation administrator model must be implemented in a pilot form (at minimum) and final drafts of the district's revised evaluation plan that included processes and measurements to evaluate both teachers and administrators must be submitted to ISDE for review and approval no later than January 1, 2014. (See Attachment 23 – Proposed Board Rule Change; IDAPA 08.02.02.120.08 and IDAPA 08.02.02.121.07)

ISDE's process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the involvement of teachers and principals. According to current Idaho Administrative Rule, IDAPA 08.02.02.120, school districts must implement teacher evaluation processes and support systems with the involvement of education stakeholders:

> Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. *The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.*

As part of ISDE's review process, proof of stakeholder participation must be submitted by each district in order to qualify its educator evaluation plan for State approval. (See Attachment 24 - Teacher Evaluation Standards and Requirements Rubric). As noted above, a similar system for developing, piloting, implementing, and monitoring an evaluation framework for administrators is being crafted. ISDE will ensure that stakeholder participation is a key part of developing the State's framework, as well as a requirement for all districts in adopting their own educator evaluation systems within this framework. The Department held its first meeting with representatives from all major educational stakeholder groups on December 15, 2011. Meetings will continue monthly to gather input that will eventually shape the administrator evaluation framework. ISDE has created a webpage where interested stakeholders and members of the public can track the group's progress, find links to the research guiding ISDE discussions, and provide feedback. The process and timeline for this work is described in greater detail in section 3.A.i.

The SEA's process ensures that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA.

In March 2010, the Idaho Legislature formally approved Idaho's Statewide Framework for Teacher Performance Evaluations.

The legislation formalized requirements previously prescribed through a temporary administrative rule. In order to assist districts in adopting and piloting the system with consistency, ISDE produced and distributed implementation guidance Statewide, and posted the information on its website. (See Attachment 25- Teacher Performance Evaluation Implementation Guidelines; http://www.sde.idaho.gov/site/teacherEval/docs/implementation/Implementation%20Guidelines.doc).

The process and timeline for this work is described in greater detail in section 3.A.i.

The SEA's process ensures that all measures used in an LEA's evaluation and support systems are valid, meaningful measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA.As has been noted earlier, the Students Come First legislation (March 2011) further solidified the State's commitment to developing great teachers and leaders, with the goal for every student to have a highly effective teacher every year of his or her schooling. At the center of this statute is an emphasis on valid and reliable teacher and administrator evaluations. These evaluations build on Idaho's past work to create a Statewide framework for educator performance evaluations ensuring that all educator evaluations involve multiple measures, with at least 50 percent of the evaluation based upon growth in student achievement. These changes, preliminarily approved in 2011, await final legislative approval during the current session (See Attachment 26 – Revised IDAPA 08.02.02.120 Legislative Approval 2012). In order to be approved by the State, each district's teacher evaluation model must include the following:

- **Performance Levels:** Each school district must identify descriptors of performance levels for each domain. Examples of performance levels a district might identify include: not proficient, basic, proficient, and distinguished. In recognition of research into mastery, proficient performance in a domain is meeting 80 percent of the components. Beyond this, the ISDE will propose Board Rule change to be effective as of Spring 2012, in which all educators will be mandatorily ranked using the 4-tiered system referenced above.

- **Reliability and Validity:** Idaho's Teacher Performance Evaluation requires that each district's evaluation tool and process be valid and reliable and utilize data to support same. Districts will report content validity data within the first year - gather input from those being evaluated on the indicators within components and domains (this meets the requirements in the Idaho Administrative Code 08.02.02.120). Reliability is demonstrated through the plan for ongoing training for evaluators to ensure that different evaluators recognize the same behaviors at the same level of performance. In addition, ISDE is piloting a certification process for ensuring inter-rater reliability among evaluators, discussed in greater detail below. Proposed board rule will also require proof of proficiency in assessing teacher performance.

- **Training and Professional Development:** As part of each district's process and implementation of a teacher evaluation model, there must be a plan for ongoing training for evaluators/administrators as well as professional development for teachers on the district's evaluation tool and process. Beyond this, the ISDE will propose Board Rule change to be effective as of Spring 2012, in which proposed Board Rule will additionally require an Individualized Professional Performance plan to track growth and achievement.

A means for providing evidence of inter-rater reliability is being piloted through ISDE at this time. To further promote rigor and reliability in evaluations, ISDE is currently offering opportunities for school districts to pilot the *Teachscape Danielson Proficiency Assessment.* This is intended to achieve inter-rater reliability as it relates to evaluation based upon classroom observation (See Attachment 27 – Danielson Brochure - Proficiency Assessment - http://www.teachscape.com/products/danielson-proficiency-system).

This pilot effort involves 50 administrators from northern Idaho school districts. The participants receive extensive training in conducting classroom observations, conferencing, and gathering artifacts for assessment. Each participant is then required to take a proficiency assessment to achieve certification in accurate evaluation. In January 2012, the pilot was expanded to include over 150 more administrators and teacher leaders in two additional regions of the State. The findings of this pilot will be used to inform further training and to explore building capacity across the state. (See Attachment 28 – Invitation to Participate.)

As noted in section 3A.ii(c), subsection *ii*, ISDE will also convene an Evaluation Capacity Taskforce charged to determine a systemic way to monitor and support districts to ensure that all measures used to determine performance are valid measures, and can be implemented in a quality manner. By March 2012, this group comprised of key ISDE staff, external stakeholders and consultants from the Northwest Regional Comprehensive Center will come together to develop a theory of action around measuring educator performance, supporting related professional development, and creating a process for ISDE to monitor school districts' systems.

The goal of the group will be to produce a Statewide system of support and accountability that will ensure consistent and sustainable implementation of valid evaluation systems for both teachers and administrators. This work will also include compiling a menu of recommendations for measuring student growth in grades and subjects in which assessments are not required under ESEA section 1111(b)(3) that will meet State approval.

Not later than August of 2012, additional amendments to policies created by this taskforce will be presented for preliminary approval through the State Board of Education. Subsequently, following the rules promulgation process of the proposed amendments, ISDE will begin monitoring all district plans beginning in Fall 2015.

The SEA's plan to be successful in ensuring that LEAs meet the timeline requirements by piloting evaluation and support systems no later than the 2013-2014 school year and implementing evaluation and support systems consistent with the requirements described above no later than the 2014-2015 school year.

As described throughout this document, ISDE has set forth a timeline for policy development and school district adoption that is consistent with the requirements of the ESEA Waiver Guidelines (See Attachment 23 – Proposed Board Rule Change) that includes key implementation dates. As has been evidenced throughout the State's responses to the questions set forth in this Principle, the timelines and various activities to be conducted have been determined to ensure that Idaho's evaluation and support systems will be piloted no later than the 2013-14 school year. That will be followed by full implementation in the 2014-15 school year; if not earlier.

Timelines that reflect a clear understanding of what steps will be necessary and reflect a logical sequencing and spacing of the steps necessary to implement evaluation and support systems consistent with the required timelines.

ISDE is confident that the timeline included within this ESEA flexibility submittal is logical and reasonable. Though there is much to be done within the timeframe, there is a sense of urgency and a commitment from all stakeholder groups that makes the plan reasonable. With the implementation of the teacher evaluation, and processes for approving district evaluation plans already in place, Idaho has a good foundation on which to build, based upon successful precedent.

The greatest challenge to the timeline, however, is that at this time, funds to fully support the professional development for school districts are scarce. The state will continue to use Title IIA State Project funds to provide technical assistance and training to districts to implement evaluation systems, but without further funding the speed at which the state will be able to deeply assist and regularly monitor in every district may be slowed. The State will not compromise on fidelity of implementation; however, it is always a challenge to reach geographically removed areas. The State's ability to secure adequate resources, outside of Title IIA, will ultimately dictate the speed of full implementation statewide.

The SEA's plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems that are likely to lead to successful implementation.

The ISDE is confident that the components detailed above will ensure adequate guidance and technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems that will likely lead to successful implementation. A summary of some of these key activities follow:

- ***Creation of Evaluation Capacity Taskforce.*** This group will focus on the development of a theory of action linked to measuring educator performance, supporting related professional development, and creating a process for the ISDE to monitor school district's educator evaluation systems. The goal of the group will be to produce a Statewide system of support and accountability to ensure consistent and sustainable implementation of valid evaluation systems.

- ***ISDE Policy Guidance.*** ISDE will have all policy in place by Spring 2012 and allow districts to use the 2012-13 school year to draft, discuss, and preliminarily adopt district policy for administrator evaluation systems, as well as finalize changes to teacher evaluation systems. By the 2013-14 school year, the district's evaluation models must be implemented in a pilot form (one school per district, at minimum) and the ISDE will establish a website to capture district reporting, and will solicit best practices from districts across the state. Final drafts of the revised educator evaluation plan must be submitted to ISDE for review and approval no later than January 1, 2014

- ***Established System for Reviewing and Approving Evaluation Plans.*** Idaho's Teacher Performance Evaluation policy requires that each school district's evaluation tool and process be valid and reliable and utilize data-based decision making practices for professional development. Any district plan that does not meet ISDE requirements is returned with comment to be revised and resubmitted.

  Districts report content validity data within the first year and gather input from those being evaluated (this meets the requirements in the Idaho Administrative Code 08.02.02.120). Reliability is demonstrated through the plan for ongoing training for evaluators to ensure that different evaluators recognize the same behaviors at the same level of performance. Proposed rule changes will further require "evidence of proficiency in evaluating teacher performance based upon the Danielson Framework for Effective Teaching." As above, an additional round of ISDE approval will be required for all evaluation systems once all changes are in effect, and administrator evaluation plans are fully in place.

- ***Face-to-Face Danielson Framework Training.*** Training will be provided across the state for administrators and teacher leaders. Training in the *Framework for Teaching* will increase the likelihood of effective instructional leadership within schools, and ensure inter-rater reliability in performing teacher evaluations.

  A means for providing legally defensible evidence of inter-rater reliability is being piloted through ISDE at this time. To further promote rigor and reliability in evaluations, ISDE is currently offering opportunities for school districts to pilot the *Teachscape Danielson Proficiency Assessment* and for school leaders to become "certified" evaluators.

While funds to fully support school districts in the implementation of teacher and principal evaluations are limited, the ISDE will leverage existing resources to implement these initiatives. How far ISDE will reach, and how timely the necessary technical assistance and support can be provided as well as regular monitoring of systems adopted by districts will be dependent upon staff time and available resources.

At minimum, the statute and rule changes implemented by the State will eventually lead to successful implementation.

Planned pilot is broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEAs evaluation and support system.

Each school district will pilot the educator evaluation framework within their local context in the 2013-14 school year. As with the teacher evaluation system, every district was required to pilot in at least one school a year prior to full implementation. This shall also be the case with the revised teacher evaluation system and the new administrator evaluation system.

Because each school district across the state will be piloting to some degree, the ISDE is confident that the sample is broad enough, and sufficient feedback can be gathered. The ISDE will establish a website to capture district reporting, and will solicit best practices from districts across the state. Additionally, the newly established longitudinal data system will capture individual teacher evaluations from every district across the state to provide baseline data to ISDE.

3.B Idaho Department of Equation's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Table 41
Implementation and Capacity Building Timeline

Implementation and Capacity Building Timeline					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding)**	**Significant Obstacles**
Phase I implementation-pilot (20% of districts) • Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability • Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed	2013-14 School Year	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Time Additional funding necessary but amount unknown at this time	Concern about sufficient resources for technical assistance and support Managing continuing capacity Continued funding source

Implementation and Capacity Building Timeline					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding)**	**Significant Obstacles**
• Legislation concerning a systemic way to monitor and support a process for ensuring that all measures included in determining performance levels are valid, e.g. measures that are clearly related to increasing student academic achievement and school performance (including measures in non-tested subjects and grades) • Policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a district	Spring 2014	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval
• All districts and charters will implement the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development	Fall 2014	ISDE	No evidence at this time. Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Additional funding necessary but amount unknown at this time	Limited funding at this time. Contingent upon legislative approval

Implementation and Capacity Building Timeline					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding)**	**Significant Obstacles**
Phase II full implementation–Statewide • Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed	2014-15 School Year	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval
• ISDE will establish a process of appeals for districts that wish to contest a plan not approved. This will be accomplished through the same taskforce that will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within a district	Fall 2014-Spring 2015	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval

Implementation and Capacity Building Timeline					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (e.g., staff time, additional funding)**	**Significant Obstacles**
• The educator evaluation plan will be thoroughly developed in multi-phases. The final stage will bring together stakeholders who have piloted the various State mandated programs to gather information and evaluate further modifications to State policy as a result of stakeholder feedback	Fall 2014-Spring 2015	ISDE	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval
• System will be created by ISDE and stakeholders concerning the continuous improvement and modification of educator evaluations in comparison to student achievement and stakeholder response	Fall 2014-Spring 2015	ISDE	No evidence at this time. Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Additional funding necessary but amount unknown at this time	Limited funding at this time Contingent upon legislative approval

In an effort to ensure support from a variety of stakeholders and policymakers, the State Department of Education has included a number of Legislators, key policy makers and legislative advocates on both the Administrator Evaluation Focus Group and the Evaluation Capacity Task Force. By doing so, we ensure that we have built in sponsors and supporters as any recommendations that come out of these committees go through our rule making and legislative process. Because of this, and the support we have received from these policy makers, the ISDE does not believe that a contingency plan is as important as the demonstration of a willingness to adapt and improve the key elements based on the feedback and input of stakeholders.

This willingness to change will enable the process to proceed without interruption. Policy makers included on the committees include:

- Senator John Goedde, Senate Education Committee Chair, Idaho State Senate
- Senator James Hammond, Idaho State Senate
- Senator Steve Bair, Idaho State Senate
- Roger Brown, Senior Special Assistant for Education and Government, Office of the Governor
- Allison McClintick, K-12 Education and Policy Manager, Office of the State Board of Education
- Selena Grace, Chief Academic Officer, Office of the State Board of Education,
- Penni Cyr, President, Idaho Education Association,
- Robin Nettinga, Executive Director, Idaho Education Association,
- Karen Echeverria, Executive Director, Idaho School Boards Association,
- Rob Winslow, Executive Director, Idaho Association of School Administrators

As stated throughout the waiver, the ISDE has solicited the input and involvement of all major stakeholder 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, 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 and teachers. Once approved by the LEA, the revised plans will be submitted to the ISDE for review and approval for alignment to Idaho statute and administrative rule.

The recent re-organization of the ISDE to include the Division of Great Teachers and Leaders, included the creation of a new position, Evaluation Coordinator, dedicated to evaluation and educator quality. This individual is charged with leading the review and approval efforts of all teacher and principal evaluations. In spring 2013, another FTE will be added for the purpose of providing technical assistance to districts and conducting monitoring activities.

In addition, Idaho's Professional Standards Commission shall form an additional subcommittee to work with the state's evaluation coordinator to provide ongoing review and inform appropriate revisions of the state's frameworks for educator evaluation.

The State 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 Learners (LEP) and students with disabilities (SWD). For example, in Domain 1 (Planning and Preparation), the framework addresses keeping student outcomes in mind. For LEP students, 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 LEP students, 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.

However, in order to ensure the long term development of high quality evaluation, ISDE is also in the research and development process of developing a more specific evaluation instruction for the wide breadth and depth of Special Education teachers. In partnership with Boise State University, a research project is underway called RESET: Recognizing the Effectiveness of Special Education Teachers. The RESET Project will develop an instrument tool based on the Danielson Framework for Teaching that expands and extrapolates some of the more specific and unique characteristics of teaching SWD who may be identified for services for any number of reasons. This research project began in Fall 2010 and will be completed in May 2013. When completed, the tool will be disseminated to Idaho LEAs for them to adopt and use at their discretion.

In regards to support, IDAPA 08.02.02.120 requires that each LEA develop a teacher evaluation model and policy that will be used to identify proficiency and define a process that identifies and assists teacher in need of improvement and to provide remediation for all teachers in those instances where remediation is determined to be an appropriate course of action. It is also required that each evaluation policy have a plan for collecting teacher evaluation data for all teachers and using that data to inform professional development.

The ISDE will have formal student growth measures based on statewide assessments (i.e., AGP, SGP) ready by the end of spring 2012 in order to include them in our accountability system and the ISDE will continue to provide training to district and school leaders on what these measures mean.

Idaho Code 33-514 requires that growth in student achievement make up 50% of a total evaluation.

With the revisions being proposed to IDAPA 08.02.02.120, a portion of the 50% of a teacher's evaluation that is based on growth in student achievement must be based on growth as determined by the Idaho Student Achievement Test (ISAT) and Idaho's growth model (See Attachment 29). Beyond that, LEAs have the authority to select growth measures that meet their unique needs and ISDE is providing guidance and examples of such through the work of the Evaluation Capacity Task Force.

As stated throughout the waiver, the ISDE has solicited the input and involvement of all major stakeholder 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, 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 and teachers. Once approved by the LEA, the revised plans will be submitted to the ISDE for review and approval for alignment to Idaho statute and administrative rule.

The recent re-organization of the ISDE to include the Division of Great Teachers and Leaders, included the creation of a new position, Evaluation Coordinator, dedicated to evaluation and educator quality. This individual is charged with leading the review and approval efforts of all teacher and principal evaluations. In spring 2013, another FTE will be added for the purpose of providing technical assistance to districts and conducting monitoring activities. In addition, Idaho's Professional Standards Commission shall form an additional subcommittee to work with the state's evaluation coordinator to provide ongoing review and inform appropriate revisions of the state's frameworks for educator evaluation.

Idaho believes that we are on track and will be able to provide sufficient training and time for implementation of the growth measures based on the ISAT and those being recommended by the Evaluation Capacity Task Force. As is stated in our timeline, Idaho LEAs will begin piloting the sample growth measures and provide feedback to the ISDE during the 2012-2013 school year with full implementation beginning in the 2014-2015 school year by districts who wish to adopt the sample growth measures developed by the Evaluation Capacity Task Force.

Dedicated Funds and Dedicated FTEs for Staffing Oversight of Evaluation and Monitoring. The Idaho State Department of Education is dedicated to supporting the ongoing work around educator evaluation and monitoring evaluation systems. The recent re-organization of the ISDE to include the Division of Great Teachers and Leaders, included the creation of a new position, Evaluation Coordinator, dedicated to evaluation and educator quality. This is just one indication of Idaho's commitment to ensuring that our evaluation system is implemented with fidelity and will be successful.

In addition, Idaho's Professional Standards Commission shall form an additional subcommittee to work with the state's evaluation coordinator to provide ongoing review and inform appropriate revisions of the state's frameworks for educator evaluation.

Title IIA State Project funds, in combination with district Title IIA funds and dedicated state funds, will keep the work on pace, and the SDE will continue to leverage partnerships with the Title I SIG division and the work of the Idaho LEADS project funded by the Alberstons Foundation. In order to further coherently integrate and distribute the need for support in this area of implementation, work surrounding teacher and administrator evaluation will be included as appropriate in the state's accountability and support programs, such as, Idaho Building Capacity project, Superintendents Network of Support and the Principal Academy of Leadership.

PRINCIPLE 3: SUMMARY

Idaho has created, and continues to develop, statewide frameworks for performance evaluations using multiple measures to improve the craft of teaching and instructional leadership. Recent legislation guarantees that 50 percent of teacher and administrator performance evaluations will be based on student achievement, and that districts must include parent input as part of teacher and school-based administrator performance evaluations. Additionally, teacher observations are conducted consistently across the state, based on the Danielson Framework for Teaching, and are an integral part of a teacher' overall performance evaluation. The states goal is to increase the frequency of interaction between teachers and administrators around this model, and ensure that data gathered from evaluations informs ongoing professional growth.

The means for capturing growth data for teachers shall begin with an Individual Professional Performance Plan that will be part of the summative evaluation completed in pre-service, prior to initial certification. This plan will be carried throughout a teacher's career, revised with every subsequent evaluation to provide insight into, and evidence of, a teacher's professional growth. To ensure that every teacher evaluation results in meaningful, valid feedback that will inform this professional learning plan, Idaho has made it a priority to emphasize the principal's role as an instructional leader; proficient in assessing teacher performance and carrying out reflective conversations to promote effective classroom practice. To this end, proof of proficiency in assessing teacher performance will become a requirement of every Idaho principal.

Currently, the Idaho State Department of Education is working with educational stakeholder groups to specifically identify a full set of requirements for administrators, developing a statewide framework for administrator evaluations that will move Idaho closer to its goal to having an effective teacher in every classroom. This work is underway and should be completed by May 2012. Once established, the State intends to use this framework to make necessary changes within administrator preparation programs. A key component will be to also implement Individual Professional Performance Plans for administrators prior to initial certification.

The State will continue to assess and refine educator evaluation systems through monitoring, and is committed to creating guidance, providing technical assistance, and making policy adjustments according to research in best practices and data collected from the field. Idaho will continue to look for new partnerships and leverage existing partnerships to accomplish the highest quality and greatest possible consistency in evaluation systems across the state.