
ESEA FLEXIBILITY

Renewal Request

Idaho State Department of Education

Original Application Approved October 17, 2012
Renewal Application Submitted April 30, 2015
Revised Request Submitted July 31, 2015

OMB Number: 1810-0581

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

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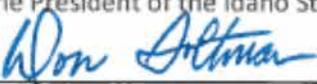
LABEL #	LIST OF ATTACHMENTS
Attachments are organized in a separate PDF portfolio and could be identified with each corresponding Attachment Number.	
1	Notice to LEAs
2	Comments on request received from LEAs and public
3	Notice and information provided to the public regarding the request
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process
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)
6	State's Race to the Top Assessment Memorandum of Understanding (MOU). (if applicable)
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).
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).
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems
12	Set-Aside Requirements
13	Graduation Rate Approval Waiver Letter
14	Enrollment Options Identified in Idaho Code
15	Minutes of Meeting – Administrator Effectiveness Framework Working Agenda – December 15, 2011
16	Minutes of Meeting – Evaluating Administrator Effectiveness Meeting – January 04, 2012
17	2010 Legislative Report on Teacher Performance Evaluation Task Force
18	Idaho Administrative Rule 08.02.02.120
19	Executive Summary for Mentors
20	Leading the Framework for Teaching Action Plan
21	Alternative Measures of Teacher Performance
22	Measuring Teachers' Contributions on Non-Tested Subjects
23	Proposed Board Rule Change IDAPA 08.02.02.121
24	REMOVED
25	Teacher Performance Evaluation Implementation Guidelines
26	Revised IDAPA 08.02.02.120 Legislative Approval 2012
27	REMOVED
28	Invitation to Participate – Expansion of Pilot Training
29	REMOVED
30	Growth Demonstration
31	Revisions to State Board Rule on Teacher and Principal Evaluation
32	Idaho ESEA Flexibility Waiver and Amendment Request for 1003a Funds
33	REMOVED
34	Revisions to State Board Rule on Teacher and Principal Evaluations –Updated (Proposed Board Rule change IDAPA 08.02.02.120-121)
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Chief State School Officer: Sherri Ybarra 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: Sherri Ybarra Position and Office: State Superintendent of Public Instruction Contact's Mailing Address: P.O. 83720 Idaho State Department of Education Boise, Idaho 83720-0027 Telephone: (208) 332-6869 Fax: (208) 334-2228 Email address: sybarra@sde.idaho.gov	
Chief State School Officer (Printed Name): Sherri Ybarra	Telephone: (208) 332-6815
Signature of the Chief State School Officer: 	Date: 7/31/15
President of the Idaho State Board of Education (Printed Name): Don Soltman	Telephone: (208) 334-2270
Signature of the President of the Idaho State Board of Education 	Date: 7/31/15
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

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

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

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

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

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

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

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

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

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

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

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

Optional Flexibilities:

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

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

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

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

section 1113.

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

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

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

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

ASSURANCES

By submitting this request, the SEA assures that:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Principle 3 Assurances

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

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

CONSULTATION

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

After soliciting feedback from stakeholders, the ISDE specifically did the following:

1. Eliminated statewide requirement for SchoolNet;
2. Eliminated statewide requirement for utilization of the WISE tool;
3. Minimized data element reporting requirements for districts into the statewide longitudinal data system (ISEE);
4. Reduce the reporting frequency from monthly to quarterly for the statewide longitudinal data system (ISEE);
5. Authority for approval of individual school improvement plans was moved from the State to the LEA;
6. Revised the process of the teacher and principal evaluation plans by moving the approval authority from the State to the LEA;

The State has provided flexibility for the choice of instructional management system (IMS) to the LEA using State funding.

Primarily, the feedback from our stakeholders demonstrated the need for the ISDE to shift its focus from a compliance/regulatory agency to a resource, assistance, and referent agency.

Feedback from all stakeholders supports the shift of a centralized state agency to a focus on

local control.

7. 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.

The State has made significant changes to its waiver renewal 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 as defined in Table 1. 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.)

Table 1
ESEA Flexibility Waiver Renewal Consultation

Table 1	ESEA Flexibility Waiver Renewal Consultation	Date	Estimated Audience	Staff Responsible	Strategy for Outreach
	Idaho State Superintendents’ Association Conference	August 4 – 7, 2015	130	Sherri Ybarra, Chuck Zimmerly	Face to face
	Region 3 Superintendents Meeting	April 15, 2015	30	Chuck Zimmerly Pete Koehler	Face to face
	Region 5 Superintendents Meeting	April 20, 2015	20	Chuck Zimmerly	Face to face
	Region 4 K-12 Principal’s meeting	April 15, 2015	40	Chuck Zimmerly	Face to face
	Region 6 Secondary	April 9, 2015	9	Chuck Zimmerly	Face to face
	Mountain Home School District Leadership Team and Principal		23	Sherri Ybarra	Face to face
	Idaho Superintendents Network	February 10 – 11, 2015 April 21 – 22, 2015	31	Chuck Zimmerly	Face to face
	Post Legislative Tour in all six regions	April 6-14, 2015	600	Sherri Ybarra, Pete Koehler, Tim Corder, Chuck Zimmerly, Will Goodman	Face to face

Eastern Idaho Superintendents' Conference	April 10, 2015	50	Chuck Zimmerly	Face to face
Senate Education Committee	February 5, 2015 March 2, 2015 March 16, 2015	9 Senators, plus audience	Sherri Ybarra, Angela Hemingway	Face to face
House Education Committee	February 5, 2015 March 26, 2015 March 30, 2015	Representatives, plus audience	Sherri Ybarra, Tim Corder	Face to face
Idaho State Board of Education	March 19, 2015	SBOE, Executive Director, SBOE staff	Sherri Ybarra Tim Corder Marcia Beckman	Face to face
Statewide Parent/Teacher's Association	April 11, 2015	Board & membership	Chuck Zimmerly	Face to face
Committee of Practitioners	April 24, 2015	15	Marcia Beckman, Karen Seay, Teresa Burgess, Christina Nava, MaryLou Wells, Tina Naillon	Virtual Meeting
Nez Perce Tribal Education Committee	March 18, 2015	20	Marcia Beckman, Karen Seay	Face to face
Special Education Advisory Committee	March 2, 2015	15	Marcia Beckman, Charlie Silva	Face to face

EVALUATION

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

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

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

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

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

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

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

imposed by the current Request for Flexibility and still maintain a comprehensive approach to the continued implementation and enhancement of Waivers 1-44 13, Assurances 1-14 and the Principles:

1. College and Career Ready Standards and Assessments
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership.

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

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

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

The State of Idaho adopted the Common Core State Standards, now referred to as the College and Career Readiness Standards, officially during the 2011 legislative session. Page 4 of Attachment 4 illustrates the State Board of Education approval vote. Idaho now has statewide implementation of the College and Career Readiness Standards.

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

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

Idaho has been involved in the development of the Common Core State Standards since 2008. Idaho adopted the Common Core State Standards and subsequently renamed them the College and Career Readiness Standards in February 2011 with approval from the Idaho State Board of Education (“State Board”) and Idaho Legislature.

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

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

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

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

Table 2
Timeline for Implementing the ELD Standards

Table 2	Activity	Responsible	Timeline
	ELD Standard framework Training of Trainers for school district teams	Title III Division	February 2013
	Introduction to WIDA Workshop at Biennial Title I Conference-Boise, Idaho	State Department of Education/Title III Division	April 2013
	Two Regional Professional Development workshops for school districts regarding WIDA ELD standards.	Title III Division	July 2013
	Idaho Summer of Best Practices Institute	State Department of Education – Title III Division	July 2013/August 2013

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

ISDE will continue to assist school districts and public charter schools in analyzing the learning and accommodation factors necessary to ensure that students with disabilities have the

opportunity to achieve college- and career-ready standards. Specifically, ISDE worked with Idaho educators, administrators, and other stakeholders in Spring 2012 to help school districts conduct gap analyses between a student’s current baseline with the Idaho Content Standards and College and Career Readiness Standards. ISDE used the results of this analysis to support students with disabilities in achieving College and Career Readiness Standards.

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

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

Economically Disadvantaged students and students with disabilities must be challenged to excel and be prepared for success in their post-school lives, including college and/or careers. Students’ needs are being met through the implementation of the college and career ready standards in all of Idaho’s schools. Students are assessed on the Idaho Standards Achievement test by Smarter Balanced (SBAC) to determine proficiency levels.

Idaho has made significant progress in aligning the standards and preparing teachers for teaching those standards to all students. Some of those supports include:

- Coach network for English-Language Arts/Literacy
- Regional Math Centers
- Idaho Building Capacity project
- RtI pilot project
- BSU and Northwest Inland writing projects
- Multiple workshops throughout the State on implementation of the College and Career Core standards

Additional supports can be found beginning on page 32.

Table 3
Timeline for the ISDE's Implementation

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

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

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

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

Economically Disadvantaged students and students with disabilities must be challenged to excel and be prepared for success in their post-school lives, including college and/or careers. Students' needs are being met through the implementation of the college and career ready standards in all of Idaho's schools. Students are assessed on the Idaho Standards Achievement test by Smarter Balanced (SBAC) to determine proficiency levels.

Idaho has made significant progress in aligning the standards and preparing teachers for teaching those standards to all students. Some of those supports include:

- Coach network for English-Language Arts/Literacy
- Regional Math Centers

- Idaho Building Capacity project
- RtI pilot project
- BSU and Northwest Inland writing projects
- Multiple workshops throughout the State on implementation of the College and Career Core standards

Below is a synopsis of how ISDE will provide that professional development to all classroom teachers. Table 5 identifies a timeline for the delivery of the professional development activities.

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

Table 4
Overview of Activities

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
Classroom Technology Integration		✓	✓	✓	✓
Idaho Building Capacity Project	✓			✓	✓
Idaho Math Initiative		✓	✓	✓	
Idaho’s English Language Development Program	✓		✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
Statewide Instructional Management System		✓	✓	✓	✓
Assistive Technology Professional Training (2 days)		✓			
Autism Spectrum Disorders: Executive Function to Interventions (3 part webinar series)	✓		✓	✓	✓
Coaching Institute (3 days)		✓			
College and Career Readiness: Evidence Based Predictors for Improving Outcomes	✓		✓	✓	✓

for Students with Disabilities (1 day)					
National Center and State Collaborative Alternate Assessment Resources (1 day)	✓		✓		
New Special Education Teacher Training (2 days)		✓	✓		
Quality Literacy Instruction for Students with ASD (3 part webinar series)	✓		✓	✓	✓
Schoolwide Positive Behavioral Interventions & Supports Tier 1 (4 days)		✓	✓	✓	✓
Schoolwide Positive Behavioral Interventions & Supports Tier 2 (3 days)		✓	✓	✓	✓
Schoolwide Positive Behavioral Interventions & Supports Tier 3 (3 days)		✓	✓	✓	✓
Supporting Students on the Autism Spectrum in Schools Summer Institute (2 days)		✓	✓	✓	
SWIS Facilitator Training (1 day)		✓	✓	✓	✓
Tier 3 Mathematics Team Training (2 days)		✓	✓	✓	✓
Tools for Life: Secondary Transition and Assistive Technology Fair	✓		✓	✓	

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

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

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

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

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

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

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

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.¹ ISDE continues to provide training for Capacity Builders on the College and Career Readiness Standards. Updated numbers and professional development activities can be found at <https://www.sde.idaho.gov/site/ssos/IBC.htm>.

Idaho Math Initiative

The ISDE continues to support the Idaho Math Initiative professional development.

Current activities can be found at <http://www.uidaho.edu/cda/extension-outreach/regional-math-centers>.

¹ 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.

English Language Arts (ELA)

The ISDE continues to support professional development in ELA. Please refer to <http://www.sde.idaho.gov/site/common/>

College and Career Readiness Standards

For a full description, please refer to <http://www.sde.idaho.gov/site/common/>.

Idaho's English Language Development Program

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

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

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

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

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

Table 5
Professional Development Timeline

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
2011-12 School Year					
Idaho Math Initiative		✓	✓	✓	
iSTEM Summer Institutes		✓	✓		
Idaho Summer Institute of Best Practices		✓	✓	✓	
District Leadership Team Workshops	✓				✓
Online Office Hours & Webinars		✓	✓		
College and Career Readiness Standards Toolkits		✓	✓		

Summer Regional Institutes		✓	✓		
Response-to-Intervention (RTI)	✓			✓	✓
2012-13 School Year					
Integrating Classroom Technology		✓	✓	✓	✓
Curriculum Integration	✓				
Transition to WIDA Standards	✓		✓	✓	✓
Recruit and Establish NCSC cohorts		✓	✓		
Model Instructional Units		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
2013-14 School Year					
Implementation of WIDA Standards	✓		✓	✓	✓
Pilot NCSC professional development, curriculum, and assessment resources		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
Smarter Balanced Assessment Consortium Training		✓	✓	✓	✓
College and Career Readiness Standards Principals Implementation Group	✓	✓		✓	✓
College and Career Readiness Standards Coach Network/ELA/Literacy	✓	✓	✓	✓	✓
Mathematics Regional Centers	✓	✓	✓	✓	✓
Writing Project; Argumentative workshop	✓	✓	✓	✓	
Tech Integration through College and Career Readiness Standards Lens	✓	✓	✓	✓	
Model Instructional Units	✓	✓	✓	✓	
2014-15 School Year					
Implementation of WIDA Standards	✓		✓	✓	✓
NCSC professional development, curriculum, and operational assessment online		✓	✓		
Response-to-Intervention (RTI)	✓			✓	✓
Smarter Balanced Summative Assessment Training		✓	✓	✓	✓
College and Career Readiness Standards Principals Implementation Group	✓	✓		✓	✓
College and Career Readiness Standards Coach Network/ELA/Literacy	✓	✓	✓	✓	✓
Mathematics Regional Centers	✓	✓	✓	✓	✓
BSU Writing Project; Argumentative workshop	✓	✓	✓	✓	
Tech Integration through College and Career Readiness Standards Lens	✓	✓	✓	✓	
Model Instructional Units	✓	✓	✓	✓	

2012-13 School Year: ISDE, working with strategic partners, provided more in-depth training on the College and Career Readiness Standards and how Idaho classroom teachers can effectively

transition to the new standards. To view current and historical professional development provided in Idaho, go to this link: <http://www.sde.idaho.gov/site/common/>

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

- **Idaho Core Coach Network-ELA/Literacy:** This program is an investment in human capital that remains in local districts and continues to provide expertise through a local control lens. It is a program that honors teachers as professionals and leaders and the time it takes to create lasting change in something as complex as teaching and learning. In 2013-14 this group of 8 coaches, each taking a two year sabbatical from their teaching assignments, deeply trained a cadre of 250 teacher leaders from 90 districts resulting in strengthened expertise and ability of teacher leaders. Using an innovative blended model over an entire year that includes 8 release days for face to face training in addition to a rigorous online course all within the framework of teacher's daily practice, this program has provided 140,000 contact hours reaching districts and charters serving over 85% of all Idaho students. Now, all over the state teacher leaders are creating and delivering training within a local context, with many districts replicating the program locally and repurposing teacher workloads [half time instructional coaches] to take advantage of this burgeoning local expertise. As a platform for instruction, teachers build, revise, teach and peer edit Idaho core aligned lessons using the EQUIP rubric.
- **Regional Mathematics Centers:** In 2014, the Idaho State Department of Education developed and established the Idaho Regional Mathematics Centers [IRMC] in collaboration with each of Idaho's four-year institutions of higher education. Building upon and advancing the success of the Idaho Math Initiative, these regional centers provide strong programs of professional support connecting all features of quality professional development and rigorous standards for improved mathematics teaching and learning across the state. Beginning in 2008, the Idaho Math Initiative began leading the way by recognizing the need for high quality professional mathematics support and providing the critical foundation for improved mathematics instruction in the form of the Mathematical Thinking for Instruction [MTI] course. From this initial effort a coordinated, collaborative, and comprehensive statewide structure of support now exists.

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

Mathematics Center is available on our website at <http://www.sde.idaho.gov/site/contact/regionalContacts.htm>.)

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

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

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

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

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

- **Statewide Academy on Mathematics:** The summer academy sets the foundation for continued support throughout the school year which includes regional fall and spring academies. Based on a statewide needs assessment, academies focus on increasing teacher content knowledge in mathematics, increasing pedagogical content knowledge, student thinking, and productive classroom practices. Several national leaders in mathematics education have presented at our academies [Dr. Bradford Findell, mathematics expert appointed to Core Standards Initiative workgroup; Dr. Phil Daro, author College and Career Readiness Standards].
- **Illustrative Mathematics:** Three-day workshop by the lead author of the College and Career Readiness Standards in creating and adapting materials aligned to our College and Career Readiness Standards for classroom use.
- A critical component of offering professional development to Idaho's teachers is meeting them where they work on a daily basis. To do this, the Department leveraged existing partnerships to begin offering professional development and show Idaho teachers how they could transition to College and Career Readiness Standards using programs they are familiar with or that are already in place.

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

- **School leadership:** The department is continuing this work in support of Idaho public school administrators in fiscal 2015. The principal's role as instructional leader will figure heavily into the success of College and Career Readiness Standards implementation as principals can reinforce and help sustain the instructional practices best suited to providing the deeper learning opportunities that the core emphasizes. The ownership of literacy across the curriculum means managing large-scale change in a positive manner. Implementing the College and Career Readiness Standards is a long-term change for all schools and that requires true leadership. Transforming classroom instruction, while building a positive culture of learning is a tall order. The Department has contracted with Mel Riddile, Associate Director for High School Services for the National Association of Secondary School Principals and a leader in managing long term change in schools. This work provides hands-on implementation training for Idaho principals as they design and begin individual implementation efforts while simultaneously managing the change to a new culture of higher learning expectations for all students. Riddile has been the Met/Life/NASSP Principal of the Year and is a recognized leader in efforts to reinvent America's high schools and manage system-wide

change. This effort is a blended model that provides ongoing and consistent support in a series of sequenced workshop dates over the coming school year focused on strategic planning and practical implementation and problem-solving for school leaders with consistent online support between face to face sessions. Building on his work for over 3 years in Idaho, Riddile will present across Idaho on three separate occasions during the school year with online meetings in between workshops to support implementation efforts in the form of webinars and chat rooms. In addition, the focus in 2015 will be on site visits to local school districts who are successfully implementing positive changes in schools that will lead to higher student achievement. Instituting a clear instructional framework [including clear opening and closing exercises], providing a framework for frequent and effective feedback, and creating a clear growth mindset for teachers and students are just some of the major areas of work.

- **Writing Projects:** In fiscal 2012, 2013, 2014 and 2015, the Department has effectively partnered with the BSU Writing Project and the Northwest Inland Writing Project to create five regional three-day workshops for district implementation teams, created based on a train-the-trainer model so districts can replicate at the local level. These workshops move from strategies for orientation to unit planning and creation and inquiry-based teaching. To strengthen the outreach of the summer workshops for those who were unable to attend, the Department has contracted with the Boise State Writing Project to create three discrete but interlocking modules complete with goals, strategies, resources, audio, video clips, and detailed notes for trainers. These asynchronous resources – Workshops in a Box – are for districts to use as best fits their local plans to provide weekly or monthly professional development to staff, extending the reach of the face to face meetings. The Department has plans to continue its partnership with the Writing Projects into 2015, particularly in the area of literacy across the curriculum with a focus on science and social studies and in support for SWD and ELL.
- **Technology Integration:** The Department, the Doceo Center for Innovation and Learning, the University of Idaho, and the Northwest Inland Writing Project are partnering to provide College and Career Readiness Standards training integrated with technological integration and insight into the College and Career Readiness Standards that address technology. As the College and Career Readiness Standards ask that students use digital resources strategically to research, create and present in written and oral form, this is a vital link to the standards and to the effort to link the K-12 to higher education. This work involves an intense two week face to face session, followed by a number of check-in visits during the school year with specific deliverables at each stage, and with deeper learning expectations throughout the year.
- **Implementation of WIDA Standards:** ISDE continues to provide the professional development required by the WIDA (World-Class Instructional Design in Assessment) Consortia to ensure the State provides the necessary training for all teachers as they begin teaching and assessing based on the new English Language Development (ELD) Standards in the spring of 2015.
- **New Alternate Assessments go online in spring 2015:** ISDE will use NCSC professional

development, curriculum, instruction and assessment resources and tools and provide required feedback on usability and outcomes. ISDE will collect input from cohorts/districts for alternate assessment decisions in Idaho.

- RTI: The ISDE will continue to invest in building the expertise of all school staff through the Math Centers and the College and Career Readiness Standards Coach Network/ELA/Literacy in order to support quality Tier1 instruction. This includes special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.
- Smarter Balanced Assessment Training-Using the Balanced system: The first summative assessment will take place in the spring of 2015 using the assessments developed through the Smarter Balanced Assessment Consortium (SBAC). Formative assessment tools that teachers can use throughout the school year have been available since June 2014.
- Superintendents who serve a high percentage of at-risk students receive first priority to join the Idaho Superintendents' Network (ISN). Membership is limited based on funding. The group meets face-to-face four times a year. Topics for discussion have included improved outcomes for students, developing a sense of purpose, working with stakeholders, district central offices and learning improvements, creating and supporting district and building-level leaders, and analyzing teaching and learning through data. ISDE's Content Team is regularly consulted by the Superintendents' Network staff to ensure College and Career Readiness Standards are incorporated into the discussions regarding how these key leaders must plan and prepare for implementation. Please refer to <http://www.sde.idaho.gov/site/ssos/suptNetworkofSupport/>.
- The Principal Academy of Leadership (PALs) has been replaced by the Network of Innovative School Leaders at <http://www.sde.idaho.gov/site/ssos/NISL.htm>.

Because NISL is funded under the Title I-A Statewide System of Support, principals are selected based on their schools' 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 be selected 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.

- Advanced Opportunities: Idaho has significantly expanded the access to advanced opportunities for all students attending Idaho's public high schools. First, the Idaho State Board of Education and Idaho Legislature approved new graduation requirements in 2007 for the Class of 2013.² 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

² Idaho's new high school graduation requirements are available online at <http://adm.idaho.gov/adminrules/rules/idapa08/0203.pdf> under IDAPA 08.02.03 104, 105, and 106.

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

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

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

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

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://adminrules.idaho.gov/rules/current/08/0202.pdf>.)

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

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

The State will measure the effectiveness of teacher preparation programs.

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

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

- The State promoted Total Instructional Alignment (TIA), another recognized professional development strategy to successfully “unpack” the College and Career Readiness Standards into teachable objects. The lead to the development of unit plans focused on integrating the College and Career Readiness Standards into classroom instruction. The resulting unit plans are warehoused on local instructional management systems.
- Evidence of candidate knowledge and skill related to College and Career Readiness Standards in English language arts instruction. ISDE is developing the framework for this evaluation, but it will include pre-service standards aligned to the College and Career Readiness Standards as well as competencies specifically addressing the needs of English language learners and students with disabilities.
- The ISDE currently is working with groups of teachers, school administrators, and higher education faculty to develop the pre-service standards aligned to the College and Career Readiness Standards. The State is also using the TIA methodology for this work.
- Evidence of growth through clinical practice culminating in a professional development plan for the beginning teacher. Supervision of clinical practice will be aligned with the Idaho Statewide Framework for Teacher Performance Evaluations, based on the Charlotte Danielson Framework for Teaching.

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

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

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

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

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.

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

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

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

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

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

Table 6
Timeline of Idaho Interim Assessment Item Bank

January 2015	1000 items		Idaho is providing the Smarter Balanced Interim Item Bank to all schools in Idaho, K-12.
September 2015	Approximately 4,000 additional items		Idaho will continue to provide this resource to districts free of charge.

All plans are outlined in the previous sections.

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

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

PRINCIPLE 1 OVERALL REVIEW

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

The State is making significant progress to improve its already rigorous annual statewide assessments as it transitions to College and Career Readiness Standards. Idaho is creating a consistent, comprehensive, and sustainable infrastructure that promotes quality instruction in every classroom while offering effective support to all students as they progress toward mastery of College and Career Readiness Standards.

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

PRINCIPLE 2: INTRODUCTION

2014-2015 was the first year of collecting data from Idaho's achievement test (SBAC). Idaho is requesting to suspend school ratings based on our assessment administered in 2014-2015 school year, but will resume assigned school ratings based on the assessment administered in 2015-2016 school year. Idaho will provide a list of priority and focus schools by January 31, 2016.

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

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

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

DIFFERENTIATED RECOGNITION AND ACCOUNTABILITY

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

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

The Idaho State Department of Education will be submitting a waiver amendment March 31, 2016 with specific details on its new accountability system.

Idaho will use achievement data from the 2014-2015 Idaho achievement test (SBAC) to identify its reward schools as of October 30, 2015 and identify the priority and focus schools by January 31, 2016. The ISDE has submitted a renewal waiver for one year only on April 30, 2015. ISDE will be suspending its current accountability system for 2015-2016 as a part of this renewal request.

ISDE will submit a subsequent renewal in the following year with a timeline and details for a new accountability system called the Fair and Equitable Accountability System (FEAS).

Table 11
Proposed Timeline for the Fair and Equitable Accountability System

Table 11	Proposed Timeline for the Fair and Equitable Accountability System	
Date	Timeline	
April 30, 2015	-Waiver Renewal Submission	
May 2015	-Set Cohort Graduation Rate (CGR) goal and targets -Bring in stakeholder groups for input on CGR and CCR assessment targets	
June 2015	-Review and set achievement level percentage distributions -Finalize CGR and CCR targets through an amendment	
July 2015	-Calculate biennial individual student growth -Finalize achievement level distributions for public release	
August 03, 2015	-Report Card with % achievement of all and subgroups and participation	
Mid-August 2015	-Present data and outcomes at Annual Superintendents' Meeting -Stakeholder input regarding AMAO/Alv10 targets/goals and achievement level goals and targets -Stakeholder input regarding identification of new Priority, Focus and Reward Schools including a system differentiating K-8, schools serving grade 12 and alternate schools	
SY 2015-2016	-Stakeholder input, continued -Amendment including achievement level and AMAO/AMO goals and targets	
October 30, 2015	Publically identify Reward Schools	

January 31, 2016	-Publically identify new Priority and Focus Schools
February 1 - 29, 2016	-Public Comment Period for accountability system changes
March 31, 2016	-Submit a waiver amendment regarding the Fair and Equitable Accountability System to the Department of Education (ED)
June/July 2016	-Growth/Growth subgroups using annual growth
August 01, 2016	-Report Card Release and full implementation of the Fair and Equitable Accountability System
Mid-August, 2016	-Introduce new Accountability System at the Annual Superintendents Meeting

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 $t-3$.

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.

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

“The ninety-five percent (95%) determination is made by dividing the number of students assessed on the spring SBAC by the number of students reported on the class roster file uploaded into the Idaho System for Education Excellence (ISEE), the K-12 longitudinal data system.

- 1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate will be calculated by a three (3) year average of participation.
- 2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the SBAC if such circumstances prohibit them from participating. For groups of ten (10) or more students, absences for the state assessment may not

exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination.”

SCHOOL ACCOUNTABILITY REPORT CARD

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

The Report Card for a school includes the following tabs:

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

Idaho’s report card will indicate that Idaho’s state average is functioning as its AMO for the 2014-2015 school year. Given 2014-2015 is the first year of administering the SBAC, the state will include the State average along with actual performance. The information will be indicated by a footnote or cover page on the report card. This meets the requirements for ESEA section 1111(h) (1) (C) (ii).

Table 12
Example of Idaho's Report Card

Report Card										
State of Idaho										
School Year: 2012-2013										
Assessments	AMO	AAG	Graduation Rate	Third Indicator	Teacher Quality	NAEP				
Print Version										
Grade 3										
Language	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	43.5 %	31.3 %	14.9 %	10.4 %	99.6 %	43.2 %	29.9 %	14.8 %	12.1 %	99.9 %
Black / African American	32.5 %	29.9 %	20.1 %	17.5 %	99.5 %	32.3 %	31.3 %	15.2 %	21.2 %	100.0 %
Asian or Pacific Islander	52.5 %	29.1 %	11.9 %	6.5 %	99.3 %	54.7 %	26.2 %	11.6 %	7.5 %	100.0 %
American Indian or Alaskan Native	19.0 %	34.2 %	22.2 %	24.7 %	98.6 %	22.2 %	22.8 %	22.8 %	32.2 %	99.7 %
Hispanic or Latino	24.9 %	34.2 %	22.3 %	18.6 %	99.2 %	24.2 %	32.6 %	22.4 %	20.8 %	99.8 %
Native Hawaiian/Other Pacific Isla	38.6 %	30.0 %	17.1 %	14.3 %	100.0 %	39.0 %	31.2 %	15.6 %	14.3 %	98.7 %
White	47.9 %	30.6 %	13.1 %	8.4 %	99.7 %	47.8 %	29.4 %	13.1 %	9.8 %	100.0 %
Two Or More Races	37.9 %	34.9 %	17.2 %	10.1 %	99.8 %	43.3 %	31.1 %	12.7 %	12.9 %	100.0 %
LEP	11.6 %	26.5 %	29.9 %	32.1 %	99.1 %	7.6 %	22.9 %	30.0 %	39.5 %	99.7 %
Not LEP	45.4 %	31.6 %	14.0 %	9.1 %	99.6 %	45.1 %	30.3 %	14.0 %	10.6 %	99.9 %
Economically Disadvantaged	34.1 %	33.1 %	18.7 %	14.2 %	99.5 %	33.3 %	31.4 %	18.5 %	16.8 %	99.9 %
Not Economically Disadvantaged	54.6 %	29.2 %	10.3 %	5.9 %	99.7 %	54.2 %	28.2 %	10.7 %	6.9 %	99.9 %
Students with Disabilities	17.1 %	22.0 %	24.4 %	36.5 %	98.8 %	17.4 %	16.9 %	23.5 %	42.1 %	99.6 %
Students without Disabilities	46.4 %	32.3 %	13.8 %	7.5 %	99.7 %	46.0 %	31.3 %	13.8 %	8.8 %	99.9 %
Migrant	14.5 %	34.4 %	29.0 %	22.0 %	98.9 %	19.5 %	31.0 %	22.5 %	27.0 %	99.0 %
Homeless	26.2 %	28.9 %	25.2 %	19.7 %	99.1 %	27.4 %	26.9 %	22.2 %	23.6 %	99.8 %
Male	39.9 %	31.3 %	16.6 %	12.2 %	99.6 %	38.5 %	30.7 %	16.3 %	14.6 %	99.9 %
Female	47.3 %	31.3 %	13.1 %	8.4 %	99.6 %	48.2 %	29.0 %	13.3 %	9.5 %	99.9 %
Math	2011-2012					2012-2013				

REWARDS AND SANCTIONS

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

1. Differentiated levels of rewards, sanctions, and consequences .

2. Focused visits to assess local capacity and the level of progress towards implementation of the improvement plan
3. Statewide System of Support that utilizes tiered levels of intensity and state interventions.

Table 13
Rewards and Sanctions Overview – School Level

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

School improvement plan	Improvement Plan (Optional)	AMO Continuous Improvement Plan (Optional unless school misses the AMO for their At-Risk subgroup or has an achievement gap between their At-Risk subgroup and the rest of their student population greater than that obtained by the rest of Idaho's Below Expectations Schools over two consecutive years) . Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by the district. SMART goals are written for missed AMOs and District submits assurance of SMART goals to state.	Continuous Improvement Plan addressing the ten school improvement components as identified in NCLB Sec.1116	Intervention Plan addressing the ten school improvement components as identified in NCLB Sec.1116 plus interventions	Turnaround Plan addressing the ten school improvement components as identified in NCLB Sec.1116 and incorporating the seven Turnaround Principles
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
Professional Development Set-Aside	Optional	Optional	Optional	Required 10% of school Title I funding allocation	Required 10% of school Title I funding allocation

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
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RECOGNITION AND REWARDS

Exemplary Schools will be determined under Idaho’s new Accountability. A school must be an Exemplary School in order to be nominated for national awards such as the National Blue Ribbon Award and Distinguished School Awards.

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

PRIORITY AND FOCUS SCHOOLS OVERVIEW

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

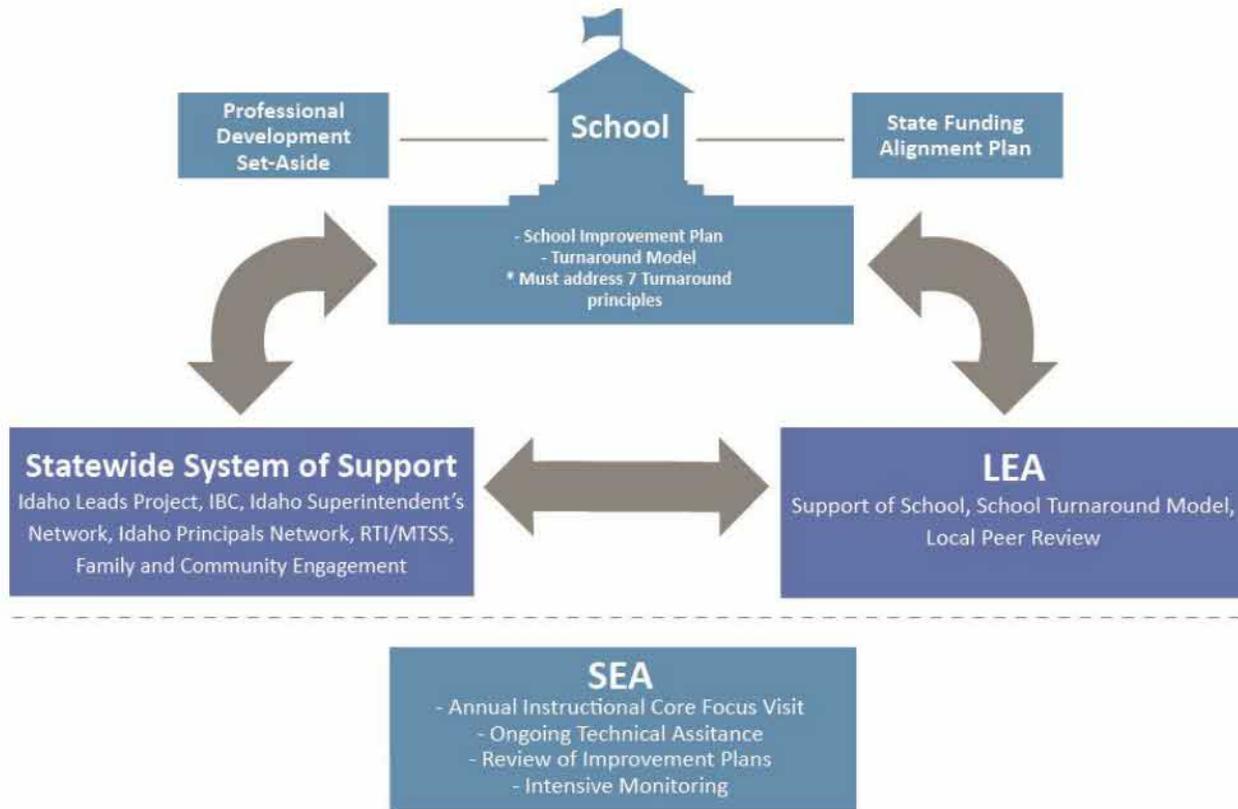
Reward Definition: Highest performing school and/or High-progress school.

Focus Definition: A Focus school 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. These schools have a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate. 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.

Priority Definition: A Priority school is a school 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. Title I participating of Tile I eligible high school with graduation rate less than 60% over a number of years. Tier I or Tier II SIG school implementing a school intervention model.

Definitions for schools that meet “exceed expectations” and “meets expectations” will be defined when Idaho submits its waiver amendment March 31, 2016.

Chart 1
Relationship of Accountability and System of Support for Basic Schools



School Improvement Planning

All Idaho school districts will be required to generate, implement, and evaluate their school improvement plans based on the new Fair and Equitable accountability System that will be submitted to the Department of Education March 31, 2016. This system will include achievement, growth, post-secondary and career readiness, and social/emotional climate. The plans must address the Title I required school improvement plan components. Additionally, the plans must identify school and district specific AMOs germane to the needs of their subgroups, cultural, and environment factors, etc. Over the course of the one-year renewal request schools and districts will collect data on how well or not the AMOs are being achieved. The renewal request is specifically asking for one-year suspension of the current accountability system. Reward schools will be identified by October 30, 2015. Priority and Focus schools will be identified by January 31, 2016. ISDE will resume school ratings following the spring 2016 state achievement test.

AMO Continuous Improvement Plan (Exceeds Expectations)

The AMO Continuous Plan is designed for schools to address their AMO deficiency through documentation which is submitted to the district for approval.

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

Continuous Improvement Plan (Meets Expectations)

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

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

Intervention Plan (Below Expectations/Focus)

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

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

Turnaround Plan (Below Expectations/Priority)

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

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

STATEWIDE SYSTEM OF SUPPORT

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

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

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

✓ Improvement Planning Supports – Local Peer Review

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

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

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

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

Strands of study include activities such as:

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

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

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

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

Topics for discussion include:

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

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

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

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

school: individual students, small intervention groups, whole class performance, whole grade level performance, and whole school performance.

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

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

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

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

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

Table 14
Sample Support, Technical Assistance, and Training Opportunities

<i>Teachers and Leaders</i>
<ul style="list-style-type: none"> • State training for teacher and administrator evaluation. • Enroll in the Idaho Principals Network. • Enroll in the Superintendents Network of Support. • Enroll in the Idaho Building Capacity Project. • Technical assistance on the alignment of State funds with turnaround principles.
<i>Instructional and Support Strategies</i>
<ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • Targeted training to the school or district regarding the Smarter Balanced Consortium Assessments.
<i>Learning Time and Support</i>
<ul style="list-style-type: none"> • 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).
<i>Governance</i>
<ul style="list-style-type: none"> • Technical assistance in the design of governance policies and practices. • Recommendations about capacity of school and/or district leadership resulting from Instructional Core Focus Visits. • Technical assistance in the alignment of State funds (e.g., technology funds, dual credit, pay-for-performance, etc.) with turnaround principles and the policies necessary to ensure their success.

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

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

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

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

Such services may include, but are not limited to:

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

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

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

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

When school-level plans are required, the State expects districts to provide technical assistance at every point prior to submission of the plan to the State.

Graduation Rate Considerations: Graduation rates for all students are an essential element of the Fair and Equitable Accountability System which drives decisions about what schools and districts are required to do. For districts and schools that must submit and implement improvement plans, graduation rates will be included in the diagnostic review process and self-assessments that districts and schools do as part of the planning process. The improvement planning process will require leadership teams to identify areas in the performance framework

(e.g., graduation rates) that are low and then develop SMART goals that are matched to the demonstrated areas of need. Those SMART goals then become a foundation for thinking about the school improvement plan overall for whichever version the district or school is required to submit (i.e., AMO Continuous Improvement, Continuous Improvement, Intervention or Turnaround Plans).

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

If graduation rates are in need of improvement, the school will include goals in their improvement plan to address the graduation rate.

STATE FUNDING ALIGNMENT

For schools that are in the Meets Expectations Category, Idaho requires a school improvement plan to be submitted that is aligned with the improvement requirements listed below. Specifically, the funds which must be aligned are:

- **Leadership Awards:** Since 2011, Idaho teachers have had at least a portion of their pay tied to performance. Now, Idaho is currently working to transition to a Career Ladder Compensation Model. The first component of the Career Ladder is Leadership Awards. The Idaho Legislature approved Leadership Awards for the FY2015 Public Schools Budget, or 2014-2015 school year.
- **Technology funds:** The 2015 Idaho Legislature approved a new, ongoing funding allocation for technology.
- **Dual Credit:** Starting in 2011 and continuing into the current year, Idaho has expanded the advanced opportunities it provides to high school students across the state.
- **Teacher and Administrator Evaluations:** Teacher and administrator performance evaluations in Idaho require a strong tie to student performance metrics (at least 33%).

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

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

After Priority and Focus Schools have sufficient funds to carry out interventions, Idaho ensures that remaining 1003(a) funds are allocated to LEAs to provide interventions and supports for low-achieving students in other Title I schools, when one or more subgroups is missing either AMOs or graduation rate targets, or both over a number of years. Idaho continues to require a

10% Title 1 set aside at the school level for professional development for all Priority and Focus Schools.

OTHER STATE FACTORS THAT SUPPORT IMPROVEMENT

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

1. \$5,000,000 is allocated annually to provide remediation services for students who have not scored proficient on the ESEA accountability assessment. These funds are provided as an incentive to support school districts in their improvement efforts in that the distribution is conditioned on a match of at least one dollar in local expenditures for every two dollars in distributed State funding.
2. Another remediation program has been institutionalized providing early intervention for students in grades K-3 who are highly at risk of failing to master intended reading skills. The State has historically allocated approximately \$2 million for this purpose to provide supplemental reading instruction.
3. Additionally, ISDE has partnered with the University of Idaho's Center on Disabilities and Human Development to create the Idaho Assistive Technology Project (IATP). This project provides training and support Statewide concerning Universal Design for Learning (UDL) as it relates to lesson design and assistive technologies.

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

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

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

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

In Idaho, schools in the Exemplary category are afforded more flexibility in relation to planning, use of discretionary funds, and participation in support activities. This serves as a positive incentive for schools to continue their improvement efforts.

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

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

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

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

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

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

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

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

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

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

<p>Option A</p> <p><input checked="" type="checkbox"/> 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.</p>	<p>Option B</p> <p><input type="checkbox"/> 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:</p> <p>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</p> <p>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.</p>
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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 English language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> 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.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> 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.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in English language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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ANNUAL MEASURABLE OBJECTIVES:

AMOs in general are imbedded in Idaho’s system within each of the metrics in the matrix as well as for the overall performance of schools and districts as part of the new Fair and Equitable Accountability System that will be submitted to the Department of Education March 31, 2016. The Fair and Equitable Accountability System is a compensatory framework that serves as the primary process for making school improvement determinations. Idaho has established specific Annual Measurable Objectives (AMOs) to complement the Fair and Equitable Accountability System and ensure that schools are progressing.

Idaho will be setting new AMOs after the spring 2016 assessment data is available. For 2014-2015, Idaho is using its State averages for the AMOs.

Special Rule – Safe Harbor:

A school that is performing at some distance from the AMO target presumably is at a disadvantage in terms of the scope and magnitude of the achievement gap it must close. Theoretically, it may be making strong gains in achievement, while still not attaining the set AMOs. Therefore, Idaho will employ a “Safe Harbor” rule in the calculation of AMOs. Safe Harbor permits a school to be considered to have met the AMO for any given year if it (a) performs at or above the AMO target or (b) if it decreases the number of students performing below the proficient level by 10 percentage points in the current year compared to the previous year. The latter (option b) is Safe Harbor and is indicated by an annual performance increase of 10 percent more of the students in any given subgroup performing at the proficient or advanced level when compared to the previous school year. For example, if a the target is 94%, and if a school is performing at 70% proficient/advanced in the previous year, and if the school attains 81% proficient/advanced in the current year, then the Safe Harbor rule will show that the AMO was met through Safe Harbor. The AMO will not count against the school.

Other Considerations for AMOs:

The school and district report card will include all required ESEA subgroups (e.g., all students, all ethnicity groups, students with limited English proficiency, students who are economically disadvantaged, and students with disabilities. Idaho will be setting new AMOs after the spring 2016 assessment data is available. For 2014-2015, Idaho is using its State averages for the AMOs.

Schools that do not meet the AMOs will be the schools in improvement. These schools will be expected to develop strategies within their improvement plans that specifically address how to meet the academic needs for any subgroups for which the AMO was missed.

Other Measurable Objectives:

The rating system has objectives that are implicit to its design and which are in addition to the required ESEA AMOs. They provide points to schools based on achievement on state tests, growth for all students on state tests, growth for at-risk students on state tests, and other post-secondary readiness metrics. Going forward, Idaho may request to adjust specific AMO targets provided above as well as the implicit objectives within the Fair and Equitable Accountability System when three years of data has been captured and when the new Smarter Balanced

assessments are administered. Given that the Idaho statewide longitudinal data system has been in existence just 2 years, a longitudinal comparison is not possible at this time. Also, some metrics, such as college entrance/placement exams were given for the first time in 2012 and so longitudinal data is not available. Therefore, all metrics that were available were set based on a 2010-11 data and current Idaho State Board of Education strategic goals. It is clear that longitudinal performance provides a more complete picture and will allow the State to set targets that more accurately reflect higher standards. The following explains how the implicit objectives within the rating system function.

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

Table 15
2010-2011 Proficiency Distribution of Schools and Districts

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

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

The Growth to Achievement metric sets goals high for all schools. Schools with a high percentage of students who are already proficient 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.

Adequate Growth Flowchart

Illustrated in Table 16 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 16
2010-2011 Growth to Achievement Point Distribution

Subject	Met AGP		Did not meet AGP	
	Schools	Districts	Schools	Districts
Total Possible Points				
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	-	-	-

<i>4</i>	217	45	-	-
<i>3</i>	239	74	1	-
<i>2</i>	49	6	30	4
<i>1</i>	-	-	24	4

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

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

Table 17
2010-2011 Growth to Achievement Subgroup Point Distribution

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

<i>80 – 100%</i>	145	21	-	-
<i>60 – 79%</i>	204	34	14	-
<i>40 – 59%</i>	124	27	30	27
<i>20 – 39%</i>	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%. Schools and districts that achieve at least 90% graduation rate are awarded with the highest amount of points. In 2010-11, the graduation rate distribution for Idaho schools and districts included 138 schools and 97 districts achieving a 90% graduation rate or better.
- Conversely, the lowest point award is for a graduation rate of 60% or lower. This threshold was selected to mirror an aspect of the priority school definition in the waiver.
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- Table details the distribution of graduation rates among Idaho schools and districts.

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

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

≤ 60%	10
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- College Entrance/Placement Examinations: Idaho will implement a requirement for all 11th graders to take the SAT, ACT, ACCUPLACER, Work Keys or COMPASS tests in spring 2012. At present, the only data the State has is for the self-selected population of students who have previously taken one of these tests. Presented in Table 19 are data from the past two years of performance on these exams. Starting in 2012, the State will have data for all students on one of these assessments.

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

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

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

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

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

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

- Advanced Opportunities is also a State Board strategic goal. As noted earlier, Idaho has not only set targets for providing all students more advanced study opportunities, but has also formalized those goals in the form of funding for up to 36 credits of dual credit enrollment for students who have met all graduation requirements before their senior year.
- Under this AMO, Idaho set two ambitious goals. First, the points available are based on the percentage of the total eligible population (defined as all juniors and seniors) taking at least one advanced study opportunity defined as an Advanced Placement (AP), International Baccalaureate (IB), dual credit, or tech prep course. The State Board's strategic plan goals for each of these opportunities are varied.
- Illustrated in Table 20 are the Board's goals, the current percentage of students engaging in advanced opportunities, and the percentage of the students taking classes in which they received a grade of C or better for the course.

Table 20
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 21
Point Matrix for Advanced Education Opportunities

Advanced Opportunity	Percent Completing an Advanced Opportunity Course
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Eligible Points	with C or better				
	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
<i>Percent Completing Advanced Opportunity</i>					
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.

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

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

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

Included in Attachment 8 is a detailed description of the average Statewide proficiency for all students and subgroups in English language arts and mathematics. The Idaho Report Card can be found at:

<http://devapps.sde.idaho.gov/ReportCard/Results?Scope=state&SchoolYearId=8&DistrictCode=999&SDESchoolCode=999>.

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

2.C REWARD SCHOOLS

Currently in Idaho, two awards are given annually by the Idaho State Board of Education for the highest-performing and highest-progress schools. Both awards are based on a school's performance on the SBAC and the SBAC-Alt. This reward system will change under Idaho's application for ESEA Flexibility. Idaho will replace its current reward system with one in which schools will be recognized based on two categories of recognitions: Highest-Performing and Highest-Progress. All schools, including Title I schools, may attain recognition in either category. A school must be recognized in one of these categories in order to be nominated for national awards, such as the National Blue Ribbon Award or Distinguished School Awards. For 2011-2012, the reward schools will be determined based on the ESEA Flexibility definition for Highest-Performing and Highest-Progress schools and must be rated an Exemplary School. In 2012-2013 and beyond, the Highest-Performing and Highest-Progress reward schools will be defined through the following criteria. Idaho's calculations ensure that no school that does not meet AMOs for any sub-group can be classified as an Exemplary School.

Highest-Performing Schools:

Recognition - To attain Exemplary, a school must have high absolute performance in the all students group for English Language Arts and Math. In addition, the school must demonstrate strong performance in student growth and, where applicable, measure of secondary school success such as graduation rate.

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

- 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.

Highest-Progress Schools:

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

- In the most recent two years has improved to and consecutively maintained an Exceeds Expectations Rating or better, AND
- Be among the top five percent of Title I schools in the all students proficiency, AND
- Be among the top third of Title I schools in the proficiency gaps between the highest and lowest achieving subgroups and between the at-risk and not at-risk subgroups, AND
- Be among the top third of Title I schools in the lowest achieving subgroup proficiency and at-risk subgroup proficiency, AND
- Be among the Title I schools making the most progress in increasing graduation rates.

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

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

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

2.D PRIORITY SCHOOLS

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

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

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

Priority Schools, include the same lowest five percent of Title I schools in terms of all student proficiency, all Title I or Title I eligible school with a graduation rate of less than 60%, and the Tier I and Tier II schools currently using SIG funds to implement school intervention models with very few exceptions. Since field testing the SBAC during the 2013-2014 school year ISDE will not be calculating growth because the test will only provide achievement data to calculate the Priority Schools. Only two high schools have a graduation rate less than 60% two years in a row. ISDE will calculate graduation rates during the summer. Both of these schools are

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

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

As noted in 2.C, Idaho has produced a list of ratings for all schools. 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 Priority Schools for the U.S. Department of Education. The total number of Priority Schools in Idaho for 2012-2013 includes 5.04% or 21 of the 417 Title I schools in the State. Five percent or 21 Title I schools have been identified as priority schools for the purposes of this waiver regardless of their rating. Idaho will identify 5% of the Title I schools in the State as new priority schools based on achievement scores January 2016.

The State has verified this in the following five steps : 1) a list was created providing ratings for the schools on the next generation accountability system metric described in Section 2.A.; 2) the 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 rating list was compared to a rank ordered list of Title I schools with a <60% graduation rates; 4) the rating list was compared to a rank ordered list of Title I schools by the all students' proficiency category on SBAC English Language Arts and mathematics; 5) a cumulative chart was created to illustrate any differences in the rating list with the comparison lists. In January 2016, Idaho will similarly identify a list of Priority schools which will be 5% of Title I schools that are rank ordered from the English language arts and mathematics SBAC combined with a <60% graduation rate.

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 Priority Schools and will be selected based on input from families and community members. Idaho aligned its interventions to the Turnaround Principles, as defined in the ESEA Flexibility guidance.

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

Before the Priority School writes a turnaround plan, the State conducts an Instructional Core

Focus Visit.

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

- **Transformation model**, which addresses areas critical to transforming persistently low-achieving schools. These areas include: developing teacher and principal leader effectiveness (depending on the track record of the principal, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
- **Turnaround model**, which includes, among other actions, replacing the principal and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards.

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

- **Restart model**, in which a district converts the district public school to a charter school or closes and reopens it under the management of an education management organization (EMO) that has been selected through a rigorous review process. Such a school is still entirely accountable to the local school board for the results it produces.
- **School closure**, in which the district closes the school and enrolls the students who attended the school in other higher-achieving schools in the district.
- **State-Determined Model**, An LEA may implement an intervention developed or adopted by its SEA that has been approved the Secretary, consistent with section II.B.1(b) of CFR
- **Evidence-based, whole school reform model**, is supported by evidence of effectiveness, which must include at least one study of the model that meets the What Works Clearinghouse evidence standards with or without reservations
http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_han_dbook.pdf
- **Early learning model**, An LEA implementing the early learning model in an elementary school must implement each of the following early learning strategies:
Offer full-day kindergarten
Establish or expand a high-quality preschool program (as defined in CFR)

After choosing a Turnaround Model, the Priority School and its district develop a turnaround plan. The turnaround plan provides the framework for analyzing problems, identifying

underlying causes and addressing instructional issues in the school and district that have led to persistently low student achievement outcomes.

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

In addition to requirements the Priority School must implement through its turnaround plan, the State also places requirements on districts in which a Priority School is identified. Districts must have a formal process in place articulating how schools in improvement are supported. Districts must review, give feedback, and approve the school's improvement plan.

The LEA of the Priority School must evaluate the performance of the current principal when it selects a Turnaround Model.

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

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

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

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

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

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

A Priority School is required to address the school schedule and additional time for student learning and teacher collaboration in its school improvement plan.

The most important factor in turning around the Priority School is improving the quality of instruction to ensure the school is meeting the needs of every student, including English language learners, students with disabilities and low-achieving students. A Priority School is

required to strengthen the school's instructional program so it meets students' needs, is based on research and aligned to Idaho's content standards which now include the College and Career Readiness Standards.

A Priority School is required to describe its plans and implementation efforts in the use of data to inform instruction for continuous improvement.

A Priority School is required to develop and implement a plan for a supportive learning environment that improves school safety and discipline and ensures teachers and staffs address students' social, emotional, and health needs.

A Priority School is expected to develop and implement plans that provide ways in which the family and community can engage in the school improvement process.

American Indian Tribes - Special Provision: For districts on or near tribal lands and with significant numbers of American Indian students enrolled in a Priority School, the district must ensure it engages the tribe throughout the planning for the turnaround model and implementation process of the turnaround principles.

ISDE 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:

Districts must have a formal process in place articulating how schools in improvement are supported. Districts must review, give feedback, and approve the school's improvement plan.

The Priority School will improve the effectiveness of leadership and teaching by creating and implementing a turnaround plan and through support from the State. Quality school improvement plans provide detailed steps that every Priority School will take to improve leadership and the quality of teaching through its turnaround plan.

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

Once identified, a school will remain a Priority School in the Turnaround Plan status for at least three years, unless it meets the exit criteria defined in Section 2.D. During that period, plans will be overseen by the district, and monitored by both the State and the district. Schools may exit from the State requirements (i.e., plan approval, Focus Visits, Title I set-asides, extended learning time and notification of enrollment options) of priority status one year early if they meet the exit criteria of two consecutive years at a Meets Expectations rating or higher (after initial identification); however, they must continue to implement the turnaround principles identified in the school and district plan for a minimum of three years.

Table 22 depicts the entrance and exit process and the sequence of years related to the Priority School's turnaround plan requirements.

Table 22
School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit³

³ School 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

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
<i>School year prior to the school year during which the first Below Expectations rating is earned</i>	<i>Depends on Fair and Equitable Accountability System</i>	<i>Depends on Fair and Equitable Accountability System</i>
<p>Turnaround Plan - Year 1</p> <p><i>For those schools identified as Priority Schools in Table 2.</i></p>	<p><u>Fall 2012</u></p> <p>Participate in Instructional Core Focus Visit</p> <p><u>Winter 2012/Spring 2013</u></p> <p>Create school level turnaround plan aligned with turnaround principles and other state requirements</p>	<p><u>Fall 2012</u></p> <p>Participate in Instructional Core Focus Visit</p> <p>Enroll district and school in appropriate technical assistance programs</p> <p>Choose school Turnaround Option</p> <p>Create district level plan for school turnaround principles</p> <p><u>Winter 2012/Spring 2013</u></p> <p>Oversee the development of school level Turnaround Plan</p> <p>Review school level turnaround plan for approval before submission to the State</p>
Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements

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.

<p>Turnaround Plan - Year 1</p> <p><i>The year following the second Below Expectations rating for all other schools</i></p>	<p><u>Fall 2013 and beyond</u></p> <p>Participate in Instructional Core Focus Visit</p> <p>Provide extended learning time</p> <p><u>Winter 2013/Spring 2014 and beyond</u></p> <p>Create school-level turnaround plan aligned with turnaround principles and other state requirements.</p>	<p><u>Fall 2013 and beyond</u></p> <p>Participate in Instructional Core Focus Visit</p> <p>Enroll district and school in appropriate technical assistance programs</p> <p>Choose school Turnaround Option</p> <p>Create district level process for school turnaround principles</p> <p><u>Winter 2013/Spring 2014 and beyond</u></p> <p>Oversee the development of school level turnaround plan</p> <p>Review school level turnaround plan for approval</p>
<p>Turnaround Plan - Year 2</p> <p><i>Consecutive year after "Turnaround Plan – Year 1"</i></p>	<p>Full implementation of school level turnaround plan aligned with turnaround principles and other state requirements</p> <p>Submit updates and revisions to turnaround plan</p>	<p>Provide continuous support and monitoring of school level turnaround plan aligned with turnaround principles and other state requirements</p> <p>Review updates and revisions to school level turnaround plan for approval</p>
<p>Turnaround Plan - Year 3</p> <p><i>Consecutive year after "Turnaround Plan - Year 2", unless the exit criteria is met.</i></p>	<p>Turnaround Plan - Year 3 (Continuing)</p> <p>Continue full implementation of school level turnaround plan aligned with turnaround principles and other state requirements</p> <p>Submit updates and revisions to turnaround plan</p>	<p>Provide continuous support and monitoring of school level turnaround plan aligned with turnaround principles and other state requirements</p> <p>Review updates and revisions to school level turnaround plan for approval .</p>
<p>Plan Timeline & When the Status Takes Effect</p>	<p>School Requirements</p>	<p>LEA Requirements</p>

<p>Turnaround Plan - Year 3</p> <p><i>Consecutive year after "Turnaround Plan - Year 2", unless the exit criteria is met.</i></p>	<p>Turnaround Plan - Year 3 (Exited)</p> <p><i>If a Meets Expectations rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the turnaround plan State requirements (see above) one year early, but must continue to implement the turnaround principles included in the school and district plan for Turnaround Plan Year 3.</i></p>	<p>Monitor continued implementation of turnaround principles in the school and provide continuous support.</p>
<p>Turnaround Plan - Year 4</p> <p><i>Consecutive year after "Turnaround Plan - Year 3"</i></p>	<p>n/a</p>	<p>If a school has not met the exit criteria of two consecutive years at Meets Expectations rating or higher by the end of Turnaround Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board</p>

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

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

As detailed in

Table, the timeline targets state, district, and school activities that will occur in order that the School Improvement Plan will be implemented in schools by 2014-2015; implementation efforts will continue in 2015 and beyond. The timeline does not distribute schools differentially or save all aspects of implementation for the latter years of the timeline. All schools identified will follow the timeline on Table 23.

Table 23
Turnaround Principles Timeline

Timeframe	Agency	Action
Spring 2012 – Spring 2014	SEA	Continue implementing school turnaround models in persistently low-achieving schools identified under the School Improvement Grant 1003(g) requirements; monitor implementation; support district and school turnaround efforts through technical assistance and various programs
Spring 2012	SEA	Identify first year of schools achieving Priority School rating according to new performance framework; notify districts of school ratings
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to Districts regarding the requirements and Turnaround Principles that are expected to be implemented in schools which are in the turnaround plan category
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect All schools identified as Priority Schools in Table 2 based off of data from the 2011-2012 school year are Priority Schools for the purpose of this waiver request and must begin implementing all requirements of Priority Schools starting in the 2012-2013 school year
Summer 2013	SEA	For all other schools not identified as Priority Schools in Table 2, notify districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of

Priority School Rating		
Timeframe	Agency	Action
Fall 2013	SEA	For all other schools not identified as Priority Schools in Table 2, conduct Instructional Core Focus Visits in Turnaround Plan schools; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures.
Fall 2013	LEA	For all other schools not identified as Priority Schools in Table 2, begin providing required services for eligible students in each Turnaround Plan and Rapid Improvement Plan school (e.g., notification of enrollment options, extended learning time) and enroll in appropriate State-sponsored technical assistance programs for the district and school.
Fall 2013	LEA	For all other schools not identified as Priority Schools in Table 2, utilize state feedback from Instructional Core Focus Visit; consult with families and the community to gather input regarding School Turnaround Options; decide which School Turnaround Option the district will utilize for each Turnaround Plan school; and begin the district level planning and implementation work required of the school Turnaround Plan.
Winter 2014	SEA	For all other schools not identified as Priority Schools in Table 2, review district level planning components and selection of School Turnaround Option for state approval.
Spring 2014	LEA and School	For all other schools not identified as Priority Schools in Table 2, develop school level Turnaround Plan components that account for the Turnaround Principles and any other state required activities.
Spring 2014	SEA	For all other schools not identified as Priority Schools in Table 2, review school level planning components of the turnaround plan for State approval.
Summer 2014	SEA	For schools that are identified as Priority and have not replaced the principal the SEA is to notify LEA of expectation to submit a letter of affirmation and evidence that the priority school principal is the leader that will turnaround the school is due by August.
Summer 2014	LEA	For schools that are identified as Priority and have not replaced the principal that was hired before Priority classification they must submit a letter of affirmation and evidence of principal's ability to lead the turnaround process.
Fall 2014 – Spring 2015	SEA, LEA, & School	For all other schools not identified as Priority Schools in Table 2, full implementation of school level Turnaround Principles in schools that are in the turnaround plan category; continuous monitoring, collaboration, and support between school, district, and SEA.
Spring 2015 & beyond	SEA	For all other schools not identified as Priority Schools in Table 2, monitor and support implementation of the Turnaround Principles throughout the duration of the period for which the school is identified in the turnaround plan category; if the school does not exit from the turnaround plan category, make a determination regarding State intervention at the district level.

The ISDE is providing the criteria that will be used to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

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

In order to be removed from Priority School status, a school must achieve a Meets Expectations ranking or better for two consecutive years after initial identification.

The exit criteria are based upon two consecutive years of performance in the school 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, the school must attain higher scores across multiple measures. Thus, if a school is able to improve its performance and sustain it for two years in a row, it has demonstrated significant progress from its initial identification as one of the lowest-performing schools in the State. The State chose two consecutive years at a Meets Expectations Rating or better, because Exceeds and Exemplary schools are high performing and a Meets Expectations rating places the school in the typical domain of “continuous improvement” where the majority of schools will be working with LEA oversight. A Meets Expectations school has demonstrated it does not have the intense need for intervention based upon its performance.

Schools identified as Priority Schools in Table 27 (to be updated in January 2016) based on data from the 2014-2015 school year must implement all requirements of Priority Schools starting in the 2015-2016 school year regardless of their rating. To exit this Priority Status, they must implement the interventions and show student growth or gains.

The level of progress required is likely to result in sustained improvement. The State has determined that the exit criteria of two consecutive years achieving a Meets Expectations ranking or better, on the annual measurable objectives is likely to result in sustained improvement.

- First, this is due to the fact that the school has demonstrated evidence of achievement that is not simply a one year anomaly. Rather, minimum State benchmarks have been met and the system has sustained that level of performance over time.
- A Meets Expectations rating or better, the school is demonstrating system-wide improvement in order to impact the multiple sub-domains on the performance framework. Because the exit criteria is based on all the dimensions of the

accountability system, when a school receives a higher 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, if a school has not met the exit criteria in priority status, the district is responsible for assuring that these schools implement more rigorous interventions. The State will diagnose the level of need for a change in governance based on the process described in a focused visit and, along with data provided from the three years of implementation that did not result in improvement, work with the district, the school board, or the community, to make whatever changes are appropriate.

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.

Schools that do not exit from priority status in three years will receive a diagnostic visit from the Idaho State Department of Education (ISDE) team. The purpose of this visit will be to determine possible causes for the lack of improvement, i.e., implementation deficiencies, incorrect assessment of the problem, lack of school level buy-in or training around improvement strategies, etc.

Following the diagnostic visit, the ISDE's support system will provide assistance to the district and school in making necessary changes to the improvement plan to ensure timely exit from priority status.

2.E FOCUS SCHOOLS

The SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools" is described below.

Focus Schools will be identified as those Title I schools that receive a Below Expectations rating as described in Section 2.A. Through this comprehensive measure of student achievement, student growth, growth to standards, growth by students in subgroups and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are among the lowest-performing in Idaho due to achievement gaps. A Below Expectations rating does meet the ESEA definition of "focus school," which is a Title I school in the State that, based on most recent data available, is contributing to the achievement gap in the State. All schools designated as focus schools must implement the interventions required of Below Expectations focus schools, regardless of their rating system. The list of current focus and priority schools can be found Table 27. The designated focus schools will be identified by January 31, 2016.

Idaho has defined Focus Schools as those that have low subgroup achievement and have a notable proficiency gap for subgroups. This is measured through the growth to achievement and growth to achievement subgroups, as well as subgroup proficiency.

The SEA's list of focus schools is provided in Table 27.

As noted in 2.C, Idaho has produced a list of ratings for all schools. The aggregate data for that designation is included in Table 27 (to be updated in January 31, 2016).

The total number of Focus Schools in Idaho for 2012-2013 includes 11.2% or 47 of the 417 Title I schools in the State. Ten percent or 42 Title I schools in the State have been identified as focus schools for the purposes of this waiver regardless of their rating. Idaho will identify 10% of the Title I schools in the State as Focus Schools based on the achievement gaps, graduation rate gaps and growth. However, growth will not be available until spring 2016. The January 31, 2016 list of Priority and Focus Schools will not include growth. 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.

The State has verified the subgroup performance through the following seven steps:

- 1) a list was created providing ratings for the schools on the next generation accountability system metric described in Section 2.A.;
- 2) the rating list was compared to a rank ordered list of Title I schools' graduation rates;

- 3) the rating list was compared to a rank ordered list of Title I schools by the size of the proficiency gaps between highest and lowest achieving subgroups in English Language Arts and mathematics;
- 4) the rating list was compared to a rank ordered list of Title I schools by the lowest achieving subgroup proficiency on SBAC English Language Arts and mathematics;
- 5) the rating list was compared to a rank ordered list of Title I schools by the size of the proficiency gaps between at-risk and not at-risk subgroups in English Language Arts and mathematics;
- 6) the rating list was compared to a rank ordered list of Title I schools by the at-risk subgroup proficiency on SBAC English Language Arts and mathematics;
- 7) a cumulative chart was created to illustrate any differences in the 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 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. By January 31, 2016, Idaho will similarly identify a list of Focus schools which will reflect 10% of Title I schools that are rank ordered in regards to the achievement gaps in English Language Arts and mathematics SBAC combined with any high schools with a graduation rate <60% that were not included as a Priority school or have a significant graduation gap within a subgroup and non-subgroup.

The State continues to implement these seven steps in identifying the focus schools. As noted in 2.C., Idaho has produced a list of ratings for all schools. The aggregate data for that designation is included in Table 27 (to be updated by January 31, 2016). A de-identified list of priority, focus, and reward schools are provided in Table 27. In the summer 2012, Idaho provided an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts reviewed the underlying data in a secure setting and appealed any discrepancies. Now that this appeal process is completed, Idaho has produced a list of all Below Expectations schools for the U.S. Department of Education. The total number of Below Expectations Schools in Idaho for 2012-2013 includes 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 rating.

The SEA has a process and timeline to ensure that it's LEAs with one or more focus schools will identify the specific needs of 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.

Every focus school is required to write an Intervention Plan, with the assistance of the LEA. The Intervention Plan must address the ten components of an improvement plan outlined in NCLB Sec.1116 (b) (3) and outline the interventions being used. The school's LEA is responsible for making sure the school implements the improvement plan effectively. If the plan is found not to be effective during the improvement process, the focus school must work with its district to make changes accordingly.

Focus Schools must follow this guidance in the school year immediately following their identification. (See the Timeline in

Table_ 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 a school level. Further description is provided in section 2.A., and rules concerning the set-aside are set forth in Attachment 12.

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

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

Through the plan approval process, the LEA will make sure the Focus School has selected goals and is implementing interventions that are proven to help the student populations affected by the school's achievement gap(s).

The State also places requirements on districts in which a Focus School is identified. The district must support the planning and implementation processes in the Focus School. The ISDE monitors the district's support efforts through a local peer review process⁴. The district must coordinate technical assistance for the school and review the quality of the Intervention Plan created by the leadership team in the Focus School. The district is responsible for reviewing the plan and ensuring it is implemented effectively.

The district's review will be documented and made available to the ISDE upon request, e.g. monitoring visit, focus visit, etc.

Focus Schools will be required to annually review and update their Intervention Plan. The LEA is required to continue its support for the school and the implementation of the plan. The ISDE will continue to monitor the district's involvement and support to the Focus School.

⁴ The local peer review process applies to Focus and Priority schools and is explained in detail in section 2.A.i.

The ISDE will conduct Instructional Core Focus Visits to Focus Schools on an as-needed basis. In the Focus Visit⁵, staff from the ISDE conducts an on-site visit to discuss current practices in the school and in the district. To determine which schools need Focus Visits, the ISDE will analyze student achievement data from the school and district levels, along with other sources of diagnostic information such as results from federal program monitoring visits. If a Focus Visit occurs, the ISDE will expect the Focus School to discuss and review its Intervention Plan to reflect the recommendations provided to the school and the district. However, at minimum an ISDE representative will visit the school by December 31st of each year a school is classified as a Focus school.

Districts in which a Focus School is identified will enroll in technical assistance opportunities that the ISDE makes available, such as professional development and on-site instructional coaching. The technical assistance opportunity must be aligned with the needs of the Focus School. For example, if a Focus School in a district is struggling to meet the needs of diverse learners, the district would enroll in Response to Intervention training.

If the district determines the Focus School lacks leadership capacity, the district would enroll in the Idaho Building Capacity Project⁶ which provides an instructional coach on site.

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

The following information is to provide clarification regarding the substance and appropriateness of the interventions in focus schools. The Intervention Plan must address the ten components of an improvement plan outlined in NCLB Sec.1116 (b) (3) and outlines the interventions being used. The ten components of the improvement plan are:

- 1) Implement research based strategies that strengthen the core academic subjects and address the specific academic issues that caused the school to be identified for improvement;
- 2) Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level on the State academic assessment;
- 3) Provide assurance that the school sets-aside 10% of its funds for high quality professional development related to why the school is in improvement;
- 4) Specify how funds (10% set-aside) will be used to remove the school from improvement;
- 5) Establish specific annual, measurable objectives for continuous and substantial

⁵ Focus Visits are described in detail in section 2.A.

⁶ More information on the IBC Project is found in section 2.A.i and at <http://www.sde.idaho.gov/site/ssos/IBC.htm>.

- progress by each group of students;
- 6) Describe how the school will provide written notice about the identification to parents of each student enrolled in school in a format and language parents can understand;
 - 7) Specify the responsibilities of the school, including technical assistance to be provided by the LEA;
 - 8) Include strategies to promote effective parental involvement in the school;
 - 9) Incorporate, as appropriate, activities before school, after school, during summer and during any extension of the school year;
 - 10) Incorporate a teacher mentoring program.

A Focus School must choose some or all of the following interventions, in addition to addressing the ten components:

- 1) Tiered interventions (Tier 1,2,3) designed to address the range of students' needs;
- 2) Needs analysis that led to interventions tied to specific subgroup needs;
- 3) Providing strong leadership;
- 4) Ensuring teachers are effective;
- 5) Redesigning the school day, week, year;
- 6) Strengthening the schools instructional program;
- 7) Using data to inform instruction;
- 8) Establishing a safe school environment;
- 9) Providing mechanisms for family and community engagement;
- 10) Other.

These interventions are consistent with the research on effective schools, such as the Correlates of Effective Schools (Edmonds, 1982; Lezotte, 2001, 2009) and the Nine Characteristics of High Performing Schools (Shannon & Bylsma, 2007). All schools that overcome the effects of poverty and other disadvantages demonstrate these characteristics in one way or another.

The appropriateness of the specific activities of the intervention will be suited to the unique

context of the school. School Improvement Tools need to be structured around these improvement plan principles. 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 school will complete an analysis of the data that resulted in their identification for focus status. Idaho’s new Fair and Equitable Accountability System performance framework will include multiple metrics, with benchmark cut-points for each. This will entail identifying each metric in which performance in the school is unsatisfactory. The new accountability framework will be submitted to the Department of Education March 31, 2016.

The school will conduct an assessment of its practices. Using this information, the school will create its goals and objectives in a way that aligns with the differentiated needs demonstrated within its performance data and its practices.

During the review process, the district will ensure alignment between the planned interventions/actions and the demonstrated needs. For example, if the school is demonstrating low annual growth in English Language Arts among English Language Learners, the plan will not be approved until it sufficiently addresses the performance of this subgroup.

The capacity of the district to support Focus Schools will be supported through the Statewide System of Support Projects in which the district and school are enrolled. Technical assistance will be provided during the creation, implementation, and monitoring of the plan to ensure the interventions identified are appropriately suited to the needs within the school.

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 24
**Timeline on How the State Will Ensure Each District Identifies
the Needs of Its Below Expectations School(s)**

Timeframe	Agency	Action
Spring 2012	SEA	Identify first year of schools achieving Below Expectations according to new performance framework; notify districts of school ratings.
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to districts regarding the requirements that are expected to be implemented in schools which are in the Rapid Improvement Plan category (i.e., Focus Schools); provide guidance to districts regarding the requirements that are expected to be implemented in schools in the Below Expectations School status.

School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect. All schools identified as Focus Schools in Table 2 based off of data from the 2011-2012 school year are Focus Schools for the purpose of this waiver request and must begin implementing all requirements of Below Expectations schools starting in Fall 2012 school year
Summer 2013	SEA	For all other schools not identified as Focus Schools in Table 2, notify districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of Below Expectations rating or below.
Summer 2013	SEA	For all other schools not identified as Focus Schools in Table 2, Notify districts of schools within their districts that are identified as being in the Below Expectations School category (i.e., a Focus School); determine if school data suggest Instructional Core Focus Visit.
Timeframe	Agency	Action
Fall 2013	SEA	Conduct Instructional Core Focus Visits in Below Expectations schools on an as-needed basis; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures.
Fall 2013	LEA	Begin providing required services for eligible students in each Below Expectations school (e.g., notification of enrollment options, extended learning time) and enroll in appropriate State-sponsored technical assistance programs for the district and school.
Fall 2013	LEA and School	Develop school level Rapid Improvement Plan components that account for all improvement activities required by the State.
Summer 2014	SEA	Conducts a school level visit to all Focus Schools using Focus School Intervention protocol to ensure interventions for subgroups in need are being supported by the school prior to December 31 st of each year a school is considered a Focus School.
Spring 2014	LEA	Review school level planning components for district approval.
Spring 2014	SEA	Review school level planning components for State approval.
Spring 2015 & beyond	SEA	Monitor and support implementation of the improvement plan throughout the duration of the period for which the school is in the Below Expectations School category; if the school does not exit in a timely manner from the Below Expectations School category, make a determination regarding possible State intervention at the district level.

The ISDE will review student achievement data and other diagnostic information, such as federal program review visits, Focus School Intervention protocol, or results of Focus Visits, to determine if the Focus School is implementing the Intervention Plan effectively. The State

will require changes be made to the plan, if necessary.

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

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

Table 25
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 ⁷
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

Through the development of the Intervention Plan, the Focus School must take into account its grade levels and individual needs and be tied to researched best practices on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students.

The ISDE will monitor the focus school’s progress and ensure the Intervention Plan is

⁷ 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.

working effectively for students. If not, the LEA will be responsible for ensuring that the focus school adjusts the plan to better meet students’ needs.

Once identified, Focus Schools will remain in that category unless they meet the exit criteria. Under Idaho’s accountability plan, a school can exit from the Focus category once it meets the Exit criteria. Table 26 illustrates the sequence of events from entrance to exit related to the improvement plan associated with focus schools.

Schools identified as Focus Schools in Table 27, (will be updated in January 31, 2016) based on data from the 2014-2015 school year, must implement all requirements of focus schools. To exit this Focus Status, they must implement the interventions.

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.

As mentioned in

Table, if a school has not met the exit criteria the state will continue its technical support by intervening as appropriate in district governance. The interventions with the district will include actions necessary, as determined by an ISDE focused visit. Schools that do not exit from focus status in three years will receive a diagnostic visit from the Idaho State Department of Education (ISDE) team. The purpose of this visit will be to determine possible causes for the lack of improvement, i.e., implementation deficiencies, incorrect assessment of the problem, lack of school level buy-in or training around improvement strategies, etc.

Following the diagnostic visit, the ISDE’s support system will provide assistance to the district and school in making necessary changes to the improvement plan to ensure timely exit from focus status.

The State will work with the district, the school board, or the community to make whatever changes appropriate.

Table 26
School Level Intervention Plan Timeline for Entrance, Requirements, and Exit

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
<i>School year prior to the school year during which the first Below Expectations rating (or less) is earned</i>	<i>Depends on rating level</i>	<i>Depends on rating level</i>

Improvement plan <i>The year following the Focus school identification</i>	Submit improvement plan and other state requirements (e.g., plan for aligning state funds)	Review and approve school level improvement plan
Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
Intervention Plan - Year 1. <i>For those schools identified as Focus Schools in Table 27.</i>	<p><u>Fall 2012</u></p> <p>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.</p> <p>Complete first evaluative observation or evaluative conversation with all teachers in school based off of the Charlotte Danielson Framework</p> <p>Finalize the development of the method by which schools will collect parental input for teacher and principal evaluations and collect data.</p> <p>Begin development of school level Intervention Plan</p> <p><u>Spring 2013</u></p> <p>Enroll district and school in appropriate technical assistance programs</p> <p>Review and revise school level</p>	<p><u>Fall 2012</u></p> <p>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.</p> <p>Ensure that school completes first evaluative observation or evaluative conversation with all teachers in school based off of the Charlotte Danielson Framework</p> <p>Ensure that school finalizes the development of the method by which schools will collect parental input for teacher and principal evaluations and collect data.</p> <p>Oversee the development of school level Intervention Plan</p> <p><u>Spring 2013</u></p> <p>Enroll district and school in appropriate technical assistance programs</p> <p>Review and ensure appropriate revisions in school level</p>
Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements

Intervention Plan - Year 1 <i>The year following the second year of Focus school identification.</i>	<u>Fall 2013 and beyond</u> Participate in Instructional Core Focus Visit (if required by SEA). Provide extended learning time Create school level Intervention Plan	<u>Fall 2013 and beyond</u> Enroll district and school in appropriate technical assistance programs Oversee the development of school level Intervention Plan
Intervention Plan - Year 2 <i>Consecutive year after "Intervention Plan – Year 1"</i>	Full implementation of school level Intervention Plan and other state requirements Submit updates and revisions to Intervention Plan	Provide continuous support and monitoring of school level Intervention Plan aligned and other State requirements
Intervention Plan - Year 3 <i>Consecutive year after "Intervention Plan Year 2", unless the exit criteria is met.</i>	Continue full implementation of school level Intervention Plan and other State requirements Submit updates and revisions to Intervention Plan	Provide continuous support and monitoring of school level Intervention Plan and other State requirements
Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
Intervention Plan - Year 4 <i>Consecutive year after "Intervention Plan Year 3"</i>	n/a	If a school has not met the exit criteria of two consecutive years the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board.

The ISDE’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 achievement, growth, post-secondary and career readiness, social-emotional and cultural climate. To exit the Focus category, a school must demonstrate progress across these comprehensive measures of student achievement for two consecutive years.

Based on the State’s comprehensive accountability the ISDE firmly believes the exit criteria of achieving a higher ranking will result in sustained improvement for Focus Schools.

These schools will have demonstrated evidence of significant increases in achievement, growth, post-secondary and career readiness, social-emotional and cultural climate metrics for more than a single school year.

TABLE 27: IDAHO – REWARD, PRIORITY AND FOCUS SCHOOLS

Priority and focus schools will be named by January 31, 2016.

TABLE 27: 2011-2012 REWARD, PRIORITY AND FOCUS SCHOOLS

Anonymous ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
519523066	A		
588770961	A		
36560977	A		
722803226	A		
572827226	A		
161700119	A		
332087781	A		
539202584	A		
305275086	B		
319013512	B		
321951841	B		
464579433	B		
832296147	B		
739201149	B		
700916162	B		
251408308	B		
188372829	B		
43209053	B		
858681018	B		
650461079	B		
288315455		C	
907212877		C	
438763334		C	
604385273		C	
156948827		C	
626053312		C	
372932822		C	
313421142		C	
822987481		C	
693733145		C	
172283353		C	
408335151		D	
880036037		D	
759767539		E	
672140490		E	
988180913		E	
71266504		E	
124193623		E	
958155720		E	
90893835		E	
60540185		E	
511598139			F

Anonymous ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
40249570			F
870860703			F
902914604			F, G
28449542			F, G
837599956			F, G
641627514			F, G
758816532			F, G
553059917			F, G
979067809			F, G
393775509			F, G
504110079			F, G
774612909			F, G
543798893			F, G
307964900			F, G
647602602			F, G
502526998			F, G
635942984			F, G
501596717			F, G
698090567			F, G
373973314			F, G
151876222			F, G
139648120			F, G
597086552			F, G
196978226			F, G
769908706			F, G
111047376			F, G
566590667			G
743645721			G
984559113			G
279816406			G
458415626			G
786960476			G
197713590			G
188111491			G
838042622			G
668442136			G
437500134			G
219001700			G
904081086			G
753218908			G
352269527			G

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

<p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none">A. Highest-performing schoolB. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none">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” groupD. Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of yearsE. Tier I or Tier II SIG school implementing a school intervention model	<p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none">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 rateG. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rateH. 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
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2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

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

Idaho has developed one comprehensive system of recognition, accountability, and support that applies to all schools, regardless of Title I funding. Non-Title I schools and Title I schools not identified as Priority or Focus Schools will be evaluated under the same accountability system each year. Schools that receive a rating higher Below Expectations and not yet identified as Exemplary are approaching the State goals for excellence in achievement, growth, post-secondary and career readiness, and social-emotional and cultural climate, but still have areas of improvement.

Therefore, these schools will be required to develop and implement a continuous improvement plan and develop goals that address areas for growth.

The Idaho State Department of Education (ISDE) has designed a set of options for 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 schools to more easily transition to a higher status.

The ISDE and LEAs will make sure these incentives and supports improve student achievement outcomes in continuous improvement schools. The LEA will play a critical role in the development and implementation of the school's improvement plan. Districts will be required to review the school's improvement plans each year, provide feedback and approve the plans.

The ISDE will provide schools with access to technical assistance through the Statewide System of Support.

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

Idaho will include AMOs in the State report card for use in setting goals and measuring progress. Additionally, objectives will be embedded into the Fair and Equitable Accountability System. The Fair and Equitable Accountability System will apply to all schools, including Title I schools. The rating for each school accounts for progress in the areas of achievement, growth,

post-secondary and career readiness, and social-emotional and cultural climate. Schools not making appropriate progress will be identified and will be required to abide by the associated requirements.

The requirements for these schools will include improvement plans in which areas of weak performance must be addressed (e.g., performance framework areas that need improvement or AMOs that were missed). For example, if a school misses an AMO in English Language Arts for English Language Learners, the school improvement plan created must include strategies that support the improvement of this population's performance.

Further, the state approved school improvement plan should be structured to focus on the AMOs in English Language Arts and mathematics. Schools with any achievement gaps between sub-groups will not be able to attain reward status.

The Idaho State Department of Education was asked by stakeholders to consider other Improvement Planning options. As a result, schools may use any planning tool that addresses the school improvement requirements for the applicable rating: Below Expectations (Priority or Focus), Meets Expectations, or Exceeds Expectations.

Funding for Support of Other Title I Schools:

As described in this section, Idaho will offer various support programs to other Title I schools at no cost to the school. Idaho will fund participation in these programs by providing services directly, as appropriate, to Title I schools who's LEAs have applied for School Improvement funds under section 1003(a) of the ESEA.

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

ISDE has outlined the primary components for how the State will support and interact with Priority and Focus schools.

- The improvement planning process supported by the ISDE. The LEA monitors the school improvement planning and implementation process before, during, and after identification for Priority and Focus status. Planning is connected to the AMOs and performance framework for each school. Strategies must be included for specifically reaching the AMOs for any subgroup or overall group that does not reach the target.

Any Exemplary School that fails to meet an AMO in any subject at the overall or subgroup level will not be eligible for the classification of a Highest-Performing School.

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, post-secondary and career readiness, social-emotional

and cultural climate).

- School ratings are determined annually. The district and the State monitor the changes in performance each year to ensure alignment between performance and interventions.
- The State conducts Focus Visits to have an onsite monitoring process that aligns with the turnaround principles. Monitoring of the implementation takes place to ensure alignment with the planning that occurs in the school improvement plan.
- Technical assistance programs take place anywhere from quarterly (RTI training) to weekly (first year IBC). These programs are aligned with the Focus Visit, the school improvement plan, and the accountability system in general. Our technical assistance providers support the progress of schools during each interaction. For example, RTI coaches and IBC Capacity Builders regularly monitor implementation activities and provide feedback “down” the line to leadership teams at the school and district and “up” the line to personnel at the SEA.

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

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

- First, strong performance at the district level is necessary for improvement to take place the school level. The ISDE ensures that districts play a critical role in the improvement planning and implementation process. The district and school work together to develop an improvement plan for schools. The plans will vary depending on the schools’ needs. Through this planning process, the LEA ensures the school addresses leadership needs.
- Second, when schools participate in technical assistance activities or support programs, such as Response to Intervention training or the Idaho Building Capacity Project, the ISDE encourages district leadership to enter into performance agreements that detail expectations for how the district also will be involved in the project and support the schools. To build capacity at the State level, the ISDE has formed partnerships with institutions of higher education 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 encourage all district leadership roles to be present, such as the superintendent, federal programs director, LEP director, special education director, curriculum director.
- Fourth, all improvement activities are tied to research. The ISDE encourages districts and schools to develop school improvement plans. This bolsters the improvement process because teams know how to connect their learning to the planning expectations.
- 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 believes this system of accountability will work to improve student achievement and close achievement gaps because it is based on research and based on previous successes in the State. Idaho became the subject of a case study on promising practices within the Statewide System of Support in 2010. The National Center on Innovation and Improvement (CII) published *Transforming a Statewide System of Support: The Idaho Story* (Lane, 2010) highlighting how the State's model has resulted in changed partnerships with districts and schools in a way that is contributing to improved student achievement and sustainable improvement across the State. The following is an excerpt for the findings of the study:

The original purpose of this case study was to document how Idaho had developed its statewide system of support. In the process of documenting Idaho's story, what we found was a state that has dramatically altered its relationship with districts and schools. In three years, beginning in 2008, the Idaho Department of Education has transformed its approach to working with schools, revised (or created anew) all the tools that they use with schools around school improvement, and developed a set of institutional partners that strengthen the system, thereby contributing to the sustainability of overall improvement efforts.

*Perhaps most telling is the fact that by the end of the 2010 school year, many schools and districts **not** identified for improvement began to request access to the same supports and*

assistance provided to underperforming schools...Idaho is developing a system of support for all schools, not just those identified as low performing by state and federal accountability systems (Lane, 2010).

The plans outlined in Idaho's waiver request build on the success that the State has already experienced. Based on evidence provided by cases studies, such as the Lane (2010) study of the Idaho Statewide System of Support, and the timeframe for when the IBC program, the state approved school improvement plan, and the other programs that are included in this plan were put into place, Idaho attributes this statewide improvement largely to its system of support. The system has a track record of improving achievement, and, therefore, has demonstrated the capacity necessary to implement the programs described.

The waiver therefore provides a more comprehensive means to implement what is needed, albeit with a shift in the performance framework. In other words, we may be focusing on different schools because of the new rating system, but the capacity for the planned activities already exists. For example, Idaho's most labor intensive project, the Idaho Building Capacity Project, has served over 100 of the state's approximately 650 schools, and more than 40 of Idaho's school districts since January 2008. This represents 15% of all the schools in the entire state, not just Title I schools, and equals about 30% of Idaho's districts. Considering the IBC Project only currently serves Title I schools that are in improvement status, the project has worked with 25% of the 400 Title I served schools in the state. Serving the priority schools and focus schools (which represent only 15% of Title I schools or about 60 schools) would actually take less capacity than what is currently exerted. Furthermore, among IBC school sites, proficiency rates have increased substantially in the all students categories and among subgroups, as is demonstrated in Table 25.

The improvements that have been experienced in Idaho demonstrate that the capacity of the SEA, LEAs, schools, and the external partners that are involved in the work is sufficient to continue what is proposed in Idaho's plan.

The ISDE has described a plan to evaluate improvement plans and interventions in Priority and Focus Schools on a regular basis. Every Priority and Focus School must submit an improvement plan to the LEA. Each district in which a Priority and Focus School is located, also must have a process for supporting these schools. Here are the ways in which the improvement plans for Priority and Focus Schools will be monitored:

- First, the school improvement plan contains several ways in which the State and school districts can monitor improvement activities. Plans will be accessible at the State, district and school levels so staff at all levels can coordinate planning and provide feedback. External improvement coaches, such as those provided through the Idaho Building Capacity Project, have access to the school improvement plan.
- Second, the LEA is responsible for evaluating the effectiveness of the Priority and Focus School's improvement plan annually.

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 Priority and Focus Schools in their efforts to improve student learning. As such, ISDE does not intend to maintain a state list of newly approved providers. However, the ISDE has existing partnerships with Idaho's 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.

If school districts desire to utilize additional external providers, they may choose to do so at a local level.

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

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

The Turnaround Principles are embedded in the improvement planning process that all Priority Schools must complete through the school improvement plan. Additional actions, such as the support of effective teaching and learning through professional development and the temporary support needs of students, are enabled through leveraging district funds previously targeted to specific activities under ESEA Section 1116(b)(10).

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

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

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

- First, the district must be involved in the Priority School's improvement planning process and implementation of its improvement plan. ISDE holds districts

accountable for this responsibility. ISDE will offer assistance to the district and work with them to improve the plans and/or improve the district's capacity to help its schools improve student learning.

- Second, ISDE programs emphasize the development of district leadership capacity along with school leadership. For example, the Idaho Building Capacity Project ensures that for every participating school that is in need of improvement, there is an external Capacity Builder, or improvement coach, who also works with the district superintendent and district leadership team on improvement of the district system.
- Third, ISDE designs and delivers training opportunities for Response to Intervention and other initiatives to district leadership teams to ensure they have the capacity to implement sustainable school improvement practices. District and school leadership teams must work in tandem to achieve higher student outcomes, especially in turning around the lowest-performing schools.

PRINCIPLE 2: SUMMARY

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

The State recognizes that it still must work to improve the academic outcomes of students who are at risk. In order to differentiate between the needs of schools and districts, the State model is changing from a conjunctive system of achievement targets to a performance framework that is compensatory in nature.

As such, schools and districts will be classified on a spectrum of performance, with points accumulated across multiple metrics, and will be subsequently labeled each year using a four-level rating system to differentiate between the highest and lowest levels of performance.

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none">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; andiii. 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).	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none">i. a copy of the guidelines the SEA has adopted (Attachment 10, 11, 26) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;ii. evidence of the adoption of the guidelines (Attachments 10, 11, 26); andiii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Idaho has made significant strides around teacher and principal evaluation and the efforts to strengthen evaluations for continuous improvement since 2008. In doing so, Idaho has created, and continues to refine our statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels.

In 2008-2009, Idaho convened a Teacher Performance Evaluation Task Force (See Attachment 17) which revised Idaho’s evaluation requirements and adopted the Charlotte Danielson Framework for Teaching as Idaho’s teacher evaluation standards.

In 2010 Idaho’s Legislature approved the Students Come First reform laws that required 50 percent of a teacher’s and principal’s evaluation to be based on objective measures of growth in student achievement and required parental input to be considered as a factor. These laws were repealed by the voters of Idaho in November 2012.

Following the repeal of Idaho's Students Come First Laws, Idaho convened an Educator Evaluation Task Force that was designed to analyze the ESEA Flexibility requirements, compare them to Idaho's current evaluation requirements and practices and make recommendations to the Idaho State Board of Education and the Idaho Legislature on necessary revisions to teacher and principal evaluation requirements to ensure that Idaho was in compliance with the ESEA Flexibility requirements.

The recommendations for revising state statute were submitted to the Idaho Legislature during the 2013 Legislative Session and were approved. The recommendations for revising administrative rule were submitted to the Idaho State Board of Education and were approved on April 17, 2013. These rules were run as Temporary and Proposed which means that they went into full force and effect upon approval. The rules have gone through a public comment period and will go back to the State Board for final approval at their meeting in August with revisions based on those public comments and additional feedback from the task force.

Through this work and Idaho's previous efforts towards teacher and principal evaluation, Idaho has developed and adopted evaluation systems that meet all of the guidelines consistent with Principle 3 of the ESEA Flexibility application. Evidence of this adoption can be found in IDAPA 08.02.02.120 IDAPA 08.02.02.121, Section 33-514, Idaho Code, Section 33-515, Idaho Code and Idaho's ESEA Flexibility Application itself.

Table 28	Evidence that Idaho has developed and adopted all of the guidelines consistent with Principle 3	
Requirement	Citation	
Evaluation system is used for continual improvement of instruction.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Evaluation system meaningfully differentiates performance using at least three performance levels.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Evaluation system uses multiple measures in determining performance levels, including as a significant factor data on student growth and student/parent surveys.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
For grades and subjects in which assessments are required under ESEA, SEA defines a statewide approach for measuring student growth on these assessments.	Principle II of Idaho's ESEA Flexibility Application as it pertains to the Colorado Growth Model	
For grades and subjects in which assessments are not required under ESEA, SEA provides guidance to ELAs on what measures of student growth are appropriate and establish a system to ensure LEA's use valid measures.	Attachments 21 and 22 IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Teachers and principals are evaluated on a regular basis.	Section 33-514, Idaho Code, Section 33-515, Idaho Code, IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Evaluation provides clear, timely, and useful feedback that guides professional development.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
SEA guidelines will likely result in differentiated professional development that meets the need of teachers.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Evaluation system will be used to inform personnel decisions.	Section 33-514, Idaho Code, Section 33-515, Idaho Code, IDAPA 08.02.02.120, IDAPA 08.02.02.121	
The SEA has a process for reviewing and approving an LEA's teacher and principal evaluation and support system.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
The SEA has a process for ensuring that an LEA involves teachers and principals in the development of their evaluations.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	

In accordance with Section 33-514 Idaho Code and Section 33-515 Idaho Code, LEAs must evaluate all certificated employees once annually by May 1st. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year. Under Idaho’s teacher and principal evaluation rules, IDAPA 08.02.02.120 and IDAPA 08.02.02.121, the one evaluation is further defined. All certificated instructional employees, principals and superintendents, including instructional staff in non-tested grades and subjects, must receive an evaluation in which at least 33% of the evaluation is based off of multiple objective measures of growth in student achievement. Growth in student achievement as measured by Idaho’s new state assessment aligned to College and Career Readiness Standards must be included. Other measures must be based upon research and approved by the local board of trustees.

To gain a more robust assessment of how our schools, teachers, and students are performing, the ISDE has adopted an accountability system that supplements proficiency scores with a new form of accountability— one that recognizes and rewards academic growth in addition to achievement. This is Idaho’s Growth Model.

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

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

For teachers, this portion of the evaluation is aligned to the Charlotte Danielson Framework for Teaching Second Edition. Within this portion of the evaluation, school districts must adopt evaluation models that contain at least two documented observations with at least one observation being completed by January 1 of each year. To assist LEAs in their efforts to perform and collect observation data based on the Danielson Framework, the ISDE will provide funds to districts to purchase an instructional management system to embed the Danielson framework into a rubric that will allow principals to collect, store and analyze longitudinally, the results of such evaluations. Additionally, LEAs must choose at least one additional measure of educator performance with a choice between student input, parental input or portfolios. The data from these measures must be considered and used to inform the 67 percent of the evaluation that is based on professional practice. The State Department of Education will assist districts with sample forms and documents to aid in the collection of parent and student input.

Like teachers, 67 percent of a principal’s evaluation must be based off of professional practice. For principals, this portion of the evaluation is based on and aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards. The professional practice portion of a principal’s

evaluation shall also include at least one additional measure of performance with a choice between teacher input, student input, parental input or portfolios. The data from these measures must be considered and used to inform the 67 percent of the evaluation that is based on professional practice. Observing principal practice is more complicated than teacher observation due to the broader, more complex outcomes and their measurement. Idaho is piloting a variety of measures for principal professional practice. This information will be shared with districts through a Principal Evaluation Guidebook and trainings to follow. The first draft of the document was available September 2014. In Idaho, the evaluators of principals are generally superintendents. These evaluators will be offered training on principal evaluation. The State Department of Education provides districts with sample forms and documents to assist in the collection of teacher, parent and student input.

Additionally, principals must also demonstrate proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proficiency in evaluating and observing teacher performance is required of all individuals assigned the responsibility for appraising, observing or evaluating certificated personnel performance. Proof of participation in Danielson trainings will be required as a onetime recertification requirement prior to September 1, 2018. During the 2013-2014 and 2014-2015 school year, the ISDE signed a statewide contract to provide professional development and a proficiency assessment for administrators in Idaho using the Teachscape Danielson Proficiency Assessment.

IDAPA 08.02.02.120 and IDAPA 08.02.02.121 require that each LEA board of trustees develop and adopt policies for teacher and principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014 an evaluation plan which incorporates all of the elements outlined in this ESEA Flexibility Application and the above referenced rules were submitted to the State Department of Education for approval.

The review and monitoring of LEA evaluation plans includes a process for districts to reflect on their teacher and principal evaluation system and its alignment to Idaho's teacher and principal evaluation rules, IDAPA 08.02.02.120 and IDAPA 08.02.02.121.

1. Districts will reflect on their teacher and principal evaluation system
 - a. One portion of the checklist includes an area for districts to provide data that includes the district's current aggregated teacher proficiency ratings and aggregated student achievement data on Math and English Language Arts.
2. Districts submitted their teacher and principal evaluation plans July 1, 2014. All evaluation plans will be submitted to the ISDE.
3. A cyclical process for reviewing district evaluation plans will be designed and vetted. All districts will receive training on the Teacher and principal Evaluation Rubric and cyclical process for monitoring evaluation plans.

Table 29 includes a timeline of this process in alignment with the progression of the teacher and principal evaluation across Idaho.

Idaho's goal in adopting these teacher and principal statewide evaluation models and standards is to ensure that each LEA develops and adopts an evaluation and support system that will improve student achievement and the quality of instruction for all students in the classroom. The evaluation systems established for Idaho educators will promote reflective practice and the development of ongoing, personalized professional development plans leading to improved support for turning around low-performing schools and measurably increasing student achievement for all students. To accomplish this, Idaho has adopted an administrator evaluation framework heavily focused on Instructional Leadership. In addition to the focus on Instructional Leadership; IDAPA 08.02.02.120 specifically addresses using the evaluation model for the purpose of improving instructional practices and in making professional development decisions at the district, school and individual level. Subsections f, g, i, m and n of Idaho's rule governing teacher evaluations requires school districts to report the following to ISDE in order to meet Idaho's requirement to have a teacher and principal evaluation plan in place.

- Subsection f: Communication of results – the method by which certificated personnel is informed of the results of evaluation.
- Subsection g: Personnel actions – the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g. job status change.

Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.

- Subsection i: Remediation -- a procedure to provide remediation in those instances where remediation is determined to be an appropriate course of action.
- Subsection m: Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings.
- Subsection n: Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. As of July 1, 2013, districts have established an individualized teacher evaluation rating system with a minimum of three rankings used to differentiate performance of teachers and pupil personnel certificate holders including unsatisfactory being equal to "1", basic being equal to "2" and proficient being equal to "3".

In conjunction with the rule, Idaho's longitudinal data system, Idaho System for Educational Excellence (ISEE), allows administrators to track teacher evaluations over time, and to assess the student achievement gains that may result from targeted professional development for teachers. IDAPA 08.02.02.120 charges each administrator with the responsibility for being trained in

personnel evaluation and districts must commit to ongoing training and funding as follows:

- Subsection c: Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018.
- Subsection k: Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process.

Throughout the process of adopting a statewide model, the Teacher Evaluation Task Force spent a significant amount of time discussing the evaluation needs of all teachers including teachers of English Learners and Students with Disabilities to ensure that all evaluations were being utilized to improve student achievement and the quality of instruction for all students. In the end, the task force purposefully chose the Danielson Framework for Teaching as the evaluation model for all Idaho teachers based upon its focus on instruction and differentiation. ISDE finds that the Framework for Teaching is specific enough to use for general education teachers, but broad enough that it is applicable to all teaching settings since it draws from instructional strategies and methods that have been proven both in the context of teaching English Language Learners (ELLs) and students with disabilities (SWD). For example, in Domain 1 (Planning and Preparation), the framework addresses keeping student outcomes in mind. For ELLs, this would include English Language Development standards; for SWD, this would include IEP goals.

Furthermore, Domain 3 (Instruction) addresses assessing students and demonstrating responsiveness to their differentiated needs. For ELLs, this would include ensuring progress according to language development benchmarks and adjusting instruction when they are not on track; for SWD, this certainly applies to progress toward IEP goals and access to and progress toward grade level standards and the adjustment of instruction when a student is not making progress.

ISDE adopted the Crosswalk of Danielson's Framework for Teaching created by the American Institutes for Research. The document will include indicators of effective teaching for English Language Learners. The SEA will also contact the Danielson's Group about plans that could inform the Idaho work. This information will be included in the Evaluation Guidance documents and provided to district evaluation teams. They will also receive technical assistance on the instructional practices that teachers will use and evaluators will be trained to recognize the teachers' use of the instructional practices for English Language Learners.

The Idaho State Department of Education has worked with educational stakeholder groups to develop every facet of the statewide frameworks for teacher and principal evaluation including groups representing teachers (IEA), principals and superintendents (IASA), school board members (ISBA), parents (Idaho PTA), legislators, State Board of Education staff, higher education and other education experts. In addition, in accordance with IDAPA 08.02.02.120 and IDAPA 08.02.02.121, all LEA teacher and principal evaluation models and policies must be developed with input and ongoing review from those affected by the evaluation; i.e., trustees, administrators, teachers and parents.

To further ensure that teachers and principals are involved with the development of the adopted guidelines, the above referenced rules and the changes being made to those rules completed a formal public comment period. Through Idaho's rule making process, all rules adopted by the Idaho State Board of Education must go through a public comment period prior to being approved in a final reading. This ensures that those individuals who are directly impacted by the rules being promulgated have a voice and an opportunity to comment on the rules. All public comments that are submitted are reviewed by the Idaho State Department of Education and the Idaho State Board of Education and considered for possible revisions prior to final approval (See Attachment 31).

In addition to the public comment opportunities, and while a number of educators and their association representatives were directly involved in the work of the different task forces and focus groups formed at the state level, those groups have worked diligently to ensure that each constituent group is well informed of the decisions and progress being made. In addition to communication efforts, they have made significant efforts to provide all constituency groups an opportunity to provide feedback. An example of this can be found in the efforts of the Educator Evaluation Task Force which surveyed constituents on the various decisions that were being made to bring Idaho's evaluation requirements and models in line with the requirements of the ESEA Flexibility Waiver.

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

The ISDE initially required each school district and public charter school to submit its teacher evaluation model for review and approval back in February 2010. The evaluation model had to meet the minimum statewide standards required by Idaho laws and rules. Models had to address performance levels, reliability and validity, and ongoing training and professional development.

With the recently approved revisions to IDAPA 08.02.02.120 which governs teacher evaluations and the addition of IDAPA 08.02.02.121 which governs principal evaluation, each school district board of trustees will once again develop and adopt policies for teacher and principal evaluation and submit them to the ISDE for review. In order to allow districts to be purposeful in planning, and to maximize stakeholder input, ISDE will allow districts to use the 2013-14 school year to draft, preliminarily adopt, pilot, discuss, and revise district policy before submitting their teacher and principal evaluation models to the ISDE for approval by July 1, 2014.

To further ensure consistency of adoption across the state and to promote rigor and reliability in evaluations, a means for providing evidence of inter-rater reliability was piloted throughout the state. ISDE offered opportunities for school districts to pilot the Teachscape Danielson Proficiency Assessment. With the intent of offering the opportunity for all administrators on a statewide contract beginning July 1, 2013. This proficiency assessment is intended to achieve inter-rater reliability as it relates to evaluation based upon classroom observation.

This pilot effort involved 280 administrators and teacher leaders from a number of different districts across Idaho. The participants received extensive training in conducting classroom observations, conferencing, and gathering artifacts for assessment. Each participant was then

required to take a proficiency assessment to achieve certification in accurate evaluation. The findings of this pilot will be used to inform further training and to explore building capacity across the state (See Attachment 28).

To ensure consistency of adoption by each LEA, the ISDE has developed a timeframe for the development and implementation of an educator evaluation system that involves stakeholders in the process, incorporates support and accountability for districts, and will likely lead to high quality local teacher and principal evaluation systems. A timeline of all events related to this work, past, present, and planned for the future appears below:

Table 29
Timeline of Events Related to ISDE Implementation of Evaluation Policy

Table 29	Timeline of Events Related to ISDE Implementation of Evaluation Policy	
Timeline	Event(s)	
February 2009	Presented Teacher Performance Evaluation recommendations to the Idaho Legislature.	
April 2009	The State Board of Education adopted as a temporary proposed rule the recommendations of the Teacher Performance Evaluation Task Force-IDAPA 08.02.02.120.	
August 2009	The ISDE sponsored Regional Trainings for Administrators on utilizing the Danielson Framework for teacher evaluation purposes. Districts worked with stakeholders to create models.	
February 2010	Districts were required to submit their proposal models to ISDE for review and approval. District's model had to be signed by representatives of the Board of Trustees, administrators, and teachers.	
2009-2010, 2010-2011 School Years	The ISDE provided online professional development and training in the Danielson Framework for Teaching through Educational Impact.	
March 2011	Temporary proposed Administrative Rules formally approved by the Legislature.	
2010-2011 School Year	At a minimum, districts began piloting their approved Teacher Performance Evaluations. The results of these pilots were utilized to make adjustments to their local policies, procedures and evaluation instruments.	
March 2011	Students Come First legislation enacted requiring all districts and public charter schools to work with stakeholders to (1) adopt a policy to include student achievement data as part of their evaluation model and (2) adopt a policy to include parent input as part of their evaluation model.	
2011-2012	Districts begin full implementation of their teacher evaluation model. All LEA teacher evaluation models were reviewed and approved by the ISDE. All LEA teacher and principal evaluation models were collected and posted to the State's website along with the results of all teacher and principal evaluations in accordance with the American Recovery and Reinvestment Act reporting guidance.	
December 2011	ISDE convened stakeholder group to define a framework for evaluating administrators.	

March 2012	ISDE convened an Evaluation Capacity Taskforce to formally determine a systematic way to monitor and support districts to ensure that all measures used in determining performance are valid and can be implemented in a quality manner.
2012-2013 School Year	Districts began implementation of teacher evaluation models that provided for multiple measures to include, at a minimum, 50 percent student growth measures and parental input for all educators.
November 2012	The Students Come First laws were overturned as a result of a voter referendum. Idaho Attorney General ruled that 50% of a principal or teachers evaluation be based on objective measures of growth in student achievement and must include parental input for the 2012-2013 school year due to the fact that it was in law when contracts were signed.
January 2013	State Department of Education convened Educator Evaluation Task Force that was designed to analyze the ESEA Flexibility requirements, compare them to Idaho's current evaluation requirements and practices and make recommendations to the Idaho State Board of Education and the Idaho Legislature on necessary revisions to teacher and principal evaluation requirements to ensure that Idaho was in compliance with the ESEA Flexibility requirements.
March 2013	The 2013 Idaho Legislature adopted recommendations from the Educator Evaluation Task Force that needed to be put into state statute.
April 17, 2013	The Idaho State Board of Education adopted as a Temporary and Proposed Rule, the recommendations of the Educator Evaluation Focus Group including the revisions to IDAPA 08.02.02.120 <u>Teacher and Pupil Personnel Evaluation</u> and the addition of IDAPA 08.02.02.121 <u>School Principal Evaluation</u> beginning the formal promulgation of rule process. These rules were run as Temporary and Proposed which means they went into full force and affect upon approval. The rules went out for public comment and back to the State Board for final approval at their meeting in August.
April 24, 2013	The rules governing teacher and principal evaluation were posted for a 30 day public comment period where anyone could provide public comment.
May 2013	The ISDE published a document titled Idaho Effective Principal Evaluation Framework that can be adopted by districts as the instrument used to perform evaluations and observations of principals. This document provides districts with a deeper understanding of the Principal Evaluation Standards that were adopted by the state and the indicators that an evaluator should be looking for at each proficiency level.
August 14, 2013	The State Board of Education reviewed the public comments collected on the teacher and principal evaluation rules and made any necessary changes to the rules based on those public comments.

2013-2014 School Year	Districts must implement teacher and principal evaluation models that are aligned to the revised rule, IDAPA 08.02.02.120 <u>Teacher and Pupil Personnel Evaluation</u> and the new rule, IDAPA 08.02.02.121 <u>School Principal Evaluation</u> . In order to allow districts to be purposeful in planning, and to maximize stakeholder input, ISDE allowed districts to use the 2013-14 school year to draft, preliminarily adopt, pilot, discuss, and modify district policy before submitting their teacher and principal evaluation models to the ISDE for review.
July 1, 2013 and throughout the 2014-2015 School Year	Administrators will have an opportunity to receive online training on the Danielson Framework.
2013-2014 School Year	Institutions of Higher Education began piloting a process by which all principal candidates must demonstrate proof of proficiency in evaluating the performance of teachers prior to receiving an Institutional Recommendation and licensure.
2014-2015 School Year	All candidates entering a principal preparation program in 2014-2015 will be trained in evaluating the performance of teachers.
2014-2015 School Year	District will submit their teacher and principal evaluation models and policies to the ISDE for assurance of completion.
To insure that LEAs adopt, pilot and implement teacher and principal evaluations and support systems with the involvement of teachers and principals, IDAPA 08.02.02.120 and IDAPA 08.02.02.121, require school districts to involve education stakeholders throughout the process.	

The evaluation policy adopted by the LEA must also include a plan for how all stakeholders will be included in the development and ongoing review of their teacher and principal evaluation plans. Stakeholders include, but are not limited to, teachers, board members, administrators and parents. In March 2010, the Idaho Legislature formally approved Idaho's Statewide Framework for Teacher Performance Evaluations. The legislation formalized requirements previously prescribed through a temporary administrative rule. In order to assist districts in adopting and piloting the system with consistency, ISDE produced and distributed implementation guidance Statewide, and posted the information on its website (See Attachment 25).

In addition to the activities and efforts outlined throughout this ESEA flexibility request, a summary of some additional key activities that will ensure that each LEA develops and implements a teacher and principal evaluation and support systems that will likely lead to successful implementation follow:

- **ISDE Policy Guidance.** ISDE has all policies in place at this time which will allow districts to use the 2013 - 2014 school year to draft, preliminarily adopt, pilot, discuss and revise their district policy for principal evaluation systems, as well as finalize changes to their teacher evaluation systems. By the 2014 -2015 school year, the district's evaluation models must be fully implemented. Final drafts of the revised educator evaluation plan must be submitted to ISDE for review and approval no later than January 1, 2014.
- **Face-to-Face Danielson Framework Training.** Training has been and will continue to be

provided across the state for administrators. Training in the Framework for Teaching will increase the likelihood of effective instructional leadership within schools, and ensure inter-rater reliability in performing teacher evaluations.

- To further promote rigor and reliability in evaluations, ISDE will continue to offer the training on the Danielson Frameworks.
- The ISDE will continue to leverage partnerships with Idaho's Statewide System of Support Division in order to further support districts in their efforts to implement their teacher and principal evaluation models. By working with programs that provide coaches to school administrators as well as job-like networking opportunities for superintendents and principals.

These are just some of the examples of how Idaho is providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems that are likely to lead to successful implementation by LEAs.

Idaho has made significant strides around teacher and principal evaluation and the efforts to strengthen evaluations for continuous improvement since 2008. In doing so, Idaho continues to create and refine our statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Idaho's educator evaluation system has seen dramatic change and improvements since 2008:

1. Teacher Performance Evaluation Task Force (2008-2009)
2. The adoption of a Statewide Framework for Teacher Performance Evaluations based on the Danielson Framework for Teaching (2009)
3. American Recovery and Reinvestment Act Phase II Reporting Guidance (2010)
4. Students Come First (2010)
5. The Administrator Evaluation Focus Group and the work to adopt administrator evaluation standards (2011)
6. Repeal of Students Come First Laws (2012)
7. The Evaluation Capacity Task Force (2012)
8. Governor Task Force for Improving Education (2013)

The ISDE will continue collaboration with teams of leaders in education and educational research. As research opens and improves in the area of evaluating principals and district leaders, Idaho will continue to align evaluation practices of school leadership to the research based evaluation practices that support our forward progression of improving evaluation in Idaho.

The progression towards an evaluation system that informs professional practice will also provide data that can inform personnel decisions and advancement opportunities for teachers and principals. We are confident that as we continue to focus on measuring and improving educators' practices with systematic collection of data and analysis of that data, Idaho's evaluation systems will consistently advance towards a reliable, tailored evaluation system for teachers and principals in multiple situations and settings. As Idaho moves forward with our goal to improve educator's practices, we have created a systematic process to move towards improved evaluation systems. This growth is designed to be systematic with benchmarks and data collection and analysis to inform the continual progress towards a system that can be reliable, transparent, and include coherent weights and measures that move towards consistent weighting to accommodate local control and considerations for educators in a variety of settings. Table 30 reflects Idaho's efforts to progress towards a system that is valid and reliable through continual investigation and collaboration with teams of various technical experts and assessment specialist.

Idaho has considered these challenges and is committed to purposefully movement towards a more complete and reliable evaluation system to support the high stakes that are associated with teacher and principal evaluation. Idaho will move forward, taking time to create thoughtful guidance using tested measures while collecting stakeholder feedback throughout the process with the objective of assuring a clear plan of communication is in place throughout the process. We have clear expectations for evaluators of teachers. We expect to move towards those same expectations for the evaluators of principals. However, principal evaluation is evolving from infancy which will impact Idaho's ability to move quickly in this area. Nevertheless, this will continue to be a priority of our principal evaluation system.

Introduction to Table 30

Idaho recognizes the limited time that exists prior to full implementation and is prepared to provide supporting professional development, opportunities for districts to self-reflect on their evaluation systems and provide time for districts to improve their evaluation systems. We know that Idaho's districts must trust their evaluation systems are effective in identifying effective teachers and leaders that improve student growth and achievement. Therefore, we have created a rigorous three year plan that will provide time for stakeholder input, continued piloting of evaluation systems, and systematic two-way feedback within a 3 year process. The table below provides more information on the refinement of teacher and principal evaluation in Idaho.

Table 30
Three Year Plan to Refine Educator Evaluation Process in Idaho

Table 30		
Three Year Plan to Refine Educator Evaluation Process in Idaho		
2013--2014 School Year <i>(Year One - Refine and Improve Educator Evaluation Systems & Processes)</i>		
Teacher Evaluation	Principal Evaluation	Review/Monitor of LEA Evaluation Plans
<p>1. Local LMS An Instructional Management System provided a Teacher Evaluation through the Local LMS Educator Suite that includes Teacher Evaluation.</p>	<p>1. 2013-14 Pilot for Principal Evaluation Three Options</p> <p>Option 1: Districts align Idaho Standards for Effective Principals to their current principal evaluation system.</p> <p>Option 2: Districts align Idaho Standards for Effective Principals to their current principal evaluation system AND adopt one or more of the pilot protocols.</p> <p>Option 3: Districts align Idaho Standards for Effective Principals (ISEP) with full implementation of protocols and participate in trainings.</p> <p>This option will be available for up to 8 -10 districts and/or LEA charter schools. The goal of this pilot is to test the Idaho Standards for Effective Principals (ISEP) and the related suite of tools and processes that support the standards.</p>	<p>1. Districts/LEA Charters will be provided the Self-Auditing Checklist in preparation of evaluation plan submission in July of 2014.</p>
<p>2. Formative and Interim Assessment Project provided by ISDE, Assessment and Accountability Division: The Formative Interim Assessment Program Project provides an intensive</p>		<p>2. ISDE provide TA on Self-Auditing Checklist for LEA Evaluation Plans: Technical assistance provided concerning the Self-Audit Checklist for districts and LEA charters.</p>

<p>training on in formative and interim assessments. Districts that have prioritized improvement in formative and interim assessment so improvement of instructional practice as part of their College and Career Readiness Standards implementation.</p>		<p>Timeline and procedures outlined for districts teacher and principal evaluation plan submissions.</p>
<p>3. Begin Draft of Teacher Evaluation Guidebook: Idaho’s Department of Education Educational Divisions in cooperation with Idaho’s regional education centers will begin a combined effort to further identify various reliable, valid measures to guide districts efforts in measuring student achievement. The SEA team of teacher-leaders will participate in this process and provide expertise in the area of best instructional practices for English Learners for teachers and administrators.</p> <p>The ISDE cross divisional teams, the Evaluation Core Team in cooperation with Idaho’s education regional centers will use the following documents and data to inform Idaho’s Teacher Evaluation Guidebook:</p> <ul style="list-style-type: none"> • Massachusetts Model System for Educator Evaluation Part VII: Rating Educator Impact on Student Learning Using District – Determined Measures of Student Learning, Growth and Achievement as a template 	<p>2. Begin Draft of Principal Evaluation Guidebook: Option 3 participants of the Principal Evaluation Pilot and the outcome and practice measures used during the pilot will inform the draft guidebook of measures recommended to determine principal effectiveness in Idaho.</p> <p>Idaho has contracted with American Institute of Research (AIR) to produce the first draft of Idaho Principal Evaluation Guidebook. It will be available by September 2014.</p>	<p>3. One area of the Self-Auditing Checklist will include the district’s current aggregated teacher proficiency ratings and aggregated student achievement data on Math and Language Arts.</p>

<p>http://www.doe.mass.edu/eval/model/PartVII.pdf</p> <ul style="list-style-type: none"> • Idaho’s draft of Multi-tiered System of Supports (MTSS) Guidance document • WIDA Consortium Resources and Materials • Project Glad Study • Non-tested grades and subjects • Assessment literacy and Materials • Project Glad Study • Non-tested grades and subjects • Assessment literacy 		
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Table 30 Cont.	2014--2015 School Year <i>(Year Two - Refine and Improve Educator Evaluation Systems & Processes)</i>	
Teacher Evaluation	Principal Evaluation	Review/Monitor of LEA Evaluation Plans
<p>1. Continue Cross Division Collaboration on Teacher Evaluation Guidebook to inform teacher evaluation: ISDE Education Educational Divisions and their regional education partners will continue a combined effort to further identify various reliable, valid measures to guide districts efforts in of measuring student achievement that more accurately identifies high or low performing teachers. Add guidance and consider modified</p>	<p>1. Local IMS Principal Evaluation Pilot: The Local IMS second pilot year of principal evaluation will continue the piloting of multiple measures that are valid measures for principals in Idaho.</p>	<p>1. LEA Evaluation Plan Submissions: July 1, 2014 Idaho districts/LEA charters will submit their teacher and principal evaluation plans with a fully completed Evaluation Plan Self-Auditing Checklist with evidence and actions included.</p>

<p>rubrics for teachers who teach mostly low-income students, English Learners, or students with disabilities</p>		
<p>2. Teacher Evaluation Guidebook will inform and guide the LEA evaluation plan process and rubric: Cross Division Collaboration team will use the Guidebook to inform and guide the Rubric and the process to review and LEA evaluation plans.</p> <p>Guidebook will provide rubrics and guidance in measuring specialized teachers and their effectiveness including alternative settings.</p> <p>The SEA team of teacher-leaders will participate in this process and provide expertise in the area of best instructional practices for English Learners for teachers and administrators.</p> <p>The Teacher Evaluation Guidebook will include specific guidance for non-tested grades and subjects and additional assessments for tested subjects.</p>	<p>2. Continue the Draft of Principal Evaluation Guidebook: Local LMS. Outcome and practice measures will be used during the pilot and participants will inform the draft guidebook of measures recommended to determine principal effectiveness in Idaho.</p>	<p>2. Review of LEA Evaluation Plans: LEA Evaluation Plans and the accompanying Self-Auditing Checklist, evidence, and actions will be reviewed by collaborating ISDE teams.</p> <p>LEAs will receive a feedback from the two or more reviewers of the plan.</p>

<p>Add guidance and modified rubrics for teachers who teach mostly low-income students, English Learners, or students with disabilities.</p> <p>Add guidance and modified rubrics for teachers who teach mostly low-income students, English Language Learners, or students with disabilities.</p>		
<p>3. Teacher Evaluation Guidebook published in draft format and some training provided through regional trainings designed for district evaluation teams.</p>	<p>3. Principal Evaluation Guidebook will inform and guide the LEA evaluation plan process and rubric: Cross Division Collaboration team will use the Guidebook to inform and guide the Rubric and the process to review and LEA evaluation plans.</p>	<p>3. Collection and Analyzing of LEA evaluation plan baseline data: The data collected when reviewing the LEA principal and teacher evaluation plans will be collected and analyzed to determine additional steps in the technical assistance or professional development districts may need.</p>
	<p>4. Multiple Regional training opportunities will be provided from Sept. 2014-Feb. 2015 on the Principal Evaluation Guidebook and the multiple measures included within the guidebook.</p>	<p>4. ISDE Partnerships & Stakeholder groups will begin draft of Evaluation Plan Rubric with proficiency levels: Baseline data from LEA evaluation plan reviews will inform items and proficiency levels in the Evaluation Plan rubric.</p> <p>The principal and teacher guidebooks will inform the items and proficiency levels in the Evaluation Plan rubric.</p>

Table 30
Cont.

2015--2016 School Year

(Year Three - Refine and Improve Educator Evaluation Systems & Processes)

Teacher Evaluation	Principal Evaluation	Review/Monitor of LEA Evaluation Plans
<p>1. The Teacher Evaluation Guidebook will continue to be added to, adapted and updated based upon new research in the area of teacher evaluation and feedback from Idaho’s stakeholders and as Idaho more accurately defines measures to link teachers with the students they teach and defines weights and measures through data systems.</p>	<p>1. Principal Evaluation Guidebook published and TA provided: Statewide efforts to provide PD and TA to Idaho’s educators about valid and reliable multiple measures of student achievement in principal evaluation.</p>	<p>1. Tasks from Approved with Reservation LEA: LEA receiving recommended revisions on their evaluation plans will be expected to complete tasks within a defined timeline.</p>
<p>2. Idaho’s Evaluation Core Team, cross division team and Idaho’s regional educational centers will continue to research new information as it relates to improving teacher evaluation that more accurately identifies high or low performing educators.</p>	<p>2. Idaho’s Evaluation Core Team which consists of the Idaho Department of Education Northwest Comprehensive Center at Education Northwest, Center on Great Teachers and Leaders, and American Institute of Research will continue to look for recent research that will assist in consistency of principal evaluation that will lead to a standardization of evaluators of principals.</p>	<p>2. Publish the LEA Evaluation Plan Rubric with proficiency levels: ISDE Partnerships & Stakeholder groups complete the final draft of the LEA Evaluation Plan Rubric with proficiency levels.</p> <p>ISDE will publish the LEA Evaluation Plan Rubric with proficiency levels.</p>
<p>3. Continue statewide professional development for the use of multiple measures in teacher evaluation and various updates based upon continued improvement of evaluation weights and measures it relates to improving teacher evaluation that more accurately identifies high or low performing educators.</p>	<p>3. The Principal Evaluation Guidebook will continue to be added to, adapted, and updated based upon new research in the area of principal evaluation. Idaho’s Evaluation Core Team which consists of the Idaho Department of Education, Northwest Comprehensive Center at Education Northwest, Center on Great Teachers and Leaders, and American Institute of Research will collaborate on the continuing improvement</p>	<p>3. Process and monitoring evaluation plan reviewing cycle will be designed based upon the baseline data of district evaluation plans:</p> <ul style="list-style-type: none"> • ISDE partnerships & stakeholder groups will determine the rotation process of monitoring and reviewing LEA evaluation plans.

	of this document and training that supports new information as the nation improves principal evaluation that more accurately identifies high or low performing school leaders.	
4. Teacher Evaluation Guidebook will support full implementation of teacher evaluation and the reliability of various measures.	4. Principal Evaluation Guidebook will support full implementation of principal evaluation and the reliability of various measures.	4. ISDE will provide TA concerning the cycle and plan of reviewing LEA Evaluation Plans: Statewide efforts to provide professional development and technical assistance to Idaho's educators about LEA evaluation plans.

Considering the implications of moving too quickly in the process of developing and the implementation evaluation systems, Idaho strives to move beyond mere compliance of the Principle 3 of the ESEA Flexibility Waiver. It is important that we continue our efforts in molding a teacher and principal evaluation that primarily informs and improves educators' practices that are based upon current research which is trusted to improve student growth. To that end, our continued efforts will include a system that addresses educators concerns and builds capacity with complex issues such as reliable student achievement measures with reliable measures that provides differentiation and measures school and teacher contributions to student growth.

Student Achievement (33%) will be based on the new statewide assessment results as well as district determined multiple measures. New assessment results will include student growth and achievement for all grades and content areas assessed. District determined multiple measures will be used for all certified staff including content areas and grade levels where there is not SBAC data available (this may include first year teachers/administrators, new teacher/administrators to the state, teachers who teach in content areas, not assessed by the new assessment, etc.).

Table 31

Progression of Teacher and Principal Evaluation and Idaho’s Statewide Assessment System (Smarter Balanced Assessment Consortium – SBAC) and Progression Towards Stronger Differentiation in Evaluation

Table 31 Progression of Teacher and Principal Evaluation and Idaho’s Statewide Assessment System (Smarter Balanced Assessment Consortium - SBAC) and Progression Towards Stronger Differentiation in Evaluation		
Year	Assessment Data	Additional Advancement Towards Assessment
Fall 2013- Spring 2014	<p>SY 2014–2015 Professional Practice (observations, portfolio, student/parent input)</p> <p>SY 2014–2015 State Assessments (SBAC, IRI) – SBAC Field Test – no data available</p>	<p>A numerical calculation is provided to all districts. At this time, districts may determine the multiple measures for student achievement and determine the weight of each measure. Districts must include statewide assessments. ISDE provides training on multiple measures, non-tested grades and subjects, and support documents for teacher and principal evaluation.</p> <p>Website and training opportunities provide districts the documents and support for teacher observations, portfolios, and student/parent input.</p> <p>Principal Evaluation Pilot will include multiple measures for principal evaluation.</p> <p>Initial draft of Principal Evaluation Guidance document.</p>
Fall 2014– Spring 2015	<p>SY 2014–2015 Professional Practice (observations, portfolio, student/parent input)</p> <ul style="list-style-type: none"> • Idaho State Department of Education and stakeholders develop Teacher Evaluation Guide that will assist LEA’s in determining multiple measures that are, reliable and valid. <ul style="list-style-type: none"> ○ This guide document will include strategies and measures for SWD and ELL students ○ Guide will provide examples of creating summative scores using numerical calculations <p>SY 2014–2015 State Assessments (SBAC, IRI) First year of SBAC is available</p>	<p>College and Career Readiness Standards Evaluation Team (see members in table introduction paragraph) and Evaluation Task Force develops draft of Teacher Evaluation Guide that will include information from the following documents:</p> <ul style="list-style-type: none"> • ISDE will use Massachusetts Model System for Educator Evaluation Part VII: Rating Educator Impact on Student Learning Using District –Determined Measures of Student Learning, Growth and Achievement as a template http://www.doe.mass.edu/eval/model/PartVII.pdf • Idaho’s Multi-tiered System of Supports (MTSS) Guidance document • WIDA Consortium Resources and Materials • Project GLAD Study • Specialized Instructors/Teachers • Non-tested grades and subjects

	for statewide assessment	<ul style="list-style-type: none"> • Assessment literacy • Continue the current summative rating system for teacher and principal effectiveness <p>Second and final draft of Principal Evaluation Guidance document is prepared for trainings for Idaho's school leadership</p>
Summer 2015	Teachers and principals receive ratings based on SY 2014–2015 Student Achievement <ul style="list-style-type: none"> • Student growth on District Determined Measures 	
Fall 2015	Teachers and principals develop Individual Professional Learning Plans based on SY 2014–2015 ratings	<p>Training offered on teacher and principal Professional Learning Plans</p> <p>College and Career Readiness Standards Evaluation team and ISDE Assessment Division will bring initial recommendations concerning adequately differentiate educator performance to the Evaluation Task Force</p> <p>Recommendations to the Task Force will include:</p> <ul style="list-style-type: none"> • the weights of the growth measure based on assessments • analysis of variances of across the State and issues of comparability and fairness • college- and career-ready aligned assessments and the considerations of they may have on Idaho's growth model calculations • systematic differences in teacher Median Growth Percentiles (MGPs) based on classroom composition (e.g., do teachers who teach mostly low-income students, English Learners, or students with disabilities get systematically higher or lower MGPs) • consider if business rules need developed to define what constitutes a group of teachers under school-level data and how student growth in calculated for each member of that group and the group as a whole • produce a more complete, accurate summative rating system of teacher and principal effectiveness
Fall 2015–Spring 2016	Teachers and principals receive professional development based on SY 2014–2015 ratings	Professional development opportunities are provided for implementation of Idaho Principal Evaluation Process.
	SY 2015–2016 Professional Practice (observations, portfolio,	College and Career Readiness Standards Evaluation team and ISDE Assessment Division

	<p>student/parent input)</p> <p>SY 2015–2016 State assessments Second year of SBAC results First year of SBAC student growth data</p>	<p>will continue discussions on adequately differentiate educator performance using growth based on the state assessments. Discussions will include the following decisions:</p> <ul style="list-style-type: none"> • the weights of the growth measure based on assessments • analysis of variances of across the State and issues of comparability and fairness • college- and career-ready aligned assessments and the considerations of they may have on Idaho’s growth model calculations • systematic differences in teacher Median Growth Percentiles (MGPs) based on classroom composition (e.g., do teachers who teach mostly low-income students, English Learners, or students with disabilities get systematically higher or lower MGPs) • consider if business rules need developed to define what constitutes a group of teachers under school-level data and how student growth in calculated for each member of that group and the group as a whole • continue to work towards an accurate differentiated summative rating system of teacher and principal effectiveness
Summer 2016	<p>Teachers and principals receive ratings based on SY 2015–2016 Student Achievement</p> <ul style="list-style-type: none"> • Student growth on District Determined Measures 	
Fall 2016	<p>Teachers and principals develop Individual Professional Learning Plans based on SY 2015–2016 ratings.</p>	<p>Teachers and principals will receive guidance on Professional Learning Plans.</p>
Fall 2016–Spring 2017	<p>Teachers and principals receive professional development based on SY 2015–2016 ratings</p> <p>SY 2016–2017 Professional Practice (observations, portfolio, student/parent input)</p> <p>SY 2016–2017 State assessments Third year of SBAC results</p>	<p>Teachers and Principal Guidance documents will be finalized and final training opportunities will be offered throughout the state for training and guidance in moving forward.</p>
Summer 2017	<p>Teachers and principals receive ratings based on SY 2016-2017 Student Achievement</p> <ul style="list-style-type: none"> • Student growth on SBAC 	<p>Teachers and Principal Guidance documents will be finalized and final training opportunities will be offered throughout the state for training and guidance in moving forward.</p>

	and District Determined Measures and will continue annually moving forward.	
Fall 2017	Teachers and principals develop Individual Professional Learning Plans based on SY 2016–2017 ratings.	Continue final guidance on teacher and principal Individual Professional Learning Plans.
Fall 2017– Spring 2018	Teachers receive professional development based on SY 2016–2017 ratings. SY 2017–2018 Professional Practice (observations, portfolio, student/parent input). SY 2017–2018 State assessments Fourth year of SBAC results	
Winter 2017– Spring 2018	Personnel decisions, including advancement, termination, salaries, and bonuses based on SY 2016-2017 ratings and will continue annually moving forward.	
Spring 2018	Hiring based on SY 2016–2017 ratings	

PRINCIPLE 3: SUMMARY

Idaho has created, and continues to develop statewide frameworks for performance evaluations using multiple measures to improve the craft of teaching and instructional leadership. Recent legislation and revisions to Administrative Rule guarantee that 33 percent of teacher and administrator performance evaluations will be based on student achievement, and must include growth in student achievement as measured by new statewide assessment (SBAC) aligned to Idaho Idaho’s new assessment. Additionally, teacher observations are conducted consistently across the state, based on the Charlotte Danielson Framework for Teaching Second Edition, and are an integral part of a teacher’s overall performance evaluation along with parental input, student input and/or portfolios.

Idaho looks forward to the continued refinement of a differentiated evaluation system for teachers and principals. The ISDE Educational Division is committed to work together with our stakeholders in increasing effective instructional practices and identification of instructional leadership that promotes student learning and strengthens students’ proficiency in college and career readiness. The plan within this document has been carefully considered as we have contemplated the goal of our work, examined resources, and studied Idaho and the nation’s

progress in the area of teacher and principal evaluation. Idaho's team has embedded checkpoints for progress to be measured and analyzed as we move forward. Idaho is confident that the timeline provided will allow the progression towards a useful evaluation system that is based upon sound research and practices.

To ensure that every teacher evaluation results in meaningful, valid feedback that will inform professional development, Idaho has made it a priority to emphasize the principal's role as an instructional leader; proficient in assessing teacher performance and carrying out reflective conversations to promote effective classroom practice. The ultimate goal for the state is to increase the frequency of interaction between teachers and administrators around this model, and ensure that data gathered from evaluations is valid and reliable and informs ongoing professional growth.

The Idaho State Department of Education has worked with educational stakeholder groups to ensure that Idaho's teacher and principal evaluation systems are consistent with the guidelines of Principle 3 of this ESEA Flexibility Waiver and the ISDE will continue to assess and refine educator evaluation systems through a system of reviewing, each LEA's teacher and principle evaluation model. The ISDE is committed to creating guidance, providing technical assistance, and making policy adjustments according to research in best practices and data collected from the field.



FOR IMMEDIATE RELEASE

Monday, April 27, 2015

www.sde.idaho.gov

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**PUBLIC COMMENTS BEING GATHERED ON IDAHO'S
REVISED ESEA FLEXIBILITY WAIVER**

(BOISE) -- The Idaho State Department of Education (SDE) received permission from the United States Department of Education to waive certain provisions under the No Child Left Behind Act (NCLB) (2001) specific to Sec. 1111 & 1116. This waiver, granted in 2012, allowed Idaho to build an accountability system that is differentiated. The waiver also removed some of the sanctions in NCLB for schools not meeting all the annual measurable objectives identified through the statewide assessment. A copy of the current Elementary & Secondary Education Act (ESEA) Flexibility Waiver can be found at <https://www.sde.idaho.gov/site/esea/>.

Idaho is required to renew our waiver for the 2015-16 School Year. A copy of the renewal draft of the ESEA Flexibility Waiver with revisions is provided at <https://www.sde.idaho.gov/site/esea/> to the public for review and comment.

Changes to the ESEA Flexibility Waiver capture Superintendent Ybarra's vision to focus on local control and common-sense solutions, allowing more flexibility for district leaders throughout the state. The draft ESEA Flexibility Waiver captures this new vision for public education and the direction of the new administration.

For more information about public comments and the submission of Idaho's Flexibility Waiver, please contact Marcia Beckman at (208) 332-6942. Public comments may be directed to mmbeckman@sde.idaho.gov.

###

Marcia M. Beckman

From: Donna Hutchison <dhutchison@connectionseducation.com>
Sent: Friday, May 01, 2015 8:18 AM
To: Marcia M. Beckman
Subject: ESEA Waiver comments

Marcia,

Thank you for the opportunity to provide feedback on the request for the ESEA waiver. I have two suggestions from Arizona that could be helpful for our waiver.

1. I would like to respectfully request that Idaho consider Arizona's approach to the 95% test mandate. Arizona's policy prevents schools from receiving the highest grade if you fall short but does not drop them a letter grade when they don't make the 95%. With the new focus on "opting out" by parents, this seems to be a fair solution and presents a more reasonable snapshot of academic performance. The following is Arizona's policy on the 95% participation rate:

<http://www.azed.gov/research-evaluation/files/2013/11/2013-a-f-technical-manual.pdf> (p. 12)

"95% Participation Rate & 1% Cap Requirement

In accordance with the U.S. Department of Education's approval of Arizona's request for flexibility from the Elementary and Secondary Education Act (ESEA), the 95% tested rule requires schools and LEAs to test 95% of students eligible to take AIMS and AIMS A. Schools testing fewer than 95% of their students have their maximum allowable letter grade limited according to the scale below:

<i>Table 2. Percent tested letter grade caps Percentage of Students Tested</i>	Maximum Letter Grade Allowed	Eligible Points
95% or higher	A	200+
85-94%	B	139
75-84%	C	119
Less than 75%	D	99

Massachusetts also has a similar criteria.

2. The second request is also from Arizona that provides points for graduating students in 5, 6, and 7 years. It also rewards a "persistence" score if students stay in school and do not drop out. I think this concept is important to reward schools for helping students who have been unsuccessful and may drop out. Schools who are willing to help students such as these should not be penalized if a student takes longer than 4 years to graduate.

Thank you for consideration of these requests! Hope you are well!

Donna

Donna Hutchison, Ph.D.
Vice President, Connections Education
208-794-2974 cell

Marcia M. Beckman

From: Monte Woolstenhulme <mrw@tsd401.org>
Sent: Thursday, April 30, 2015 11:28 AM
To: Marcia M. Beckman
Subject: ESEA waiver

Marcia,

Thank you for your efforts on revising the ESEA waiver, for listening to schools and districts about those items and programs that were cumbersome and in many instances ineffective. Keep up the great work, it is very much appreciated.

--
Monte R. Woolstenhulme, Ed.S.
Superintendent, Teton School District 401
Driggs, Idaho 83422
<http://tsd401.org>

Marcia M. Beckman

From: Roger Holyoak <holyoaro@sd25.us>
Sent: Thursday, April 30, 2015 11:14 AM
To: Marcia M. Beckman
Subject: RE: Review / Comment of ESEA Flexibility Waiver Renewal

I have read through materials that you sent. I don't have any questions or suggestions.
Roger Holyoak, ISCA President 2014-2015.

From: Michelle Perreira [mailto:mperreira@sde.idaho.gov] **On Behalf Of** Marcia M. Beckman
Sent: Monday, April 27, 2015 3:34 PM
To: Marcia M. Beckman
Subject: Review / Comment of ESEA Flexibility Waiver Renewal
Importance: High

Dear Committee of Practioners,

Idaho is required to renew our waiver for the 2015-2016 School Year. We are providing each member of the Committee the opportunity to review and comment on the ESEA Flexibility Waiver Renewal.

Attached is a summary of the major changes to the ESEA Flexibility Waiver. Also attached is the revised ESEA Flexibility Waiver. The ESEA Flexibility Waiver Renewal can also be found at <http://www.sde.idaho.gov/site/esea/>.

We appreciate your willingness to participate in the review and provide the Idaho Department of Education with your comments.

Any comments should be addressed to Marcia Beckman at mmbeckman@sde.idaho.gov, by April 30th, 2015, 11:00 a.m., MDT.

Marcia Beckman, Associate Deputy Superintendent

Federal Programs

Idaho Department of Education

P.O. Box 83720

650 West State Street

Boise, Idaho 83720-0027

Phone: 208-332-6953 Cell: (b)(6) Fax: 208-334-2228

Email: mmbeckman@sde.idaho.gov

"Supporting Schools and Students to Achieve"

Marcia M. Beckman

From: Marcellus, Callae <MarcellusCa@tfsd.org>
Sent: Thursday, April 30, 2015 10:31 AM
To: Marcia M. Beckman
Subject: RE: Review / Comment of ESEA Flexibility Waiver Renewal

Good morning! I am not sure if there is a specific format that you would like feedback in, please advise if this does not meet your needs.

1. It would be nice to have more time to better review these documents. It is a lot of material to go through and is very important for the future our learners and those working so hard to educate them. It would be nice to give more thorough attention to these documents.
2. I suggest adding PBIS as a Statewide System of Support. Like RtI, it is important to develop and implement a multi-teared system of support to address non-academic issues and gaps (RtI for Behavior) as well.
3. I suggest a different approach to the typical standard of the Growth Model especially for SWDs and possibly ELL students.
 - a. First, I think it is important to compare apples to apples. Instead of mandating that 9th graders hit a certain criteria, with next year's 9th graders hitting above that target and so on (and to punish schools who don't hit that following target), it makes more sense to compare the growth of the same students across time (Has this class made adequate growth from last year, and the previous year, etc).
 - b. ELL – It often takes more than 2 years for a student to become fluent enough to meet learning targets.
 - i. This doesn't even address how difficult and lengthy the process is should the ELL student also have an SLD or some other disability. It takes a long time to determine if learning problems are due to Language Acquisition or something else. This punishes the school if the student does not meet the standard for Growth in the set time frame.
 - c. SpEd – Similarly, SWDs often are unable to meet similar growth as nerotypical students. Depending on their disability, the goal may be to stop or slow regression, maintain current level of performance, or grow by increasingly narrow margins. Schools are punished when these students don't grow or don't grow enough. While the SBAC-Alt allows for some students to have another avenue for identifying growth, this is not suitable for all students, some are too low, some are too high, but not high enough for SBAC, etc. This does very little to individualize targets for those we know need the individualization.
4. I suggest that Advanced Opportunities also focus on how to scaffold this for middle school students by offering access to earning extra credits for middle school classes instead of just high school classes (as in the 8 in 6 program, Dual Credit, AP, etc.).
5. AMOs should be more individualized for SpEd students and ELL students and should always compare apples to apples (see #3 above).
6. I appreciate your more positive and less judgmental phrasing throughout the document. It is important to create a healthy relationship between all involved in education and I think these efforts have certainly helped in that endeavor.

Again, if there is a different format you would like or if this totally off base from what you are asking, I welcome that feedback.

Respectfully~

Callae E. Marcellus, MSW, LMSW



School Social Worker (Tuesday, Wednesday, Thursday)

Support Services – (208) 733-8456 x1165

School Counselor (Monday, Friday)

O'Leary Middle School – (208) 733-2155 x3513

From: Michelle Perreira [<mailto:mperreira@sde.idaho.gov>] **On Behalf Of** Marcia M. Beckman

Sent: Monday, April 27, 2015 3:34 PM

To: Marcia M. Beckman

Subject: Review / Comment of ESEA Flexibility Waiver Renewal

Importance: High

Dear Committee of Practioners,

Idaho is required to renew our waiver for the 2015-2016 School Year. We are providing each member of the Committee the opportunity to review and comment on the ESEA Flexibility Waiver Renewal.

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We appreciate your willingness to participate in the review and provide the Idaho Department of Education with your comments.

Any comments should be addressed to Marcia Beckman at mmbeckman@sde.idaho.gov, by April 30th, 2015, 11:00 a.m., MDT.

Marcia Beckman, Associate Deputy Superintendent

Federal Programs

Idaho Department of Education

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Email: mmbeckman@sde.idaho.gov

"Supporting Schools and Students to Achieve"

Marcia M. Beckman

From: Miller, Clarice <millerc@d93.k12.id.us>
Sent: Thursday, April 30, 2015 9:57 AM
To: Marcia M. Beckman
Subject: ESEA flexibility

Marcia, after reading the information given sent to me I only have two comments. Not having star ratings would be great. Also not having to use a certain tool for school improvement is wonderful Hope this makes sense.

Clarice Miller
Sent from my iPhone

Marcia M. Beckman

From: Lisa Colon
Sent: Thursday, April 30, 2015 9:47 AM
To: Marcia M. Beckman
Subject: RE: ESEA Waiver Website - Summary of Major Changes

Marcia,

Actually, they can already earn 3 credits towards recertification! In addition, with HB 296, they can actually also apply it to the 3 transcribed credits for recertification, as well as 3 credits towards steps and lanes ☺

Thanks for the suggested word change, I am working on that rule, as well as statute ☺

Lisa Colón
(208) 332-6917
lcolon@sde.idaho.gov

"Supporting Schools and Students to Achieve"

From: Marcia M. Beckman
Sent: Thursday, April 30, 2015 9:44 AM
To: Lisa Colon
Subject: Re: ESEA Waiver Website - Summary of Major Changes

Lisa,

I reviewed the wording in 121 and am thinking that we might want to discuss two items:

1. Can the wording be changed to "complete" or "completion,
2. Just had a suggestion from a superintendent here in Twin Falls. What if we could agree that any principal could demonstrate completion as a credit towards recertification. This could be an incentive.

Sent from my iPad

On Apr 30, 2015, at 9:28 AM, Lisa Colon <lcolon@sde.idaho.gov> wrote:

You bet, I don't mind fielding the calls at all. It is always nice to talk with those in the field. I am more concerned about those who don't call, if that makes sense.

I have talked with Pete a few times about it, and showed the data regarding how many have already passed the proficiency assessment, etc. and that it is currently in

IDAPA. Great idea of having a discussion concerning the requirements in IDAPA. There may be other requirements that may need to be revised.

Thanks, and let me know if there is anything that I can help with ☺

Lisa Colón
(208) 332-6917
lcolon@sde.idaho.gov

"Supporting Schools and Students to Achieve"

From: Marcia M. Beckman
Sent: Thursday, April 30, 2015 9:21 AM
To: Lisa Colon
Subject: Re: ESEA Waiver Website - Summary of Major Changes

Lisa,

Thanks for fielding these calls. Sherri and Pete believe that training teachers and administrators in a shared language is beneficial. They just don't want the certification for administrations tied to a proficiency. It sounds like we will need to have a discussion concerning the required in IDAPA.

Sent from my iPad

On Apr 30, 2015, at 9:06 AM, Lisa Colon <lcolon@sde.idaho.gov> wrote:

Marcia,

Good morning, I hope you are doing well. I have had a few phone calls regarding the changes to the waiver in reference to Teachscape. In the document titled "Summary of Major Changes to ESEA Flexibility Waiver" it states:

Principle 3 Supporting Effective Instruction and Leadership

- Idaho removed Teachscape testing as a requirement for evaluators. Teachscape scores will not be a factor for endorsements.

The questions I am getting from the field is that they are interpreting this to mean that the requirement of *"proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018,"* which is in IDAPA Rule 08.02.02.121, is no longer required. Since the requirement is in Idaho Code, it is still a requirement.

I have explained to those that have called that the waiver no longer has it in there, and that the vendor "Teachscape" has been removed. The requirement is still in code and is a recertification requirement.

I just wanted to let you know just in case we could possibly reword it in the document. Thoughts?

Lisa Colón
Educator Effectiveness Coordinator
Idaho State Department of Education
(208) 332-6917
lcolon@sde.idaho.gov

"Supporting Schools and Students to Achieve"

<image001.jpg>

Marcia M. Beckman

From: Lisa Colon
Sent: Thursday, April 30, 2015 9:07 AM
To: Marcia M. Beckman
Cc: Greg Alexander
Subject: ESEA Waiver Website - Summary of Major Changes

Marcia,

Good morning, I hope you are doing well. I have had a few phone calls regarding the changes to the waiver in reference to Teachscape. In the document titled "Summary of Major Changes to ESEA Flexibility Waiver" it states:

Principle 3 Supporting Effective Instruction and Leadership

- o Idaho removed Teachscape testing as a requirement for evaluators. Teachscape scores will not be a factor for endorsements.

The questions I am getting from the field is that they are interpreting this to mean that the requirement of *"proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018,"* which is in IDAPA Rule 08.02.02.121, is not longer required. Since the requirement is in Idaho Code, it is still a requirement.

I have explained to those that have called that the waiver no longer has it in there, and that the vendor "Teachscape" has been removed. The requirement is still in code and is a recertification requirement.

I just wanted to let you know just in case we could possibly reword it in the document. Thoughts?

Lisa Colón
Educator Effectiveness Coordinator
Idaho State Department of Education
(208) 332-6917
lcolon@sde.idaho.gov

"Supporting Schools and Students to Achieve"

Marcia M. Beckman

From: Johnson, Vicki <johnv@d55.k12.id.us>
Sent: Thursday, April 30, 2015 7:34 AM
To: Marcia M. Beckman
Subject: Re: Review / Comment of ESEA Flexibility Waiver Renewal
Attachments: Comment 1 on Idaho's Flexibility Waiver.docx

Marcia,

I have attached my comments on the waiver. Please let me know if you want something different. The CFSGA workshops were fantastic. I feel like I learn more and more each time.

Thanks for the opportunity to be a part of the committee of practitioners.

On Mon, Apr 27, 2015 at 3:33 PM, Marcia M. Beckman <mmbeckman@sde.idaho.gov> wrote:

Dear Committee of Practioners,

Idaho is required to renew our waiver for the 2015-2016 School Year. We are providing each member of the Committee the opportunity to review and comment on the ESEA Flexibility Waiver Renewal.

Attached is a summary of the major changes to the ESEA Flexibility Waiver. Also attached is the revised ESEA Flexibility Waiver. The ESEA Flexibility Waiver Renewal can also be found at <http://www.sde.idaho.gov/site/esea/>.

We appreciate your willingness to participate in the review and provide the Idaho Department of Education with your comments.

Any comments should be addressed to Marcia Beckman at mmbeckman@sde.idaho.gov, by April 30th, 2015, 11:00 a.m., MDT.

Marcia Beckman, Associate Deputy Superintendent

Federal Programs

Idaho Department of Education

P.O. Box 83720

650 West State Street

Boise, Idaho 83720-0027

Phone: 208-332-6953 Cell: (b)(6) / Fax: 208-334-2228

Email: mmbeckman@sde.idaho.gov

"Supporting Schools and Students to Achieve"

--

Vicki Johnson
Federal Programs Director
Blackfoot School District 55
Phone: 208-785-8800

Comment on Idaho's Flexibility Waiver

It is refreshing to here that the movement from Superintendent Ybarra is a return to local control. This is truly a motivating movement for not just districts but especially teachers.

Principle 1

- As I read through the waiver, on the pages that were referenced, it is exciting to see how much has already been implemented and/or accomplished to support College and Career Ready Expectations for **All** Students.
- The Professional Development Plan that the State Department discussed in our CFSGA meetings will provide a great roadmap for individuals across the state. I would recommend that the various trainings listed throughout the waiver be included in the PD plan to provide a more organized manner of seeing what will be available.
- Our district hopes to see that Schoolnet will continue to be available. We chose to dive into Schoolnet and really use it for the great tool that it is. We are huge Schoolnet supporters.
- As we continue to battle the controversy to the Common Core Standards and the SBAC testing system, we are very supportive of the review.

Principle 2

- Very supportive of the suspension of the 5-Star Accountability Model – The 5-Star Model seemed to promote a judgmental atmosphere between schools and within the community. The change to Fair and Equitable Accountability System is refreshing.
- Very supportive of the new (more positive) wording of:
 - Below Expectations
 - Meets Expectations
 - Exceeds Expectation
 - Exemplary
- I know in our district that there has always been a concern about the fairness of the accountability system for Alternative Schools. I like Table 9 on page 84.
- I appreciate the fact that the State Department is giving ownership back to the districts for the implementation of an improvement plan.
- Very supportive of the notification of focus/priority schools will be in January of 2016. Receiving that information in August can result in a negative impact to schools – which can then result in a negative start to the year.

Principle 3

- Very supportive of removing Teachscape testing as a requirement.

Marcia M. Beckman

From: Shumway Denise <Shumway.Denise@westada.org>
Sent: Wednesday, April 29, 2015 4:29 PM
To: Marcia M. Beckman; Karen J Seay
Cc: Thomason Jackie; Sisson Cindy; Horning Jan
Subject: feedback on the waiver

Marcia and Karen,

Thank you for the opportunity to comment on the ESEA Flexibility Waiver Renewal. From a district perspective, the openness and support that the state has provided throughout this process is appreciated. Here are my comments:

1. From an overview, it is apparent the State Department of Education is seeking to return control to local districts after a period of "one size fits all" solutions. The former waiver cast our district of 37,000 students into the same solution as a district such as the Kootenai School District with less than 300 students. It is appreciated that instead the state is seeking to provide districts clear frameworks from which to work and access to support as needed to meet goals in a way that makes sense for individual district profiles and needs.
2. In keeping with the idea of scalability, our district employs several of the MTI trainers used by the Idaho Regional Mathematics Centers that are referenced in the waiver application. Although the state uses these trainers to provide professional development, we are not allowed to use these same personnel to provide MTI training to the new teachers who are hired our district. We would request that since the state has certified these instructors as qualified to provide MTI training that we also be able to use them during their contract time with our district to provide this training to the roughly 200 new teachers we employ each year.
3. Thank you for requesting that test scores for English Language Learners not be included in accountability outcomes for two years. As it is recognized by experts that academic language develops more slowly than social language, the accountability of mastery of academic standards in English when a student has not yet mastered social English seems illogical and unnecessarily punitive. While three years more closely follows the research in this area, two years is a step in the right direction and appreciated.
4. As an institution that hires new teachers, it has been our experience that the quality of teachers produced by the state's colleges and universities varies greatly. It is appreciated that the state is seeking to provide pre-service expectations for graduates of teacher preparation programs.
5. The emphasis on multiple measures of student achievement and a focus on growth toward proficiency is also appreciated. The waiver request is correct in stating that districts have found a strict proficiency measure to be a disincentive, especially for schools whose students come to school with significant readiness deficiencies or large special education or EL populations. Teachers should be held accountable for helping students make growth gains but the lack of a common starting point should be considered in proficiency outcomes.
6. The four level rating system is much closer aligned with expectations for student outcomes.

Thank you once again for soliciting feedback from school districts and other stakeholders. Please let me know if I can provide any other support.

Denise Shumway
Administrator of Federal Programs
WestAda School District
1303 E. Central Drive
Meridian, ID 83642
(208) 350-5053
FAX (208) 350-5959

Marcia M. Beckman

From: Geoffrey Thomas <gmt@msd321.com>
Sent: Wednesday, April 29, 2015 2:51 PM
To: Marcia M. Beckman
Subject: ESEA Waiver Feedback / Comments

Dear Marcia,

My sincere appreciation to Superintendent Ybarra and her team for making changes to the deeply flawed original waiver. Many of the previously embedded unworkable and nonsensical elements with this current iteration have been removed or ameliorated.

Principle I:

I was opposed to the introduction of Common Core and remain opposed. Barring a complete removal or cessation of usage, I would urge a **complete and thorough** review of the K-12 standards.

If retained, CCSS standards, at minimum, for the very early years and in Math must be significantly adjusted to reflect a student's appropriate pedagogical stage and in Math they need to be reasonable and feasible.

The SBAC must be eliminated as the end of year summative exam. It is expensive, overly time consuming and deeply flawed. I would recommend an indigenous test developed by Idaho educators who understand best the needs of Idaho students.

I would also urge a scholarly review of the actual beneficence of standardized testing. Why do we have these tests, how do we know they work and if so, what have been the results to date? Simple, yet profound concepts / questions that remain unanswered.

I applaud the removal of Schoolnet which was a massive waste of taxpayer money and educator effort. Someone should be held legally or ethically accountable for the implementation of Schoolnet or be required to buy it back.

Someone, somewhere, sometime soon needs to actually define "College and Career ready." What does it look like and how do we know if students have reached this level? Otherwise, Idaho educators will be held to a vague or non defined standard.

Principle II:

The 5 Star accountability model was a poorly conceived idea. A word of caution regarding a new model based largely on growth. If students are already high achieving, accountability growth models tend to push their "rankings" in a downward fashion.

The real success of a school is dependent on a myriad of factors, test scores being only one small element. Parental / staff and student perception surveys plus a host of other measures could readily be adopted to gauge excellence.

If Idaho is basing the future school "Accountability" model on the SBAC, we are in serious trouble. The SBAC is a deeply flawed test, numerous technical and logistical issues abound, it is excessively lengthy and the

questions are still being examined for reliability. Idaho schools must not be held accountable to a questionable test whose adoption and implementation rationale were dubious at best.

I would once again sincerely urge the **complete elimination of the SBAC** in favor of a more workable and reliable test.

If we truly want 95 percent student participation, I suggest built in rewards for students taking the test. Instead of continuously threatening districts, schools or parents for non compliance, what if we use some money to place into a post secondary institutional account for students when they successfully complete the test(s)?

Let's try an incentive based approach. The amount does not have to be excessive, but just enough to create interest.

Principle III:

Elimination of Teachscape is an excellent step! It was simply another "Sole proprietor" contracts in a long line of horrendously poor contractual decisions made repeatedly in the last eight years.

Those are my comments in regards to Principles I-III. I hope you will consider adopting the above proffered ideas into the waiver along with the other very positive changes you have incorporated.

Sincerely,

Dr. Geoff Thomas
Superintendent
Madison 321

Marcia M. Beckman

From: Edginton, Kelly <kedginton@k12.com>
Sent: Tuesday, April 28, 2015 1:30 PM
To: Marcia M. Beckman
Cc: Michelle Clement Taylor
Subject: revised ESEA waiver feedback

Hello Marcia,

I have some feedback on the revised ESEA waiver and appreciate the opportunity to provide input. Much school accountability is based on achievement and graduation rate. In the summary of the revisions, principle 2, it states that achievement and grad rate will be used to determine focus and priority schools. I know that the SDE is working on Alternative School alternate accountabilities, but that nothing has been approved yet. I have talked with Michelle Taylor about this, and you may be aware, too, but just in case – online/virtual schools are often populated with alternative/at risk students. The fact that these schools have students with very high mobility rates is an at risk factor in and of itself. Mobility has not been a factor in accountability systems in Idaho, and, for Alternative and Online/Virtual Schools, it really should be considered. With the revised ESEA waiver submission coming soon, this is a great time to include alternate accountability measures for alternatives and virtuals. I have added some information about the work that Arizona has been doing in this area. They have some solid ideas!

<http://www.azed.gov/accountability/files/2015/01/aoi-01202014.pdf>

http://blog.k12.com/education-expert-advice/arizona-moves-needle-accountability-frameworks#.VT_d5pN0eew

<http://www.kpk12.com/blog/2015/04/arizona-online-school-accountability-update/>

I would be happy to talk with you (or anyone else) about this and help with fitting it into the revised waiver, so, please, let me know if you'd like to talk.

Thank you!

Kelly



Kelly Edginton, M.A., Ed
IDVA Head of School

1965 S Eagle Rd, Ste 190
Meridian, ID 83642

office 208.322.3559 ext 4011
fax 208.322.3688
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email kedginton@k12.com



April 27, 2015

Notified LEAs and published at <http://www.sde.idaho.gov/site/esea/>

The Idaho Department of Education received permission from the United States Department of Education to waive certain provisions under the No Child Left Behind Act (NCLB) (2001) specific to Sec. 1111 & 1116. This waiver, granted in 2012, allowed Idaho to build an accountability system that is differentiated. The waiver also removed some of the sanctions in NCLB for schools not meeting all the annual measurable objectives identified through the statewide assessment. A copy of the 2012 Elementary & Secondary Education Act (ESEA) Flexibility Waiver can be found at <https://www.sde.idaho.gov/site/esea/>

Idaho is required to renew our waiver for the 2015-16 School Year. A copy of the **ESEA Flexibility Waiver Renewal of April 27, 2015**, is provided at <https://www.sde.idaho.gov/site/esea/> to the public for review and comment. **Please send all comments to Marcia Beckman at mmbeckman@sde.idaho.gov by Thursday, April 30, 2015 at 11:00 a.m. MDT.**

The ISDE has meaningfully engaged and dialogued with K-12 stakeholders continuously since the submission of Idaho's first request for flexibility. The Department used a series of both face-to-face and web-based strategies to gather feedback from a diverse group of stakeholders across the State of Idaho. All stakeholders in the State of Idaho – parents, teachers, administrators, board trustees, community groups, civil rights organizations, business representatives, higher education, and others – had an opportunity to offer initial ideas and then to provide feedback on the state's draft waiver.

The vision and mission of the new superintendent, Sherri Ybarra, is a return to local control with a certainty that student achievement occurs in the classroom at the local level and not through state-directed regulations and compliance. Therefore, this current renewal reflects this major shift in the Idaho State Department of Education's vision and mission of local control. This renewal demonstrates local school district generation of key components of the request for flexibility.

Idaho's Flexibility Waiver is comprised of three major principles. A summary of the changes includes the following:

Principle 1 College and Career Expectations for All Students

- Idaho discontinued using the statewide Instructional Management System, Schoolnet. The legislature has appropriated funds for each individual school to select their own Instructional Management System. References to Schoolnet have been removed throughout the waiver.
- Idaho voters repealed the 2011 Students Come First laws, in November 2012, in which the Common Core was deeply rooted.

- Idaho Legislation 2015 requires the Idaho Department of Education to begin reviewing the Common Core Standards, and the current required SBAC testing system, via the State's usual vetting process in Idaho Code.

Principle 2 State Developed Differentiated Recognition, Accountability, and Support

- Idaho requests permission to suspend the 5-Star Accountability Model. In the spring of 2015 the operational SBAC is being administered statewide. Idaho's accountability model will be recreated using two years of growth data.
- Schools required to write improvement plans, may use any tool that addresses the ten components of a school improvement plan identified under NCLB 1116. Focus Schools need to complete a plan that addresses the ten components of a school improvement plan identified under NCLB 1116, and identify which Interventions they will be implementing. Priority Schools need to complete a plan that addresses the ten components of a school improvement plan identified under NCLB 1116, and identify which Turnaround Model they will be implementing.
- Idaho ensures that schools with significant achievement gaps, graduation rates of less than 60%, or participation less than 95% will not be identified as reward schools.
- Idaho will identify our Priority and Focus Schools and recognize our Reward Schools by January 2016. Achievement and graduation rates are the two factors that will be used to create a new list for the 2015-2016 school year.
- The scores for English Language Learners will be included in achievement measures when they have more than two years of instruction in school in the United States.

Principle 3 Supporting Effective Instruction and Leadership

- Idaho removed Teachscape testing as a requirement for evaluators. Teachscape scores will not be a factor for endorsements.

Attachment 32

Idaho ESEA Flexibility Waiver and Amendment Request for 1003a Funds

Introduction

Idaho requests that the US Department of Education (ED) waive certain requirements concerning funds under ESEA Section 1003(a) in order for the state to fully and effectively carry out its plan for ESEA Flexibility. Idaho has established a “statewide system of support” according to ESEA Section 1117(a)(1) that maximizes the use of 1003(a) funds to provide a system of differentiated support for schools in need of improvement. The ESEA Flexibility waiver requirements places an emphasis on priority and focus schools, but also asks Idaho to support other Title I schools in need of improvement. In the state’s ESEA Flex Plan, Idaho developed a differentiated system of recognition and support that is differentiated based on school and district need. Priority and focus schools have great need, but other Title I schools that are identified for improvement according to the Idaho Star Rating system also have need of support. In Idaho’s Star System, any school attaining Three Stars or less is designated for improvement status and is required to implement interventions. Idaho’s waiver plan is designed to be systemic in design so that the state can deliver this statewide system efficiently and effectively. Therefore, Idaho requests that ED allow Idaho to utilize 1003a funds to implement the work of the “statewide system of support” by permitting us to use those funds in Title I schools that are identified as priority schools, focus schools, or other schools identified for improvement as a result of attaining a Three Star Rating or less in our own system. Idaho seeks to maintain the current intent of 1003(a) funds that includes “carrying out the State education agency’s statewide system of technical assistance and support” for LEAs, but by naming the list of eligible schools as Title I schools that fit this differentiated set of definitions of improvement and thereby waiving the requirement to allocate it to schools in improvement, corrective action, and restructuring as specified in ESEA Section 1003(b)(1). Idaho would regard all other rules and regulations for ESEA 1003(a) funds to remain the same. The state is only requesting a redefinition of eligibility to fit with our waiver plans and is not asking for special rules about the intent language for the funds. The plan would specifically have the components outlined below.

Eligibility

Schools eligible for 1003(a) under this waiver request are those Title I funded schools which are either (a) designated as Priority and Focus schools according to Table 2 in Idaho’s approved ESEA Flexibility waiver during the three years in which they are identified and required to implement interventions, or those schools which are (b) designated by the state’s Star Rating System as being in Continuous Improvement, Rapid Improvement, or Turnaround status during the school year(s) in which they are so identified and required to implement interventions and improvement planning.

While the state's system of differentiated recognition, accountability, and support works to support other schools, such schools are not the priority for targeted school improvement funding under the state's plan for 1003(a). The following schools are not eligible for 1003(a) funds under any circumstance:

- Schools which are not funded by Title I
- Schools which are not identified in the current school year as being in need of improvement based on the federal designations of Priority and Focus or based on the state designations of Continuous Improvement, Rapid Improvement, or Turnaround status.
- Non-public schools (i.e., private schools)

The duration of eligibility lasts from July 1 of the first school year in which the Title I school is identified for improvement based on the definition above and extends to such schools into the Fall semester of the year after removal from identification for improvement, meaning eligibility will expire on December 31st to coincide with period of availability timelines for 1003(a) funds. For example, a Focus school first identified in July 2012 is eligible for the three years of Focus status (i.e., school years 2012-13, 2013-14, and 2014-15) with eligibility expiring the following fall semester on December 31, 2015. An additional example in the state's Star Rating system is the following: a school designated in July 2013 as being in Continuous Improvement status in school year 2013-14, but which exits Continuous Improvement at the end of 2013-14 will be eligible from July 2013 through December 31, 2014. The extension for 6 months after removal of the identification label will permit the state, LEA, and school to transition and sustain the efforts that led to improvement.

Priority of Funding

Idaho will give priority of funding for 1003(a) funds based on the level of need for each school in the following areas. First, schools will be considered to have the greatest *need of improvement* based on the following designations and specifically in the following order:

1. Priority schools (federal definition – ESEA Flex Waiver Table 2)
2. Focus schools (federal definition – ESEA Flex Waiver Table 2)
3. Turnaround status schools (state definition – Star Rating System)
4. Rapid Improvement status schools (state definition – Star Rating System)
5. Continuous Improvement status schools (state definition – Star Rating System)
6. Priority schools that chose not to apply for the School Improvement Grant under 1003(g)

A second level of need the State will take into consideration will be related to the sufficiency of funds available to the school to implement the required interventions. For example, the State will take into account the resources available to the district through other federal, state, and local sources which support the improvement expectations and needs for the school and district, including, but not limited to, SIG funds from 1003(g) and Title I funds set-aside for improvement for Focus and Priority schools. Finally, a third level of need the State will take into

consideration will be the district's and school's willingness to implement interventions, but accompanied by a lack of capacity to do so. A key problem of practice in the State has been that there are many districts and schools that are willing to improve, but which lack the capacity to know what to do differently (i.e., a readiness to benefit from State support). The state will use this readiness to benefit concept to prioritize funding decisions.

Application Process

Idaho will require districts to apply on behalf of eligible schools through a formal application process. The application process will be conducted annually. Districts will have access to the application during the summer assessment appeals window, prior to final school accountability determinations being made. Applications will be due in the early fall (dates will vary each year based upon the State training calendar to ensure districts have the opportunity to be aware of the application and requirements). The State will accept late applications in the event funds are not all obligated in the first round of competition, a district award is revoked, or a district does not use up the entire amount of funds by the end of its obligation period and time remains to spend the funds on other applicants.

The application process will always include the following items:

- The name, district, NCES ID#, and improvement status designation of the school(s) to be served.
- Descriptive information about the interventions to be implemented in the school(s) to be served (e.g., professional development, purchasing materials, providing stipends, etc.) and the rationale for those activities in relation to the performance needs of each school. The State will require the descriptive information to be classified by overarching principles of improvement (e.g., leadership, collaboration, etc.).
- The option for the district to apply for services which are provided directly by the state (i.e., to purchase technical assistance services which the State "sells" to the district).
- The annual budget summary request along with a budget narrative that provides a rationale for expenses. All awards will be for one school year only. (In the case of schools that submit plans for multiple years, continuation awards will not be automatically awarded. A multi-year budget for the entire period of eligibility may be submitted. The State will evaluate on a case by case basis whether or not to obligate continuation award funds in advance for future budget cycles.)

The application will always contain the elements described above; however formatting and nuances within the questions may change from year to year in order to ensure the application matches the evolving needs of the State's districts and schools. A sample application has been attached.

Furthermore, Idaho provides services directly in order to achieve efficiencies of scale, ensure consistency in statewide reform efforts, and ensure effectiveness of interventions throughout the State. In the event a district applies for services provided directly from the State,

the 1003(a) application will always provide an area with requirements for which the district must give affirmation or rejection. The following is an example of how the section of the application may be structured:

Services Provided Directly by the State

NOTE: LEAs have the option to apply for any the following services, but are not required to do so, and may apply for 1003a funds without selecting participation in the following.

Eligible schools and their districts may apply to participate in technical assistance services provided directly by the Idaho State Department of Education (SDE). These services include projects, such as the Idaho Building Capacity project, the Superintendents Network of Support, and the Network of Innovative School Leaders. They are organized by the SDE in order to maximize efficiencies of scale and ensure consistency of quality throughout the state. The Statewide System of Support Division, which offers these services, does not have a mechanism for collecting funds or payments from LEAs to pay for participation in these grant programs. Therefore, please be aware that by selecting these services, the LEA is voluntarily granting approval for the SEA to provide services directly in lieu of receiving grant funds as flow through dollars in this part of the application. Answer the questions below indicating, for the LEA and schools, the State sponsored services in which the LEA intends to participate:

1. (Response Required) Check the following box to indicate the LEA's awareness that, by completing Part 2 of this application, it is permitting the SEA to retain sufficient grant funds as part of the LEA's application and award in order to fund the applicant's participation in the programs.

NOTE: LEAs have the option to apply for the services outlined in this section, but are not required to do so. However, if a LEA opts to participate in any of the activities outlined below, the LEA must check the appropriate box below.

- Yes. The LEA grants permission to the SEA to add and retain an amount of funding to the budget requested in this application that is sufficient for participation in the following services for which the LEA is applying and for which the SEA will provide such services directly. The LEA grants permission to the SEA to provide such services directly on behalf of the schools in this application.

- No. The LEA does not grant permission to the SEA for retaining grant funds to provide services directly. (Please note that by checking this box, the LEA and its schools will not be permitted to participate in the following programs.)

2. Please indicate the services provided directly by the SEA for which the LEA would like to apply. For each State Sponsored Improvement Activity, the LEA must verify its intent to participate by marking the boxes for each particular project in question

3.

<i>State Sponsored Improvement Activities</i>	YES	NO
LEA Level Supports		
<ul style="list-style-type: none"> The Idaho Building Capacity (IBC) Project (To participate in this project, "yes" must be checked at both the school and LEA level.) 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Instructional Core Focus Visit 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Idaho Superintendents Network of Support 	<input type="checkbox"/>	<input type="checkbox"/>
School Level Supports		
<ul style="list-style-type: none"> The Idaho Building Capacity (IBC) Project (To participate in this project, "yes" must be checked at both the school and LEA level.) 	*	*
<ul style="list-style-type: none"> Network of Innovative School Leaders (NISL) 	*	*
*Provide, by name, a list of schools that will participate:		
School <i>(add additional rows if needed)</i>	Name the Projects for Which the School is Applying	

3. Below are brief descriptions of State Sponsored Improvement Activities. Please read the description for each project which the LEA has indicated interest above and check the box for each project accordingly to verify the LEA's intent to participate.

Targeting Resources Strategically (funds will not go to every district equally)

As described above, Idaho will award funds based on the priorities set above and through an application process. It has been Idaho's practice since 2008 to target 1003(a) resources strategically, rather than sending out generic amounts of funds equally to all districts that may have schools in improvement status or equally to all applicants. Idaho will use 1003(a) funds for those districts and schools that are (a) in need of improvement, (b) lack the resources to implement effective changes in their practices, and (c) which are ready to benefit from financial and/or other types of assistance. Idaho's commitment for 1003(a) funds is to ensure that the

State can serve as many schools as possible in order to move the state system, while at the same time ensuring the use of those funds is (a) sufficient for the work that needs to be done and (b) a cost-effective use of tax-payer dollars.

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

NOTICE OF RULEMAKING - PROPOSED RULE

**THE FOLLOWING IS THE PROPOSED TEXT FOR SBOE REVIEW
-SCHEDULED FOR APRIL 2012-**

120. LOCAL DISTRICT EVALUATION POLICY – TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a.** Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Goals Outcomes; (3-29-10)
 - Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Assessing Designing Student Learning Assessments. (~~3-29-10~~)()
- b.** Domain 2 - Learning The Classroom Environment: (~~3-29-10~~)()
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating Clearly and Accurately with Students; (~~3-29-10~~)()
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. Providing Feedback to Students Using Assessment in Instruction; and (~~3-29-10~~)()

- v. Demonstrating Flexibility and Responsiveness; ~~and~~ (3-29-10)()
- vi. ~~Use Assessment to Inform Instruction and Improve Student Achievement.~~ (3-29-10)
- d. Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. ~~Contributing to the School and District~~ Participating in a Professional Community; (3-29-10)()
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first half of the evaluation that must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code). ()

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code). ()

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 136, and each school nurse and librarian (~~Section 33-515, Idaho Code~~). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)()

05. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

- a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)
- b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)
- c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation and after September 1, 2014, shall have proof of proficiency in evaluating teacher performance. (4-1-97)
- d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)
- e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)
- f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)
- g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be the basis for the district's Needs Assessment in determining district-wide professional development. Individual performance data shall be the foundation of individualized Professional Performance Plans for all teachers. Professional Performance Plans shall be used in annual evaluation as a means of measuring professional growth. District shall implement use of Professional Growth Plans no later than January 1, 2015.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. No later than March 01, 2014, districts shall have established an individualized teacher evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished. Districts shall ensure that an Individualized Professional Development plan is created for each teacher based upon evaluation findings, and to be used in subsequent years as the baseline measurement for professional development and growth.

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

046. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. ~~At a minimum, the policy must provide standards for evaluating the following personnel:~~ All contract personnel shall be evaluated at least once annually. (4-1-97)()

~~**a.** First, second, and third year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year.~~ (4-1-97)

~~**b.** All renewable contract personnel will be evaluated at least once annually.~~ (4-1-97)

057. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation of are research based. Once developed, each district shall submit the system of evaluation to the State Department of Education for approval prior to formal adoption. By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.

121. LOCAL DISTRICT EVALUATION POLICY - ADMINISTRATIVE CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for administrator performance evaluation in which criteria and procedures for the evaluation of administratively certificated personnel are research based. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.

01. Standards. Each district evaluation model shall be aligned to state minimum standards, including proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching. Proof of proficiency in evaluating teacher performance shall be required of all administrators.

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any administratively certificated employees and must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code).

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all administratively certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code).

04. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which administratively certificated personnel will be evaluated.

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

d. Sources of data -- description of the sources of data used in conducting administratively certificated personnel evaluations. Proficiency in conducting evaluations through classroom observation should be included as one (1) source of data.

e. Procedure -- description of the procedure used in the conduct of administratively certificated personnel evaluations.

f. Communication of results -- the method by which administratively certificated personnel are informed of the results of evaluation

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change.

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation.

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be the basis for the district's Needs Assessment in determining district-wide professional development for administrators. Individual performance data shall be the foundation of individualized Professional Performance Plans. Professional Performance Plans shall be used in annual evaluation as a means of measuring professional growth in instructional leadership. District shall implement use of Professional Growth Plans no later than January 1, 2015.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists administrative personnel in need of improvement. No later than March 01, 2014, districts shall have established an individualized evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished. Districts shall ensure that an Individualized Professional Development plan is created for each administrative certificate holder based upon evaluation findings, and to be used in subsequent years as the baseline measurement for professional development and growth.

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan.

05 Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. All contract personnel shall be evaluated at least once annually.

06. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation of are research based. Once developed, each district shall submit the system of evaluation to the State Department of Education for approval prior to formal adoption. . By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.



IDAHO
STATE DEPARTMENT OF EDUCATION



**INSTRUCTIONAL CORE
FOCUS VISIT**

Patterns of Practice

PROCESS MANUAL

Patterns of Practice: A School Improvement Process IDAHO VERSION

8/27/2010

IDAHO FOCUS VISIT PROCESS MANUAL

Information Tools Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

The Center on Innovation & Improvement helps regional comprehensive centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students. The Center on Innovation & Improvement is administered by the Academic Development Institute (Lincoln, IL) in partnership with the Temple University Institute for Schools and Society (Philadelphia, PA) and Little Planet Learning (Nashville, TN).

*A national content center supported by the
U. S. Department of Education's Office of Elementary and Secondary Education.
Award #S283B050057*

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Section 1: Introduction

In order to provide support to districts and schools that fall into the in need of improvement category, it is critical for states to distinguish among those that are engaged in long-term improvement efforts and those that have not begun such a process (Elmore, 2003). States must determine the different needs of low-performing schools. They also need to include detailed information on the quality of teaching, learning, and leadership in identified schools. Furthermore, the National Governors' Center for Best Practices suggests that the State Educational Agency (SEA) might maximize the usefulness of this information by developing or adopting fine-tuned assessment tools that can provide specific data about classroom instruction. Additionally, the use of the information should inform educational practice.

Fullan (2005) advises higher-level educators (e.g., at the SEA level) to partner strategically with district and school leaders, outside technical assistance providers, researchers, and others who can assist states in creating an aligned, coherent, and coordinated education system focused on common goals around improving student learning and achievement.

At the request of the Office of the State Superintendent of Education (OSSE) in the District of Columbia, the Center on Innovation & Improvement and the Mid-Atlantic Comprehensive Center engaged in a process of developing a planning process/protocol for conducting annual school reviews. This process uses research-based standards and indicators to assess local educational agencies (LEAs) in the areas of academic and organizational performance as outlined in the No Child Left Behind Act of 2001 (NCLB) and has been named *Patterns of Practice School Review*. Idaho State Department of Education has taken the foundational work and research of the Patterns of Practice School Review and developed a model specific to Idaho's districts and schools needs. This model is called ***Instructional Core Focus Visit***.

The Instructional Core Focus Visit is based on 49 indicators found in *Handbook on Restructuring and Substantial School Improvement* (2007) published by the Center on Innovation & Improvement, one of the U.S. Department of Education's five national content centers in the Comprehensive Centers Program, and endorsed by the United States Department of Education, to provide action-oriented principles for improving schools drawing on the existing research base. The Idaho adopted version has been modified to only include the *School Improvement Success Rapid Indicators and District Improvement Success Indicators*. Modifications have been made through this

document to reflect and update changes based on selected Idaho Rapid Indicators, as reflected in the WISE (Ways to Improve School Effectiveness) Tool. These are research/evidence-based indicators associated with substantial school improvement. A set of nine standards was adopted to scaffold the indicators. Modifications have been made to these nine standards for the Idaho version. Indicators have been linked to the *9 Characteristics of High Performing Schools* and realigned to reflect these characteristics.

The purpose of the Instructional Core Focus Visit process is to meet the rigorous demands set forth in NCLB. The clearly stated purpose of NCLB is to ensure that all public school students are proficient in reading/language arts, mathematics, and science by 2014. Guidance for meeting NCLB requirements defines the structures that are to be in place to meet this goal. An example is the requirement that states must establish processes to identify schools/districts where students are not meeting the standards as well as a statewide system of support to strengthen the performance of schools and ensure that every child receives a quality education. The Instructional Core Focus Visit process can provide information to SEA's, LEA's, as well as schools themselves, to more effectively design professional development and technical assistance focused around improving student learning and achievement. More specifically, it is hoped that the results of Instructional Core Focus Visits will: 1) assist LEAs in addressing deficiencies and strengthening core academic subjects that may have caused the identified problems, and support the design of school improvement plans that promote high-quality professional development and 2) address the academic needs of the school.

The Focus Visit process looks for evidence of the presence of indicators associated with substantial school improvement and to the degree these indicators are observed and documented. It includes collecting detailed information on the quality of instruction, assessment, curriculum, planning, and parent involvement. Data collection activities include classroom observation, perceptual surveys and interviews with staff, and the review of documents related to the educational program at all instructional levels. The process was designed to be conducted by an outside team with expertise in the area of educational administration and pedagogy.

Sections 2-5 lay out the process for conducting a Instructional Core Focus Visit organized within four phases: Planning, Preparing, Conducting, Reporting and Follow-up. Section 6 contains a set of Frequently Asked Questions regarding the Instructional Core Focus Visit process.

Appendix 1-A: Conversion of Nine Characteristics of High Performing Schools to the Nine Standards of the POP manual

#	Characteristics of High Performing Schools	#	POP Standard
1	Clear & Shared Focus		
2	High Standards & Expectations for All Students	1 3 4 5	Curriculum Instruction Comp & Effective Planning School Culture
3	Effective School Leadership	5 7	School Culture Leadership
4	High Levels of Collaboration & Communication	4 5 8	Comp & Effective Planning School Culture Org. Structure & Resources
5	Curriculum, Instruction & Assessment Aligned w/State Standards	1 2 3	Curriculum Assessment & Evaluation Instruction
6	Frequent Monitoring of Learning & Teaching	2 3	Assessment & Evaluation Instruction
7	Focused Professional Development	6	Professional Development
8	Supportive Learning Environment		
9	High Levels of Family & Community Involvement	5 7 9	School Culture Leadership Parent & Community Involvement

Appendix 1-B: District and School WISE Indicator Framework

The indicators for this framework were adapted in part from the *New Jersey Collaborative Assessment & Planning for Achievement* document and the *Handbook on Restructuring and Substantial School Improvement from the Center on Innovation & Improvement*, and has been modified based on the Idaho Rapid School Improvement Indicators and Idaho District Improvement Success Indicators as reflected in the WISE Tool.

Clear and Shared Focus:

Characteristic 1	District Improvement Indicators
Clear and Shared Focus	District Context and Support for School Improvement
	IA08: The school board and superintendent present a unified vision for school improvement.
	District and the Change Process
	IB08: The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved.

High Standards and Expectations for All Students:

Characteristic 2	District Improvement Indicators
High Standards and Expectations for All Students	District Context and Support for School Improvement
	IA07: The district sets district, school, and student subgroup achievement targets.
	IA09: The superintendent and other central office staff are accountable for school improvement and student learning outcomes.
	District and the Change Process
	IB06: For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement.
	IB07: The district ensures that school improvement and restructuring plans include research-based, field proven programs, practices, and models.

Characteristic 2	Rapid School Improvement Indicators
High Standards and Expectations for All Students	Classroom Instruction - Preparation
	IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
	IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.
	IIIA05: All teachers maintain a record of each student’s mastery of specific learning objectives.
	IIIA06: All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
	Classroom Instruction – Teacher Directed - Introduction
	IIIA09: All teachers clearly state the lesson’s topic, theme, and objectives.
	IIIA11: All teachers use modeling, demonstration, and graphics.
	Classroom Instruction – Teacher Directed - Presentation
	IIIA13: All teachers explain directly and thoroughly.
	IIIA16: All teachers use prompting/cueing.
	Classroom Instruction – Teacher –Student Interaction
	IIIA26: Teachers encourage students to check their own comprehension.
	Classroom Instruction – Student-Directed (Small Group, Independent Work)
	IIIA28: All teachers travel to all areas in which students are working.
	IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback).
	IIIA32: All teachers interact managerially with students (reinforcing rules, procedures).
	Classroom Instruction – Computer-Based Instruction
	IIIA35: Students are engaged and on task.
	IIIA40: All teachers assess student mastery in ways other than those provided by the computer program.
Classroom Instruction – Homework/Parent Communication	

Characteristic 2	Rapid School Improvement Indicators
	IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives.
	Classroom Instruction – Classroom Management
	IIIC01: When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
	IIIC05: All teachers use a variety of instructional modes.
	IIIC10: All teachers reinforce classroom rules and procedures by positively teaching them.
	IIIC12: All teachers engage all students (e.g., encourage silent students to participate).

Effective District/School Leadership:

Characteristic 3	District Improvement Indicators
Effective District Leadership – Central Office Role	District Context and Support for School Improvement
	IA04: The district provides incentives for staff who work effectively in hard-to-staff and restructured schools.
	IA10: The district regularly reallocates resources to support school, staff, and instructional efforts.
	IA05: The district contracts with external service providers for key services in restructured schools.
	IA12: The district intervenes early when a school is not making adequate progress.
	IA14: The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.
	District and the Change Process
	IB02: The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.
	IB04: For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school.

Characteristic 3	District Improvement Indicators
	IB05: For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success.
	IB09: The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school.
	IB11: The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement.
	IB12: The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement.
	District-School Expectations
	IC04: District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding.

Characteristic 3	Rapid School Improvement Indicators
Effective School Leadership – Principal’s Role	IE06: The principal keeps a focus on instructional improvement and student learning outcomes.
	IE07: The principal monitors curriculum and classroom instruction regularly.
	IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
	IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement.

High Levels of Collaboration & Communication:

Characteristic 4	District Improvement Indicators
High Levels of Collaboration & Communication	District Context and Support for School Improvement
	IA01: The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them.
	IA02: The district includes community organizations in district and

Characteristic 4	District Improvement Indicators
	school improvement planning and maintains regular communication with them.
	IA03: The district includes parent organizations in district & school improvement planning & maintains regular communication w/ them.
	District and the Change Process
	IB01: The district operates with district-level and school-level improvement teams.
	IB10: In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning.
	District-School Expectations
	IC02: The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress.
	IC03: District and school decision makers meet at least twice a month to discuss the school's progress.
	IC04: District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding.

Characteristic 4	Rapid School Improvement Indicators
High Levels of Collaboration & Communication	ID01: A team structure is officially incorporated into the school improvement plan and school governance policy.
	ID07: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
	ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.
	ID13: 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.

Curriculum, Instruction and Assessments Aligned with State Standards:

Characteristic 5	District Improvement Indicators
Curriculum, Instruction and Assessments Aligned with State Standards	District-School Expectations
	IC05: The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.

Characteristic 5	Rapid School Improvement Indicators
Curriculum, Instruction and Assessments Aligned with State Standards	IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
	IIA02: Units of instruction include standards-based objectives and criteria for mastery.
	IC01: Units of instruction include specific learning activities aligned to objectives.
	IC03: Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.

Frequent Monitoring of Learning and Teaching:

Characteristic 6	District Improvement Indicators
Frequent Monitoring of Learning and Teaching	District Context and Support for School Improvement
	IA11: The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.
	IA13: The district works with the school to provide early and intensive intervention for students not making progress.
	District-School Expectations
	IC01: The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board.

Characteristic 6	Rapid School Improvement Indicators
Frequent Monitoring of Learning and Teaching	Classroom Assessment
	IIB01: Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
	IIB04: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
	IIB05: Teachers re-teach based on post-test results.
	Periodic Assessment
	IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
	IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
	IID09: Instructional Teams use student learning data to plan instruction.
	IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
	IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

Focused Professional Development:

Characteristic 7	District Improvement Indicators
Focused Professional Development	District Context and Support for School Improvement
	IA06: The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
	District-School Expectations
	IC06: The district provides the technology, training, and supports to facilitate the school's data management needs.
	IC07: Professional development is built into the school schedule by

Characteristic 7	District Improvement Indicators
	<p>the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs.</p>
	<p>IC08: Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers.</p>

Characteristic 7	Rapid School Improvement Indicators
Focused Professional Development	<p>IF01: The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.</p>
	<p>IF02: The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.</p>
	<p>IF03: Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.</p>
	<p>IF04: Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.</p>
	<p>IF05: Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.</p>
	<p>IF06: Teachers are required to make individual professional development plans based on classroom observations.</p>
	<p>IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.</p>
	<p>IF10: The principal plans opportunities for teachers to share their strengths with other teachers.</p>

High Level of Family and Community Involvement:

(Indicators will be monitored through the Parent Involvement Application)

Characteristic 9	Rapid School Improvement Indicators
High Level of Family and Community Involvement	IE 13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
	IIIB01: All teachers maintain a file of communication with parents.
	IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives
	Parent Involvement Application Indicators
	PIA: A majority of the members of the School Community Council are parents of currently enrolled students and are not also employees of the school.
	PIA: Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.
	PIA: Parents receive practical guidance to encourage their children's regular reading habits at home.
PIA: Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits.	

Section 2: Planning the Focus Visit

The SDE initiates the Instructional Core Focus Visit activity in a planning phase that consists of two (2) parts: (1) selection of the school districts that are to participate in the Instructional Core Focus Visit process, and (2) scheduling the Instructional Core Focus Visits. The SDE undertakes these two activities in cooperation with the LEAs involved. The SDE prefers to precede these activities whenever possible by holding briefings for leadership in the LEAs regarding the Instructional Core Focus Visit process to promote understanding and cooperation.

Selection Process for Participating Districts:

To identify LEAs that are most in need of support from the State, the Idaho State Department of Education (ISDE) applies multiple layers of data analysis to evaluate districts and sort them according to a comprehensive view of their needs. This analysis consists of four components: the definition of the academic risk factors and local resources, an analysis of achievement data for at-risk populations, the consecutive number of years in school improvement status, and district graduation rates.

Population Definition

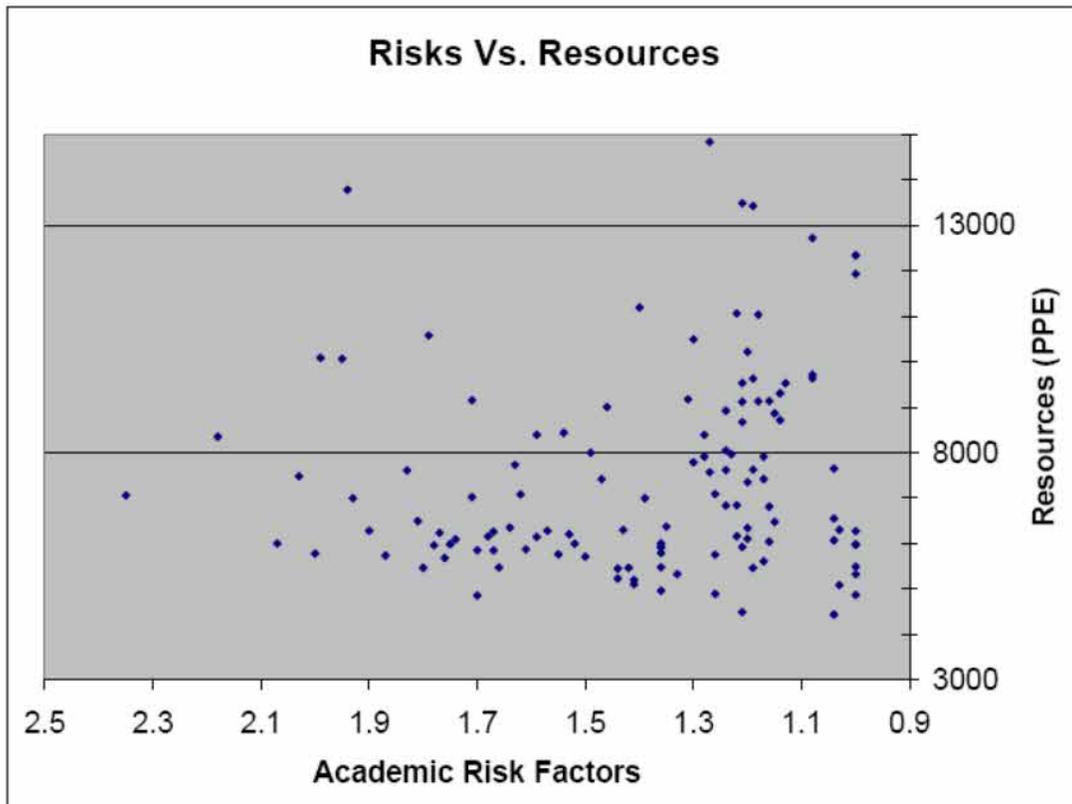
The first layer of data analysis involves defining each district's student population according to non-academic factors. By defining the local population of students, the State is able to make comparisons about the academic performance of each district to similar districts. This is done by plotting two factors against each other. All Title I districts in the State are classified into cells that indicate (a) the degree to which their students are traditionally considered to be At-Risk and (b) the financial resources made up of state and local dollars that are available to spend on the educational needs of their students. The relationship of these two variables forms the ***Risk Factors & Resources Scatterplot***.

Academic Risk is defined according to four demographic features. Students who are from families that are economically disadvantaged, students with disabilities, students from non-white ethnicity groups, and students with limited English proficiency are traditionally considered at risk. While educational systems can have an impact on all of these students, the reason that a child is placed in such a category is external to the school or district instructional impact. Therefore, Idaho defines one aspect of a district's population in relation to this external set of factors. For each of the four risk categories into which any individual student falls, a student receives a point. Thus, for example, a student who falls into none of the above risk factors receives a value of 0; a student who is economically disadvantaged and LEP receives a value of 2; a student who is LEP, economically disadvantaged, has disabilities, and is a non-white ethnicity¹ receives a

¹ Non-white ethnicity is grouped into one category for two reasons. Idaho is 85% white. The majority of the remaining population is Hispanic. However, in some school districts, the primary alternate ethnicity is Native American. Because ethnic groups are usually dichotomous in the districts, the criteria uses a dichotomous variable or white or non-white for analysis.

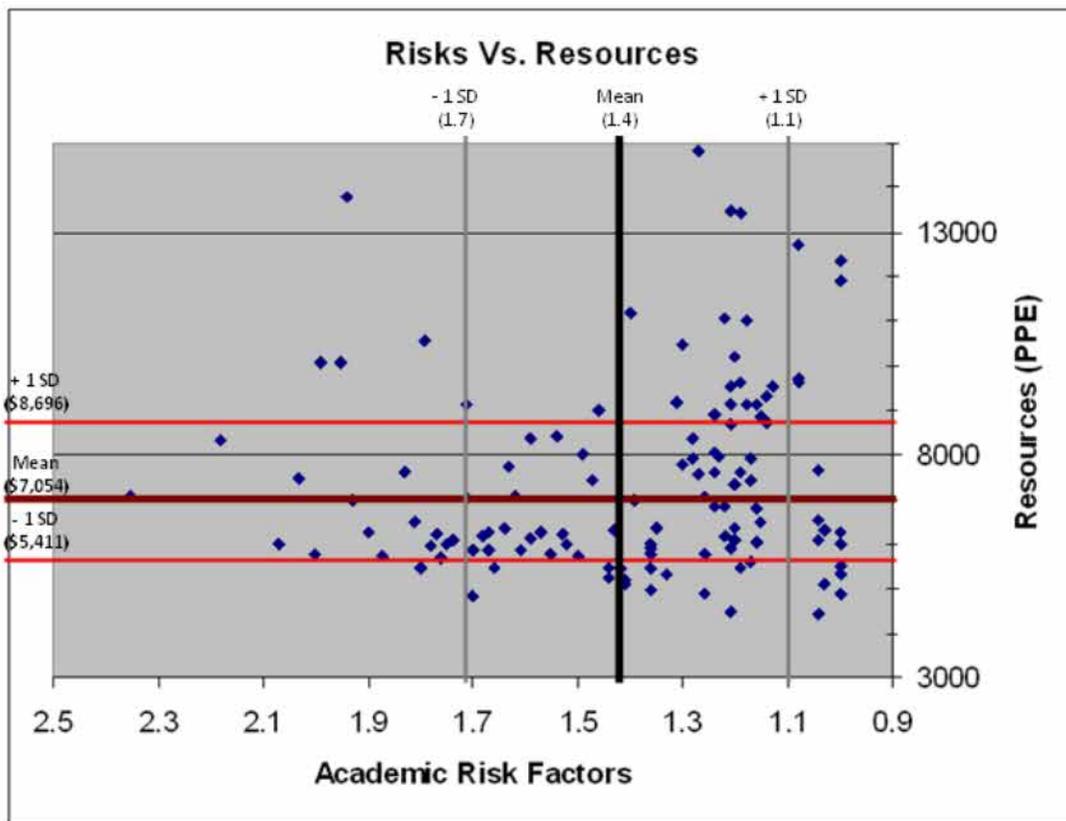
value of 4. Based upon this value, every student in grades 3-8 throughout a district is analyzed and the mean value of these Risk Factors is taken. Thus, in a district in which the average Risk Factor is 1.75, it can be said that of the 4 risk categories, the average student in the district fits into 1.75 risk categories.

This information is useful because it spreads districts across a possible continuum of 0-4 in which the initial or potential educational challenges of the student population can be better understood. The closer a district is to 0, the less risk a district has that is purely based on demographic make-up, whereas the closer a district is to 4, the more at-risk its population is according to these traditionally underserved and underperforming categories.



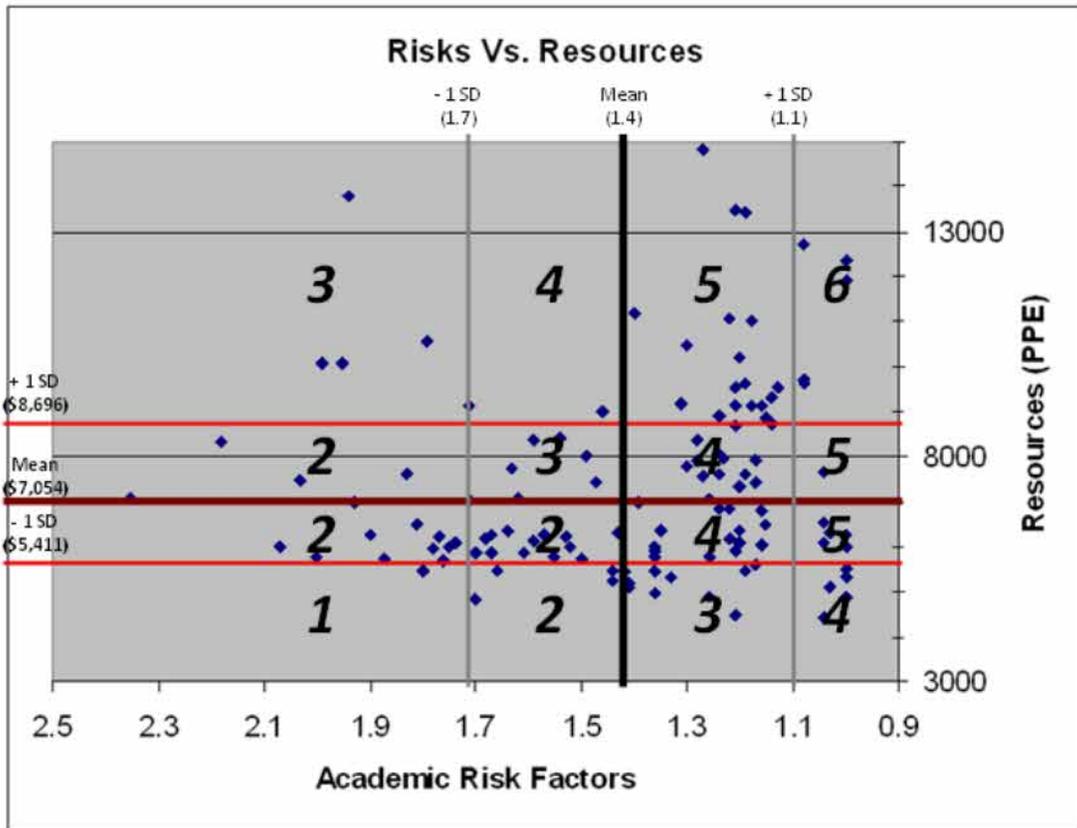
Resources are defined as the amount of state and local dollars that are made available to districts. Specifically, this is the state Per Pupil Expenditure (PPE) for each district and is based on Average Daily Attendance (ADA). While there are some extreme outliers in PPE data due to the rural and remote characteristics of a few small districts, the PPE spreads districts along a continuum in which each district can be evaluated in relation to its financial capital available to meet the needs of its learners. When excluding the outliers, the PPE in Idaho falls along a continuum between \$4,400 and \$11,000. It is hypothesized that districts that have greater financial resources per pupil are in less need of extra school improvement funding than those districts with similar challenges that have far fewer financial resources.

On the basis of these two variables, districts are plotted on the **Risk Factors & Resources Scatterplot**, and from there they are categorized as having High or Low Risk Factors and High or Low Resources. The cells are first defined by finding the mean² for each axis. Then, by demarking +/- 1 standard deviation from the mean, districts are further subdivided to separate the norm of each axis from the extreme highs and lows in the Idaho district population. The resulting sub-cells form quadrants in which districts with similar funding and similar risk populations are stratified, thereby forming the basis for tentative comparisons. Because these two axes are defined in relation to non-instructional variables, further analysis can better extrapolate any impact that the instructional system is having when compared to similar populations.



Because the State views these cells in terms of radiating levels of need, each subdivided cell is given a categorical label of 1 to 6. Lower numbers in this range mean that the district has a higher degree of academic risk and a lower level of financial resources per student. Higher numbers in the range represent less need in terms of fewer risk factors and higher resources.

² The mean for the Resources (PPE) axis excludes values above \$11,100 in order to not inordinately skew the standard deviation.



With each district given a categorical label of 1 to 6, the State then overlays academic achievement data using the assessments outlined in section 1111(b)(3) of the ESEA in reading and mathematics. Using a sample of grade levels and indicators, the State creates one numeric value that represents the performance of each district in relation to academic achievement. Specifically, the State has chosen to sample grades 4 and 8 in reading and mathematics to define a district's general performance. The rationale for this selection is multifaceted. First, these grades parallel NAEP, thus providing for some comparison to other measures. Second, the placement of grade levels varies in Idaho in terms of the type of school in which they are housed. For example, some 5th grade classrooms are located in elementary schools, whereas in other districts they are located in middle schools. Similarly, 8th grade classrooms could be located in middle school or high school. In fact, because many of Idaho's school districts are rural and remote, there are many instances in which one building houses all of grades K-12. By sampling grades 4 and 8, the State is able to confidently represent a continuum of district level performance at two key grade levels that align with elementary and secondary education. The State considered sampling grade 10 also. However, while the assessment data is collected accurately in grade 10 and demographics are accurately represented in the student enrollment files used to code the assessment data, the State recognizes that there is a national trend in which students from low-income backgrounds do not necessarily report their economic needs in high school for social and other reasons. Therefore, since the calculations rely on representing each of the four major risk categories described above, the State believed that it was best to not

include a 10th grade sample due to the possibility of skewing the data in cases where some districts have more accurate information on economically disadvantaged high school students. Additionally, 8th grade assessment data correlates quite highly with 10th grade data in Idaho; therefore, the 10th grade data were not necessary for this purpose. Lastly, the State has sampled from reading and mathematics alone because these two assessments are the State’s two primary AYP indicators and are thus a common focus for every district and school in Idaho. While language usage and science assessments are extremely important and valued, language usage is replaced in upper grades as a 3rd indicator by graduation rate and science is assessed only in grades 5, 7, and 10. Thus, for simplicity and accuracy of sampling, grades 4 and 8 assessments in reading and mathematics form the basis for the academic achievement component of the selection criteria.

Academic Achievement Data

From the assessment data that are sampled, assessment outcomes are combined into one variable. The Idaho accountability assessments (ISAT) are scored along a vertical interval scale. Because of the nature of the scale, a numeric score of 250 can reasonably be compared with that of 212. While the interpretations of each number will vary between content areas and proficiency levels will vary between grade levels, the values themselves are intervals that have more or less the same type of meaning. Therefore, the scores can be averaged within any given assessment and grade level, and the mean score of one district can be compared to the mean score of another district. Therefore, the State has calculated the mean scale score for every student in a district who is labeled at-risk (in order to maintain continuity with the Risk Factors & Resources Scatterplot) for grades 4 and 8 in reading and mathematics. The mean scale score for each grade level and content area is then added to form an overall point value from which comparisons about districts can be made. The Sum of Means is therefore sensitive to detect differences in individual districts at an aggregated level of overall achievement based on the sample.

$$(G4^{At-Risk} Mean^{Reading}) + (G4^{At-Risk} Mean^{Math}) + (G8^{At-Risk} Mean^{Reading}) + (G8^{At-Risk} Mean^{Math}) = \text{Sum of Means}$$

District Name	Reading 4 At-Risk Scale Mean	Reading 8 At-Risk Scale Mean	Math 4 At-Risk Scale Mean	Math 8 At-Risk Scale Mean	Sum of Scale Score Means
Sample District 01	202	221	209	228	860
Sample District 02	202	229	203	239	873
Sample District 03	208	221	216	232	877

Once the Sum of Means for at-risk students is determined for each district, the values are analyzed for variance and then ranked using a categorical variable: high (4), above

average (3), below average (2), and low (1) achievement. This categorical variable is utilized when comparing achievement with other indicators in the criteria.

School Improvement Status

Because persistent low performance is of great concern, each district is evaluated on the basis of how many years it has been in School Improvement status for AYP. Because the achievement data used rely on reading and mathematics, the School Improvement status is also based solely on reading and mathematics at the district, aggregate level. Each year of improvement, therefore, is counted such that year 6 is equal to 6, year 3 is equal to 3, and so forth. The only special consideration is that of districts who are not in improvement or who are in alert. In these cases, “Met Goal” counts as 0, while Alert counts as 0.5. In order to describe the magnitude of the district’s status, each year of improvement for the two content areas is added together.

$$(Improvement\ Year^{Reading}) + (Improvement\ Year^{Math}) = Sum\ of\ Years\ in\ Improvement$$

It is hypothesized, for example, that a district in Year 5 for reading and Year 2 for math (sum = 7) is in greater need than a district in Year 3 for reading and 2 for math (sum = 5). Similar to the process for achievement data, the values thus created by the magnitude of a district’s School Improvement status are analyzed and ranked using a categorical variable: low (3), medium (2), and high (1) degrees of magnitude of years in improvement status. This categorical variable is also utilized when comparing other indicators in the criteria.

Graduation Rate

Graduation is a key indicator in the performance of a district and its ability to meet the needs of all learners. As such, graduation rates are factored into the selection criteria much like the other indicators. Using the federal definition for graduation (34 CFR 200.19(b)), each district’s graduation rate is utilized and assigned a categorical variable: greater than 97% (3), 90% < 97% (2), and less than 90% (1). These categories provide further weight in the analysis of each district’s performance.

Data Analysis

Once each of the four indicators is determined for each district, the resulting categorical variables are placed into an equation that weights academic achievement while taking the other three into significant consideration.

Indicator	Categorical Values
Academic Risks & Resources Layers (ARR)	1, 2, 3
Academic Achievement (AA)	1, 2, 3, 4
School Improvement Status (SI)	1, 2, 3
Graduation Rate (GR)	1, 2, 3

The equation values Academic Risks & Resources Layers, School Improvement Status, and Graduation Rate with the same weight. These three categorical variables are

added together. However, considering that the values associated with Academic Achievement portray actual student achievement, it is weighted with more importance. The equation is the following.

$$AA \times [(ARR) + (SI) + (GR)] = \text{District Unit of Analysis Value}$$

The District Unit of Analysis Value is used as the last step in the process to rank each district according to the outcomes of all the key indicators. Values have a possible range of 3 to 36; the lower the value, the greater the need.

School Level Analysis

To identify the lowest five percent of schools, Idaho is first identifying the lowest performing districts. Due to the small, rural, and remote nature of many Idaho schools and districts³, the Idaho Department of Education has determined that it is more effective to identify districts as the unit of analysis and then target schools within the district for improving academic achievement. Often, the small schools' performance does not show up in AYP data sets because they have populations that are less than the minimum n-count for accountability. Therefore, our system of support must aggregate the data into a larger unit of analysis in order to identify those who truly are in need. Therefore, the lowest 5% of schools will be identified by serving the lowest 5% of districts.

The SEA determines the number of schools to participate in the Instructional Core Focus Visit process based on available resources. The criteria for selecting schools include factors such as: (1) type of school (i.e., elementary, middle, high); (2) results on state assessments; (3) school status under NCLB accountability provisions; or (4) other criteria of interest. Once the list of schools to participate in the Instructional Core Focus Visit process is finalized, a review schedule is worked out with the LEAs.

The review schedule needs to reflect awareness of the academic year calendar, as well as specific activities scheduled by individual schools. Reviews should be scheduled when regular classes are in session. Therefore, it is important to avoid times when special activities (e.g., school holidays, professional development days or parts of days, testing, parent conference days, field trips, or assemblies) have been scheduled.

³ More than half of Idaho school districts serve less than 500 students.

Scheduling Focus Visits:

Focus Visits are scheduled on (2-3) consecutive days for each school/district. During the Focus Visit, teams conduct the following data collection activities:

- Introductory meeting with representation expected from the district/building leadership and school board.
- Exit meeting with representation expected from the district/building leadership and school board.
- Interview with the superintendent. (90 minutes)
- Interview with each building principal. (90 minutes)
- Interview with central office administration and personnel. (90 minutes)
- Focus group with the leadership team at each building. (60 minutes)
- Focus group with 6-8 members of the instructional staff at each building. (60 minutes)
- Focus group with 6-8 members of the classified support staff (e.g., cooks, custodians, etc) at each building. (60 minutes)
- Focus group with 10-20 parents (who are not employed by the LEA) at each building representative of the populations. (60 minutes)
- Focus group with 6-8 students grades 4-12 at each building representative of the populations. (60 minutes)
- Classroom observations of 100% of certified teaching staff. (20 minutes)
- Interviews with at least 60% of teachers whose classrooms are observed. (15 minutes)
- Review a set of documents relevant to the Focus Visit indicators. (on-going)
- At the option of the SDE, a survey of school staff prior to the on-site visit. (pre-visit).

Once the SEA has completed the planning tasks, Focus Visit Teams are based on LEA size and location and instructed to proceed with the preparation phase.

(see Section 3).

ACTIVITY	COMPLETION DATE
SEA determines criteria for LEA selection	July-August
SEA selects LEAs to have Instructional Core Focus Visits	August
SEA schedules Instructional Core Focus Visits	August
SEA contacts LEA regarding the Instructional Core Focus Visit	August
SEA provides briefings to LEA	6-8 weeks prior to visit
SEA forms and assigns Instructional Core Focus Visit Teams	6-8 weeks prior to visit

Section 3: Preparing for the Focus Visit

The SDE, the Focus Visit team leader and team, as well as the district and building level administration are all involved in preparations leading up to the on-site Focus Visit.

The SDE makes initial contact with the district superintendent to confirm the Instructional Core Focus Visit activity and provide the superintendent with the name and contact information of the Instructional Core Focus Visit team leader. At this time, the SDE requests that the superintendent send in the information needed for the team leader to create the on-site visit schedule (Appendix 3-A). The SDE forwards this information to the team leader. The SDE provides the Instructional Core Focus Visit team with the supplies and equipment needed to conduct the review, as well as meeting space needed prior to and following the on-site visit.

The responsibility of arranging the Instructional Core Focus Visit falls to the Instructional Core Focus Visit team leader. A task checklist is provided in Appendix 3-M. The team leader is the point of contact between the team and the superintendent, as well as between the team and the SDE. As soon as the team leader receives notification from the SDE regarding a specific Instructional Core Focus Visit, he/she contacts the team members and arranges for an initial team meeting. The team leader plans the meeting agenda and chairs this and all other meetings of the team. The team leader develops a preliminary schedule to be confirmed with the principal(s) for the on-site visit activities and makes individual team member assignments. A schedule for future meetings, including all focus groups, interviews and post-visit follow-up visits should also be set.

The team leader also makes an initial contact with the district level administration team to discuss the upcoming Instructional Core Focus Visit. It is essential to maintain regular contact with the superintendent and principal(s) (in person, via Idaho Education Network (IEN), via email, or telephone) throughout the preparation phase to ensure that the review runs smoothly. The team leader should ensure that the district level administration leadership team understands the nature of the Instructional Core Focus Visit, and how it takes place, and shares this information with their building level leadership teams. The team leader works with the administration leadership team to obtain the information needed prior to the on-site visit in order to schedule on-site activities (Appendix 3-K contains a list of documents to be provided prior to the on-site visit), to arrange for a secure work space in the assigned school for the team, and to ensure that documents to be examined during the on-site visit are ready for the team upon its arrival at the school. The team leader provides the superintendent with a written list of school documents required by the review team, if applicable. Appendix 4-K contains a list of documents that may possibly be reviewed during the on-site visit.

The principal makes the school staff aware of the CEE perceptual survey and facilitates the administration of it three to four weeks prior to the on-site visit. One week prior to the on-site visit, the team leader reports to the principal the number of respondents and requests a second notice about participation is sent to school staff. It is important to have as high a response rate as possible to ensure the validity of the results. Survey responses are anonymous and, if responses are disaggregated, the disaggregation does not allow specific individuals to be identified.

As described in Section 2, the team conducts multiple activities during its 2-3 day visit. Therefore, establishing a realistic schedule is critical. A major activity involves 20-minute classroom observations. Classroom observations concentrate on reading/language arts or math lessons, but ensure 100% participation of all certified staff members. There must be sampling across grade levels and special programs. Observation should include a mixture of the beginnings, middles, and ends of lessons.

The SDE requests that the principal inform the teachers who are involved in the observation/interview process. Teachers will be notified of the times of their observations. Teachers will also be notified if they have been selected to participate in the interviews. A minimum of 60% of all certified staff members per building will be selected to participate in the interview process. These teachers are requested to have the following materials available for reference at the interview: (1) weekly lesson plan (for the week of the visit); (2) related unit plans; (3) related curricular content standards; (4) records of student performance; (5) sample of assessments (e.g., formative and summative); and (6) written communications to parents.

The team leader provides team members with a schedule for observation and interviews that includes the names of the teachers, the grade level, the subject (for secondary schools), the room locations, and the observation and interview times. A map of the school is also provided. The observation period should reflect typical classroom activity. Sufficient time between observations and interviews should be scheduled to allow for reviewing notes, travel between classrooms, and breaks.

In addition to the schedule for classroom observations and teacher interviews, the team leader provides team members and the principal with the schedule for the interviews, focus group discussions, and time to review documents. It is expected that all team members participate in completing the Document Review Checklist (Appendix 4-L) and devote some of their on-site time to this task.

The team leader schedules times during the on-site visit for the team to meet and debrief and discuss areas of concern and points of clarification to maintain a high level of reliability and validity in the data collection. The team leader should also meet with the principal during the on-site visit to discuss any matters related to conducting the

Instructional Core Focus Visit. The district and building level administration teams are required to attend a kick-off meeting prior to or at the beginning of Day 1 to review all aspects of the focus visits, meet the review team and provide an orientation to the school would be very helpful in setting a collegial tone. Team members also have a number of responsibilities during the preparation phase. They are to review background information provided by the school, prepare themselves to carry out their assignments during the on-site visit, and participate in all team meetings held prior to the on-site visit. Once the Instructional Core Focus Visit Team has completed the preparation tasks, it proceeds to conduct the Instructional Core Focus Visit (Section 4).

Refer to the appendices related to this section which include samples of correspondence, talking points, checklists, and forms.

Section 3 Appendices: Preparing for the Instructional Core Focus Visit

- 3-A Preparing for the Review Timeline
- 3-B Sample letter from team leader to district superintendent regarding review arrangements (i.e. work space for team, class schedules for purpose of scheduling classroom observations, schedule to conduct focus groups, information about composition of focus groups)
- 3-C Talking points for team leader's use in briefing superintendent about Instructional Core Focus Visit
- 3-D Sample letter to principal regarding conducting CEE survey
- 3-E Sample message for principal to use requesting staff to complete CEE survey
- 3-F Sample message for principal to provide teachers involved in classroom observation and individual interviews
- 3-G Sample message for principal to use requesting parents to participate in a Focus Group
- 3-H Sample message for principal to use requesting students and parent permission to participate in Focus Group
- 3-I Team Leader Checklist for Arranging Instructional Core Focus Visit Schedule
- 3-J Instructional Core Focus Visit Schedule Form
- 3-K List of documents to be requested prior to on-site visit

- 3-L Agenda for Instructional Core Focus Visit Team Meeting to Prepare for Review
- 3-M Team leader Task Checklist

Appendix 3-A: Preparing for the Review Timeline

ACTIVITY	COMPLETION DATE
SEA selects Team leader and team members	6-8 weeks before on-site visit
SEA sends notification letter to school (including request for documents to help prepare)	6-8 weeks before on-site visit
SEA provides requested school documents to Team leader	4 weeks before on-site visit
Team leader contacts Principal	6 weeks before on-site visit
Team leader arranges for CEE survey access to school staff	6-8 weeks before on-site visit
Team leader meets with team	1-2 weeks before on-site visit
SEA provides review supplies/equipment to Team leader	1 week before on-site visit

Appendix 3-B: Sample Letter from Team leader to Superintendent Regarding Review Arrangements

Date

Superintendent

District

Address

RE: Instructional Core Focus Visit

Dear Superintendent (Name);

As we discussed last week, your district will receive a Focus Visit (fill in dates) that is designed to support the district's improvement efforts. The team will be comprised of approximately (fill in number of staff) members from the Department of Education. (fill in team lead) will be the team lead. Other possible team members include:

- (add team members)

I, too, will be attending the Focus Visit. The creation of Focus Visit support teams for districts struggling to meet the needs of all learners is part of our statewide system of support. Data collection activities will guide the process and will include classroom observations, teacher interviews, a survey administered to all levels of staff, focus groups with identified staff and the review of documents related to instruction. The Department intends to use the information to make recommendations to the district in relate to other state sponsored technical assistance that is available, professional development that may be needed, and other types of improvement activities.

(Insert team lead name) will be in touch prior to the review and will give you samples of the observation tool we'll be using as well access to the survey instruments.

Prior to our arrival we'll ask you to send us:

- Map of the schools
- Master Class Schedules
- Bell Schedule
- Lunch Schedule
- Any special events you might have planned for those days

You can email those documents to (fill in team lead) or you can fax them to her at (208) 334-2228.

On the first day of the review we'll need the following documents (if possible) ready for the team's review:

- Representative course syllabi from middle and high schools
- Three most recent faculty meeting agendas
- Collaboration team meeting schedules (three most recent agendas, and any minutes)
- Agendas and minutes from three most recent school board meetings
- Pacing guides (elementary)
- Professional Development Plan, Schedule, Sessions
- Mission and Vision Statement
- Sample of newsletters sent to parents/community

We will need a dedicated work space for the dates of the review in which the data that are collected may be discussed in confidence. The space should be large enough to accommodate all team members and available from 7:30 until 5:00 p.m. And it would work best to have the documents listed above ready first thing in the morning; please place them in the room prior to our arrival on the first day. We will be observing each teacher in the district for 20 minutes. If we can not fit classroom observations of all the teachers into the schedule we'll focus on reading, math, science, and English language arts. If there are particular areas of instruction (student engagement, classroom management, standards based activities, etc.) that you would like us to focus on please let (fill in team lead) know.....

We would like to meet with your leadership team the during the kick-off meeting prior to the Focus Visit to introduce ourselves and explain each of our roles. On (fill in dates)

afternoon, I'd like to spend about an hour with you to debrief the team's findings. After that we would like to present recommendations to your leadership team as part of an exit interview. Several districts that have participated in Focus Visits have also found it helpful to invite School Board Members to attend the exit interview since it can promote further program coherence.

I want to stress that this visit is not for monitoring. We will be focusing on instruction rather than on compliance. We want to make sure that we match the technical assistance we provide with the current needs of your district.

Sincerely,

Marybeth Flachbart, Ed.D.
Deputy Superintendent Student Achievement and School Improvement
Idaho Department of Education

Appendix 3-C: Talking Points for Team Leader’s Use in Briefing Superintendent and Principal about Focus Visits

- Self-introduce to principal following initial correspondence
- Review the request for materials needed to construct the visit schedule
- Schedule time(s) for principal interview (and other meetings as desired)
- Review logistical arrangements (space, parking, lunch availability)
- Emphasize the need to work together to set up and conduct the review
- Provide principal with contact information
- Review each element of the review (e.g., online survey, observation/interview, focus groups, and document review) and answer all questions
- Arrange for further conversations leading up to on-site visit
- Schedule follow-up conversations and visits

The Instructional Core Focus Visit consists of the following data collection activities:

- On-line CEE survey of school staff – begins one week prior to on-site visit and ends just prior to visit. The team leader will review the on-line survey with principal and arrange for access to it at least one week before the visit. The team leader will provide the principal with material describing the survey and how it can be accessed to disseminate to school staff. It is the principal’s responsibility to inform staff of the need to complete the survey and inform the team leader of any technical problems related to the survey in a timely manner.
- Teacher interview and classroom observations (TICO) – the number of observations and interviews conducted during the review will provide a representative sample of classrooms at the school. Each team member will complete a TICO form for classroom observation, and the observation period is to be exactly 20 minutes in length. The interview may be conducted either before or after the observation at a time when the teacher is free to meet for 15 minutes. Teachers should have lesson plans, curriculum content standards, records of student performance, sample assessments, sample written communications with parents, etc., available for consultant review at this time.
- Principal/Superintendent interview—should be scheduled for a total of 90 minutes, and can occur in one block or in two 45 minute blocks.
- Focus groups for instructional staff and leadership team—the principal will assist with Focus group activities by ensuring appropriate space for the

groups to meet in, that participating school staff arrive promptly, and if a group member is unavailable to participate at the time of the focus group, will identify a substitute.

- Review of documents—principal is provided with a list of documents to be reviewed on-site in letter from Team leader. Team leader, working with principal, ensures that these documents are available for review beginning at 7:30 on the day of the visit.

Appendix 3-D: Sample Letter from Team Leader to Principal Regarding CEE Survey

Date

Principal

School

Address

Address

Dear Principal (NAME):

An essential component of the (name of state)'s Focus Visit onsite review is the completion of a CEE survey, which is entitled "Instructional Staff Survey." The purpose of this tool is to gather data that will be used to identify resources and strategies to enhance and increase the effectiveness of delivering services to students and parents in your school.

While we understand that every staff person in your building plays a vital role in educating children, we also recognize that during the Focus Visit site review that we will be unable to dialogue with everyone. As a result, the SDE is utilizing a survey, with the intent to provide all school staff an opportunity to participate in the site review process. It is also important to note that all responses to the survey are anonymous – none will be identified or reported individually. All of the data collected will be summarized to provide a snapshot of your school.

In order to ensure that the survey is completed in a timely fashion, the survey will be made available to your staff four weeks prior to the review, beginning (DATE) and ending (DATE). (TEAM MEMBER) will be the lead on administering this survey and will be in contact to find an optimal time to administer the survey to all participating stakeholders. We ask that you make the school staff aware of the survey ahead of the beginning date and encourage their full participation.

I will contact you mid-week to provide you a report on the number of respondents and most likely, to request that a second call for participation be made to staff. We're hoping for 100% participation!

I welcome any questions or concerns that you may have regarding the survey, and invite you to contact me at anytime at either (PHONE) or (EMAIL) for further discussion. We appreciate your collaboration and cooperation with us as we work together to build strong and effective schools for the children of the (name of district).

Sincerely,

Team leader

Appendix 3-E: Sample Letter from Principal to Staff Regarding CEE Survey

SCHOOL LETTERHEAD

Date

To All (SCHOOL NAME) Staff:

The Idaho State Department of Education will be conducting a Focus Visit onsite review at our school on (DATE). An essential component of the review is a survey that the site review team would like for you to complete. The purpose of this process is to gather perceptual data that will be used to identify resources and strategies to enhance and increase the effectiveness of delivering services to the students and parents in our school. All the responses to the survey are anonymous – no one will be identified or reported individually. All of the data collected will be summarized to provide a snapshot of our school, and help us to identify areas of need.

In order to ensure that the survey is completed in a timely fashion, the survey will be administered to all staff on (DATE) and ending (DATE). I ask that you all take a moment and complete the survey before the ending date.

Thank you in advance for your cooperation – let's go for 100% participation!

Thank you!

(Principal's Name)

Appendix 3-F: Sample Letter from Principal to Staff Regarding Classroom Observations and Interviews

SCHOOL LETTERHEAD

Date

Dear (SCHOOL NAME) Staff,

On (DATE), representatives from the Idaho State Department of Education will be conducting an onsite school review. Among the many facets of this review, some or all of our teachers will be observed and interviewed during the course of the day. I have been notified that you will be one of those teachers.

In preparation for the site review, I have provided the site review team with a copy of (SCHOOL NAME) master and classroom schedules; which lists the names of all the faculty members, when particular subjects will be taught, grade levels and classroom locations (numbers), and a list of all staff with room location and job titles. This information will permit members of the site review team to create a schedule of visits and interviews. Please be advised that teachers will be notified as to the time when this observation will take place.

Classroom observations will primarily concentrate on reading/language arts and math lessons, but given time, members of the team may elect to visit additional classrooms outside of the above stated subject areas. Throughout the day, members of the review team will be observing teachers in the classrooms for 20 minutes, as well as conducting a 15 minute teacher interview either before or after the observation. Teachers who have been selected to participate in the interview will be notified prior to the on-site visit. As a part of the teacher interview process, teachers will be asked to share with the team member(s) the following documents:

- a) Lesson plans;
- b) Curriculum content standards;
- c) Records of student performance;
- d) Sample assessments (i.e. pre- and post-test, interim assessments); and
- e) Sample written communication to parents.
- f) Sample criteria of mastery with descriptions

Please be certain that you have these items readily available during the interview. Thanking you in advance for your ongoing support and cooperation.

Appendix 3-G: Sample Letter from Principal to Parents Regarding Instructional Core Focus Visit

SCHOOL LETTERHEAD

Date

Address

Dear (SCHOOL NAME) Parent;

On (DATE), representatives from the Idaho State Department of Education will be conducting an onsite school review. Among the many facets of this review, parents of their respective schools will be asked to participate in a SDE facilitated focus group meeting. I have been asked by the SDE to identify 10-20 parents who are not employed by our school district to participate in these focus group meetings.

The group will meet for 60 minutes.

Timeframes will be strictly honored (starting and ending times).

The group will contain no more than 20 and no fewer 10 members.

The group composition should be representative of the student population of the school.

A minimum of two team members conduct the group: one to ask questions, the other to record conversation and observations of the group and be a timekeeper.

I am asking you to represent (SCHOOL NAME) as a participant in this focus group. The meeting will be held at (LOCATION) on (DATE) from (TIME). The meeting will include facilitating questions to the group in the areas of High Standards and Expectations for All Students; Curriculum, Instruction and Assessments Aligned with State Standards; Frequent Monitoring of Learning and Teaching; High Level of Family and Community Involvement; School Communication and School Collaboration; and School Leadership. All meetings will be conducted and facilitated by SDE team members.

Please confirm your participation on this focus group by (DATE).

Thanking you in advance for your ongoing support and cooperation.

Thank you!

(Principal's Name)

Appendix 3-H: Sample Letter from Principal to Students Regarding Instructional Core Focus Visit

SCHOOL LETTERHEAD

Date

Address

Dear **(SCHOOL NAME)** Parent and Student;

On **(DATE)**, representatives from the Idaho State Department of Education will be conducting an onsite school review. Among the many facets of this review, parents of their respective schools will be asked to participate in a SDE facilitated focus group meeting. I have been asked by the SDE to identify 6-8 students to participate in these focus group meetings.

The group will meet for 60 minutes.

Timeframes will be strictly honored **(starting and ending times)**.

The group will contain no more than 8 and no fewer 6 members.

The group composition should be representative of the student population of the school.

A minimum of two team members conduct the group: one to ask questions, the other to record conversation and observations of the group and be a timekeeper.

I am asking you to represent **(SCHOOL NAME)** as a participant in this focus group. The meeting will be held **at (LOCATION) on (DATE) from (TIME)**. The meeting will include facilitating questions to the group in the areas of High Standards and Expectations for All Students; Curriculum, Instruction and Assessments Aligned with State Standards; Frequent Monitoring of Learning and Teaching; High Level of Family and Community Involvement; School Communication and School Collaboration; and School Leadership. All meetings will be conducted and facilitated by SDE team members.

Parent notification and permission is required for you to participate in this focus group meeting. Please confirm your participation and return the form by **(DATE)**.

Thanking you in advance for your ongoing support and cooperation.

Thank you!

(Principal's Name)

School Name: _____ Date: _____

Date of Focus Group Meeting: _____

Location of Focus Group Meeting: _____

Student Name: _____ Grade: _____

Parent Name: _____

I, _____, will allow my student _____ to participate in the student focus group meeting. The meeting will be held at **(LOCATION) on (DATE) from (TIME)**.

I understand the meeting will include facilitating questions to the group in the areas of High Standards and Expectations for All Students; Curriculum, Instruction and Assessments Aligned with State Standards; Frequent Monitoring of Learning and Teaching; High Level of Family and Community Involvement; School Communication and School Collaboration; and School Leadership. All meetings will be conducted and facilitated by Idaho State Department of Education team members. Meetings will be limited to 60 minutes and timeframes will be strictly followed.

Please check the appropriate box for participation:

My student will be participating in the focus group.

My student will NOT be participating in the focus group.

(Parent Signature) _____ (Date)

(Student Signature) _____ (Date)

Appendix 3-I: Team Leader Checklist for Arranging Instructional Core Focus Visit Schedule

Contact Principal by telephone to discuss arrangements

- Set up a date and time to meet and review arrangements. This may be via telephone or in person

3-4 weeks before the review you need:

- Map of the school
- Master class schedule which includes names of faculty, when particular subjects will be taught, grade levels and classroom locations. (numbers)
- List of all staff with room location and job titles
- Bell schedule
- Lunch schedule
- List of any special events that may have been planned on the day of the review

3 weeks before the review, schedule Focus Groups, Principal Interview, Classroom Observations, and assign team members

In the three weeks before the review, create Agenda for on-site review

On day of review, you may need access to (inform Superintendent/Principal in letter with list):

- AYP Data
- Content and Performance Standards
- Course Syllabi
- Individualized Learning Plans
- Instructional Team Meeting Schedules, Faculty Meeting Agendas, and Notes
- Instructional Units and Pacing Guides
- Principal's Calendar
- Professional Development Plan, Schedule, and Session Agendas
- Sample of newsletters & communications to external & internal audiences
- School Events Calendar
- School Improvement Plan
- Teacher Handbook
- Dedicated work space

Appendix 3-J: Instructional Core Focus Visit Schedule Form

Day _____ School Name _____

Review Date _____ Building Principal _____

Time	Reviewer Name				
AM					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
PM					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					

Time	Reviewer Name				
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					

*Screen shot of Excel Worksheet

Note: Team leader will schedule the following review activities: classroom visit and interview, principal interview, leadership focus group, instructional staff focus group, parent focus group, non-instructional staff focus group, document review, team meetings (as needed).

Reminder: A minimum of 2 persons assigned for each focus group as well as Principal Interview.

Reminder: schedule 45-50 minutes for TICO, not necessarily back-to-back but at teacher's convenience (for interview)

Reminder: build in time for moving around, breaks, don't forget lunch!

Appendix 3-K: List of Documents to be Requested Prior to On-Site Visit

A major part of preparing for the Instructional Core Focus Visit involves setting up the schedule for on-site activities (e.g., classroom observations and-accompanying teacher interviews, focus groups). Another important preparation component is to orient team members to basic facts about the school (e.g., enrollment size, student body composition, state assessment results, and content of School Improvement Plan [if applicable]).

At least four (4) weeks prior to the visit, the Team leader should receive the following documents from the principal:

- Map of school
- Master class schedule (should contain names of faculty, when particular subjects are being taught, grade levels, classroom numbers)
- List of all staff with room locations and job titles
- Bell schedule
- Lunch schedule
- List of any special events planned during period of review (e.g., field trips, assemblies, scheduled fire drills, and professional development sessions)
- School Fact Sheet (note: this information may be obtained through a web link or provided by the school district to the Team leader)
- School Improvement Plan (note: this information may be obtained through a web link or provided by the school district to the Team leader)

Appendix 3-L: Agenda for Instructional Core Focus Visit Team Meeting to Prepare for Review

(DATE)

(VIA Telephone/Internet/In Person)

Instructional Core Focus Visit Team Members:

Team Member

Team Member

Team Member

Team leader

I. Review of Focus Visit process and requirements/Plan Matrix/TICO review

II. Discuss upcoming date(s): on-site review and post-site visit team meeting

III. Assignments

Teacher observations

Focus groups – assign interviewers and recorders for each

Principal interview – Team leader and one recorder

Document Review – all team members

Tally sheets

Data compilation

Data analysis

Writing assignments

IV. Due dates for Assignments

V. Contact information exchange

VI. Wrap Up

Appendix 3-M: Team Leader Checklist

Contact the principal of the school

___ confirm contact ___ schedule time to meet

Meeting with school principal

___ arrange with principal to provide information to teachers about their role and responsibilities for the review and the necessary required documentation.

___ arrange for document review

___ arrange for scheduling for observation, survey monkey, and focus groups

___ arrange for workspace

___ arrange for the principal to welcome the team the first day of the review

___ arrange for logistics (parking, badges, lunch, etc.)

Follow-up conference with principal to confirm and obtain copy of the review schedule

Schedule pre-visit meeting with team

___ review online school data

___ review and disseminate schedule

___ make team assignments

- assign focus group responsibilities and locations
- assign classrooms to be observed
- collect CEE data
- logistics (lunch breaks, badges, parking, etc.)

Reminder phone call to all team members the day before school visit

Team meeting the morning of the visit

___ welcome by the principal

___ overview of the day

___ verify the team member assignments

Team meeting at the end of each day collects all notes and forms

___ debrief and make sure that all documentation is complete

___ make adjustments if necessary.

Completion of school visit

___ team meets for final debrief

___ team leader meets with principal to close out the process

Section 4: Conducting the Instructional Core Focus Visit

The Idaho State Department of Education continues to provide support to the Instructional Core Focus Visit team as the Instructional Core Focus Visit is conducted, with the team leader serving as the point of contact. However, the major participants are the team leader and other team members.

The Instructional Core Focus Visit consists of the following data collection activities:

- On-line CEE survey of school staff
- Teacher interview and classroom observation (TICO)
- Superintendent/Principal interview
- Focus groups for instructional staff, classified support staff (e.g., cooks, custodians, etc), leadership team, and parents
- Review of documents

CEE Survey of School Staff , Parents and Students

Data collection for the Instructional Core Focus Visit actually begins four weeks prior to the on-site visit through the on-line CEE staff survey. Ideally, this activity ends just prior to the on-site visit.

In preparing for the Instructional Core Focus Visit (see Section 3) the Team Leader (or designee) will receive CEE survey results and provide results to Capacity Builders assigned to individual schools. The assigned Capacity Builder will review the on-line survey with the principal when the data becomes available. The Capacity Builder provides the principal with material describing the survey and how it can be accessed to disseminate to school staff (Appendices 3-E).

It is the principal's responsibility to inform his/her staff of the need to complete the survey. The team leader provides updates to the principal regarding the number of respondents to date. The principal should inform the team leader of any technical problems related to the survey as promptly as possible so these issues can be resolved.

Teacher Interview and Classroom Observation (TICO)

The most extensive part of the Instructional Core Focus Visit is Teacher Interview and Classroom Observation (TICO). All team members are assigned teachers to observe and to interview following the schedule developed by the team leader. 100% of all certified staff members will participate in the classroom observations and a minimum of 60% of all certified staff members will be chosen to participate in the teacher interviews.

The number of teachers involved in TICO varies depending on the school's size and the number of team members.

Each team member is responsible for familiarizing him/herself with the TICO items and instructions. It is important to apply the indicators consistently among team members. The TICO form is reviewed at a team meeting prior to the on-site visit. Below is a set of procedures related to the conduct of the classroom observation and the teacher interview.

Classroom Observation

Be punctual. When entering the classroom, adopt a friendly manner with both the teacher and students. While in the classroom, try to be unobtrusive and remain at a distance (in the back of the room or another area away from student focus) so both students and teacher will behave "naturally," without feeling overly self-conscious about your presence. Noting the times (and duration) when certain events in the classroom begin and end are often extremely useful for characterizing the classroom and should be noted as appropriate. Be sure to complete the identifying information on both the face page and summary sheet of the TICO form. When finished, if it can be done with a gesture that doesn't interrupt instruction, thank the teacher and move on.

Each team member is to complete a TICO form for classroom observation. There are a number of indicators related to the observation period. Guidance related to responding to each indicator is provided in Section I (Classroom Observation). Limited space is provided on the TICO form for notes. Notes must be referenced to specific indicators and are only included to provide explanations, if needed. Extensive notes are not required. The observation period is to be exactly 20 minutes in length.

Teacher Interview

Show respect for the teacher by beginning and ending the interview according to the agreed-upon schedule. The interview should be conducted by a pair (if possible), with one conducting the interview and one recording the interview using the TICO form. There are a number of indicators related to the interview. A script for conducting the interview, as well as guidance related to responding to each indicator, is provided in Section II (Teacher Interview). Notes must be referenced to specific indicators and are only included to provide explanations, if needed. Extensive notes are not required.

The interview may be conducted before or after the observation, at a time when the teacher is free to talk with you for about 15 minutes and has her/his teaching

records and plans at hand. Every effort will be given to assure that the teacher is not observed and interviewed by the same team member. Teachers should have been provided a list of documents to have ready (see Section 3 Preparing for the Instructional Core Focus Visit). To keep the interview within the allotted time, the greeting must be brief, but friendly, and the questions asked and answered in a quick-paced manner. When finished, thank the teacher and move on.

Completion of TICO Form

One TICO form is to be completed and submitted for each observation/interview. The final page is a summary sheet; it is very important to fill out the form completely and provide it to the team leader by the end of the on-site visit. The forms are compiled to provide a school-level impression of classroom practice related to each indicator. These data are analyzed along with the other information gathered during the review and are used in the preparation of the review report.

Superintendent/Principal Interview and Focus Group Discussions

All team members are assigned duties related to the conduct of the six interviews and/or focus groups. These sessions are held according to the schedule prepared by the team leader. It is expected that the principal will assist with these activities by ensuring that participating school staff arrive promptly and, in the case where a focus group member is unable to participate, identify an appropriate substitute.

Focus groups will be defined by the district being reviewed. For example, teachers, parents, classified support staff (e.g., cooks, custodians, etc.), and central office personnel (e.g., curriculum director, federal programs director, etc.) are a few possible focus groups.

Focus groups and the superintendent and principal interviews are conducted by a pair of individuals, with one person conducting the interview or facilitating the focus group discussion and one person taking notes. Notes should be as complete as possible; include verbatim comments for significant points. These notes are used in the process of analysis and report writing. (The review report includes no comments attributed to specific focus group participants.) The note taker, with assistance from the interviewer/facilitator, transcribes the notes as soon as possible after the interview/focus group and codes the notes in terms of the 9 standards and, to the extent possible, to specific indicators. Questions in the interview/focus group protocols carry coding related to standards and/or indicators.

Protocols and note-taking forms for the interview/focus groups are located in Appendices 4-D through 4-M. Focus group sessions are scheduled for one hour each and the time limits must be respected. It is important to manage the allotted time so that all questions are addressed. The principal interview may be divided into shorter time segments (totaling one hour) to accommodate the principal's schedule.

Tips for facilitating a successful focus group session include:

- Make sure that everyone is introduced.
- Emphasize the importance of participation by all group members.
- Establish norms for comments (e.g., each comment is valid, differences of opinion are accepted, and judgments are not made on any comments).
- Establish a level of comfort by reminding participants that, although notes are taken, everything discussed within the focus group is confidential; no comments are attributed to individuals.
- Show respect for participants by adhering to the time schedule.
- Let participants know that, in order to address each question, there may be limits set on the discussion of a particular question.

Document Review

A list of the documents to be reviewed on-site is included in Appendix 4-N. The purpose of the document review is to ascertain the existence of written documentation reflecting the Focus Visit indicators. The team leader should build time for document review into the on-site schedule. The team leader makes review assignments to team members. The team leader, working with the principal, ensures that these documents are available for review beginning the first day of the on-site visit.

Each team member should be provided with a Document Review Checklist (Appendix 4-O). The checklist identifies which documents relate to particular standards (with embedded indicators). The checklist uses a yes-no format. If substantiating evidence of an indicator is found, the name of the document must be noted. This is important for the subsequent analysis and report preparation activities.

Team Meetings

To manage the on-site visit effectively, the team leader holds daily meetings of the team to review progress and address any logistical issues. The team meets with the principal at the beginning of the on-site visit to exchange introductions and receive, from the principal, a brief orientation to the school. It is recommended that the team leader collect TICO forms and document review checklists from team members at the end of each day. Interview and focus groups notes are finalized shortly after the on-site visit.

Exit Conversation with the District and Building Leadership Teams

At the end of the on-site visit the team leader arranges a meeting in which participation is expected from the district, building, and school board leadership. The district is responsible for inviting key influential stakeholders to this exit meeting. The team leader is able to discuss highlights of the review process as well as identify some strengths of the school's program based on preliminary team discussion and share set of findings and recommendations at this time. The meeting is also an opportunity for the team leader to answer questions regarding the next step in the Instructional Core Focus Visit process, data analysis, and report preparation. A set of suggested talking points for the team leader is included in Appendix 4-S. Once the review team completes the on-site visit, it proceeds to the stage of compiling and analyzing the data and preparing the review report (Section 5).

The appendices related to this section include all of the data collection instruments, the list of documents the school provides on-site and suggested agendas for team meetings held during the on-site visit.

Section 4 Appendices: Conducting the Instructional Core Focus Visit

- 4-A Conducting the Review Timeline
- 4-B TICO Instructions
- 4-C (1) Classroom Observation form
- 4-C (2) TICO Scoring Rubric
- 4-C (3) Teacher Interview form
- 4-D (1) Superintendent Interview
- 4-D (2) Superintendent Notes
- 4-E (1) Principal Interview
- 4-E (2) Principal Interview Notes
- 4-F (1) Leadership Team Focus Group
- 4-F (2) Leadership Team Focus Group Notes
- 4-G (1) Instructional Staff Focus Group
- 4-G (2) Instructional Staff Focus Group Notes
- 4-H (1) Non-Certified Staff Focus Group
- 4-H (2) Non-Certified Staff Focus Group Notes
- 4-I (1) Parent Focus Group
- 4-I (2) Parent Focus Group Notes
- 4-J (1) Student Focus Group
- 4-J (2) Student Focus Group Notes
- 4-K List of Requested Documents for Document Review
- 4-L Document Review Checklist
- 4-M Instructional Staff Survey
School Surveys (Staff, Family Perspectives, Students)

Appendix 4-A: Conducting the Review Timeline

ACTIVITY	COMPLETION DATE
Team conducts data collection activities including classroom observations, teacher interviews, principal and superintendent interviews, focus group meetings, etc.	Daily during on-site
Team leader collects observation checklists, interview notes, etc.	Daily during on-site
Team leader meets with principal(s)	Daily during on-site
Team leader collects data points and complies final recommendations	
Team leader returns school documents to principal*	Day 3 of Review

* Team may retain documents for reference until report is prepared

Appendix 4-B: Instructions for Using TICO Prior to School Visit

The team leader will make arrangements for both the classroom observations and the associated teacher interviews. Team members will be provided with a schedule for observation and interviews that includes the names of the teachers, the grade level, the subject (for secondary schools), the room location, and the observation and interview times. A map of the school will also be provided. The schedule will provide time for a 20-minute classroom observation and a 15-minute interview. The observation period should reflect typical classroom activity.

The team leader will request that the principal inform the teachers who will be involved in the TICO process, including the times scheduled for the observation and interview periods. These teachers should be asked to have the following materials available for reference during the interview: (1) weekly lesson plan (for the week of the visit); (2) related unit plans; (3) related curricular content standards; (4) records of student performance; (5) sample of assessments (e.g., summative, diagnostic); and (6) written communications to parents.

Classroom Observation

Be punctual. When entering the classroom, adopt a friendly manner with both the teacher and students. While in the classroom, try to be unobtrusive and remain at a distance (in the back of the room or another area away from student focus) so both students and teacher will behave “naturally,” without feeling overly self-conscious about your presence. Noting the times (and duration) when certain events in the classroom begin and end are often extremely useful for characterizing the classroom and should be noted as appropriate. Be sure to complete the identifying information on the TICO cover sheet and summary sheet.

If you are paired for the observation, consider dividing primary responsibilities for the set of indicators, particularly if multiple learning activities (e.g., small groups and independent work) are occurring simultaneously.

Each observer is to complete a TICO form for classroom observation. There are 13 indicators related to the observation period. Guidance related to responding to each indicator is provided in Section 4 of TICO (Classroom Observation) on pages 46-51. Limited space has been provided on the TICO form for notes. Notes should be referenced to specific indicators and are only needed to provide explanations, if needed. Extensive notes are not required.

Teacher Interview

Show respect for the teacher by beginning and ending the interview according to the agreed-upon schedule. The interview should ideally be conducted by a pair, with one

conducting the interview and one recording the interview using the TICO form. If necessary, one person may conduct the interview. There are 14 indicators related to the interview. A script for conducting the interview as well as guidance related to responding to each indicator is provided in Section 4 of TICO (Teacher Interview) on pages 68-70. Notes should be reference to specific indicators and are only needed to provide explanations, if needed. Extensive notes are not required.

The interview may be conducted before or after the observation, at a time when the teacher is free to talk with you for about 15 minutes and has her/his teaching records and plans at hand. To keep the interview within the allotted time, the greeting must be brief, but friendly, and the questions asked and answered in a quick-paced manner. When finished, thank the teacher and move on.

Completion of TICO Form

Partners (if applicable) should get together and complete one TICO form for each observation/interview. The form must be completely filled out and provided to the Team leader by the end of the on-site visit. The data on the Summary Sheet (pages 140-141) will be compiled to provide a school-level impression of classroom practice related to each indicator. These data will be analyzed along with the other information gathered during the review and will be used in the preparation of the review report.

Classroom Observation:

(A standard amount of observation time —20 minutes—for each teacher)

When entering the classroom, adopt a friendly manner with both the teacher and students. While in the classroom, try to be unobtrusive and remain at a distance (in the back of the room or another area away from student focus) so both students and teacher will behave “naturally,” without feeling overly self-conscious about your presence. Noting the times (and duration) when certain events in the classroom begin and end are often extremely useful for characterizing the classroom and should be noted as appropriate.

Important Note: *The explanations of individual indicators in Sections b, c, and d, and apply them when responding to ensure consistency among reviewers. Reviewer response choices are provided for each indicator. Refer to the scoring rubric when making a determination of descriptors. This is strictly based on whether the indicator was observed and to the degree that indicator was observed as determined by the observer.*

General Information:

Please complete the general information before the observation is scheduled but complete this section in its entirety. General information includes:

Grade Level: _____ Teacher Name: _____
Subject: _____ Observer Name: _____
Date: _____ Begin: _____ End: _____ Total Time: _____

Observation Statistics:

Complete this portion of the TICO form during the actual observation. Refer to the focus visit master schedule to determine the observation time and only mark on box. The number of students will reflect the number of students in attendance during the observation not the total number of students listed on the class roster. Make note of the presence and total number of any additional adult instructional staff. In the space provided document what specific activities the additional adult instructional staff members are performing.

OBSERVATION STATISTICS:

(mark all that apply)

of Students: _____ Aide Present: Y N

Observation Time (refer to schedule)

Beginning of Lesson

Middle of Lesson

End of Lesson

How many? _____

(If aide is present please make note of all duties performed)

--

Percent of Time:

Please estimate the total percent of time spent on each of these areas of possible instructional techniques. This is strictly a rough estimate of the percent of time spent in each of these areas. If activities are observed other than those listed please include a specific description and percent of time in the "Other" category. *(If two or more instructional modes take place simultaneously, assign the time to each; the combined time of the five modes may, thus, exceed the total time of the observation. Indicate this situation in the Notes section of this form.)*

Percent of Time: *(please estimate the total percent of time spent on each of these areas of instruction)*

Tch Directed: _____ % **Student Directed:** _____ % **Independent Work:** _____ %
Computer-Based: _____ % **Other:** _____ %
(please specify) _____

Teacher-Directed Whole Class / Teacher-Directed Small Group

Teacher-directed, whole-class instruction is the traditional mode of the teacher at the center of instruction with students at their desks or stations listening to the teacher and responding to the teacher. Depending upon when the observer is in the classroom, the teacher may be introducing the lesson, presenting the lesson, or summarizing the lesson. In teacher-directed small group, we are looking for the same teaching practices that a teacher would use in whole-class. The observer checks only the items appropriate for the phases of instruction observed

Student-Directed Groups

The teacher may have the students working in groups that are led by one student, groups engaged in cooperative learning activities, or groups following an agenda without a leader. It is possible that the teacher is working with one group while other groups of students are directing their own group activities. In that case, focus on the teacher within the group he/she is leading. This category, student-directed groups, applies if the teacher is NOT primarily occupied with one group.

Independent Work

Independent work is what is often called "seat time," when students are working on assignments individually. Taking a test wouldn't count as "independent work" and wouldn't make for a good observation session. In this set of observations, the focus is on the instructional interactions of the student, teacher, and the work. We are looking to see if the teacher is active, using the time to check student work, provide feedback, and give assistance.

Domain 2: The Classroom Environment

The Classroom Management items are assessed by the observer by merely looking around the room at the time of the classroom observation, not by interview. Each indicator will be assessed for level of implementation based on the scoring rubric. This is strictly an observation, or a moment-in-time snapshot, and is not an evaluative

DOMAIN 2: The Classroom Environment		<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>	<i>NA</i>
IIIA28	Travel to all areas in which students are working.	1	2	3	4	0
IIIA32	Interacts managerially with students (reinforcing class rules, procedures)	1	2	3	4	0
IIIC01	When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities.	1	2	3	4	0
IIIC10	Reinforces classroom rules & procedures by positively teaching them.	1	2	3	4	0

process.

IIIA28: During the observed period the teacher moves to all areas of the classroom in which students are working.

IIIA32: Bi-directional, verbal interaction or observation between the teacher and student(s) includes at least one heard instance of explaining, reinforcing classroom procedures or rules.

IIIC01: This is evidence that the teacher has provided “wait time” procedures or activities. The item is checked observed if the observer notes students who turn from one activity (whether computer-based, small group, independent) to other curriculum-based work while waiting for teacher assistance.

IIIC10: At least one heard or observed instance of the teacher explaining, reinforcing classroom procedures or rules.

Domain 3: The Instruction

The Classroom Instruction items are assessed by the observer by merely watching the interaction and engagement of teacher and student. Each indicator will be assessed for level of implementation based on the scoring rubric. This is strictly an observation and not an evaluative process.

DOMAIN 3: Instruction		<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>	<i>NA</i>
IIIA09	Clearly states the lesson's topic, theme, or chief objective	1	2	3	4	0
IIIA11	Uses modeling, demonstration, graphics	1	2	3	4	0
IIIA13	Explains directly and thoroughly	1	2	3	4	0
IIIA16	Uses prompting/cueing	1	2	3	4	0
IIIA21	Re-teaches following questioning	1	2	3	4	0
IIIA26	Encourages students to check their own comprehension	1	2	3	4	0
IIIA31	Interacts instructionally with students (explaining, checking, giving feedback)	1	2	3	4	0
IIIC05	Uses a variety of instructional modes.	1	2	3	4	0
IIIC12	Engages all students (e.g., encourages silent students to participate)	1	2	3	4	0

IIIA09: The purpose of the lesson is clearly stated or implied to the students.

IIIA11: The teacher provides a concrete organizer by using a model, demonstration, or graphic.

IIIA13: Without rambling, the teacher clearly presents, “teaches” the lesson in a way that is clear to the students.

IIIA16: A cue or prompt is a signal, hint, or nudge to help the student toward a correct response. The teacher may frame a question to provide contextual cues.

IIIA21: The teacher follows questioning with “re-teaching” or “re-presentation” to fill gaps in understanding. If so, check YES.

IIIA26: The teacher asks questions that require not so much an answer to the teacher but a self-assessment of comprehension. This is similar to “thinking about your own thinking.”

IIIA31: Bi-directional, verbal interaction between the teacher and student(s) includes at least one instance of instructionally-based comments during student group work or independent work.

IIIC05: During the observed period the teacher uses more than one mode of instruction (e.g., whole class, small group, computer-based, independent).

IIIC12: At least one heard or observed instance of the teacher explaining, reinforcing classroom procedures or rules.

Notes and Comments Regarding Classroom Observation

Please record any factual, observable, and antidotal information pertaining to each of the indicators on the reverse side of the collection tool to add clarity and transparency to the observation. Please be specific and thorough, but brief in your comments. These comments will be reviewed and reported as additional evidence to support each of the indicators. It is necessary that as much of the observation be collected as possible to provide the most accurate, objective “snap shot” of the classroom instruction.

Return the completed observation tool to the team leader as soon as possible for data entry and analysis.

(Reference the indicator code with each comment. Wrap Up/Check for Understanding)

Appendix 4-C (1): Classroom Observation Form

CLASSROOM OBSERVATION FORM

Confidential

Idaho State Department of Education

Grade Level: _____

Teacher Name: _____

Subject: _____

Observer Name: _____

Date: _____

Begin: _____

End: _____

Total Time: _____

OBSERVATION STATISTICS:

(mark all that apply)

of Students: _____

Aide Present: Y N

Observation Time (refer to schedule)

How many? _____

Beginning of Lesson

(If aide is present please make note of all duties performed)

Middle of Lesson

End of Lesson

Percent of Time: (please estimate the total percent of time spent on each of these areas of instruction)

Tch Directed: _____ %

Student Directed: _____ %

Independent Work: _____ %

Computer-Based: _____ %

Other: _____ %

(please specify) _____

DOMAIN 2: The Classroom Environment		U	B	P	D	NA
IIA28	Travel to all areas in which students are working.	1	2	3	4	0
IIA32	Interacts managerially with students (reinforcing class rules, procedures)	1	2	3	4	0
IIIC01	When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities.	1	2	3	4	0
IIIC10	Reinforces classroom rules & procedures by positively teaching them.	1	2	3	4	0
DOMAIN 3: Instruction		U	B	P	D	NA
IIIA09	Clearly states the lesson's topic, theme, or chief objective	1	2	3	4	0
IIIA11	Uses modeling, demonstration, graphics	1	2	3	4	0
IIIA13	Explains directly and thoroughly	1	2	3	4	0
IIIA16	Uses prompting/cueing	1	2	3	4	0
IIIA21	Re-teaches following questioning	1	2	3	4	0
IIIA26	Encourages students to check their own comprehension	1	2	3	4	0
IIIA31	Interacts instructionally with students (explaining, checking, giving feedback)	1	2	3	4	0
IIIC05	Uses a variety of instructional modes.	1	2	3	4	0
IIIC12	Engages all students (e.g., encourages silent students to participate)	1	2	3	4	0

Other Activities:

Include all critical comments and supporting evidence observed to strengthen the ranking for each indicator. Please be as objective, complete and clear as possible.

DOMAIN 2: The Classroom Environment

IIIA28	Travel to all areas in which students are working.
IIIA32	Interacts managerially with students (reinforcing class rules, procedures)
IIICo1	When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities.
IIIC10	Reinforces classroom rules & procedures by positively teaching them.

DOMAIN 3: Instruction

IIIA09	Clearly states the lesson's topic, theme, or chief objective
IIIA11	Uses modeling, demonstration, graphics
IIIA13	Explains directly and thoroughly
IIIA16	Uses prompting/cueing
IIIA21	Re-teaches following questioning
IIIA26	Encourages students to check their own comprehension
IIIA31	Interacts instructionally with students (explaining, checking, giving feedback)
IIICo5	Uses a variety of instructional modes.
IIIC12	Engages all students (e.g., encourages silent students to participate)

Appendix 4-C (2): Classroom Observation Scoring Rubric

IDAHO FOCUS VISIT

SCORING RUBRIC FOR CLASSROOM OBSERVATION

DOMAIN 2: Classroom Environment		<i>Unsatisfactory</i> 1	<i>Basic</i> 2	<i>Proficient</i> 3	<i>Distinguished</i> 4	NA 0
III.A.28	Travel to all areas in which students are working.	Student behavior is not monitored, and the teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by the teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	Not Observed
DOMAIN 2: Classroom Environment		<i>Unsatisfactory</i> 1	<i>Basic</i> 2	<i>Proficient</i> 3	<i>Distinguished</i> 4	NA 0
III.A.32	Interacts managerially with students (reinforcing class rules, procedures)	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are not major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is general appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Not Observed
DOMAIN 2: Classroom Environment		<i>Unsatisfactory</i> 1	<i>Basic</i> 2	<i>Proficient</i> 3	<i>Distinguished</i> 4	NA 0
III.C.01	When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities.	Students not working with teacher are not productively engaged in learning or curriculum-related activities.	Students not directly supervised by the teacher are somewhat productively engaged in learning and curriculum-related activities.	Most students are productively engaged in learning and curriculum-related activities while unsupervised by the teacher.	Students are productively engaged in learning and curriculum-related activities while unsupervised by the teacher at all times, with students assuming responsibility for productivity.	Not Observed

DOMAIN 2: Classroom Environment		<i>Unsatisfactory</i> 1	<i>Basic</i> 2	<i>Proficient</i> 3	<i>Distinguished</i> 4	<i>NA</i> 0
III C10	Reinforces classroom rules & procedures by positively teaching them.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with the students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	Not Observed
DOMAIN 3: Instruction		<i>Unsatisfactory</i> 1	<i>Basic</i> 2	<i>Proficient</i> 3	<i>Distinguished</i> 4	<i>NA</i> 0
III A09	Clearly states the lesson's topic, theme, or chief objective	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	Not observed
DOMAIN 3: Instruction		<i>Unsatisfactory</i> 1	<i>Basic</i> 2	<i>Proficient</i> 3	<i>Distinguished</i> 4	<i>NA</i> 0
III A11	Uses modeling, demonstration, graphics	Modeling, demonstrations or graphics are inappropriate for students' age or background. Students are not mentally engaged in them.	Modeling, demonstrations, or graphics are appropriate for some students and engage them mentally, but others are not engaged.	Most modeling, demonstrations, or graphics are appropriate for students, and almost all students are cognitively engaged with exploring content.	All students are cognitively engaged with modeling, demonstrations, or graphics in exploration of the content. Students initiate or adapt to enhance their understanding.	Not Observed

DOMAIN 3: Instruction		Unsatisfactory	Basic	Proficient	Distinguished	NA
		1	2	3	4	0
IIIA3 Explains directly and thoroughly	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to possible student misunderstandings.	Teacher's directions and procedures are clear to possible student misunderstandings.	Not observed
	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.		
	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.		
DOMAIN 3: Instruction		Unsatisfactory	Basic	Proficient	Distinguished	NA
		1	2	3	4	0
IIIA6 Uses prompting/cueing	Teacher's questions and cueing are virtually all of poor quality, with low cognitive challenge and they are asked in single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	Not observed

DOMAIN 3: Instruction		<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>	<i>NA</i>
		1	2	3	4	
III.A.21	Re-teaches following questioning	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to adjust a lesson when needed, with only partially successful results. Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. Teacher successfully accommodates students' questions or interests.	Teacher successfully makes a major adjustment to a lesson when needed. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	Not observed
DOMAIN 3: Instruction		<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>	<i>NA</i>
		1	2	3	4	0
III.A.26	Encourages students to check their own comprehension	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.	Not Observed

DOMAIN 3: Instruction		Unsatifactory <i>1</i>	Basic <i>2</i>	Proficient <i>3</i>	Distinguished <i>4</i>	NA <i>0</i>
III.A.31 Interacts instructionally with students (explaining, checking, giving feedback)		The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	Not Observed
		Interaction between teacher and students is predominately recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	
		Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	
DOMAIN 3: Instruction		Unsatifactory <i>1</i>	Basic <i>2</i>	Proficient <i>3</i>	Distinguished <i>4</i>	NA <i>0</i>
III.C.05 Uses a variety of instructional modes.		Variety of instructional groups or modes is inappropriate or absent. Teacher did not use a variety of instructional modes including whole group, small group, computer-based or independent.	Variety of instructional groups or modes is only partially appropriate or moderately successful in advancing the instructional goals of the lesson.	Variety of instructional groups or modes is fully appropriate and productive in advancing the instructional goals of the lesson.	Variety of instructional groups or modes is fully appropriate and productive in advancing the instructional goals of the lesson. Students take the initiative to influence instructional groups to advance their understanding.	Not observed

DOMAIN 3: Instruction		<i>Unsatisfactory</i>		<i>Basic</i>		<i>Proficient</i>		<i>Distinguished</i>		<i>NA</i>	
		<i>1</i>		<i>2</i>		<i>3</i>		<i>4</i>		<i>0</i>	
III.C.12	Engages all students (e.g., encourages silent students to participate)	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.						
		Instructional materials and resources are unsuitable to the instructional purposes of do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.						

II. Teacher Interview

The Teacher Interview may be conducted before or after the observation, at a time when the teacher is free to talk with you for about 15 minutes and has his/her teaching records and plans at hand. A different reviewer will be used than the one who conducted the classroom observation. To keep the interview within the allotted time, the greeting must be brief, but friendly, and the questions asked and answered in a quick-paced manner. It may be helpful to begin the interview by reminding the teacher of the documents he/she was to have available. Use the script found below each of the indicator tables. If YES, check box on right hand side of the table. When finished, thank the teacher and move on.

Aligned, Objectives-Based Instruction and Assessment

IIIA01: *“Do you plan your lessons with guidance from a document that aligns the curriculum to state standards?”* If yes, *“please show me the document.”* If the teacher demonstrates that his/her daily lesson plans are aligned to standards, then check YES.

IIA01: *“Do you have standards-aligned instructional units for each subject and grade level as a resource for your lesson planning?”* If yes, *“please show me the document.”* If available, Check YES.

IIA02: *“Do your instructional units include performance objectives and criteria for student mastery?”* If yes, *“please show me unit descriptions.”* If the teacher has instructional units that reference specific standards-based objectives and mastery criteria, then check YES. (Note: if this is the same document shown for previous item, ascertain that it does include performance objectives and then check YES)

IIIA02: *“Are your weekly lesson plans aligned with the units of instruction?”* If yes, ask to see a plan(s) and the corresponding instructional unit. If it is clear from the documents or from the teacher’s explanation that alignment is a regular consideration in weekly lesson planning, check YES.

IIC01: *“Are the learning activities in your lesson plan related to standards-based performance objectives?”* If yes, *“please provide some examples from this lesson plan.”* If the teacher demonstrates in his/her lesson plan alignment of activities to performance objectives, then check YES.

IIB01: *“Do you use a pre-test/post-test to determine each student’s readiness for a new unit of instruction and mastery at the completion of a unit of instruction?”* If yes, ask the teacher to show you or describe one of the pre-test/post-tests used. If the pre-test/post-test is aligned with objectives, check YES. Note that a test is not necessarily paper-pencil in early grades, but may be an oral check of each student’s readiness and mastery.

IIB04: If YES to IIB01, ask: *“Do you individualize instruction based on pre-test results?”* If yes, ask the teacher to show an example. If there is evidence that instruction is differentiated, check YES.

IIB05: If YES to IIB01, ask: *“What do you do for students who don’t pass the test?”* If the teacher systematically re-teaches, check YES.

<i>IIIA01</i>	Is guided by a document that aligns instruction to a standards-based curriculum	Y	N
<i>IIA01</i>	Uses a standards-aligned unit of instruction for each subject and grade level developed by the Instructional Team	Y	N
<i>IIA02</i>	Uses a unit of instruction that includes standards-based objectives and criteria for Mastery	Y	N
<i>IIIA02</i>	Develops a weekly lesson plan aligned with unit of instruction	Y	N
<i>IIC01</i>	Organizes instruction around learning activities aligned to objectives	Y	N
<i>IIB01</i>	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.	Y	N
<i>IIB04</i>	Teacher individualizes instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others	Y	N
<i>IIB05</i>	Re-teaches based on post-test results	Y	N

Classroom Management

IIIC01: Ask “What do students do if they have completed their assigned work when working independently or when they are waiting for help from the teacher?” If the teacher indicates that he/she routinely provides students with curriculum-related work to

do if they complete an assignment or are waiting for help, or has a procedure for students to follow in cases of completing an assignment or waiting for help, check YES.

IIICo1	Provides curriculum-related activities for students when they have completed other work or are waiting for assistance	Y N
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Homework/Communication with Parents

IIIB06: Ask, “Do you report to parents how their child is doing in mastering specific objectives?” If yes, ask to see a sample of a report that parents receive. If the report is systematically sent to parents at least once each grading period and includes indication of mastery of objectives, check YES.

IIIBo6	Systematically reports to parents the student’s mastery of specific objectives	Y N
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Computer-Based Instruction (Aligned, Objectives-Based Curriculum and Assessment)

Prompt: Ask, “Do students use computer-based instructional programs in the subject we are observing?” Clarify that the students receive instruction through a computer program and don’t use it only as a tool for word processing or similar tasks. If yes, check YES.

If “NO” to prompt, the interview is completed. If “YES”, continue.

IIIA40: Ask, “What do you do with reports of learning objectives accomplished with the computer program?” If the teacher explains a system either within the program itself or in his/her documentation that keeps a record of student mastery of subject objectives, check YES.

Notes and Comments Regarding Interview (Reference the indicator code with each comment.

Appendix 4-C (3): Teacher Interview Form

Interview with Teacher _____ Date: _____ Grade Level: _____ Subject: _____
 Teacher Name: _____ Observer(s): _____
 Y = Yes - Stated with supporting evidence N = no supporting evidence

Aligned, Objectives-Based Instruction and Assessment		Evidence/Statement	
<i>IIA01</i>	Is guided by a document that aligns instruction to a standards-based curriculum	Y N	
<i>IIA01</i>	Uses a standards-aligned unit of instruction for each subject and grade level developed by the Instructional Team	Y N	
<i>IIA02</i>	Uses a unit of instruction that includes standards-based objectives and criteria for Mastery	Y N	
<i>IIIA02</i>	Develops a weekly lesson plan aligned with unit of instruction	Y N	
<i>IIC01</i>	Organizes instruction around learning activities aligned to objectives	Y N	
<i>IIB01</i>	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.	Y N	
<i>IIB04</i>	Teacher individualizes instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others	Y N	

<i>IIBo5</i>	Re-teaches based on post-test results	Y N	
<i>IIA05</i>	Maintains a record of each student's mastery of specific learning objectives	Y N	DO NOT ASK
<i>IIA06</i>	Tests frequently using a variety of evaluation strategies and maintains record of results	Y N	DO NOT ASK
Classroom Management			
<i>IIIC01</i>	Provides curriculum-related activities for students when they have completed other work or are waiting for assistance	Y N	
Homework/Communication with Parents			
<i>IIIB06</i>	Systematically reports to parents the student's mastery of specific objectives	Y N	
Computer-Based Instruction			
<i>IIIA40</i>	If using computer-based learning, assesses student mastery in ways other than those provided by the computer program	Y N	
Informational			
	What is the best part of working at this school?		

Appendix 4-D (1): Superintendent Interview Questions

Guidelines:

- The interviewer(s) will meet from 60-90 minutes, depending on the time allotted.
- Timelines will be strictly honored (starting and ending times).
- At least 2 people will conduct the interview.
- The selected interviewers should have had school experience and/or a leadership role.
- One person should ask questions and the other record conversation and observations.

District Context and Support

IA07: The district sets district, school, and student subgroup achievement targets.

“What types of district, school, and student subgroup achievement targets does the district set?”

IA08: The school board and superintendent present a unified vision for school improvement.

“To what degree is your vision for school improvement unified with that of the school board? How do you and the board articulate that to the stakeholders of the district?”

IA09: The superintendent and other central office staff are accountable for school improvement and student learning outcomes.

“Other than through state mechanisms, how are you and others in your central office staff held accountable for school improvement and learning outcomes for all students?”

IA10: The district regularly reallocates resources to support school, staff, and instructional improvement.

“Describe the way in which you reallocate resources to support school, staff, and instructional improvement. What are some specific recent examples of these reallocations?”

IA12: The district intervenes early when a school is not making adequate progress.

“Describe the process that your district uses to intervene when a school is not making adequate progress.”

IA13: The district works with the school to provide early and intensive intervention for students not making progress.

“In what ways do you and central office staff work with the struggling schools to provide early and intensive intervention for students that are not making progress?” Describe some specific examples.

IA14: The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.

“Describe what practices, procedures and policies are currently used to recruit, train, support and place qualified and effective personnel to competently address the problems of schools in need of improvement?”

District and Change Process

IB01: The district operates with district-level and school-level improvement teams.

“What district and school-level teams are in place that works to ensure improvement is occurring in areas of need? What is the frequency of meetings and structure or format of these meetings? What is the accountability or evaluation process for these improvement teams?”

IB02: The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.

“How does the district examine existing school improvement strategies that are being implemented across the district to determine their value? What process is in place to expand, modify, or set aside these strategies depending on the results of this process?”

IB07: The district ensures that the improvement plan includes research-based, field-proven programs, practices, and models.

“In what ways does the central office ensure that the district’s improvement plan includes research-based, proven programs, practices, and models? How does the district ensure implementation of these research-based programs, practices and models are done with fidelity?”

IB10: The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning.

“To what degree are school leaders skilled in motivating both the staff and the community, communicating clear expectations, and focusing on improved student learning? What do you do when they are not skilled in one of these areas?”

IB12: The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement.

“How do you handle setbacks, resistance, and/or obstacles on the path to the improvement process in schools?”

District-School Expectations

IC01: The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school’s progress to the school board.

“Describe the type and frequency with which schools report and document their progress to you. Similarly, describe the way in which you report schools’ progress to the school board.”

IC02: The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress.

“IS there someone from the district designated as a central office contact person for schools in need of improvement, and how does that person maintain close communication with the school and an interest in its progress?”

IC05: The district provides a cohesive district curriculum guide/map aligned with state standards or otherwise places curricular expectations on the school.

“What are the district’s curricular expectations for schools both in terms of alignment to state standards and also from one grade level to the next within the district? In other words, describe the degree to which the district has mapped curriculum expectations.”

IC07: Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its restructuring plan and its evolving needs.

“Describe the ways in which professional development is built into school schedules by the district. To what degree are the schools allowed discretion in selecting training and/or the help of consultants that match identified areas of need?”

IC08: Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers.

“Describe how staff development is built into the schedule for all types of support staff (e.g., aides, clerks, custodians, cooks)?”

Appendix 4-D (2): Superintendent Interview Notes Page

District Context and Support

1. **(IA07)** - What types of district, school, and student subgroup achievement targets does the district set?
2. **(IA08)** – To what degree is your vision for school improvement unified with that of the school board? How do you and the board articulate that to the stakeholders of the district?
3. **(IA09)** - Other than through state mechanisms, how are you and others in your central office staff held accountable for school improvement and learning outcomes for all students?
4. **(IA10)** – Describe the way in which you reallocate resources to support school, staff, and instructional improvement.
5. **(IA12)** – Describe the process that your district uses to intervene when a school is not making adequate progress.

6. **(IA13)** – In what ways do you and central office staff work with the struggling schools to provide early and intensive intervention for students that are not making progress?

7. **(IA14)** - Describe what practices, procedures and policies are currently used to recruit, train, support and place qualified and effective personnel to competently address the problems of schools in need of improvement?

District and Change Process

8. **(IB01)** – What district and school-level teams are in place that works to ensure improvement is occurring in areas of need?

9. **(IB02)** – How does the district examine existing school improvement strategies that are being implemented across the district to determine their value? What process is in place to expand, modify, or set aside these strategies depending on the results of this process?

10. **(IB07)** – In what ways does the central office ensure that the district’s improvement plan includes research-based, proven programs, practices, and models? How does the district ensure implementation of these research-based programs, practices and models are done with fidelity?
11. **(IB10)** – To what degree are school leaders skilled in motivating both the staff and the community, communicating clear expectations, and focusing on improved student learning? What do you do when they are not skilled in one of these areas?
12. **(IB12)** – How do you handle setbacks, resistance, and/or obstacles on the path to the improvement process in schools?

District-School Expectations

13. **(IC01)** – Describe the type and frequency with which schools report and document their progress to you. Similarly, describe the way in which you report schools’ progress to the school board.

14. **(IC02)** – Is there someone from the district designated as a central office contact person for schools in need of improvement, and how does that person maintain close communication with the school and an interest in its progress?
15. **(IC05)** – What are the district’s curricular expectations for schools both in terms of alignment to state standards and also from one grade level to the next within the district? In other words, describe the degree to which the district has mapped curriculum expectations.
16. **(IC07)** – Describe the ways in which professional development is built into school schedules by the district. To what degree are the schools allowed discretion in selecting training and/or the help of consultants that match identified areas of need?
17. **(IC08)** – Describe how staff development is built into the schedule for all types of support staff (e.g., aides, clerks, custodians, cooks)?

Appendix 4-E (1): Principal Interview Form

Guidelines:

- The interviewer(s) will meet from 60-90 minutes, depending on the time allotted.
- Timelines will be strictly honored (starting and ending times).
- At least 2 people will conduct the interview.
- The selected interviewers should have had school experience and/or a leadership role.
- One person should ask questions and the other record conversation and observations.

Characteristic #2: High Standards and Expectations for All Students

IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

“Are teachers guided by a specific document that aligns standards, curriculum instruction, and assessment? If not, what is guiding them?”

Probe: IIC0: Units of instruction include specific learning activities aligned to objectives.

“How do you support the development of units of instruction that include activities aligned to objectives?”

IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback).

“How do teachers interact instructionally with students (explaining, checking for understanding, and giving feedback)?”

IIIA32: All teachers interact managerially with students (reinforcing rules, procedures).

“How do teachers interact managerially with students (reinforcing rules, procedures)?”

IIIC10: All teachers reinforce classroom rules and procedures by positively teaching them.

“How do you help teachers reinforce rules and procedures by positively teaching them?”

Characteristic #3: Effective School Leadership

IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

“How do you celebrate individual, team, and school successes, especially related to student learning outcomes?”

IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement.

“Do you offer frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement? How?”

Characteristic #4: High Levels of Collaboration & Communication

ID01: A team structure is officially incorporated into the school improvement plan and school governance policy.

“How does your school improvement plan address the issue of teachers working together?”

ID07: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

“What is the make-up of the Leadership Team and how often does the Leadership Team meet (i.e. twice a month or more for an hour each meeting).”

ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.

“How does the Leadership Team serve as a conduit of communication to the faculty and staff?”

ID13: 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.

“What impact has the instructional team had on developing and refining units of instruction and on reviewing student learning data?”

Probe: *“How is student data utilized in setting goals?”*

Characteristic #6: Frequent Monitoring of Learning and Teaching

IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

“How have instructional teams used student-learning data to assess the strengths and weaknesses of the curriculum and instructional strategies?”

IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

“How are yearly learning goals set for the school by the Leadership Team?”

Probe: *“How have assessment data informed the development and/or progress of the School Improvement Plan?”*

Characteristic #7: Focused Professional Development

IF03: Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. **AND**

IF04: Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.

“How do you use classroom observations to inform the professional development you provide your teachers?”

Probe: *“How does your professional development address effective teaching and classroom management?”*

Characteristic #9: High Level of Family and Community Involvement

IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement.

“What opportunities do you offer for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement?”

IIIB01: All teachers maintain a file of communication with parents.

“Do teachers maintain a file of communication with parents?”

IIIB06: All teachers systematically report to parents the student’s mastery of specific standards-based objectives.

“Do teachers systematically report to parents the student’s mastery of specific standards-based objectives? How?”

Probe: *“What opportunities are parents given to assist in children’s home-based study and their reading/math development and habits?”*

Appendix 4-E (2): Principal Interview Notes

Characteristic #2: High Standards & Expectations for All Students

1. **IIIA01:** Are teachers guided by a specific document that aligns standards, curriculum instruction, and assessment? If not, what is guiding them?
 - a. **Probe: IIC01** How do you support the development of units of instruction that include activities aligned to objectives?

2. **IIIA31:** How do teachers interact instructionally with students (explaining, checking for understanding, and giving feedback)?

3. **IIIA32:** How do teachers interact managerially with students (reinforcing rules, procedures)?

4. **IIIC10:** How do you help teachers reinforce rules and procedures by positively teaching them?

10. **ID13:** What impact has the instructional team had on developing and refining units of instruction and on reviewing student learning data?

a. **Probe:** How is student data utilized in setting goals?

Characteristic #6: Frequent Monitoring of Learning and Teaching

11. **IID08:** How have instructional teams used student-learning data to assess the strengths and weaknesses of the curriculum and instructional strategies?

12. **IID06:** How are yearly learning goals set for the school by the Leadership Team?

a. **Probe:** How have assessment data informed the development and/or progress of the School Improvement Plan?

Characteristic #7: Focused Professional Development

13. **IF03/IF04:** How do you use classroom observations to inform the professional development you provide your teachers?

- a. **Probe:** How does your professional development address effective teaching and classroom management?

Characteristic #9: High Level of Family and Community Involvement

14. **IE13:** What opportunities do you offer for staff and parents to voice constructive critique of the school's progress and suggestions for improvement?

15. **IIIB01:** Do teachers maintain a file of communication with parents?

16. **IIIB06:** Do teachers systematically report to parents the student's mastery of specific standards-based objectives? How?

- a. **Probe:** What opportunities are parents given to assist in children's home-based study and their reading/math development and habits?

Appendix 4-F (1): Leadership Team Focus Group

Guidelines:

- The group will meet for 60 minutes.
- Timeframes will be strictly honored (starting and ending times).
- The group will contain no more than 8 and no fewer 5 members.
- Two team members conduct the group: one to ask questions, the other to record conversation and observations of the group and be a timekeeper.

Characteristic #4: High Levels of Collaboration & Communication

ID07: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

“How does the administration develop the leadership capacity of the Leadership Team members?”

ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.

“How does the Leadership Team function within the school?”

Probe: *“How does it communicate with faculty and staff?”*

Characteristic #5: Curriculum, Instruction & Assessment Aligned w/State Standards

IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

“What process does the instructional team follow to develop or implement Standards aligned units of instruction?”

Characteristic #6: Frequent Monitoring of Learning and Teaching

IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

“How are yearly learning goals set for the school by the Leadership Team?”

Probe: *“How have assessment data informed the development and/or progress of the School Improvement Plan?”*

IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

“How is student learning data used to assess the strengths and weaknesses of curriculum and instructional strategies?”

IID09: Instructional Teams use student learning data to plan instruction. **AND**

IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement. **AND**

IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).

“What process is used to identify and support students in need of intervention?”

Characteristic #7: Focused Professional Development

IF01: The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. **AND**

IF02: The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.

“What information/data does the Leadership Team use to plan professional development?”

Appendix 4-G (1): Instructional Staff Focus Group Questions

Guidelines:

- The group will meet for 60 minutes.
- Timeframes will be strictly honored (starting and ending times).
- Time should be budgeted to allow for answering all questions.
- The group will contain no more than 8 and no fewer 5 members who have instructional responsibilities including paraprofessional staff.
- The selection of group members (random or intentional) needs to be documented in the data analysis.
- The group composition should be representative of the school.
- Two team members conduct the group: one to ask questions, the other to record the conversation and observations of the group and to act as timekeeper.

Characteristic #2: High Standards and Expectations for All Students

IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. **AND**

IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction. **AND**

IIIA05: All teachers maintain a record of each student's mastery of specific learning objectives.

“What documents guide your planning and instruction? Please identify them and describe them.”

Characteristic #3: Effective School Leadership

IE06: The principal keeps a focus on instructional improvement and student learning outcomes. **AND**

IE07: The principal monitors curriculum and classroom instruction regularly. **AND**

IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes. **AND**

IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. **AND**

“How does your administration demonstrate support for teaching and learning?”

Characteristic #6: Frequent Monitoring of Learning and Teaching

IIB01: Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. **AND**

IIB04: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. **AND**

IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. **AND**

IID09: Instructional Teams use student learning data to plan instruction.

“What types of evaluation practices are used at this school to assess students learning?”

IIB05: Teachers re-teach based on post-test results. **AND**

IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement. **AND**

IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).

“How is this information used?”

Probe: *“Look at what the administration has put in place to support your classroom practice and what affect that has had on your students.”*

Characteristic #7: Focused Professional Development

IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching. **AND**

IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

“What professional development activities (workshops, coaching, mentoring, learning communities, action research, etc.) have you participated in the past year?”

“What impact have they had on student learning and how you provide instruction?”

Probe: *“Give examples of how your principal supports instructional improvement.”*

Characteristic #9: High Level of Family and Community Involvement

IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

“How does leadership in the school communicate with staff and parents? How often?”

Appendix 4-G (2): Instructional Staff Focus Group Notes

Characteristic #2: High Standards and Expectations for All Students

1. **IIIA01, IIIA02 IIIA05:** *“What documents guide your planning and instruction? Please identify them and describe them.*

Characteristic #3: Effective School Leadership

2. **IE06, IE07, IE10, IE13:** *“How does your administration demonstrate support for teaching and learning?”*

Characteristic #6: Frequent Monitoring of Learning and Teaching

3. **IIB01, IIB04, IID08, IID09:** *“What types of evaluation practices are used at this school to assess students learning?”*

4. **IIB05, IID10, IID11:** *“How is this information used?”*

- a. **Probe:** *“Look at what the administration has put in place to support your classroom practice and what affect that has had on your students.”*

Characteristic #7: Focused Professional Development

5. **IF07, IF08:** *“What professional development activities (workshops, coaching, mentoring, learning communities, action research, etc.) have you participated in the past year?”*

6. **IF07, IF08:** *“What impact have they had on student learning and how you provide instruction?”*

a. **Probe:** *“Give examples of how your principal supports instructional improvement.”*

Characteristic #9: High Level of Family and Community Involvement

7. **IE13:** *“How does leadership in the school communicate with staff and parents? How often?”*

Appendix 4-H (1): Non-Instructional Staff Focus Group Questions

Guidelines:

- The group will meet for 60 minutes.
- The group can include: dean of students, guidance counselor, school nurse, secretaries, security staff, food services staff, building service staff, technical support staff, and other non-teaching staff.
- Timeframes will be strictly honored (starting and ending times).
- Time should be budgeted to allow for answering all questions.
- The group will contain no more than 8 and no fewer than 5 members.
- The selection of group members (random or intentional) needs to be documented in the data analysis.
- The group composition should be representative of non-teaching staff in the school (e.g. school nurse, secretaries, building services personnel, parent outreach staff).
- Two team members conduct the group: one to ask questions, the other to record the conversation and observations of the group, and to act as timekeeper.

Characteristic #3: Effective School Leadership

IE06: The principal keeps a focus on instructional improvement and student learning outcomes.

“How does the administration keep a focus on instructional improvement and student learning outcomes?”

IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

“How does the administration celebrate individual, team, and school successes?”

IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement.

“What opportunities are you given to voice constructive comments about the school’s progress and offer suggestions for improvement?”

Characteristic #4: High Levels of Collaboration & Communication

IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. **AND**

ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.

“How are you made aware of the yearly learning goals set for the school?”

Characteristic #7: Focused Professional Development

IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

“How are you involved in professional development for the whole school staff?”

Characteristic #9: High Level of Family and Community Involvement

IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement.

“How does the school staff communicate regularly with parents and community?”

Appendix 4-H (2): Non-Instructional Staff Focus Group Notes

Characteristic #3: Effective School Leadership

1. **IE06:** *“How does the administration keep a focus on instructional improvement and student learning outcomes?”*
2. **IE10:** *“How does the administration celebrate individual, team, and school successes?”*
3. **IE13:** *“What opportunities are you given to voice constructive comments about the school’s progress and offer suggestions for improvement?”*

Characteristic #4: High Levels of Collaboration & Communication

4. **IID06, ID08:** *“How are you made aware of the yearly learning goals set for the school?”*

Characteristic #7: Focused Professional Development

5. **IF08:** *“How are you involved in professional development for the whole school staff?”*

Characteristic #9: High Level of Family and Community Involvement

6. **IE13:** *“How does the school staff communicate regularly with parents and community?”*

Appendix 4-I (1): Parent Focus Group

Guidelines:

- The group will meet for 60 minutes.
- Timeframes will be strictly honored (starting and ending times).
- The group will contain no more than 8 and no fewer 5 members.
- The selection of group members (random or intentional) needs to be documented in the data analysis.
- The group composition should be representative of the student population of the school.
- Two team members conduct the group: one to ask questions, the other to record conversation and observations of the group and be a timekeeper.

Characteristic #3: Effective School Leadership

IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

“Does the principal at this school celebrate the school’s successes? If so, how?”

Parent Involvement Analysis:

“How does the principal inform parents about the school’s mission and goals?”

Characteristic #9: High Level of Family and Community Involvement

IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement.

“How often does the principal at this school give you opportunities to voice your opinion and provide suggestions about the school’s progress?”

IIIB01: All teachers maintain a file of communication with parents.

“What kinds of communication do you receive from this school about ways to help your child succeed in school?”

IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives.

“What opportunities are you given to meet with your child's teachers to discuss your child's progress?”

Parent Involvement Analysis:

“What kinds of practical guidance do you receive from this school to encourage your child's regular reading habits at home?”

Appendix 4-I (2): Parent Focus Group Notes
Characteristic #3: Effective School Leadership

1. **IE10:** *“Does the administration at this school celebrate the school’s successes? If so, how?”*
2. **PIA:** *“How does the principal inform parents about the school’s mission and goals?”*

Characteristic #9: High Level of Family and Community Involvement

3. **IE13:** *“How often does the principal at this school give you opportunities to voice your opinion and provide suggestions about the school’s progress?”*
4. **IIIB01:** *“What kinds of communication do you receive from this school about ways to help your child succeed in school?”*
5. **IIIB06:** *“What opportunities are you given to meet with your child’s teachers to discuss your child’s progress?”*
6. **PIA:** *“What kinds of practical guidance do you receive from this school to encourage your child’s regular reading habits at home?”*

Appendix 4-J (1): Student Focus Group

Guidelines:

- The group will meet for 60 minutes.
- Timeframes will be strictly honored (starting and ending times).
- The group will contain no more than 8 and no fewer 5 members.
- The selection of group members (random or intentional) needs to be documented in the data analysis.
- The group composition should be representative of the student population of the school.
- Parent notification and permission is required for each of the group members. Parent notification and getting parental permission is the responsibility of the school/district and necessary documentation must be presented to evaluators prior to participating in the Student Focus Group.
- Two team members conduct the group: one to ask questions, the other to record conversation and observations of the group and be a timekeeper.

Characteristic #2: High Standards and Expectations for All Students

IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback). **AND**

IIIA33: All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

“Does your teacher believe you can learn?”

IIIA13: All teachers explain directly and thoroughly. **AND**

IIIA26: All teachers encourage students to check their own comprehension.

“Does your teacher expect you to work hard?”

IIIA09: All teachers clearly state the lesson’s topic, theme, and objectives.

“Does your teacher make clear what you are supposed to learn?”

IIB04: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. **AND**

IIIA11: All teachers use modeling, demonstration, and graphics. **AND**

IIIC05: IIIC05 All teachers use a variety of instructional modes.

“Does your teacher use different ways to help you learn?”

Characteristic #3: Effective School Leadership

IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

“Does your school celebrate the school’s success? How?”

IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement.

“Does your teacher listen to your ideas and opinions?”

Characteristic #9: High Level of Family and Community Involvement

IIIB01: All teachers maintain a file of communication with parents.

“Does your teacher tell your family when you are going a good job in school?”

IIIB06: All teachers systematically report to parents the student’s mastery of specific standards-based objectives.

“If you are having problems learning, does your teacher talk with your family?”

Appendix 4-Q: Student Focus Group Notes

Characteristic #2: High Standards and Expectations for All Students

1. IIIA31, IIIA33: *“Does your teacher believe you can learn?”*
2. IIIA13, IIIA26: *“Does your teacher expect you to work hard?”*
3. IIIA09: *“Does your teacher make clear what you are supposed to learn?”*
4. IIB04, IIIA11, IIIC05: *“Does your teacher use different ways to help you learn?”*

Characteristic #3: Effective School Leadership

5. **IE10:** *“Does your school celebrate the school’s success? How?”*

6. **IE13:** *“Does your teacher listen to your ideas and opinions?”*

Characteristic #9: High Level of Family and Community Involvement

7. **IIIB01** *“Does your teacher tell your family when you are going a good job in school?”*

8. **IIIB06:** *“If you are having problems learning, does your teacher talk with your family?”*

Appendix 4-K: List of Requested Documents for Document Review

Note: Schools and teachers should be provided this list in advance and asked to have these documents available on-site, if requested, during the review. Interview questions will relate to the processes and procedures staff use in relation to the instructional core. The SDE recommends that the following be readily available as artifacts during the interview process in order to support the conversation.

AYP Data

Content and Performance Standards

Course Syllabi

Faculty Meeting Agendas

Individualized Learning Plans

Instructional Team Meeting Schedules, Agendas, and Notes

Instructional Units

Pacing Guides

Principal's Calendar

Professional Development Plan, Schedule, and Session Agendas

Sample of newsletters and other communications to external and internal audiences

School Community Council Mission Statement and Membership List

School Events Calendar

School Improvement Plan

Teacher Handbook

Appendix 4-L: Document Review Checklist

Note: The set of documents in Column 1 listed under each of the *Nine Characteristics of High Performing Schools* is to be examined in order to complete the checklist for each indicator under that characteristic. If evidence is noted, check the “Yes” box and also indicate the document(s) containing the evidence to assist in report preparation. Twenty nine (29) indicators will be evaluated, in part, on the basis of document review.

Characteristic 2 – High Standards and Expectations for All Students			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
Classroom Instruction - Preparation			
School Improvement Plan, Instructional units, content and performance standards, pacing guides, Instructional Team meeting notes	IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment		
Instructional Team meeting schedules and notes, AYP data	IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.		
	IIIA05: All teachers maintain a record of each student's mastery of specific learning objectives.		
	IIIA06: All teachers test frequently using a variety of evaluation methods and maintain a record of the results.		

Characteristic 3 – Effective School Leadership			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
Newsletters and other communications to external and internal	IE07: The principal monitors curriculum and classroom instruction.		

Characteristic 3 – Effective School Leadership			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
audiences, School events calendar	regularly.		
Principal's calendar, Faculty Meeting agendas	IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.		
School Improvement Plan, Instructional units, content and performance standards, pacing guides	IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.		

Characteristic 4 – High Levels of Collaboration & Communication			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
School Improvement Plan, Instructional Team meeting schedules and notes, AYP data	ID01: A team structure is officially incorporated into the school improvement plan and school governance policy.		
Instructional units, content and performance standards, pacing guides, Instructional Team meeting notes	ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.		
Newsletters and other communications to external and internal audiences, School events calendar	ID13: 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.		

Characteristic 5 - Curriculum, Instruction & Assessments Aligned w/ State Standards			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
School Improvement Plan, Instructional units, content and performance standards, pacing guides, Instructional Team meeting notes	IIA01: Instructional teams develop standards-aligned units of instruction for each subject & grade level		
	IIA02 Units of instruction include standards-based objectives and criteria for mastery		
	IIC01 Units of instruction include specific learning activities aligned to objectives		
	IIC01 Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.		

Characteristic 6 – Frequent Monitoring of Learning and Teaching			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
	Classroom Assessment		
	IIB01: Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.		
	Periodic Assessment		
Course syllabi, Instructional Team meeting agendas and notes, School Improvement Plan, individualized learning	IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.		

Characteristic 6 – Frequent Monitoring of Learning and Teaching			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
plans			
Instructional units, content and performance standards, pacing guides, Instructional Team meeting notes	IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.		
Instructional Team meeting agendas and notes, School Improvement Plan, AYP data	IID09: Instructional Teams use student learning data to plan instruction.		
	IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.		
	IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).		

Characteristic 7 – Focused Professional Development			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
Professional Development Plan (for school), Professional Development session agendas	IF05: Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.		

Characteristic 7 – Focused Professional Development			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
	IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.		
	IF10: The principal plans opportunities for teachers to share their strengths with other teachers.		

Characteristic 9 – High Level of Family and Community Involvement			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
School Community Council mission statement and membership list, Teacher Handbook, Parent Newsletters	IE 13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.		
	IIIB01: All teachers maintain a file of communication with parents.		
Newsletters and other communications to external and internal audiences, School events calendar	IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives		
Principal's calendar, Faculty Meeting agendas, Newsletters and other communications to external and internal audiences, School events calendar	PIA: Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.		

Characteristic 9 – High Level of Family and Community Involvement			
Document Set	Relevant Indicators	Yes (evidence of indicator noted)	No (evidence of indicator not noted)
	PIA: Parents receive practical guidance to encourage their children's regular reading habits at home.		
	PIA: Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits.		

Appendix 4-M (1): School Staff Survey of School Characteristics

Nine Characteristics of High Performing Schools Perception Surveys

School Staff Survey of School Characteristics

To improve school quality and help students learn, school personnel need to identify their strengths and areas needing improvement. Obtaining your views about your school is an important part of this process.

The survey on the following pages was developed to generate discussion that can help your school improvement efforts. Each of the statements in the survey relate to one or more of the nine characteristics of high-performing schools. *(For more information on these types of schools, see <http://www.k12.wa.us/research/pubdocs/pdf/9charactfor%20SIP.pdf>)*

It will take you about 10 minutes to complete the survey. To ensure your responses remain confidential, your ratings will be combined with other staff and reported as a group. Completing the survey is voluntary, although we encourage you to respond honestly to help your school get a complete understanding of staff views. To help keep survey responses confidential, consider using an out-of-district resource to give the survey and analyze the results.

Survey Scale: The survey on the following pages uses a 5-point scale, from 1 meaning you “do not agree at all” to 5 meaning you “agree completely.” Indicate the number that best describes your level of agreement about each statement. If you have no knowledge to make an accurate selection, mark 0 in the first column (“no basis to judge”).

Before taking the survey, please complete the *School Staff Survey of School Characteristics Information* form on the following page. This information will be used for analysis purposes only, and results will not be reported for categories that have fewer than five (5) responses.

Note: Schools & Districts participating in the Idaho Building Capacity Project will utilize perceptual surveys together as a cohort.

School Staff Survey of School Characteristics Information

District: _____ School: _____ Date: _____

1. Level/Type of School (check all that apply):

- Elementary School Middle/Junior High School High School
 Other: _____

2. Grades Served by this School (e.g. K-6): _____

3. Your primary role (*check one*):

- Teacher Building Administrator Para-educator
 Other Classified Staff Other Certificated Staff

4. Years working in your current role (*include work in other locations*):

- 0 - 3 4 - 7 8 - 15 16 or more

5. Years working in this school (*check one*):

- 0 - 3 4 - 7 8 - 15 16 or more

6. Grade(s) taught (*circle all that apply*):

K 1 2 3 4 5 6 7 8 9 10 11 12 Not applicable

7. [Optional: For individual school use]:

School Staff Survey of School Characteristics

Think about your school as you read each of the statements below. Then circle the number that best describes how much you agree with that statement.

The survey on the following pages uses a 5-point scale, from 1 meaning you “do not agree at all” to 5 meaning you “agree completely”. Indicate the number that best describes your level of agreement about each statement. If you have no knowledge to make an accurate selection, mark 0 in the first column (“no basis to judge”).

		No Basis to Judge	Don't Agree At All		Agree Moderately	Agree Completely	
1. Vision	a. The school has a clear sense of purpose.	0	1	2	3	4	5
	b. I have a clear understanding of what the school is trying to achieve.	0	1	2	3	4	5
	c. The staff shares a common understanding of what the school wants to achieve.	0	1	2	3	4	5
	d. All staff are committed to achieving the school's goals.	0	1	2	3	4	5
	e. The staff keeps the school's goals in mind when making important decisions.	0	1	2	3	4	5
	f. The school's primary emphasis is improving student learning.	0	1	2	3	4	5

		No Basis to Judge	Don't Agree At All		Agree Moderately	Agree Completely	
2. Standards/Expectations	a. All students are expected to achieve high standards.	0	1	2	3	4	5
	b. Teachers do whatever it takes to help all students meet high academic standards.	0	1	2	3	4	5
	c. I believe all students can learn complex concepts.	0	1	2	3	4	5
	d. All students are consistently challenged by a rigorous curriculum.	0	1	2	3	4	5
	e. Teachers use effective strategies to help low-performing students meet high academic standards.	0	1	2	3	4	5

Continue to next page

		No Basis to Judge	Don't Agree At All		Agree Moderately	Agree Completely	
3. Leadership	a. Many staff provide leadership in some way.	0	1	2	3	4	5
	b. Leaders advocate for effective instruction for all students.	0	1	2	3	4	5
	c. People in leadership roles act with integrity.	0	1	2	3	4	5
	d. School administrators consider various viewpoints when making decisions.	0	1	2	3	4	5
	e. Leaders hold staff accountable for improving student learning.	0	1	2	3	4	5
	f. I feel like the school leadership cares about me.	0	1	2	3	4	5

		No Basis to Judge	Don't Agree At All		Agree Moderately	Agree Completely	
4. Collaboration/Communications	a. The school uses a system to obtain a variety of perspectives when making decisions.	0	1	2	3	4	5
	b. Teachers discuss teaching issues on a regular basis.	0	1	2	3	4	5
	c. Staff members work together to solve problems related to school issues.	0	1	2	3	4	5
	d. The staff works in teams across grade levels to help increase student learning.	0	1	2	3	4	5
	e. Staff routinely work together to plan what will be taught.	0	1	2	3	4	5
	f. Teachers have frequent communication with the families of their students.	0	1	2	3	4	5
	g. Staff members trust one another.	0	1	2	3	4	5

Continue to next page

		No Basis to Judge	Don't Agree At All		Agree Moderately	Agree Completely	
5. Alignment to Standards	a. The school's curriculum is aligned with state standards.	0	1	2	3	4	5
	b. Instructional staff have a good understanding of the state standards in the areas they teach.	0	1	2	3	4	5
	c. Instructional materials that are aligned with the standards are available to staff.	0	1	2	3	4	5
	d. Instruction builds on what students already know.	0	1	2	3	4	5
	e. Schoolwork is meaningful to students.	0	1	2	3	4	5
	f. Teachers use a variety of approaches and activities to help students learn.	0	1	2	3	4	5
	g. Classroom activities are intellectually stimulating.	0	1	2	3	4	5
	h. I know the research basis for the instructional strategies being used.	0	1	2	3	4	5
	i. The staff uses ISAT results to help plan instructional activities.	0	1	2	3	4	5

		No Basis to Judge	Don't Agree At All		Agree Moderately	Agree Completely	
6. Monitoring of Teaching and Learning	a. Students receive regular feedback about what they need to do to improve.	0	1	2	3	4	5
	b. Students receive extra help when they need it.	0	1	2	3	4	5
	c. Teachers modify their instructional practices based on classroom assessment information.	0	1	2	3	4	5
	d. Teachers receive regular feedback on how they are doing.	0	1	2	3	4	5
	e. Teaching and learning are the focus of staff observations and evaluations.	0	1	2	3	4	5
	f. Teachers provide feedback to each other to help improve instructional practices.	0	1	2	3	4	5
	g. High quality work is expected of all the adults who work at the school.	0	1	2	3	4	5

Continue to next page

		No Basis to Judge	Don't Agree At All		Agree Moderately	Agree Completely	
7. Professional Development	a. Assessment results are used to determine professional learning activities.	0	1	2	3	4	5
	b. Staff members get help in areas they need to improve.	0	1	2	3	4	5
	c. Professional development activities are consistent with school goals.	0	1	2	3	4	5
	d. I have enough opportunities to grow professionally.	0	1	2	3	4	5
	e. Different staff members periodically lead professional development activities for other staff.	0	1	2	3	4	5
	f. Instructional staff view themselves as learners as well as teachers.	0	1	2	3	4	5

		No Basis to Judge	Don't Agree At All		Agree Moderately	Agree Completely	
8. Learning Environment	a. Students feel safe on school property during school hours.	0	1	2	3	4	5
	b. The school environment is conducive to learning.	0	1	2	3	4	5
	c. Teachers show they care about <u>all</u> of their students.	0	1	2	3	4	5
	d. The staff respects the cultural heritage of students.	0	1	2	3	4	5
	e. Students respect those who are different from them.	0	1	2	3	4	5
	f. Instruction is adjusted to meet individual student needs.	0	1	2	3	4	5
	g. Student discipline problems are managed well.	0	1	2	3	4	5
	h. The staff feels free to express their ideas and opinions with one another.						

Continue to the last page

		No Basis to Judge	Don't Agree At All		Agree Moderately	Agree Completely	
9. Family & Community Involvement	a. The staff believes students learn more through effective family support.	0	1	2	3	4	5
	b. The school works with many community organizations to support its students.	0	1	2	3	4	5
	c. The school makes a special effort to contact the families of students who are struggling academically.	0	1	2	3	4	5
	d. Teachers have frequent contact with their student's parents.	0	1	2	3	4	5
	e. The school provides ample information to families about how to help students succeed in school.	0	1	2	3	4	5
	f. Many parents are involved as volunteers at the school.	0	1	2	3	4	5

Comments or Response to Optional Question(s):

Nine Characteristics of High Performing Schools Perception Surveys

Family Perspectives Survey

Certain characteristics of a school can affect student learning. This survey asks for your views about our school so we can improve and provide the best possible education for your child.

It will take you about 5-10 minutes to respond to the 30 statements about the school. The survey uses a 5-point scale, with **1** meaning you “don’t agree at all” with the statement, and **5** meaning you “agree completely”. (Mark the **0** when you don’t know or the statement does not apply.) Mark one number for each statement.

Please respond honestly to each statement. *All responses will be anonymous and remain confidential.* Participation is voluntary, and not responding to the survey will not affect your child in any way. If you do not want to take the survey, please check the box below and return the blank survey to the school.

I choose not to respond to this survey

Please provide some background information about yourself. This information will be used for analysis purposes only, and results will not be reported for categories that have fewer than five (5) responses. *(Mark one box for each question)*

1. Gender: Male Female

2. Your race/ethnicity: American Indian/Native Amer. African American/Black
 Asian/Pacific Islander Hispanic/Latino
 White/Caucasian Multi-racial
 Other

3. Number of children in this school: 0 1 2 3 4 or more

4. Number of children under 18 living in your home:
 0 1 2 3 4 5 or more

5. Relationship to children in the school: Parent Guardian
 Relative Other

6. Main language spoken at home: English Spanish
 Cambodian Chinese
 Korean Russian
 Ukranian Tagalog
 Vietnamese Other

7. Frequency of visits to the school:
 Never Rarely Sometimes Often Very Often

8. Provide any comments below or attach them to this survey.

Family Perspectives Survey

Think about your school as you read each of the statements below. Then circle the number that best describes how much you agree with that statement.

The survey on the following pages uses a 5-point scale, from 1 meaning you “do not agree at all” to 5 meaning you “agree completely”. Indicate the number that best describes your level of agreement about each statement. If you don’t know or the statement does not apply, mark 0 in the first column (“no basis to judge”).

District: _____ School: _____ Date: _____

	No Basis to Judge	Don't Agree At All	Agree Moderately	Agree Completely		
1. The school has a clearly defined purpose and mission.	0	1	2	3	4	5
2. I have a clear understanding of what the school is trying to accomplish.	0	1	2	3	4	5
3. I support the goals of the school.	0	1	2	3	4	5
4. The school’s primary emphasis is improving student learning.	0	1	2	3	4	5
5. The school communicates its goals effectively to families and the community.	0	1	2	3	4	5
6. All students in the school are expected to meet high standards.	0	1	2	3	4	5
7. My child understands what needs to be learned.	0	1	2	3	4	5
8. School work is meaningful and made relevant.	0	1	2	3	4	5
9. Teachers do whatever it takes to help my child meet high academic standards.	0	1	2	3	4	5
10. Teachers make adjustments to meet individual student’s needs.	0	1	2	3	4	5
11. Classes challenge students to think and solve problems.	0	1	2	3	4	5
12. Students receive detailed information about the quality of the work they do.	0	1	2	3	4	5
13. Teachers give students extra help if it is needed.	0	1	2	3	4	5

Continue to next page

	No Basis to Judge	Don't Agree At All	Agree Moderately	Agree Completely		
14. Grades are given in a fair manner.	0	1	2	3	4	5
15. Students respect those who are different from them.	0	1	2	3	4	5
16. The adults in the school show respect for all students.	0	1	2	3	4	5
17. Discipline problems are handled fairly.	0	1	2	3	4	5
18. School leaders act fairly and with integrity.	0	1	2	3	4	5
19. My child feels safe at school.	0	1	2	3	4	5
20. The school environment helps the learning process.	0	1	2	3	4	5
21. School staff listens carefully when I express my opinions and concerns.	0	1	2	3	4	5
22. Teachers are constantly trying to become better teachers.	0	1	2	3	4	5
23. The teachers and other adults in my school show respect for each other.	0	1	2	3	4	5
24. School leaders show they care about all students.	0	1	2	3	4	5
25. The adults in the school work well together.	0	1	2	3	4	5
26. The school contacts the families of students who are struggling academically.	0	1	2	3	4	5
27. There is frequent, two-way communication between school staff and families.	0	1	2	3	4	5
28. I feel welcome when I visit the school.	0	1	2	3	4	5
29. The school works with many community organizations to support its students.	0	1	2	3	4	5
30. Many parents and adults from the community come and help at the school.	0	1	2	3	4	5

Thank you for sharing your views with us!

Nine Characteristics of High Performing Schools Perception Surveys

High School Student Survey

This survey asks for your views about different qualities of your school. It will take you about 5-10 minutes to respond to the 30 statements about the school. The survey uses a 5-point scale, with **1** meaning you “don’t agree at all” with the statement, and **5** meaning you “agree completely”. (Mark the **0** when you don’t know or the statement does not apply.) Mark one number for each statement.

Please respond honestly to each statement. *Your responses will be anonymous and remain confidential.* Participation is voluntary – if you do not want to take the survey, check the box below and return the blank survey.

I choose not to respond to this survey

Please provide some background information about yourself. This information will be used for analysis purposes only, and results will not be reported for categories that have fewer than five (5) responses. (Mark one box for each question).

1. What grade are you in?

- 9th 10th 11th 12th Ungraded Not sure

2. What is your gender? Male Female

3. What is your primary race/ethnicity?

- American Indian/Native Amer. African American/Black
 Asian/Pacific Islander Hispanic/Latino
 White/Caucasian Multi-racial
 Other

4. What is your approximate grade point average (GPA)?

- Above 3.50 3.00 - 3.50 2.50 - 2.99 2.00 - 2.49 1.50 - 1.99
 1.00 - 1.49 Below 1.00 Ungraded / Don't Know

Comments or Response to Optional Question(s):

High School Student Survey

Think about your school as you read each of the statements below. Then circle the number that best describes how much you agree with that statement.

The survey on the following pages uses a 5-point scale, from 1 meaning you “do not agree at all” to 5 meaning you “agree completely”. Indicate the number that best describes your level of agreement about each statement. If you don’t know or the statement does not apply, mark 0 in the first column (“no basis to judge”).

District: _____ School: _____ Date: _____

	No Basis to Judge	Don't Agree At All	Agree Moderately	Agree Completely		
1. My school has specific goals that I understand.	0	1	2	3	4	5
2. The main purpose of my school is to help students learn.	0	1	2	3	4	5
3. Teachers make it clear what I am supposed to learn.	0	1	2	3	4	5
4. I know why it is important for me to learn what is being taught.	0	1	2	3	4	5
5. My classes challenge me to think and solve problems.	0	1	2	3	4	5
6. Teachers expect all students to work hard.	0	1	2	3	4	5
7. Teachers expect all students to succeed, no matter who they are.	0	1	2	3	4	5
8. My classes are usually interesting.	0	1	2	3	4	5
9. Teachers give me challenging work.	0	1	2	3	4	5
10. My teachers make learning interesting by teaching in different ways.	0	1	2	3	4	5
11. Students feel free to express their ideas and opinions.	0	1	2	3	4	5
12. My teachers help me when I don't understand something.	0	1	2	3	4	5
13. Teachers give students extra help if it is needed.	0	1	2	3	4	5
14. My teachers encourage me.	0	1	2	3	4	5

Continue to next page

	No Basis to Judge	Don't Agree At All	Agree Moderately	Agree Completely		
15. Students are given many chances to show what we have learned.	0	1	2	3	4	5
16. Tests and quizzes are related to the material and ideas we are supposed to learn.	0	1	2	3	4	5
17. Grades are given in a fair manner.	0	1	2	3	4	5
18. Discipline problems are handled fairly.	0	1	2	3	4	5
19. The adults in my school work well together.	0	1	2	3	4	5
20. My teachers care about me as a person.	0	1	2	3	4	5
21. The adults in my school show respect for me.	0	1	2	3	4	5
22. Students respect those who are different from them.	0	1	2	3	4	5
23. The teachers and other adults in my school show respect for each other.	0	1	2	3	4	5
24. I feel safe when I am at school.	0	1	2	3	4	5
25. Students can participate in many different school activities (sports, clubs, etc).	0	1	2	3	4	5
26. The school environment makes it easy to learn.	0	1	2	3	4	5
27. I know how to get help from an adult at school if I need it.	0	1	2	3	4	5
28. The adults who work at my school care about all students, not just a few.	0	1	2	3	4	5
29. My teachers contact my family if I am having problems learning.	0	1	2	3	4	5
30. Many parents and adults from the community come and help at the school.	0	1	2	3	4	5

Thank you for sharing your views with us!

Nine Characteristics of High Performing Schools Perception Surveys

Middle Grade Student Survey

This survey asks for your views about different qualities of your school. It will take you about 5-10 minutes to respond to the 30 statements. The survey uses a 5-point scale, with **1** meaning you “don’t agree at all” with the statement, and **5** meaning you “agree completely”. (Use the **0** when you don’t know or the statement does not apply.) Mark one number for each statement.

Please respond honestly to each statement. *Your responses will be anonymous and remain confidential.* Participation is voluntary - if you do not want to take the survey, check the box below and return the blank survey.

I choose not to respond to this survey

Please provide some background information about yourself. This information will be used for analysis purposes only, and results will not be reported for categories that have fewer than five (5) responses. (Mark one box for each question)

1. What grade are you in?

- 6th 7th 8th 9th Ungraded Not sure

2. What is your gender? Male Female

3. What is your primary race/ethnicity?

- American Indian/Native Amer. African American/Black
 Asian/Pacific Islander Hispanic/Latino
 White/Caucasian Multi-racial
 Other

Comments or Response to Optional Question(s):

Middle Grade Student Survey

Think about your school as you read each of the statements below. Then circle the number that best describes how much you agree with that statement.

The survey on the following pages uses a 5-point scale, from 1 meaning you “do not agree at all” to 5 meaning you “agree completely”. Indicate the number that best describes your level of agreement about each statement. If you don’t know or the statement does not apply, mark 0 in the first column (“no basis to judge”).

District: _____ School: _____ Date: _____

	No Basis to Judge	Don't Agree At All	Agree Moderately	Agree Completely		
1. My school has specific goals that I understand.	0	1	2	3	4	5
2. The main purpose of my school is to help students learn.	0	1	2	3	4	5
3. Teachers make it clear what I am supposed to learn.	0	1	2	3	4	5
4. I know why it is important for me to learn what is being taught.	0	1	2	3	4	5
5. My classes challenge me to think and solve problems.	0	1	2	3	4	5
6. Teachers expect all students to work hard.	0	1	2	3	4	5
7. Teachers expect all students to succeed, no matter who they are.	0	1	2	3	4	5
8. My classes are usually interesting.	0	1	2	3	4	5
9. Teachers give me challenging work.	0	1	2	3	4	5
10. My teachers make learning interesting by teaching in different ways.	0	1	2	3	4	5
11. Students feel free to express their ideas and opinions.	0	1	2	3	4	5
12. My teachers help me when I don't understand something.	0	1	2	3	4	5
13. Teachers give students extra help if it is needed.	0	1	2	3	4	5
14. My teachers encourage me.	0	1	2	3	4	5

Continue to next page

	No Basis to Judge	Don't Agree At All	Agree Moderately	Agree Completely		
15. Students are given many chances to show what we have learned.	0	1	2	3	4	5
16. Tests and quizzes are related to the material and ideas we are supposed to learn.	0	1	2	3	4	5
17. Grades are given in a fair manner.	0	1	2	3	4	5
18. Discipline problems are handled fairly.	0	1	2	3	4	5
19. The adults in my school work well together.	0	1	2	3	4	5
20. My teachers care about me as a person.	0	1	2	3	4	5
21. The adults in my school show respect for me.	0	1	2	3	4	5
22. Students respect those who are different from them.	0	1	2	3	4	5
23. The teachers and other adults in my school show respect for each other.	0	1	2	3	4	5
24. I feel safe when I am at school.	0	1	2	3	4	5
25. Students can participate in many different school activities (sports, clubs, etc).	0	1	2	3	4	5
26. The school environment makes it easy to learn.	0	1	2	3	4	5
27. I know how to get help from an adult at school if I need it.	0	1	2	3	4	5
28. The adults who work at my school care about all students, not just a few.	0	1	2	3	4	5
29. My teachers contact my family if I am having problems learning.	0	1	2	3	4	5
30. Many parents and adults from the community come and help at the school.	0	1	2	3	4	5

Thank you for sharing your views with us!

Nine Characteristics of High Performing Schools Perception Surveys

Primary School Student Survey

This survey asks for your opinions about your school. It will take about 5-10 minutes to finish. It uses faces with “smiles” and “frowns” so you can tell us if you agree or disagree with the sentence. Circle one set of faces for each sentence. (Circle the **X** if you don’t know or have no opinion.)

There is no right answer. Please respond honestly. *Your answers will be kept private.*

If you do not want to take the survey, check the box below and return the blank survey.

I choose not to respond to this survey

Please provide some background information about yourself. This information will be used for analysis purposes only, and results will not be reported for categories that have fewer than five (5) responses. (Mark one box for each question)

1. What is your grade?

1st 2nd 3rd 4th 5th 6th Not Graded Not Sure

2. I am a Boy Girl

Comments or Response to Optional Question(s):

Primary School Student Survey

Think about your school as you read each of the statements below. It uses faces with “smiles” and “frowns” so you can tell us if you agree or disagree with the sentence. Circle one set of faces for each sentence. (Circle the **X** if you don’t know or have no opinion.)

District: _____ School: _____ Date: _____

	Don't Know No Opinion	Don't Agree At All	Agree Moderately	Agree Completely
1. My teacher makes it clear what I am supposed to learn.	X	☹☹	☹	☺
2. My teacher expects all students to work hard.	X	☹☹	☹	☺
3. My teacher believes that I <u>can</u> learn.	X	☹☹	☹	☺
4. My teacher thinks I <u>will</u> be successful.	X	☹☹	☹	☺
5. I know that I can do good work.	X	☹☹	☹	☺
6. My teacher uses different ways to help me learn.	X	☹☹	☹	☺
7. My teacher listens to my ideas and opinions.	X	☹☹	☹	☺
8. The school work I am asked to do is challenging.	X	☹☹	☹	☺
9. My teacher helps me when I don't understand something.	X	☹☹	☹	☺
10. I get extra help when I need it.	X	☹☹	☹	☺
11. I know how to get help from an adult at school if I need it.	X	☹☹	☹	☺
12. My teacher encourages me to do my best.	X	☹☹	☹	☺
13. My teacher cares about me.	X	☹☹	☹	☺
14. Teachers in my school show respect for students.	X	☹☹	☹	☺
15. Most students respect those who are different from them.	X	☹☹	☹	☺
16. I feel safe when I am at school.	X	☹☹	☹	☺
17. I feel safe when I am outside during recess.	X	☹☹	☹	☺
18. It is easy to learn at this school.	X	☹☹	☹	☺

Continue to next page

	No Basis to Judge	Don't Agree At All	Agree Moderately	Agree Completely	
19. I have fun learning at school.	X	☹☹	☹	☺	☺☺
20. Sometimes students work together in class.	X	☹☹	☹	☺	☺☺
21. The school has fair rules.	X	☹☹	☹	☺	☺☺
22. Students are treated fairly if they get in trouble.	X	☹☹	☹	☺	☺☺
23. The school is clean.	X	☹☹	☹	☺	☺☺
24. I like the food the school serves.	X	☹☹	☹	☺	☺☺
25. My teacher talks to my family if I am having problems learning.	X	☹☹	☹	☺	☺☺
26. If I am doing a good job in school, my teacher tells my family.	X	☹☹	☹	☺	☺☺
27. Parents and adults often come and help at school.	X	☹☹	☹	☺	☺☺
28. I get help on my school work at home.	X	☹☹	☹	☺	☺☺
29. I like my teacher.	X	☹☹	☹	☺	☺☺
30. I like this school.	X	☹☹	☹	☺	☺☺

Thank you for sharing your views with us!

Section 5. Preparing and Transmitting the Instructional Core Focus Visit Report

The Instructional Core Focus Visit team leader and team are all involved in preparing the Instructional Core Focus Visit Report. To assist the team in preparing the report, the LEA arranges for workspace and equipment. The LEA also provides editorial and other support services needed for report preparation.

The team leader is responsible for managing the activities related to data analysis and report preparation, and serves as liaison to the LEA regarding this work. It is the team leader's responsibility to schedule and monitor a timeline to complete this phase of the Instructional Core Focus Visit; to this end the team leader schedules and conducts team meetings to review on-site data and determine the nature of findings and recommendations to be included in the report. The team leader makes appropriate assignments to team members. Finally, the team leader, personally or through delegation, assures that the Instructional Core Focus Visit report reflects high standards for analysis and writing.

The team members are responsible for participating in all team meetings, completing all assigned tasks, and providing feedback on the Instructional Core Focus Visit report if requested.

Compiling and analyzing data

The first task is to compile the TICO summary data. Data from the TICO summary sheet for each teacher is entered into the TICO Data Compiler (Appendix 5-B) and totaled. These data provide information, based on the observations and interviews conducted, on the extent to which teachers' preparation and instruction reflect Instructional Core Focus Visit indicators. If there are sufficient numbers of teachers involved (i.e., at least three) the team may consider disaggregating the TICO data by grade level (or cluster i.e., grades 1-3) and/or by subject area (i.e., reading). TICO data will be compiled by individual school and by district. TICO data are to be reported by the percentage of teachers whose practices reflect indicators. Appendix 5-C displays examples of how TICO data may be reported for selected individual indicators.

The analysis task brings together all data sources aligned with the indicators (note: there will be instances where the nature of the data sources requires alignment at the characteristic level instead). A data analysis matrix tool is included in Appendix 5-D. This tool is an adaptation of the Patterns of Practice Matrix that lays out the set of review indicators organized within the nine characteristics. The analysis tool is structured to permit the team to attribute on-site review data, by source, to individual indicators. Working through this tool provides an opportunity for the team to capture what was heard and seen on-site.

Quantitative data includes the TICO information (reported as the percentage of teachers whose practices reflect the indicators). Results of the CEE survey (reported as the number or percentage of respondents agreeing with an item) may also be considered but optional. Qualitative data includes the results of the document reviews as well as the interview and

focus group notes. TICO data and document review results need to be weighted more heavily in the team's analysis process than school personnel's perceptions and/or opinions.

By completing the data analysis tool the team can determine the extent to which the school's practices reflect the indicators. The team is encouraged to reach consensus on each indicator based on the available evidence. This process requires the team to consider the weight of evidence. It may be helpful for the team to ask itself, in ambiguous cases, whether there is enough evidence to discern that "it is raining" (with regard to an indicator). This means that there is a strong enough data-based case supporting the presence of the indicator in the school.

How do we tell if it is raining? If we are indoors and see dark clouds, this might be a clue. Observing people walking with raised umbrellas or cars passing with windshield wipers in motion would increase our belief that it is raining. Seeing puddles might provide stronger evidence. But we'd have the most confidence if we personally could actually feel the rain. This is the standard teams must try to apply in the analysis activity.

Preparing for exit meeting

An exit meeting will be scheduled at the conclusion of the Instructional Core Focus Visit to share a summarized report with the district leadership team. All aspects of the Instructional Core Focus Visit will be reflective within this meeting emphasizing areas of strengths, areas of weaknesses, and recommendations based upon the evidence collected during the Focus Visit. The exit meeting will be facilitated by the team lead and will not exceed 60 minutes. All Focus Team members will be present to be available for questions or clarifications. Team members will also be assigned different agenda items to review and present at the request of the team lead. The LEA is given the latitude to include any and all members from their LEA. The local school board must have representation during the exit meeting.

Agenda topics for this exit meeting will include:

- Introductions of team members and explanation of history, goals and expectations from the Instructional Core Focus Visit
- Review of individual Focus Group meetings
- Review of school/district TICO data collection
- Review of CEE survey data
- Review of Instructional Core Focus Visit Report

A suggested outline for the Instructional Core Focus Visit report is included in Appendix 5-E (2). The team leader oversees the writing of the report and, after reviewing its content, shares the report with the LEA during the exit meeting. The report is drafted from both qualitative and quantitative data collected throughout the Instructional Core Focus Visit and summarized under the Nine Characteristics of High Performing Schools and categorized by areas of strengths, areas of concerns and recommendations based on evidence.

The report's Introduction would briefly describe the purpose of the review, how it was conducted, and who participated. It should also acknowledge the cooperation of the school

staff. Finally, it should indicate the scope of the review (e.g., number of CEE survey respondents, number of teachers observed and interviewed, number of persons involved in focus group conversations, and identification of documents reviewed). The Highlights section is an opportunity to emphasize a small number of important findings (and recommendations) and/or strengths identified within the course of the Instructional Core Focus Visit.

For each standard, the report will reflect the results of the team's analysis of the data. Although the recommendations are written for the school's consideration, they are also designed to inform LEA and SEA assistance services. A copy of the Indicator Framework (Appendix 1-A) should be included in the report.

The LEA will review all the information presented during the exit meeting and prioritize how to address the recommendations. The team lead will be in contact with the LEA leadership team within two weeks following the Instructional Core Focus Visit to provide additional technical assistance or guidance and clarification to the review team's recommendations. The team leader will continue to offer technical assistance every two weeks for the duration of the school year. A concerted effort of technical assistance will be provided by Capacity Builders, if applicable. If the LEA is not part of the Idaho Capacity Building Project a temporary Capacity Builder will be provided. Within the first month following the Instructional Core Focus Visit the LEA will submit a prioritized list of Focus Items to the team leader identifying a plan of action of addressing and implementing necessary practice to these Focus Items.

Holding a debriefing meeting for Focus Visit team members (optional)

Within one month following the on-site visit, the SDE may hold a one day meeting to examine all Instructional Core Focus Visit data and determine the report content. This meeting may be scheduled during the planning process (Section 2). Prior to the meeting, note takers for interview/focus group activities should complete their transcription and coding activities (Section 4). The team leader will have all of the copies of TICO forms and Document Review checklists, as well as summary data resulting from the CEE survey. The main objective of this meeting will be to review the procedures of the Instructional Core Focus Visit, identify areas of strengths and concerns, and to evaluate the overall success of the process.

APPENDICES

Section 5. Preparing and Transmitting the Review Report

5-A: Instructional Core Focus Visit Report Timeline

5-B: TICO Data Compiler

5-C: Reporting TICO Data

5-D: Instructional Core Focus Visit Analysis Matrix Tool

5-E (1): Instructions for constructing analysis worksheet on which to compile data from all sources by indicator

5-E (2): Instructional Core Focus Visit Report Outline

5-E (3): Sample Instructional Core Focus Visit Report

5-F (1): Instruction/Curriculum Alignment Resources

5-F (2): Communication Resources

5-F (3): Comprehensive Assessment Planning Resources

5-F (4): Collaboration Resources

5-G: ... Potential Artifact Collection for Follow-up Accountability

Appendix 5-A: Preparing the Review Report Timeline

ACTIVITY	COMPLETION DATE
Team meets to review data	on-site
Team prepares report	on-site
Team leader shares report to the LEA	During exit meeting
Team leader follow-up with LEA Presentation to School Board (optional)	2-3 weeks following review
LEA Focus Items identified	1 month following review
Team Leader Technical Assistance	Every 2 weeks following review
Education Northwest Interview	1 month following review
Debriefing for review team	Within 1 month following review
Team leader follow-up with LEA School Board report (optional)	3 months following review 6 months following review
Re-evaluate: <ul style="list-style-type: none"> • Student Achievement Data • CEE Survey Data • Education Northwest Follow-Up 	1 year following review with collection of potential artifacts

Appendix 5-B: TICO Data Compiler

TICO Data Sheet	Teacher Name							
Observation								
IIIA28								
IIIA32								
IIIC01								
IIIC10								
IIIA09								
IIIA11								
IIIA13								
IIIA16								
IIIA21								
IIIA26								
IIIA31								
IIIC05								
IIIC12								
Interview								
IIIA01								
IIA01								
IIA02								
IIIA02								

TICO Data Sheet	Teacher Name							
IIC01								
IIB04 IIB04								
IIB05								
IIIA05								
IIIA06								
IIIC01								
IIIB06								
IIIA40								

Note: Enter rubric score for the observation part. Enter 1 for yes and 0 for no for interview part. The last column provides average for each row. Complete column for each teacher.

Note: Excel worksheet may be prepared for all teachers or for groups of teachers (e.g., by grade level or subject area)

Appendix 5-C : Reporting TICO Data

Teacher Interview and Classroom Observation Instrument (TICO) Tally Sheet

Data are reported as the percentage of teachers whose practice reflects an indicator. Data may be disaggregated by grade level and/or subject area. Here are examples of tabulation and statement of finding. This would be done for each indicator as part of Focus Visit data analysis task.

School:

Date of Review:

TICO Observation

Indicator: IIC01

When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities.(exclude in # of Teachers Observed any teacher marked as no occasion for the observation)

Grade Level	# of Teachers Observed (Column A)	# of Indicators Observed (Column B)	% of Indicators Observed (B / A)
Whole School	8	4	4/8 = 50%

Fifty percent of observed teachers' classrooms exhibited behavior reflecting this indicator.

Indicator: IIIA35

Students are engaged and on task.

Grade 4 Classes	# of Teachers Observed (Column A)	# of Indicators Observed (Column B)	% of Indicators Observed (B / A)
	3	3	3/3 = 100%

All of the Grade 4 Classes observed had evidence of this indicator.

Indicator: IIC05

Teacher uses a variety of instructional modes.

Math Classes	# of Teachers Observed (Column A)	# of Indicators Observed (Column B)	% of Indicators Observed (B / A)
	4	1	1/4 = 25%

This indicator was observed in 25% of the math classes observed

TICO Interview

Indicator: IIA02

Uses a unit of instruction that includes standards-based objectives and criteria for mastery.

Whole School	# of Teachers	# of Indicators	% of Indicators
	(Column A)	(Column B)	(B / A)
	10	7	7/10 = 70%

Seventy percent of teachers interviewed had evidence of this indicator.

Indicator: IIIA03/04

Teacher uses objective-based pre-tests and post-tests.

Reading	# of Teachers	# of Indicators	% of Indicators
	(Column A)	(Column B)	(B / A)
	8	7	7/8 = 87.5%

87.5% of the teachers interviewed regarding reading instruction documented the use of pre-tests and post-tests.

Indicator: IIIC01

Provides curriculum-related activities for students when they have completed other work or are waiting for assistance.

Grade 3	# of Teachers	# of Indicators	% of Indicators
	(Column A)	(Column B)	(B / A)
	4	1	1/4 = 25%

Twenty-five percent of Grade 3 teachers interviewed indicated they provided such activities.

Appendix 5-D: Focus Visit Analysis Matrix Tool

This table arrays specific items appearing on the data collection tools (by item number or other designation depending on the tool) used in the reviews against the set of indicators that will be reported upon. For triangulation purposes there are multiple data sources per indicator.

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
Characteristic 2 High Standards & Expectations for All Students										Instructional Team meeting schedules and notes, AYP data, School Improvement Plan, Instructional units, content & performance standards, pacing guides, Newsletters and other communications to external and internal audiences, School events calendar, Course syllabi, individualized learning plans
IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.	X		X		X					
IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.	X				X					
IIIA05: All teachers maintain a record of each student's mastery of specific learning objectives.	X				X					
IIIA06: All teachers test frequently using a variety of evaluation methods & maintain a record	X									

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
of the results.										
IIIA09: All teachers clearly state the lesson's topic, theme, & objectives.		X						X		
IIIA11: All teachers use modeling, demonstration & graphics.		X						X		
IIIA13: All teachers explain directly and thoroughly.		X						X		
IIIA16: All teachers use prompting/cueing.		X								
IIIA21: All teachers re-teach following questions.		X								
IIIA26: Teachers encourage students to check their own comprehension.		X						X		
IIIA28: All teachers travel to all areas in which students are working.		X								

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback).		X	X					X		
IIIA32: All teachers interact managerially with students (reinforcing rules, procedures).		X	X							
IIIA35: Students are engaged and on task.			X							
IIIA40: All teachers assess student mastery in ways other than those provided by the computer program.	X									
IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives..	X							X		
IIIC01: When waiting for	X	X								

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.										
IIIC05: All teachers use a variety of instructional modes.		X						X		
IIIC10: All teachers reinforce classroom rules and procedures by positively teaching them.		X	X							
IIIC12: All teachers engage all students (e.g., encourage silent students to participate).		X								
Characteristic 3 Effective School Leadership										
IE06: The principal keeps a focus on instructional improvement and					X	X				Newsletters and other communications to external and internal

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
student learning outcomes.										audiences, Principal's calendar, Faculty Meeting agendas, School events calendar, School Improvement Plan
IE07: The principal monitors curriculum and classroom instruction regularly.					X					
IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.			X		X	X		X	X	
IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.			X		X	X		X		
Characteristic 4 High Levels of Collaboration & Communication										School

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
ID01: A team structure is officially incorporated into the school improvement plan and school governance policy.			X		X					Improvement Plan, Instructional Team meeting schedules and notes, AYP data, Newsletters and other communications to external and internal audiences, School events calendar
ID07: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).			X		X		X			
ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.			X		X	X	X			
ID13: Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year)			X		X					

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
sufficient to develop and refine units of instruction and review student learning data.										
Characteristic 5 Curriculum, Instruction and Assessments Aligned with State Standards										School Improvement Plan, Instructional units, content and performance standards, pacing guides Individualized learning plans, AYP data
IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	X						X			
IIA02: Units of instruction include standards-based objectives and criteria for mastery.	X									
IC01: Units of instruction include specific learning activities aligned to objectives.	X		X							
IC03: Materials for standards-aligned										

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
learning activities are well-organized, labeled, and stored for convenient use by teachers.										
Characteristic 6 Frequent Monitoring of Learning and Teaching										Instructional Team meeting agendas and notes, School Improvement Plan, AYP data Course syllabi, Instructional Team meeting agendas and notes, individualized learning plans
IIB01: Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.	X				X					
IIB04: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.	X				X			X		
IIB05: Teachers re-teach based on post-test results.	X				X					

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.			X		X	X	X			
IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.			X		X		X			
IID09: Instructional Teams use student learning data to plan instruction.					X		X			
IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.							X			
IID11: Instructional Teams review the					X		X			

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).										
Characteristic 7 Focused Professional Development										Professional Development Plan (for school), Professional Development session
IF01: The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without							X			

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
revealing the identity of individual teachers.										agendas School Improvement Plan, Instructional Team meeting schedules and notes, AYP data
IF02: The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.							X			
IF03: Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.	X		X							
IF04: Professional development for teachers includes observations by peers related to indicators of effective teaching and	X		X							

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
classroom management.										
IF05: Professional development for teachers includes self- assessment related to indicators of effective teaching and classroom management.	X		X							
IF06: Teachers are required to make individual professional development plans based on classroom observations.	X		X							
IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.						X				

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
IF10: The principal plans opportunities for teachers to share their strengths with other teachers.										
Characteristic 9 High Level of Family and Community Involvement										School Community Council mission statement and membership list, Teacher Handbook, Parent Newsletters Principal's calendar, Faculty Meeting agendas, School events calendar. Newsletters and other communications to external and internal audiences,
IE 13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.			X		X	X			X	
IIIB01: All teachers maintain a file of communication with parents.			X					X	X	
IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives	X		X		X			X	X	

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
PIA: A majority of the members of the School Community Council are parents of currently enrolled students and are not also employees of the school.			X		X				X	
PIA: Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.			X		X				X	
PIA: Parents receive practical guidance to encourage their children's regular reading habits at home.			X		X				X	
PIA: Parents are given opportunities to meet with teachers to discuss both their children's			X		X				X	

Indicator	TICO Interview	TICO Observe	Principal Interview	CEE Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Student Focus Group	Parent Focus Group	Documents Evidence Tangibles
progress in school and their children's home-based study and reading habits.										

Appendix 5-E (1): Instructions for Compiling Data from All Sources by Indicator

Items Needed

- Patterns of Practice (Focus Visit) Analysis Tool Matrix
- Instructional Staff Online Survey Results
- Teacher Interview and Classroom Observation (TICO) Tally Sheet
- Document Review Checklist
- Principal Interview Notes
- Instructional Staff Focus Group Notes
- Non-Instructional Staff Focus Group Notes
- Leadership Team Focus Group Notes
- Parent Focus Group Notes

Process Steps

1. Team leader ascertains that all of the items listed above have been completed (e.g., all team members have entered their TICO summary data onto a single tally sheet; all documents available at the school have been examined with results recorded on the Document Review Checklist)
2. Using the Patterns of Practice Analysis Tool Matrix as a framework, the team records data (by source) for each indicator. It may be possible (and advisable) for the Team leader to begin the recording process by entering the data from the Instructional Staff Online Survey, the TICO Tally Sheet (if completed by the team), and the Document Review Checklist prior to the team meeting. Data from the principal interview and the various focus groups is recorded at the team meeting. The note takers for the interview/focus groups discuss the content of their notes, and the team agrees on the salient points to be recorded in the Matrix.
3. Instructional Core Focus Visit findings (and resulting recommendations) are based on various types of data. While all data need to be considered, stronger weight should be given to the evidence from Instructional Core Focus Visitors' observations and from written documents.
4. The TICO Tally Sheet provides the number of teachers rated by reviewers as exhibiting individual indicators. These data are based either on
 - actual observation of a particular behavior in the classroom or

- what the teacher says and/or documents as shown to the reviewer during the teacher interview.
5. The Document Review Checklist data indicate, in the judgment of reviewers, whether indicators are addressed within one or more of the documents the school provides.
 6. The results of the CEE Perceptual Survey are quantitative (i.e., number of respondents selecting particular response category). As a rule of thumb consider grouping responses from the “to a great extent” and “to a moderate extent” as those agreeing with the statement. Either percentages or numbers responding may be used in the Instructional Core Focus Visit Report. These data reflect the opinions of those responding to the survey.
 7. Notes from the five interview/focus groups reflecting the opinions of those participating.
 8. Because the notes from the five interview/focus groups may be extensive, it is important to identify the most salient points with regard to the indicators.
 9. Once the Focus Visit Analysis Tool Matrix has been filled out to reflect all data sources, the team will be able to identify findings as well as reach conclusions upon which recommendations and statements of strengths will be based.
 10. The next step will be writing the Instructional Core Focus Visit Final Report.

Appendix 5-E (2): Review Report Outline

Introduction:

Highlights:

Characteristic 2 – High Standards and Expectations for All Students

Strengths:

Concerns:

Evidence:

Recommendations to school:

Characteristic 3 – Effective School Leadership

Strengths:

Concerns:

Evidence:

Recommendations to school:

Characteristic 4 – High Levels of Collaboration & Communication

Strengths:

Concerns:

Evidence:

Recommendations to school:

Characteristic 5 - Curriculum, Instruction and Assessments Aligned with State Standards

Strengths:

Concerns:

Evidence:

Recommendations to school:

Characteristic 6 – Frequent Monitoring of Learning and Teaching

Strengths:

Concerns:

Evidence:

Recommendations to school:

Characteristic 7 – Focused Professional Development

Strengths:

Concerns:

Evidence:

Recommendations to school:

Characteristic 9 – High Level of Family and Community Involvement

Strengths:

Concerns:

Evidence:

Recommendations to school:

Appendix 5-E (3): Sample Review Report Outline

Introduction:

Clear that the district leadership is open and ready to benefit from a variety of opportunities.

Highlights:

Focus Group participation

Approachable Leadership

Sense of Community

Characteristic 2 – High Standards and Expectations for All Students

Strengths: Deep commitment to students/ Know their students

Concerns: Disparity in terms of expectations (ELL)

Evidence: Interviews/ Assessment Data

Recommendations to school: Standards-based report card?

Horizontal agreement on standards taught/ grading policy

Characteristic 3 – Effective School Leadership

Strengths: Approachable, emphasis on standards, TIA project

Concerns: Certain amount of resistance for horizontal alignment.

Evidence: Teacher Focus groups

Recommendations to school: Consider mandating a certain % of agreement.

Characteristic 4 – High Levels of Collaboration & Communication

Strengths: Sense of teaming – support each other

Concerns: Media/ Communication, Time to collaborate (time on task a good start)

Evidence: Parent focus groups/ teach interviews

Recommendations to school: Shared collaboration time (PLCs)/ Strategy

Characteristic 5 - Curriculum, Instruction and Assessments Aligned with State Standards

Strengths: Leadership clearly wants to see instruction aligned to standards

Concerns: EOCs and course curriculum vary by teacher

Evidence: Teacher observations, instructional focus groups, teacher interviews

Recommendations to school: move forward on TIA

Characteristic 6 – Frequent Monitoring of Learning and Teaching

Strengths: Elementary does a lot of progress monitoring – Comprehensive Assessment Plan

Concerns: Need for formative assessments at the secondary level. Overreliance on ISAT data.

Evidence: Few teachers could answer questions on interview.

Recommendations to school: Implement a Comprehensive Assessment Plan K-12

Characteristic 7 – Focused Professional Development

Strengths: Professional Development Committee focus - district wide

Concerns: Teachers' desire for differentiated opportunities

Evidence: Interviews/ Focus Groups

Recommendations to school: IDLA Online Professional Development

Characteristic 9 – High Level of Family and Community Involvement

Strengths: Total commitment of community

Concerns: More communication wanted by secondary parents.

Evidence: Parent Focus Groups

Recommendations to school: Progress Reports – mailed
Email system
Parent Advisory Committee



Idaho Building Capacity

Statewide System of Support for School Improvement

Instruction/Curriculum Alignment Resources

Books

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson

Five Big Ideas by Lisa Carter  *TIA Presentation and Handouts by the Pocatello School District Team

Instructional Rounds in Education by Elizabeth A. City, et al. 

The Mega System by Sam Redding  *Training for Idaho Instructional Leaders & Mega Systems Webinars

Total Instructional Alignment: From Standards to Student Success by Lisa Carter 

*TIA Presentation and Handouts by the Pocatello School District Team

Working on the Work: An Action Plan for Teachers, Principals, & Superintendents by Phillip C. Schlechty

Bound Resources & Archived Webinars

Note: To receive a bound copy of the publications listed in this section, contact the Statewide School Improvement Office by phone at (208) 426-4852 or by email at katherineweatherspoon@boisestate.edu.

IBC District Improvement Guide

IBC Planning Process Guide

Mega System Webinars

Webinar #2: Executive Function

Webinar #3: It's A Big World Out There

Monthly School Improvement Webinars *Connected to the Nine Characteristics of High Performing Schools

Section: High Standards & Expectations for All Students

Curriculum, Instruction and Assessments Aligned with State Standards

Frequent Monitoring of Learning and Teaching

Nine Characteristics of High Performing Schools *Monthly School Improvement Webinars

Professional Teaching & Learning Coaching Book *Other Resources: PTL Resources

Training for Idaho Instructional Leaders

Session #3: Instructional Planning

Session #4: Instructional Delivery

CB Resources Binder

Note: An electronic version of the CB Resources Binder can be found at <http://csi.boisestate.edu/improvement/CBResourceBinder.html>
Student Engagement Resource (Tab #13)

Other Resources

The Instructional Core: Instructional Rounds in Education PowerPoint 

PTL Resources 

Powerful Questions "Cheat Sheet"

Student Learning Protocols

Symbol Key

 Link to Book

 Link to Outline

 Link to Activity

 Link to PowerPoint

 Link to Other



Idaho Building Capacity

Statewide System of Support for School Improvement

Communication Resources

Books

Anatomy of Peace: Resolving the Heart of Conflict by The Arbinger Institute

How to Deal With Teachers Who Are Angry, Troubled, Exhausted, or Just Plain Confused 
by Elaine K. McEwan-Adkins

Influencer: The Power to Change Anything by Kerry Patterson, etc.

The Mega System by Sam Redding  *Training for Idaho Instructional Leaders & Mega Systems Webinars

Why Don't You Want What I Want? By Rick Maurer

Bound Resources & Archived Webinars

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IBC District Improvement Guide

IBC Planning Process Guide

Mega System Webinars

Webinar #4: The School As Community

Monthly School Improvement Webinars *Connected to the Nine Characteristics of High Performing Schools

Sections: Clear & Shared Focus (Also contains Roles & Alignment & Change Conversation)

High Levels of Family & Community Involvement

Nine Characteristics of High Performing Schools *Monthly School Improvement Webinars

Professional Teaching & Learning Coaching Book *Other Resources: PTL Resources

CB Resources Binder

Note: An electronic version of the CB Resources Binder can be found at <http://csi.boisestate.edu/improvement/CBResourceBinder.html>

Initial Conversation With The Leader (Tab #4)

Other Resources

How to Deal With Teachers Who Are Angry, Troubled, Exhausted, or Just Plain Confused Outline 

PTL Resources 

Powerful Questions "Cheat Sheet"

Student Learning Protocols

Symbol Key

-  Link to Book
-  Link to Outline
-  Link to Activity
-  Link to PowerPoint
-  Link to Other



Idaho Building Capacity

Statewide System of Support for School Improvement

Comprehensive Assessment Planning Resources

Books

- Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson 
*Teacher Evaluation Professional Development by Bruce Boyd, Kathleen Hanson, and Joanie Peterson
- The Data Coach's Guide to Improving Learning for All Students* by Nancy Love, etc. 
- Getting Excited About Data* by Edie L. Holcomb 
- Leadership for Learning: How to Help Teachers Succeed* by Carl D. Glickman
- The Mega System* by Sam Redding  *Training for Idaho Instructional Leaders & Mega Systems Webinars

Bound Resources & Archived Webinars

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IBC District Improvement Guide

IBC Planning Process Guide

Mega System Webinars

- Webinar #2: Executive Function
- Webinar #3: It's A Big World Out There

Monthly School Improvement Webinars *Connected to the Nine Characteristics of High Performing Schools

- Section: Curriculum, Instruction & Assessments Aligned with State Standards
- Frequent Monitoring of Learning and Teaching

Nine Characteristics of High Performing Schools *Monthly School Improvement Webinars

Professional Teaching & Learning Coaching Book *Other Resources: PTL Resources

Training for Idaho Instructional Leaders

- Session #2: Collegial Learning
- Session #3: Instructional Planning
- Session #4: Instructional Delivery

Other Resources

The Data Coach's Guide to Improving Learning for All Students Activity 

Getting Excited About Data Activity 

PTL Resources 

- Powerful Questions "Cheat Sheet"
- Student Learning Protocols

Symbol Key	
	Link to Book
	Link to Outline
	Link to Activity
	Link to PowerPoint
	Link to Other



Idaho Building Capacity

Statewide System of Support for School Improvement

Collaboration Resources

Books

The Art of Possibility: Transforming Professional and Personal Life by Rosamund Stone Sander 

*Note: IBC Video and Professional Development Materials available for checkout

Beyond the Walls of Resistance by Rick Maurer 

Connecting Leadership with Learning by Michael A. Copland & Michael S. Knapp 

*Presentation and Handouts by Authors

District Leadership That Works: Striking the Right Balance by Robert Marzano

Leadership and Self Deception: Getting Out of the Box by The Arbinger Institute

Learning by Doing: A Handbook for Professional Learning Communities at Work by Richard DuFour, etc.

The Mega System by Sam Redding  *Training for Idaho Instructional Leaders & Mega Systems Webinars

The Power of Protocols: An Educator's Guide to Better Practice by Joseph P. McDonald, etc. 

Transforming School Culture: How to Overcome Staff Division by Anthony Muhammad 

Turnaround Leadership by Michael Fullan 

Bound Resources & Archived Webinars

Note: To receive a bound copy of the publications listed in this section, contact the Statewide School Improvement Office by phone at (208) 426-4852 or by email at katherineweatherspoon@boisestate.edu.

IBC District Improvement Guide

IBC Planning Process Guide

Monthly School Improvement Webinars  *Connected to the Nine Characteristics of High Performing Schools

Sections: Clear & Shared Focus (Also contains Roles & Alignment & Change Conversation)

Effective School Leadership

High Levels of Collaboration & Communication

Nine Characteristics of High Performing Schools  *Monthly School Improvement Webinars

Mega System Webinars

Webinar #2: Executive Function

Professional Teaching & Learning Coaching Book  *Other Resources: PTL Resources

Training for Idaho Instructional Leaders

Session #1: Effective Teaming

Symbol Key

-  Link to Book
-  Link to Outline
-  Link to Activity
-  Link to PowerPoint
-  Link to Other

CB Resources Binder

Note: An electronic version of the CB Resources Binder can be found at <http://csi.boisestate.edu/improvement/CBResourceBinder.html>

Beyond the Walls of Resistance PowerPoint  (Tab #14)

Coaching for Academic Success (Tab #12)

Turnaround Leadership Outline  (Tab #15)

Other Resources

The Power of Protocols: An Educator's Guide to Better Practice Activity 

PTL Resources 

Powerful Questions "Cheat Sheet"

Student Learning Protocols

Transforming School Culture PowerPoint 

Appendix 5-G: Potential Artifact Collection for Follow-up Accountability

Curriculum/Instruction	Comprehensive Assessment
<p>Curriculum</p> <ul style="list-style-type: none"> • Pacing Calendars • Curriculum Map linking State Standards • Lesson Plans • Team Unit Plans • Instructional Focus Process for Intervention Decisions (small grouping) • Protocols for RTI-like behaviors • Decisions behind curriculum and material choices – scientific based research • 3-Tier Curriculum Design Chart <p>Instruction</p> <ul style="list-style-type: none"> • Walk-Through Forms • Professional Development Calendar 	<p>General Information:</p> <ul style="list-style-type: none"> • List of Services at each of the Tiers of Instruction • Mastery Scale with Descriptors for ISAT sub-categories • Criteria of Differentiated Instruction • Grading Scale • Report Card Format • Promotion/Retention Policy <p>Yearly Assessment Data:</p> <ul style="list-style-type: none"> • Current ISAT Scores for all sub populations and gap analysis • 3 year Longitudinal Cohort ISAT scores for all sub populations and gap analysis • 3 year Curriculum Analysis by Grade Level by ISAT scores for all sub populations and gap analysis • K-3 IRI Proficiency Scores with achievement gap analysis and trend analysis by all sub populations • K-12 Diagnostic Formative Assessment and Summative Assessment Data • 7-12 End of Course Assessment with achievement gap analysis and trend analysis by all sub populations • 9-12 GPA/Grade Distribution • Graduation/Drop Out Rates • Discipline Referrals • Attendance/ADA Percentages
Communication	
<p>General Information:</p> <ul style="list-style-type: none"> • Meeting agendas with minutes • Staff Bulletins • School Newsletters • School and District Websites • Newspaper Articles • Staff and Student Handbook(s) • List of Professional Learning Communities with roles and responsibilities • Copies of presentations to staff of student achievement data and progress monitoring • Evidence of CEE survey data 	

Section 6 - Frequently Asked Questions

What is the Instructional Core Focus Visit?

The Instructional Core Focus Visit is an examination of a school's activities in relation to a set of research-based indicators associated with schools demonstrating proficient levels of academic achievement. The Instructional Core Focus Visit considers a set of 51 indicators (district and school) related to the following nine characteristics of high performing schools:

- Clear and Shared Focus
- High Standards and Expectations for all students
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment aligned with State Standards
- Frequent Monitoring of Learning and Teaching
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Family and Community Involvement

The Instructional Core Focus Visit process looks for evidence of the presence of indicators associated with substantial school improvement. It includes collecting detailed information on the quality of instruction, assessment, curriculum, planning, and parent involvement. Data collection activities include classroom observation, surveys and interviews with staff, and the review of documents related to the educational program. Review teams will be composed of consultants selected for their expertise in the area of educational administration and pedagogy.

What is the source of the indicators upon which the Instructional Core Focus Visit is based?

The Instructional Core Focus Visit is based on indicators included in *Handbook on Restructuring and Substantial School Improvement* created by the Center on Innovation & Improvement (CII) and published by Information Age Publishing, Inc. (2007), and adapted to Idaho's Rapid School Improvement Indicators and the Nine Characteristics of Highly Effective Schools. CII is one of five national content centers under the federal Comprehensive Centers Program. This handbook has received the approval of the U.S. Department of Education; in addition, it received the honor of being designated Best Publication of the Year by Division H of the American Educational Research Association (AERA) in 2008.

Nine states and the Bureau of Indian Education (BIE) are now using the handbook as the backbone of a major effort to provide training and technical assistance to districts and schools identified as in need of improvement under both state and No Child Left Behind accountability provisions. Virginia's effort began in 2007 with an assistance program for divisions designated as in probation status and continues this year at both division and school levels. This year Virginia has begun to coordinate various activities conducted by elements of its statewide system of support within this indicators-based framework.

Why are Instructional Core Focus Visits being conducted?

Under provisions in the federal Title 1 program (Section 1117 of P.L. 107-110 No Child Left Behind Act of 2001), the SEA is required to provide a Statewide System of Support to assist Title I districts and schools that are in need of improvement, corrective action, or restructuring. The Statewide System of Support extends beyond the SEA's own resources, including organizational partners, distinguished educators, support teams, and other consultants to assist districts and schools with expertise appropriate to the needs of the district or school.

The results of Instructional Core Focus Visits will help the SEA deliver appropriate service through its statewide system of support. It is expected that the results of these reviews will also inform LEA's technical assistance efforts. Finally, schools that undergo Instructional Core Focus Visits will receive valuable feedback about the extent to which their operations related to the nine standards reflect a set of processes and practices identified with successful schools. Schools will be able to use this information in their school improvement planning.

How many LEAs will have Instructional Core Focus Visits each year?

Currently, there are plans to conduct Focus Reviews of approximately five school districts each year. During the 2009-2010 school year the SDE conducted five Instructional Core Focus Visits.

How have these LEAs been selected?

The SEA selected the LEAs in which Instructional Core Focus Visits will take place based upon an analysis of their accountability status, graduation rate, academic achievement and demographic risk factors.

When will the Instructional Core Focus Visits be conducted?

Instructional Core Focus Visits during the (school year) school year will take place between (fill in period).

Who will conduct the Instructional Core Focus Visits?

The SDE, as part of its statewide system of support, will to conduct the Instructional Core Focus Visits in schools during the 2010-2011 school year. The SDE will partner

with the Regional School Improvement Centers to provide additional consultants as needed to participate on the Instructional Core Focus Visit team. All consultants have strong backgrounds in education. They include former principals, teachers, and district-level administrators. Most have had experience in conducting Instructional Core Focus Visits in schools. They have participated in a series of training events related to the process and procedures of a Instructional Core Focus Visit.

How are Instructional Core Focus Visits conducted?

In general, Instructional Core Focus Visits are on-site visits to schools and include a variety of data collection activities. The only data collection activity outside the period of the on-site visit is conducting an on-line survey to which all staff within the school are encouraged to respond. Responses to the survey will be collected in the week leading up to the on-site visit.

During the on-site visit the Instructional Core Focus Visit team will gather data from multiple sources including:

- classroom observation in a sample of classrooms
- interviews with teachers and school leadership
- focus groups with instructional and non-instructional personnel as well as with parents
- review of key documents requested from the principal prior to the on-site visit

The Instructional Core Focus Visit team leader will work with the principal prior to the on-site visit to establish a schedule for the data collection activities. Using a staff roster, the team leader will select the teachers whose classrooms will be visited; this sample is intended to represent the grade levels within the school. To ensure the integrity of the review process which seeks to obtain a profile of the school during its normal operations, teachers whose classrooms will be visited will not be notified in advance. Staff invited to participate in focus groups will be notified in advance to facilitate scheduling. Key documents will be examined during the on-site visit; principals will not be burdened with photocopying or mailing requirements.

How many days does the Instructional Core Focus Visit team spend on-site in schools for a Instructional Core Focus Visit?

The Instructional Core Focus Visit team will spend 2-3 days in each district. The number of classroom observations, interviews and focus groups will be determined by factors including school enrollment and/or presence of special programs.

How are the results of the Instructional Core Focus Visit reported?

Following the on-site visit, the Instructional Core Focus Visit team will synthesize the information it collected. The team will structure its analysis using the set of nine

characteristics and 51 indicators that constitute the Instructional Core Focus Visit framework. The Instructional Core Focus Visit team will come to consensus regarding the nature of the findings and recommendations to include in the report. A written Instructional Core Focus Visit report will be prepared by the team and shared to the LEA during an exit meeting.

Do the Instructional Core Focus Visit reports contain the names of the schools, school staff, and other persons involved in the review?

No. while the SDE reserves the right to make aggregate data and the final report public, Instructional Core Focus Visit reports will not include the names of individual teachers who have been observed nor will there be any kind of summative 'grade' for schools in the sample. The review team will simply report what they observed and what data they gathered for each of the standards and associated indicators in the framework.

Do the Instructional Core Focus Visit reports contain any student names or academic data regarding individual students?

No. Instructional Core Focus Visit reports will NEVER contain the names of students or academic data regarding individual students.

It is important to point out that, in the conducting of interviews with teachers whose classrooms have been observed, the Instructional Core Focus Visiter will be asking how the teacher differentiates instruction and maintains records of student mastery, but the teacher will not be asked to provide information identifying individual students.

Who will get to see and use the Instructional Core Focus Visit reports?

The main purpose of the review is to provide input to the LEA related to its systemic improvement efforts. However, participating schools should find the reports valuable to inform their own internal discussions about professional development and school improvement at the building level. School districts involved in Instructional Core Focus Visits may also find that the reports provide useful information about professional development and other technical assistance needs.

How do Instructional Core Focus Visits differ from other examinations of schools and/or classrooms?

There are differences in purpose and design. The Instructional Core Focus Visit's main purpose is to inform the LEA's decision-making efforts related to improving the instructional core and attaining substantially improved student outcomes. To do this the LEA will be most interested in identifying themes and critical needs that emerge in the Instructional Core Focus Visit findings across multiple schools settings. The Instructional Core Focus Visit is NOT for the purpose of evaluating the quality of individual schools or individual school staff.

The Instructional Core Focus Visit's design reflects two major principles:

- using multiple data sources to triangulate the determination of areas that may need to be addressed, and
- maximizing the review's objectivity by having external reviewers observe classrooms and review documents used by the school.