

2014 Education Law Changes



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Three Laws to Cover

- HB 504 (Leadership Premiums)
- SB 1233a (Advanced Opportunities)
- HB 521 (Strategic Planning)



Task Force on Leadership

“Further, tiers two and three would include additional salary that can be earned for fulfillment of leadership responsibilities, including such things as curriculum development work, chairing collaboration teams, mentoring, and other responsibilities that the districts may determine. Funds would flow to the districts based upon the number of individuals in each of the top two tiers, and these funds would be paid out to the teachers for the work, as cited. This approach allows districts to determine the leadership responsibilities that are needed and allows teachers to select the roles they wish to fulfill and to be compensated for them. This approach would fund a major portion of the Mentor Program”

Governor’s Task Force for Improving Education, Final Report, p. 30-31



HB 504 - Leadership

- Part of the Career Ladder recommendation of the Governor's Task Force for Improving Education
- Creates funding formula that provides \$850 per certificated instructional FTE for Leadership
- State-paid employee benefits are funded on top of this (employer FICA and PERSI costs)
- Minimum award is \$850
- Maximum award is \$5,838.50



HB 504 – Leadership, p. 2

- Decision as to who receives premiums and how much is made by Board of Trustees
- Decision not subject to collective bargaining
- An individual can receive multiple leadership premiums in a single year
- While funding for leadership is ongoing, the receipt of a leadership premium is a one-time bonus



HB 504 – Leadership, p. 3

Leadership premiums may be paid for:

- Providing instruction in a subject in which the individual holds a content area master's degree
- Teaching a dual credit course
- Teaching a course to middle school students in which the student earns both middle and high school credit
- Holding and providing service in multiple non-administrative certificate or subject endorsement areas
- Serving in an instructional position designated by the Board of Trustees as hard to fill



HB 504 – Leadership, p. 4

Leadership may also be paid for:

- Providing mentoring, peer assistance or professional development pursuant to Section 33-512(17), I.C.
- Having received professional development in career and academic counseling, and then providing career or academic counseling for students, with such services incorporated within or provided in addition to the teacher's regular classroom instructional duties
- Other leadership duties designated by the Board of Trustees, excluding duties related to student activities or athletics – such duties require that the employee work additional time



HB 504 – Leadership, p. 5

- State Board of Education may promulgate rules
- SDE may require reports of information

SDE must report the following to the Governor and education committees by 1/15/16 and each 1/15 thereafter:

- Number of premiums paid, by district
- Average dollar amount of premium, by district
- The highest and lowest premium paid, by district
- The percent of certificated instructional employees receiving premiums, and the total amount paid, by district



Task Force on Advanced Opportunities

“As we shift toward a mastery-based system of education, it necessitates that we provide opportunities for our advanced students who progress and master content more quickly..... In order to engage and retain our advanced students, the Task Force recommends the state expand upon current advanced opportunities and post-secondary offerings for all students while in high school.”

Governor’s Task Force for Improving Education, Final Report, p. 18



Task Force on Advanced Opportunities

“Beyond necessity, advanced opportunities have also proven to be an effective strategy for raising college readiness rates among students. A study of dual enrollment in Texas found that “high school students who had completed a college course before graduation were nearly 50 percent more likely to earn a college degree from a Texas college within six years than students who had not participated in dual enrollment.”⁸”

⁸ Taking College Courses in High School: A Strategy for College Readiness, Ben Struhl and Joel Vargas, Jobs for the Future, October 2012.

Governor’s Task Force for Improving Education, Final Report, p. 18



SB 1233 – Adv. Opportunities

Mastery Advancement Program (MAP) Changes:

- Students can now receive scholarship regardless of whether their district has submitted an application to participate in MAP
- Districts would still not receive MAP monies if they have not submitted an application to participate in MAP
- Emergency clause makes MAP changes effective immediately (the remainder of the bill takes effect 7/1/14)



SB 1233 – Adv. Opportunities

8 in 6 program changes:

- Clarifies eligibility for online summer courses as students taking at least 12 credits per school year in middle school & at least 14 credits per school year in high school
- Clarifies eligibility for online overload courses as those students taking a full course load of all available credits
- Clarifies that state will pay “the lesser” of \$225 or the actual cost of the course
- Removes prohibition on paying for online dual credit or IDLA courses



SB 1233 – Adv. Opportunities

Dual Credit for Early Completers changes:

- Funds can be used for any college credit bearing examination, up to \$90 per exam, up to 6 exams per semester or 4 per trimester (exam benefit was previously just for AP)
- Funds can be used for professional technical certification exams, up to the same limits as for college credit bearing exams.
- Clarifies that payments made under Section 33-1626, Idaho Code, are made after any other payments made by any other governmental or charitable program, except county payments for out-of-district students taking community college classes



SB 1233 – Adv. Opportunities

New Dual Credit program for those students not qualifying under Dual Credit for Early Completers:

- 11th grade students are eligible for up to \$200 each, to cover up to 75% of the cost of any dual credit courses, college credit bearing exams, or PTE exams
- 12th grade students are eligible for up to \$400 each, to cover up to 75% of the cost of any dual credit courses, college credit bearing exams, or PTE exams
- Clarifies that payments made under Section 33-1626, Idaho Code, are made after any other payments made by any other governmental or charitable program, except county payments for out-of-district students taking community college classes



SB 1233 – Adv. Opportunities

- For dual credit programs, will continue to provide funding for school districts on a reimbursement basis
- Data reported through ISEE, and calculated reimbursement amounts sent to districts from state
- Be sure you report college credits!
- Expansion of dual credit opportunities supported through HB 504, which allows you to use leadership money to reward teachers for teaching dual credit classes, and gaining content area master's degrees, which are generally required to teach a dual credit course



Task Force on Strategic Planning

“We recommend each district be required to have a strategic plan (and to renew it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state’s goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.”

Governor’s Task Force for Improving Education, Final Report, p. 21



HB 521 – Strategic Planning

- School boards and Superintendents required to collaborate on development of a strategic plan
- Engage students, parents, educators and the community in this process, as is appropriate
- For 2014-2015 school year, must adopt plan by 9/1/14
- For each school year thereafter, must adopt plan by no later than August 1st
- Board of Trustees required to monitor progress towards goals continuously by using relevant data to measure growth
- Progress towards goals must be included in evaluation of Superintendent



HB 521 – Strategic Planning, p. 2

- Plan must include the following features:
- Includes a clearly articulated vision and mission
- Is data driven regarding student outcomes
- Includes data analyses of:
 - 1.) Demographics
 - 2.) Student achievement and growth
 - 3.) Graduation rates
 - 4.) College and career readiness
- Sets clear and measurable targets based on student outcomes
- Includes key indicators for monitoring performance



HB 521 – Strategic Planning, p. 3

- State to distribute up to \$2,000 per district/charter for training Superintendents and Trustees, on a reimbursement basis established by the State Superintendent

Training to include the following:

- Strategic Planning
- Finance
- Superintendent & Charter Administrator Evaluations
- Ethics
- Governance



HB 521 – Strategic Planning, p. 4

- State Board of Education must prepare a list of qualified training providers within the State of Idaho
- State Board of Education granted rulemaking authority to set appropriate procedures, qualifications and guidelines



Questions?

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