



**STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND**

**APPROVED MINUTES
STATE BOARD OF EDUCATION
August 11-12, 2010
Idaho State University
Rendezvous Complex
Pocatello, Idaho**

A regularly scheduled meeting of the State Board of Education was held August 11-12, 2010 in Pocatello, Idaho at Idaho State University in the Rendezvous Complex.

Present:

Richard Westerberg, President	Ken Edmunds, Vice President
Don Soltman, Secretary	Emma Atchley
Milford Terrell	Rod Lewis
Tom Luna, State Superintendent of Public Instruction	

Absent:

Paul Agidius

Wednesday, August 11, 2010

The Board met at 9:00 a.m. on Wednesday, August 11, 2010 at Idaho State University, Rendezvous Complex, Pocatello, Idaho. Board President Westerberg called the meeting to order at 9:34 a.m.

NAMPA CLASSICAL ACADEMY CHARTER SCHOOL – CHARTER REVOCATION APPEAL

The Board took up the business of considering the Charter Revocation Appeal being made by the Nampa Classical Academy (NCA) Charter School. Testimony was taken and recorded for public record. A written transcript of the recorded testimony is available at the expense of the requestor.

NCA was self-represented by Eric Makrush. The following individuals testified, and were questioned, on behalf of NCA:

- Eric Makrush, adhoc NCA Board Member
- Gary Perrin, Managing Member of BAP, LLC, Landowner of NCA Modular Site
- James Lorenzen, Former NCA Board Chairman, Current NCA Board Member

- Michelle Clement-Taylor, School Choice Coordinator, State Department of Education
- Terrance La Masters, Former NCA Board Treasurer, Current Chairman of the Board for NCA

The Public Charter School Commission (PCSC) was represented by Michael Gilmore, Deputy Attorney General. The following individuals were then cross examined:

- Gary Perrin, Managing Member of BAP, LLC, Landowner of NCA Modular Site
- James Lorenzen, Former NCA Board Chairman, Current NCA Board Member
- Michelle Clement-Taylor, School Choice Coordinator, State Department of Education
- Terrance La Masters, Former NCA Board Treasurer, Current Chairman of the Board for NCA

The following Board members submitted questions to NCA:

- Ken Edmonds
- Tom Luna
- Rod Lewis
- Milford Terrell
- Emma Atchley

The Board accepted a Profit & Loss statement, July 2009 through June 2010, as additional documentation from NCA.

Board President Westerberg recessed the meeting for lunch at 12:00 p.m. Board President Westerberg resumed the meeting at 12:37 p.m.

The PCSC was represented by Michael Gilmore, Deputy Attorney General. The following individuals testified, and were questioned, on behalf of the PCSC:

- Michael Gilmore, Deputy Attorney General
- Marcia Beckman, Title I Director, State Department of Education
- Tamara Baysinger, PCSC Manager

NCA was self-represented by Eric Makrush. The following individuals were then cross examined:

- Marcia Beckman, Title I Director, State Department of Education
- Tamara Baysinger, PCSC Manager

The following board members submitted questions to both parties:

- Ken Edmonds
- Tom Luna
- Rod Lewis
- Milford Terrell

Closing statements were presented by:

- Eric Makrush, adhoc NCA Board Member, on behalf of NCA
- Michael Gilmore, Deputy Attorney General, on behalf of PCSC

Board President Westerberg recessed the meeting for a break at 2:49 p.m. Board President Westerberg resumed the meeting at 3:03 p.m. and thanked everyone for their presentations and moved into the deliberation phase of the NCA hearing.

M/S (Soltman/Atchley): To deny the appeal by upholding the decision of the Idaho Public Charter School Commission on the grounds that the Nampa Classical Academy failed to establish that the Commission did not appropriately consider the revocation, and/or acted in an arbitrary manner in determining to revoke the charter.

Motion failed with a vote of 3 to 4 (Rod Lewis, Tom Luna, Milford Terrell, and Ken Edmunds voted nay).

M/S (Lewis/ Luna): To grant the appeal by reversing the decision for the Idaho Public Charter School Commission. This should be based on findings and conclusions to the effect that the Commission failed to appropriately consider the revocation. *Motion failed with a vote of 3 to 4 (Don Soltman, Richard Westerberg, Emma Atchley, and Ken Edmunds voted nay).*

Milford Terrell asked to leave the decision on the table and move this to the last item on the agenda tomorrow evening. No objections were presented and it was so ordered by Board President Westerberg. The Board does not expect NCA staff and/or PCSC staff to attend tomorrow evening.

Ken Edmunds asked if Board members can discuss information with the parties. It was determined that was possible only if both parties are present and the board member presents any subsequent findings to the remaining board members.

M/S (Terrell/Lewis): To ask Rod Lewis, Ken Edmonds, Don Soltman, and Tom Luna, as a committee acting on behalf of the Board, to bring back additional information to the Board at the end of tomorrow's meeting. *Motion carried with a vote of 5 to 2 (Don Soltman and Richard Westerberg voting nay).*

Board members discussed possible options:

- 60-90 days to allow counsel to review testimony of today's hearing.
- Assigning another entity, with more experience, to ensure that this school moves forward.
- Giving NCA a one year timeframe to cure the defect.
- Giving NCA a three year timeframe to cure the defect.
- Requiring that a certain person remain on NCA's board possessing an understanding of the financial aspects of the school.
- Overturn the revocation, NCA goes back under authorization of the PCSC.
- A remand decision, which would require the PCSC to perform another hearing.

Board President Westerberg recessed the meeting for a break at 4:00 p.m. Board President Westerberg resumed the meeting at 4:26 p.m.

M/S (Luna/Atchley): To accept the revised agenda as published.

Motion carried unanimously.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Luna said that most of the items on the agenda are for rules that are to be taken forward for public comment, which includes all items (except for items 1, 7, 11, 27 and 28). Board President Westerberg requested that Item # 9 be handled separately.

Mr. Luna covered the following points:

- 62% of Idaho schools made AYP this year. There are 41 target areas for each school, so this is not an easy task. More students in each school, and in each subgroup, had to reach a higher percentage to make AYP.
- The latest efforts by the U.S. Congress are to send more stimulus dollars to Idaho. Idaho qualifies for \$10 million in education dollars. The money will come to the state in 45 days and the school districts have 21 months to use the funds. The funds can only be used to hire teachers, aides, backfill furlough days, or returning pay and benefits to teachers and staff. It cannot be used for facilities and programs.

2. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness Incorporated by Reference – Common Core Standards for Math

M/S (Luna/Terrell): To approve the Idaho Content Standards for Math as submitted effective for the 2013-2014 academic year. Motion was approved unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Math. Motion was approved unanimously.

3. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Common Core Standards for English Language Arts.

M/S (Luna/Terrell): To approve the Idaho Content Standards for English Language Arts as submitted effective for the 2013-2014 academic year. Motion was approved unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for English Language Arts. Motion was approved unanimously.

4. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Information and Communication Technology (ICT) Standards

M/S (Luna/Terrell): To approve the Idaho Content Standards for Information and Communication Technology as submitted. Motion was approved unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Information and Communication Technology. Motion was approved unanimously.

5. Temporary and Proposed Rule – IDAPA 08.02.03.111, Timeline for Dissemination of Assessment Results and Communication to Parents

M/S (Luna/Terrell): To approve the Temporary and Proposed rules for IDAPA 08.02.03.111 to require a maximum of 3 weeks for dissemination of assessment results and communication to parents. Motion was approved unanimously.

6. Temporary and Proposed Rules – IDAPA 08.02.03.004.03 – Incorporation by Reference, the Limited English Proficiency Program Annual Measureable Achievement Objectives (AMAO) and Accountability Procedures; IDAPA 08.02.03.004.04 – Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards; IDAPA 08.02.03.112 – Accountability, Adequate yearly Progress AYP) Definitions.

M/S (Luna/Terrell): To approve the Temporary and Proposed rules for:

- **IDAPA 08.02.03.004.03-Incorporation by Reference, The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.**
- **IDAPA 08.02.03.004.04-Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards; and**
- **IDAPA 08.02.03.112-Accountability, Adequate Yearly Progress (AYP) Definitions.**

Motion was approved unanimously.

7. Temporary and Proposed Rule – IDAPA 08.02.03.105, Removal of the Science ISAT from the Graduation Requirement

M/S (Luna/Lewis): To approve the temporary and proposed rules for IDAPA 08.02.03.105 to remove the science ISAT requirement and instruct the Department of Education to develop End of Course assessments in science to serve as a graduation requirement by the graduating class of 2017. Motion carried with a vote of 5 to 2 (Rod Lewis and Don Soltman voted nay).

Superintendent Luna feels there is a better way to assess a student's proficiency in Science. Students are not taught sequentially in science similar to other subjects. The preferred approach is an end of course assessment for science. The requirement, as of 2013, would be eliminated and an end of course program would be implemented, as of 2017. Once the end of course assessments are implemented and reliable, we would move away from ISAT testing. Current ISAT testing in science is not an accurate reflection of science proficiency.

Rod Lewis expressed concerns that this approach will drop momentum in science learning, just as we want to keep the momentum.

Superintendent Luna would not object to a timeline prior to 2017, depending on resources to implement that timeline.

Don Soltman asked if this is a cost saving measure.

Superintendent Luna indicated that the amount is only for reporting purposes and is a small amount based on the total amount spent on testing.

Rod Lewis is concerned with postponing a science requirement for seven years.

Superintendent Luna does not feel that this lowers the bar, but it does postpone raising the bar. There are two things driving the postponement to 2017, which are resources and development processes.

8. Temporary/Proposed Rule Change – IDAPA 08.02.03.108 – Special Education

M/S (Luna/Terrell): To approve the temporary and proposed rule change to IDAPA 08.02.03.109 – Special Education. Motion carried unanimously.

9. Proposed Rule – IDAPA 08.02.03.160-161 – Safe and Supportive Schools

M/S (Luna/Terrell): To approve the proposed amendment to IDAPA 08.02.03.160 and IDAPA 08.02.03.161 Rules Governing Uniformity – Safe and Supportive Schools. Motion carried unanimously.

Don Soltman asked if there has been any analysis of the cost involved.

Marybeth Flachbart indicated that a position has been created at BSU and 48 consultants have been hired to provide training to schools, 7 regional consultants, and Positive Behavior Intervention Support (PBIS). There is a grant written and \$500,000 has been approved for the training.

Don Soltman asked if this is adopted by the Board, how much time the Board has to provide input.

Luci Willits reported on the process and indicated that it would return to the Board in November for review before it is presented to the Legislature.

Milford Terrell felt that some of the items allowed as restraint opens schools up for lawsuits.

Marybeth Flachbart indicated that the school would determine what is and what is not an acceptable restraining method. A therapeutic hold is often used and avoiding inappropriate methods would be covered in the training.

Milford Terrell asked if this issue is coming up in our schools.

Marybeth Flachbart said that ways in which restraint are currently handled in some schools are currently inappropriate. Each school has a student handbook, but there also needs to be a policy in place to train adults and how to address these issues.

10. Changes to the Idaho Special Education Manual

M/S (Luna/Terrell): To adopt the changes to the Idaho Special Education Manual. Motion carried unanimously.

11. Approval for “New School” Status for Schools in Restructuring

M/S (Luna/Atchley): To approve the recommendation by the Subcommittee on Restructuring to grant “New School” status to the submitted schools in Restructuring. Motion carried unanimously.

Superintendent Luna indicated that this item puts a plan in place for restructuring when the plans put in place are not successful.

Marybeth Flachbart stated that one particular school had changed 66% of their staff and they became essentially a new school with a new governance structure.

Rod Lewis asked what happens when they become a new school, they get to start at “zero”.

Marybeth Flachbart indicated that is correct.

Rod Lewis asked if it makes sense that if you send them back to “zero”, they would get additional time as a new school would.

Steve Underwood said that if a school makes AYP two years in a row, no matter where you are in the process, it puts them back to “zero”. If the school does not provide sufficient evidence that they have met guidelines, they would not be restarted. This is only for schools that have demonstrated evidence of significant restructuring.

12. Adoption of Curricular Materials and Related Instructional Materials as Recommended by the Curricular Materials Selection Committee

M/S (Luna/Terrell): To adopt the curricular materials and their related instructional materials as recommended by the Curricular Materials Selection Committee as submitted for Social Studies, Economics, Psychology, Sociology, Character Education, Health, Physical Education, Humanities, Drivers Education, Limited English Proficiency and Computer Applications. Motion carried unanimously.

13. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – School Social Work Standards – IDAPA 08.02.02.004 – Rules Governing University, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Standards for School Social Workers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion passed unanimously.

14. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Health Teacher Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference and Proposed Revision to IDAPA 08.02.022, Endorsements E-L – Health (6-12) Endorsement

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Health (6-12) Endorsement, and the Idaho Health Teacher Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion carried unanimously.

15. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Social Studies Foundation and Enhancement Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Social Studies Teachers and the Enhancement Standards (Economics, Geography, Government and Civics, and History) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

16. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Science Foundation and Enhancement Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Foundation Standards for Science Teachers and the Enhancement Standards (Biology, Chemistry, Earth and Space Science, Natural Science, Physical Science, and Physics) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

17. Proposed Rule Clarification to IDAPA 08.02.02.024 – Endorsement M-Z – Natural Science (6-12) Endorsement

M/S (Luna/Terrell): To approve the proposed rule IDAPA 08.02.02.024, Endorsements M-Z – clarification to the Natural Science (6-12) Endorsement. *Motion carried unanimously.*

18. Proposed Online Teacher Endorsement (Pre-K-12) Language for IDAPA 08.02.02.033

M/S (Luna/Terrell): To approve the proposed changes to IDAPA 08.02.02.033 as submitted. *Motion carried unanimously.*

19. Proposed Addition to the Idaho Standards for Initial Certification of Professional School Personnel – Pre-Service Technology Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed Pre-Service Technology Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

20. Proposed Revision to the Idaho Standards for Initial certification of Professional School Personnel – Idaho Standards for Mathematics Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Mathematics Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion carried unanimously.

21. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Standards for Elementary Education Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Elementary Education Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion carried unanimously.

22. Proposed Changes to IDAPA 08.02.02.022 and 08.02.02.024 – Rules Governing Uniformity – Endorsements A-D and M-Z; Art (K-12 or 6 – 12, Communications/Drama (6-12, Drama (6-12), Music (6-12 or K -12)

M/S (Luna/Terrell): To approve the proposed rule changes to IDAPA 08.02.02.022 and 08.02.02.024, Rules Governing Uniformity, Endorsements A-D and M-Z as submitted. Motion carried unanimously.

23. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Foundation and Enhancement Standard for Visual and Performing Arts Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Visual and Performing Arts Teachers and the Enhancement Standards (Visual Art, Drama, and Music) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion carried unanimously.

24. Proposed Early Childhood Special Education Endorsement (Pre-K-3) Language for IDAPA 08.02.02.028 – Exceptional Child Certificate

Letter of Intent for Institutes of Higher Education
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application
CFDA Number: 84.395B

The purpose of this Letter of Intent is to

- (a) Detail the responsibilities of the IHE or IHE system,
- (b) Identify the total number of direct matriculation students in the partner IHE or IHE system in the 2008–2009 school year, and
- (c) Commit the State’s higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system through signature blocks.

(a) Detail the responsibilities of the IHE or IHE system

Each IHE or IHE system commits to the following agreements:

1. Participation with the Consortium in the design and development of the Consortium’s final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
2. Implementation of policies, once the final high school summative assessments are implemented that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
Idaho	Boise State University	2,576	8,902
	College of Southern Idaho	1,295	
	Eastern Idaho Technical College	76	
	Idaho State University	1,551	
	Lewis-Clark State College	648	
	North Idaho College	1,047	
	University of Idaho	1,709	
	College of Western Idaho	*Opened in 2009	

Note: Data was compiled from the National Center for Education Statistics database and represents all students who matriculated in 2008-2009.

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name:

IDAHO

State's higher education executive officer, if State has one (Printed Name):

Richard Westerberg

Telephone:

(b)(6)

Signature State's higher education executive officer, if State has one:

(b)(6)

Date:

6-2-10

President or head of each participating IHE or IHE system, (Printed Name):

(b)(6)

Telephone:

6-1-10

Signature of president or head of each participating IHE or IHE system:

Robert Kustra

Date:

6-1-10

(c) Partner IHE or IHE System Signature Blocks

<p>IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.</p> <p>Each IHE or IHE system commits to the following agreements:</p> <p>(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and</p> <p>(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.</p>	
<p>State Name:</p> <p style="text-align: center;">IDaho</p>	
<p>State's higher education executive officer, if State has one (Printed Name):</p> <p style="text-align: center;">Richard Westerberg</p>	<p>Telephone:</p> <p>(b)(6)</p>
<p>Signature State's higher education executive officer, if State has one:</p> <p>(b)(6)</p>	<p>Date:</p> <p style="text-align: center;">6-2-10</p>
<p>President or head of each participating IHE or IHE system, (Printed Name):</p> <p style="text-align: center;">Gerald L Beck</p>	<p>Telephone:</p> <p>(b)(6)</p>
<p>Signature of president or head of each participating IHE or IHE system:</p> <p>(b)(6)</p>	<p>Date:</p> <p style="text-align: center;">6-2-10</p>

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium’s final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name: IDAHO	
State’s higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: <input type="text" value="(b)(6)"/>
Signature State’s higher education executive officer, if State has one: <input type="text" value="(b)(6)"/>	Date: 8-2-10
President or head of each participating IHE or IHE system, (Printed Name): BURTON WAITE	Telephone: <input type="text" value="(b)(6)"/>
Signature of president or head of each participating IHE or IHE system: <input type="text" value="(b)(6)"/>	Date: 1 JUNE 2010

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name:

Idaho

State's higher education executive officer, if State has one (Printed Name):

Richard Westerberg

Telephone:

(b)(6)

Signature State's higher education executive officer, if State has one:

(b)(6)

Date:

6-2-10

President or head of each participating IHE or IHE system, (Printed Name):

Dr. Arthur C. Vailas, President

Telephone:

(b)(6)

Signature of president or head of each participating IHE or IHE system:

(b)(6)

Date:

6/4/2010

(c) Partner IHE or IHE System Signature Blocks

<p>IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.</p> <p>Each IHE or IHE system commits to the following agreements:</p> <p>(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and</p> <p>(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.</p>	
<p>State Name:</p> <p>IDAHO</p>	
<p>State's higher education executive officer, if State has one (Printed Name):</p> <p>Richard Westenberg</p>	<p>Telephone:</p> <p>(b)(6)</p>
<p>Signature State's higher education executive officer, if State has one:</p> <p>(b)(6)</p>	<p>Date:</p> <p>6-2-10</p>
<p>President or head of each participating IHE or IHE system, (Printed Name):</p> <p>Dene Thomas, LCSE</p>	<p>Telephone:</p> <p>(b)(6)</p>
<p>Signature of president or head of each participating IHE or IHE system:</p> <p>(b)(6)</p>	<p>Date:</p> <p>6-1-10</p>

(c) Partner IHE or IHE System Signature Blocks

<p>IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.</p> <p>Each IHE or IHE system commits to the following agreements:</p> <p>(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and</p> <p>(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.</p>	
<p>State Name:</p> <p>IDAHO</p>	
<p>State's higher education executive officer, if State has one (Printed Name):</p> <p>Richard Westenberg</p>	<p>Telephone:</p> <p>(b)(6)</p>
<p>Signature State's higher education executive officer, if State has one:</p> <p>(b)(6)</p>	<p>Date:</p> <p>6-2-10</p>
<p>President or head of each participating IHE or IHE system, (Printed Name):</p> <p>Priscilla J. Bell, President</p>	<p>Telephone:</p> <p>(b)(6)</p>
<p>Signature of president or head of each participating IHE or IHE system:</p> <p>(b)(6)</p>	<p>Date:</p> <p>6-1-10</p>

(c) Partner IHE or IHE System Signature Blocks

<p>IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.</p> <p>Each IHE or IHE system commits to the following agreements:</p> <p>(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and</p> <p>(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.</p>	
<p>State Name: <i>IDAHO</i></p>	
<p>State's higher education executive officer, if State has one (Printed Name):</p> <p><i>Richard Westenberg</i></p>	<p>Telephone:</p> <p>(b)(6)</p>
<p>Signature State's higher education executive officer, if State has one:</p> <p>(b)(6)</p>	<p>Date:</p> <p><i>6-2-10</i></p>
<p>President or head of each participating IHE or IHE system, (Printed Name):</p> <p><i>M. DUANE NELLIS</i></p>	<p>Telephone:</p> <p>(b)(6)</p>
<p>Signature of president or head of each participating IHE or IHE system:</p> <p>(b)(6)</p>	<p>Date:</p> <p><i>6-3-10</i></p>

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

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

Memorandum of Understanding
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding (“MOU”) is entered as of **June 2, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the “Consortium”) and the **State of Idaho**, which has elected to participate in the Consortium as (check one)

 An **Advisory** State (description in section e),

OR

 X A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the “Program,” as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
 - (i)(A) Advisory State Assurance
 - OR**
 - (i)(B) Governing State Assurance
 - AND**
 - (ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3–8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36.

Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure**Steering Committee**

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

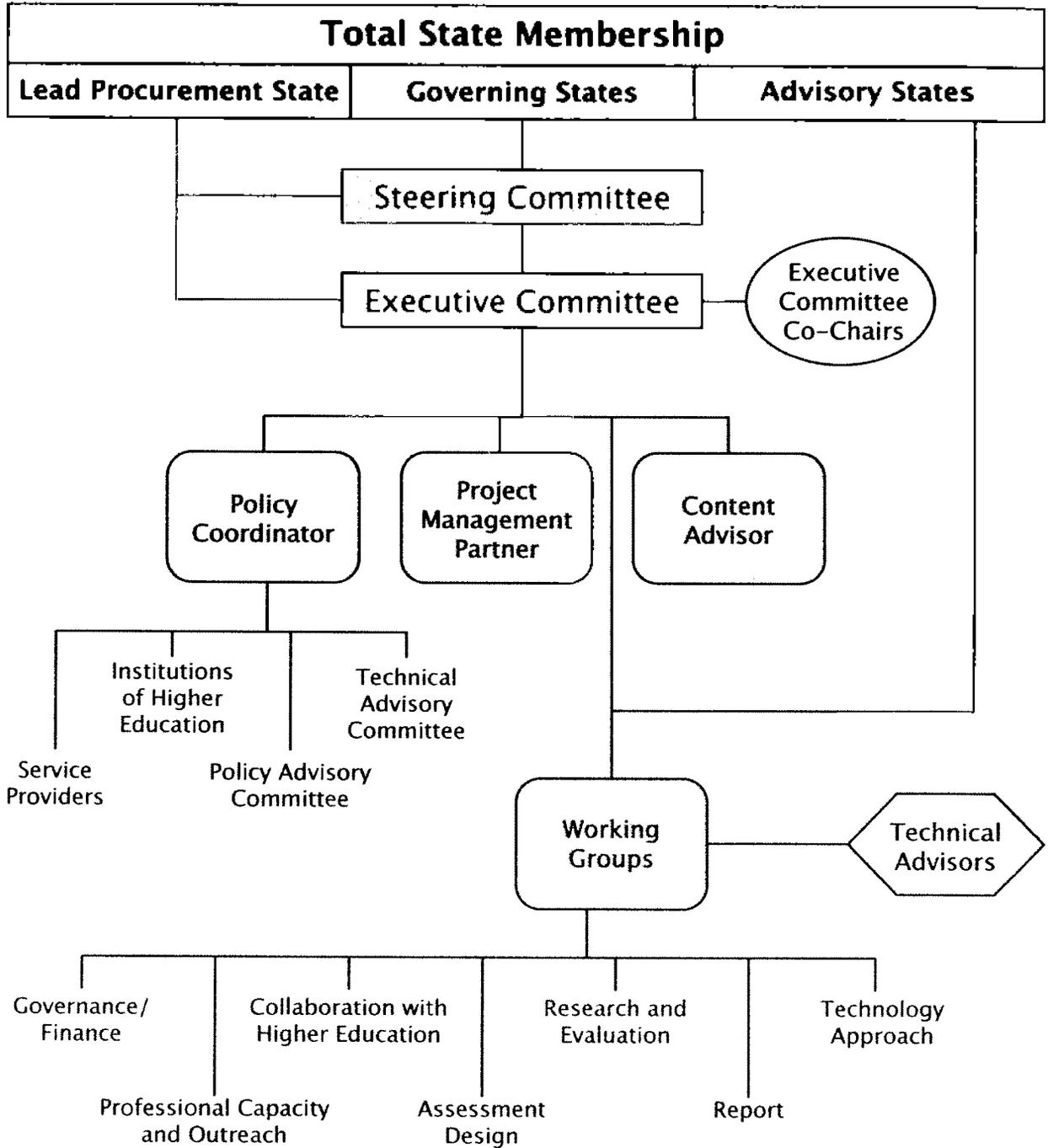
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

State Board or Legislature may not adopt the common core content standards	Risk	Statute, Regulation, State Board of Education Administrative Code	State Board of Education, State Legislature	November 2010	January 2011	The Common Core Standards adoption is currently before the State Board of Education and if the Board promulgates a rule adopting the standards, the rule will be presented to the State Legislature for full adoption in January 2011. Idaho law requires that the legislature approve all rules promulgated by administrative agencies.
State Budget May Get Cut	Risk	Statute	State Legislature	January 2013	May 2013	State budgets for FY2014 are set during this period.

<p>State Legislature may not appropriate sufficient funds or may not grant spending authority for adoption of complete assessment system.</p>	<p>Risk</p>	<p>State Constitution, Statute</p>	<p>State Legislature</p>	<p>January 2013</p>	<p>May 2013</p>	<p>State constitutional and statutory provisions require appropriations and prohibit contractual agreements without appropriations.</p>
<p>State law requires Attorney General review of Interstate Agreements</p>	<p>Risk</p>	<p>Statute</p>	<p>Secretary of State, State Attorney General</p>	<p>May 2010</p>	<p>June 2010</p>	<p>As a necessary precondition to the enforceability in Idaho of interstate agreement, state law requires the Attorney General to review any Interstate Agreement and to determine that it does not violate the US Constitution, state constitution or state statute.</p>

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

<p>(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.</p> <p><i>(Required from all "Advisory States" in the Consortium.)</i></p> <p>As an <u>Advisory State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.</p>	
State Name:	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education, if applicable (Printed Name):	Telephone:
Signature of the President of the State Board of Education, if applicable:	Date:

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name:

IDAHO

Governor or Authorized Representative of the Governor (Printed Name):

Governor C.L. "Butch" OTTER

Telephone:

(b)(6)

Signature of Governor or Authorized Representative of the Governor:

(b)(6)

Date:

JUNE 2, 2010

Chief State School Officer (Printed Name):

Tom LUYA

Telephone:

(b)(6)

Signature of the Chief State School Officer:

(b)(6)

Date:

6/2/10

President of the State Board of Education, if applicable (Printed Name):

Richard Westenberg

Telephone:

(b)(6)

Signature of the President of the State Board of Education, if applicable:

(b)(6)

Date:

6-2-10

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

I certify that I have reviewed the applicable procurement laws for my State and find that, to the best of my knowledge, the Idaho State Department of Education's participation in the SMARTER Balanced Assessment Consortium, and any procurements made through said Consortium, do not violate the applicable State's procurement laws.

State Name:
State of Idaho

State's chief procurement official (or designee), (Printed Name):
Mark Little, State Purchasing Manager

Telephone:

(b)(6)

Signature of State's chief procurement official (or designee),:

(b)(6)

Date:

6/3/10

Assessment Results for State of Idaho

Grade 3

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	50.4%	38.4%	6.7%	4.6%	99.4%	49.9%	39.3%	6.3%	4.6%	99.4%
African American	37.5%	44.9%	9.2%	8.5%	97.5%	35.4%	48.3%	7.7%	8.6%	97.2%
Asian	59.6%	30.5%	4.3%	5.7%	93.1%	57.2%	31.3%	4.3%	7.2%	95.5%
American Indian	30.1%	50.3%	9.5%	10.1%	98.4%	27.7%	51.1%	14.6%	6.5%	100.0%
Hispanic	28.8%	50.9%	12.2%	8.1%	98.9%	27.6%	52.6%	11.2%	8.6%	99.1%
Native Hawaiian/Pacific Islander	49.5%	36.6%	9.7%	4.3%	100.0%	50.5%	36.8%	6.3%	6.3%	99.0%
White	55.2%	35.7%	5.5%	3.7%	99.7%	55.0%	36.3%	5.1%	3.6%	99.6%
Limited English Proficiency	11.8%	52.6%	19.6%	16.0%	95.6%	9.6%	52.4%	19.4%	18.6%	96.6%

Non Limited English Proficiency	50.5%	38.4%	6.5%	4.6%	100.0%	49.9%	39.3%	6.3%	4.6%	99.4%
Economically Disadvantaged	40.3%	44.1%	9.2%	6.4%	99.2%	40.4%	44.9%	8.4%	6.3%	99.3%
Non Economically Disadvantaged	61.1%	32.4%	3.8%	2.6%	100.0%	60.6%	32.9%	3.9%	2.5%	99.6%
Students with Disabilities	17.6%	39.9%	20.1%	22.4%	98.6%	17.9%	39.0%	19.5%	23.5%	97.5%
Students without Disabilities	53.9%	38.2%	5.2%	2.6%	100.0%	53.3%	39.3%	4.9%	2.5%	99.6%
Migrant	19.1%	50.2%	19.1%	11.5%	100.0%	17.0%	53.0%	18.0%	12.0%	97.6%
Female	54.9%	36.6%	5.2%	3.3%	100.0%	52.9%	37.8%	5.7%	3.6%	99.6%
Male	46.3%	40.1%	7.8%	5.8%	100.0%	47.0%	40.7%	6.9%	5.5%	99.3%

2009/2010

2010/2011

Math

	%	%	%	% BB	%	%	%	%	% BB	%
	Adv	Prof	Basic		Tested	Adv	Prof	Basic		Tested

All Students	56.1%	31.4%	8.8%	3.7%	99.6%	58.7%	29.8%	8.8%	2.7%	99.6%
African American	37.1%	38.5%	14.4%	10.1%	99.6%	38.9%	38.4%	17.1%	5.7%	98.6%
Asian	62.4%	23.1%	9.6%	5.0%	100.0%	67.0%	21.0%	6.9%	5.2%	100.0%
American Indian	37.2%	35.6%	15.8%	11.4%	98.8%	36.1%	36.8%	21.5%	5.6%	100.0%
Hispanic	37.5%	40.4%	15.8%	6.3%	99.4%	40.5%	39.6%	14.5%	5.4%	99.6%
Native Hawaiian/Pacific Islander	53.8%	31.2%	10.8%	4.3%	100.0%	60.4%	29.2%	6.3%	4.2%	100.0%
White	60.4%	29.6%	7.1%	2.9%	99.7%	63.0%	27.6%	7.3%	2.0%	99.6%
Limited English Proficiency	18.2%	42.7%	25.9%	13.2%	99.3%	21.8%	41.5%	24.8%	11.9%	99.5%
Non Limited English Proficiency	56.2%	31.5%	8.6%	3.7%	100.0%	58.7%	29.8%	8.8%	2.7%	99.6%
Economically Disadvantaged	46.2%	36.5%	12.0%	5.3%	99.6%	50.1%	34.4%	11.7%	3.8%	99.5%
Non Economically Disadvantaged	66.7%	26.1%	5.3%	1.9%	100.0%	68.5%	24.5%	5.5%	1.5%	99.7%

Students with Disabilities	21.6%	36.1%	23.1%	19.2%	98.9%	22.7%	35.5%	26.1%	15.7%	97.7%
Students without Disabilities	59.8%	31.0%	7.2%	2.0%	100.0%	62.6%	29.1%	7.0%	1.3%	99.8%
Migrant	28.1%	40.1%	23.0%	8.8%	100.0%	30.5%	45.5%	14.5%	9.5%	97.6%
Female	56.6%	31.6%	8.5%	3.3%	100.0%	58.2%	30.3%	8.8%	2.6%	99.7%
Male	55.8%	31.4%	8.8%	4.0%	100.0%	59.3%	29.2%	8.7%	2.8%	99.5%

Language	2009/2010					2010/2011				
	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	% BB	Tested	Adv	Prof	Basic	% BB	Tested
All Students	37.4%	35.7%	17.3%	9.6%	99.4%	41.3%	32.5%	15.9%	10.3%	99.4%
African American	24.2%	34.4%	26.0%	15.4%	97.8%	29.7%	32.1%	19.6%	18.7%	97.2%
Asian	50.9%	29.9%	10.3%	8.9%	92.7%	53.2%	29.9%	6.5%	10.4%	95.5%
American Indian	20.8%	30.9%	25.6%	22.7%	98.8%	19.0%	31.5%	27.1%	22.4%	100.0%

Hispanic	20.6%	35.4%	26.3%	17.7%	98.8%	22.4%	35.2%	24.4%	18.0%	99.4%
Native Hawaiian/Pacific Islander	26.9%	39.8%	20.4%	12.9%	100.0%	38.9%	36.8%	14.7%	9.5%	99.0%
White	41.1%	36.0%	15.3%	7.6%	99.6%	45.6%	32.0%	14.0%	8.4%	99.5%
Limited English Proficiency	7.6%	25.1%	34.7%	32.6%	95.4%	7.1%	26.6%	31.5%	34.8%	97.2%
Non Limited English Proficiency	37.2%	35.9%	17.4%	9.6%	100.0%	41.3%	32.5%	15.9%	10.3%	99.4%
Economically Disadvantaged	28.1%	36.5%	21.7%	13.7%	99.1%	31.6%	34.5%	20.0%	13.9%	99.3%
Non Economically Disadvantaged	47.0%	35.1%	12.7%	5.1%	100.0%	52.2%	30.3%	11.3%	6.2%	99.6%
Students with Disabilities	13.3%	22.5%	30.6%	33.6%	98.7%	14.9%	21.7%	25.5%	37.9%	97.4%
Students without Disabilities	40.0%	37.2%	15.9%	6.9%	100.0%	44.1%	33.7%	14.9%	7.3%	99.6%
Migrant	11.4%	31.8%	32.2%	24.6%	100.0%	17.2%	30.8%	21.7%	30.3%	97.1%

Female	42.1%	35.4%	15.1%	7.4%	100.0%	46.5%	31.2%	14.2%	8.0%	99.6%
Male	32.4%	36.3%	19.6%	11.7%	100.0%	36.2%	33.8%	17.5%	12.5%	99.3%

Science	2009/2010					2010/2011				
	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	BB	Tested	Adv	Prof	Basic	BB	Tested
All Students	0.0%	0.0%	0.0%	0.0%	0.0%					
African American										
Asian										
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%					
Hispanic										
Native Hawaiian/Pacific Islander										
White	0.0%	0.0%	0.0%	0.0%	0.0%					

Limited English Proficiency

Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%
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Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%
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Non Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%
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Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%
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Students without Disabilities

Migrant

Female	0.0%	0.0%	0.0%	0.0%	0.0%
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Male	0.0%	0.0%	0.0%	0.0%	0.0%
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Grade 4

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	42.3%	43.7%	8.6%	5.4%	99.4%	48.8%	37.9%	7.5%	5.8%	99.5%
African American	27.0%	44.3%	18.7%	10.0%	94.7%	35.9%	40.3%	10.9%	12.9%	98.0%
Asian	52.2%	36.5%	5.8%	5.5%	95.1%	53.8%	31.0%	6.1%	9.0%	95.5%
American Indian	18.0%	51.6%	16.7%	13.7%	99.7%	28.3%	45.3%	14.1%	12.2%	98.7%
Hispanic	21.1%	53.1%	16.0%	9.7%	99.0%	26.6%	48.3%	14.1%	11.0%	99.2%
Native Hawaiian/Pacific Islander	42.2%	38.6%	8.4%	10.8%	97.6%	44.6%	37.3%	6.0%	12.0%	100.0%
White	47.0%	41.9%	6.8%	4.3%	99.7%	54.0%	35.6%	6.0%	4.4%	99.7%
Limited English Proficiency	6.0%	43.9%	27.2%	22.9%	94.7%	6.4%	42.5%	25.2%	25.9%	95.6%
Non Limited English	42.4%	43.8%	8.5%	5.4%	100.0%	48.8%	37.9%	7.5%	5.8%	99.5%

Proficiency

Economically Disadvantaged	30.9%	49.3%	11.9%	7.9%	99.2%	38.2%	43.1%	10.4%	8.3%	99.4%
Non Economically Disadvantaged	53.9%	38.2%	5.1%	2.8%	100.0%	60.4%	32.2%	4.4%	3.0%	99.7%
Students with Disabilities	12.3%	36.3%	23.7%	27.8%	99.0%	15.4%	33.7%	21.7%	29.1%	98.7%
Students without Disabilities	45.7%	44.6%	6.9%	2.8%	100.0%	52.5%	38.3%	6.0%	3.2%	99.6%
Migrant	15.1%	53.6%	13.4%	17.9%	100.0%	13.6%	52.3%	18.1%	16.1%	98.5%
Female	44.7%	42.9%	8.0%	4.4%	100.0%	51.8%	37.4%	6.5%	4.2%	99.6%
Male	40.2%	44.7%	8.9%	6.2%	100.0%	45.9%	38.3%	8.5%	7.3%	99.4%

2009/2010

2010/2011

Math

	%	%	%	% BB	%	%	%	%	% BB	%
	Adv	Prof	Basic		Tested	Adv	Prof	Basic		Tested
All Students	38.7%	46.1%	10.9%	4.3%	99.7%	40.1%	43.1%	11.4%	5.4%	99.7%

African American	19.0%	42.6%	22.7%	15.7%	99.6%	24.9%	41.5%	17.8%	15.8%	100.0%
Asian	52.4%	36.8%	5.9%	4.9%	100.0%	52.2%	28.5%	10.3%	8.9%	99.3%
American Indian	17.0%	46.7%	20.3%	16.0%	99.7%	21.9%	43.7%	20.3%	14.1%	98.4%
Hispanic	23.2%	51.4%	17.8%	7.6%	99.6%	24.5%	47.2%	18.3%	10.1%	99.5%
Native Hawaiian/Pacific Islander	34.1%	44.7%	12.9%	8.2%	100.0%	32.9%	46.3%	11.0%	9.8%	100.0%
White	42.2%	45.3%	9.3%	3.2%	99.7%	43.8%	42.5%	9.7%	4.0%	99.8%
Limited English Proficiency	8.1%	45.1%	27.6%	19.2%	99.3%	8.8%	39.6%	29.5%	22.0%	98.9%
Non Limited English Proficiency	38.6%	46.3%	10.8%	4.3%	100.0%	40.1%	43.1%	11.4%	5.4%	99.7%
Economically Disadvantaged	29.3%	49.5%	14.8%	6.4%	99.6%	31.7%	45.6%	14.7%	7.9%	99.6%
Non Economically Disadvantaged	48.1%	42.8%	6.9%	2.2%	100.0%	49.1%	40.4%	7.8%	2.7%	99.8%
Students with Disabilities	13.7%	35.3%	29.5%	21.4%	98.9%	11.3%	34.2%	26.0%	28.6%	98.6%

Students without Disabilities	41.4%	47.4%	8.8%	2.4%	100.0%	43.2%	44.1%	9.8%	2.9%	99.8%
Migrant	19.8%	46.2%	23.1%	11.0%	100.0%	16.3%	48.0%	19.8%	15.8%	99.0%
Female	36.9%	47.8%	11.2%	4.2%	100.0%	39.3%	44.3%	11.4%	5.0%	99.8%
Male	40.3%	44.8%	10.5%	4.4%	100.0%	40.8%	42.0%	11.4%	5.8%	99.6%

Language	2009/2010					2010/2011				
	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	% BB	Tested	Adv	Prof	Basic	% BB	Tested
All Students	44.2%	37.6%	12.1%	6.1%	99.4%	45.3%	35.8%	12.2%	6.6%	99.6%
African American	28.1%	33.3%	21.6%	16.9%	95.1%	36.3%	31.0%	18.1%	14.5%	98.0%
Asian	59.9%	28.5%	7.3%	4.4%	95.1%	54.5%	28.5%	7.9%	9.0%	95.5%
American Indian	19.9%	42.2%	23.2%	14.7%	99.7%	25.0%	37.5%	21.5%	16.0%	99.0%
Hispanic	24.3%	45.3%	20.0%	10.4%	99.1%	26.3%	42.6%	19.5%	11.6%	99.4%

Native Hawaiian/Pacific Islander	47.6%	28.6%	13.1%	10.7%	98.8%	43.9%	34.1%	14.6%	7.3%	100.0%
White	48.6%	36.2%	10.3%	4.9%	99.6%	49.7%	34.6%	10.5%	5.3%	99.8%
Limited English Proficiency	8.6%	35.0%	31.8%	24.6%	94.9%	7.3%	34.8%	31.6%	26.2%	96.2%
Non Limited English Proficiency	44.3%	37.6%	12.1%	6.1%	100.0%	45.3%	35.8%	12.2%	6.6%	99.6%
Economically Disadvantaged	32.8%	41.8%	16.4%	9.0%	99.2%	34.9%	39.2%	16.3%	9.6%	99.5%
Non Economically Disadvantaged	55.9%	33.2%	7.7%	3.2%	100.0%	56.6%	32.2%	7.8%	3.4%	99.7%
Students with Disabilities	13.0%	30.4%	29.6%	27.0%	98.6%	14.3%	29.7%	25.7%	30.3%	98.9%
Students without Disabilities	47.8%	38.3%	10.1%	3.8%	100.0%	48.7%	36.5%	10.7%	4.0%	99.7%
Migrant	16.2%	49.2%	17.9%	16.8%	100.0%	15.6%	42.7%	26.6%	15.1%	98.5%
Female	50.0%	35.2%	10.1%	4.8%	100.0%	50.6%	34.6%	10.1%	4.7%	99.7%

Male 38.8% 39.8% 14.0% 7.4% 100.0% 40.2% 37.1% 14.3% 8.5% 99.5%

2009/2010

2010/2011

Science

	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	BB	Tested	Adv	Prof	Basic	BB	Tested

All Students 0.0% 0.0% 0.0% 0.0% 0.0%

African American

Asian

American Indian 0.0% 0.0% 0.0% 0.0% 0.0%

Hispanic

Native Hawaiian/Pacific

Islander

White 0.0% 0.0% 0.0% 0.0% 0.0%

Limited English Proficiency

Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%
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Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%
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Non Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%
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Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%
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Students without Disabilities

Migrant

Female	0.0%	0.0%	0.0%	0.0%	0.0%
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Male	0.0%	0.0%	0.0%	0.0%	0.0%
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Grade 5

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	48.1%	39.6%	7.9%	4.4%	99.5%	53.6%	34.3%	7.0%	5.0%	99.5%
African American	27.5%	40.8%	19.3%	12.4%	97.3%	31.7%	36.7%	14.0%	17.6%	98.7%
Asian	60.5%	32.6%	4.0%	2.9%	93.9%	61.2%	28.1%	4.3%	6.4%	97.2%
American Indian	24.1%	48.0%	17.9%	9.9%	98.3%	32.4%	44.1%	13.0%	10.4%	99.7%
Hispanic	27.4%	50.1%	14.6%	7.9%	99.0%	29.1%	48.4%	13.0%	9.5%	99.1%
Native Hawaiian/Pacific Islander	55.1%	30.4%	8.7%	5.8%	100.0%	44.0%	37.3%	5.3%	13.3%	98.7%
White	52.6%	37.6%	6.4%	3.5%	99.7%	59.2%	31.4%	5.6%	3.8%	99.7%
Limited English Proficiency	5.5%	47.2%	28.5%	18.8%	95.0%	6.7%	40.7%	26.2%	26.4%	96.2%

Non Limited English Proficiency	48.3%	39.7%	7.7%	4.3%	100.0%	53.6%	34.3%	7.0%	5.0%	99.5%
Economically Disadvantaged	37.7%	44.7%	11.1%	6.5%	99.4%	41.6%	41.0%	10.0%	7.4%	99.4%
Non Economically Disadvantaged	58.9%	34.6%	4.5%	2.1%	100.0%	66.2%	27.4%	3.8%	2.5%	99.6%
Students with Disabilities	14.2%	37.5%	23.7%	24.7%	99.4%	14.4%	33.3%	23.9%	28.4%	98.4%
Students without Disabilities	51.8%	39.9%	6.2%	2.1%	100.0%	57.8%	34.4%	5.2%	2.5%	99.6%
Migrant	16.0%	43.8%	22.7%	17.5%	100.0%	12.7%	44.0%	19.3%	24.1%	97.1%
Female	50.3%	39.7%	6.9%	3.0%	100.0%	54.5%	34.9%	6.5%	4.1%	99.5%
Male	46.3%	39.7%	8.5%	5.5%	100.0%	52.9%	33.8%	7.4%	6.0%	99.5%

2009/2010

2010/2011

Math

	%	%	%	% BB	%	%	%	%	% BB	%
	Adv	Prof	Basic		Tested	Adv	Prof	Basic		Tested

All Students	36.7%	43.0%	15.5%	4.8%	99.7%	41.5%	39.3%	14.7%	4.5%	99.6%
African American	19.5%	35.0%	31.4%	14.1%	98.2%	21.0%	35.7%	28.6%	14.7%	100.0%
Asian	50.3%	34.4%	9.5%	5.8%	100.0%	52.2%	31.8%	9.7%	6.2%	100.0%
American Indian	15.2%	43.8%	27.2%	13.8%	99.4%	20.1%	42.8%	25.4%	11.7%	99.7%
Hispanic	19.5%	47.2%	25.0%	8.3%	99.5%	24.4%	44.0%	24.0%	7.5%	99.4%
Native Hawaiian/Pacific Islander	44.9%	39.1%	14.5%	1.4%	100.0%	35.5%	30.3%	28.9%	5.3%	100.0%
White	40.4%	42.5%	13.3%	3.8%	99.8%	45.5%	38.5%	12.5%	3.5%	99.7%
Limited English Proficiency	5.4%	37.5%	37.7%	19.4%	99.4%	8.1%	32.2%	40.8%	18.9%	99.2%
Non Limited English Proficiency	36.6%	43.3%	15.4%	4.8%	100.0%	41.5%	39.3%	14.7%	4.5%	99.6%
Economically Disadvantaged	26.6%	45.6%	20.5%	7.3%	99.6%	31.4%	42.4%	19.8%	6.4%	99.6%
Non Economically Disadvantaged	46.8%	40.7%	10.2%	2.3%	100.0%	52.0%	36.1%	9.4%	2.4%	99.7%

Students with Disabilities	13.1%	29.0%	32.3%	25.6%	99.4%	11.2%	29.2%	33.5%	26.1%	98.3%
Students without Disabilities	39.2%	44.7%	13.6%	2.6%	100.0%	44.7%	40.4%	12.7%	2.1%	99.8%
Migrant	11.1%	44.4%	32.8%	11.6%	100.0%	16.4%	39.2%	30.4%	14.0%	98.8%
Female	34.0%	45.7%	15.7%	4.5%	100.0%	39.9%	41.0%	14.6%	4.4%	99.7%
Male	39.0%	40.9%	15.0%	5.1%	100.0%	42.9%	37.7%	14.8%	4.5%	99.6%

2009/2010

2010/2011

Language

	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	34.5%	42.8%	14.2%	8.6%	99.5%	35.6%	43.2%	13.4%	7.9%	99.6%
African American	19.7%	38.5%	23.9%	17.9%	97.3%	22.2%	32.1%	22.6%	23.1%	99.1%
Asian	49.3%	38.4%	8.0%	4.3%	93.9%	47.9%	38.6%	6.4%	7.1%	96.9%
American Indian	15.0%	38.2%	24.1%	22.7%	98.6%	15.1%	45.3%	22.8%	16.8%	99.3%

Hispanic	17.8%	45.1%	23.2%	13.9%	99.0%	17.7%	46.8%	21.0%	14.5%	99.3%
Native Hawaiian/Pacific Islander	40.6%	43.5%	4.3%	11.6%	100.0%	29.3%	42.7%	13.3%	14.7%	98.7%
White	38.0%	42.6%	12.3%	7.2%	99.7%	39.6%	42.6%	11.6%	6.2%	99.7%
Limited English Proficiency	3.6%	33.0%	33.9%	29.5%	95.1%	4.6%	27.2%	33.0%	35.3%	96.4%
Non Limited English Proficiency	34.4%	42.9%	14.1%	8.6%	100.0%	35.6%	43.2%	13.4%	7.9%	99.6%
Economically Disadvantaged	24.0%	44.9%	18.6%	12.5%	99.3%	25.2%	44.9%	18.2%	11.6%	99.5%
Non Economically Disadvantaged	45.2%	40.6%	9.7%	4.5%	100.0%	46.4%	41.3%	8.3%	4.0%	99.6%
Students with Disabilities	10.7%	26.3%	28.1%	35.0%	99.4%	8.9%	25.3%	27.9%	37.9%	98.4%
Students without Disabilities	37.1%	44.6%	12.7%	5.7%	100.0%	38.4%	45.1%	11.8%	4.7%	99.7%
Migrant	10.4%	36.8%	27.5%	25.4%	100.0%	10.4%	41.5%	22.0%	26.2%	96.5%

Female	38.9%	42.6%	12.2%	6.3%	100.0%	41.0%	42.1%	11.1%	5.8%	99.6%
Male	30.1%	43.1%	16.0%	10.8%	100.0%	30.5%	44.2%	15.5%	9.8%	99.5%

	2009/2010					2010/2011				
Science	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	27.4%	37.5%	30.0%	5.1%	%	29.5%	37.7%	26.4%	6.4%	99.6%
African American	11.9%	31.5%	41.6%	15.1%	%	14.8%	30.9%	39.0%	15.2%	100.0%
Asian	35.6%	36.0%	20.5%	7.9%	%	35.4%	36.5%	19.4%	8.7%	99.7%
American Indian	11.1%	32.4%	42.9%	13.6%	%	12.1%	29.5%	43.3%	15.1%	99.3%
Hispanic	10.4%	29.9%	48.6%	11.0%	%	10.9%	32.2%	43.1%	13.8%	99.6%
Native Hawaiian/Pacific Islander	29.4%	38.2%	25.0%	7.4%	%	21.3%	34.7%	28.0%	16.0%	98.7%
White	31.0%	39.1%	26.2%	3.6%	%	33.7%	39.1%	22.6%	4.5%	99.7%

Limited English Proficiency	2.2%	15.2%	58.6%	23.9%	%	2.6%	13.2%	51.2%	33.1%	99.5%
Non Limited English Proficiency	27.4%	37.5%	30.0%	5.1%	%	29.5%	37.7%	26.4%	6.4%	99.6%
Economically Disadvantaged	19.0%	35.1%	38.3%	7.7%	%	19.9%	36.7%	33.7%	9.7%	99.7%
Non Economically Disadvantaged	35.9%	39.9%	21.6%	2.6%	%	39.6%	38.7%	18.8%	2.9%	99.6%
Students with Disabilities	9.0%	22.6%	46.4%	21.9%	%	8.3%	21.1%	42.4%	28.2%	98.3%
Students without Disabilities	29.2%	38.9%	28.4%	3.5%	%	31.8%	39.4%	24.7%	4.1%	99.8%
Migrant	5.1%	20.9%	57.1%	16.8%	%	3.5%	20.0%	49.4%	27.1%	98.8%
Female	24.5%	39.1%	31.7%	4.7%	%	27.3%	39.2%	27.6%	6.0%	99.7%
Male	30.2%	35.9%	28.3%	5.5%	%	31.7%	36.3%	25.3%	6.8%	99.5%

Grade 6

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	43.4%	42.2%	8.5%	5.9%	99.5%	45.1%	43.0%	7.4%	4.5%	99.5%
African American	29.4%	44.0%	12.1%	14.5%	97.6%	25.6%	47.3%	12.8%	14.3%	98.1%
Asian	50.6%	35.3%	6.4%	7.6%	93.6%	58.7%	31.9%	3.1%	6.3%	96.6%
American Indian	23.1%	42.7%	17.5%	16.6%	99.4%	22.8%	48.3%	15.8%	13.1%	99.4%
Hispanic	19.6%	52.5%	16.3%	11.7%	99.1%	24.7%	53.5%	14.3%	7.6%	99.4%
Native Hawaiian/Pacific Islander	45.8%	42.2%	4.8%	7.2%	98.8%	43.2%	41.9%	12.2%	2.7%	100.0%
White	48.6%	40.3%	6.8%	4.4%	99.7%	49.5%	40.9%	5.9%	3.6%	99.6%
Limited English Proficiency	3.6%	39.5%	27.2%	29.6%	94.7%	4.1%	44.0%	29.0%	23.0%	96.7%
Non Limited English	43.6%	42.2%	8.4%	5.8%	100.0%	45.1%	43.0%	7.4%	4.5%	99.5%

Proficiency

Economically Disadvantaged	31.5%	47.6%	11.9%	9.0%	99.2%	34.1%	49.0%	10.2%	6.7%	99.4%
Non Economically Disadvantaged	55.2%	36.9%	5.1%	2.8%	100.0%	56.2%	36.9%	4.6%	2.3%	99.7%
Students with Disabilities	11.0%	33.0%	22.2%	33.7%	98.8%	11.7%	36.4%	24.3%	27.6%	98.3%
Students without Disabilities	46.7%	43.1%	7.1%	3.1%	100.0%	48.5%	43.6%	5.7%	2.2%	99.7%
Migrant	13.8%	50.0%	17.2%	19.0%	100.0%	8.5%	53.7%	21.5%	16.4%	99.4%
Female	45.0%	42.5%	7.9%	4.6%	100.0%	48.5%	41.9%	6.3%	3.3%	99.6%
Male	42.3%	41.9%	8.9%	6.9%	100.0%	41.8%	44.0%	8.4%	5.8%	99.5%

2009/2010

2010/2011

Math

	%	%	%	% BB	%	%	%	%	% BB	%
	Adv	Prof	Basic		Tested	Adv	Prof	Basic		Tested
All Students	41.6%	37.6%	14.5%	6.3%	99.6%	38.4%	38.9%	17.2%	5.4%	99.6%

African American	24.1%	35.6%	21.3%	19.0%	99.6%	19.5%	30.7%	35.1%	14.6%	99.0%
Asian	54.0%	27.2%	10.2%	8.7%	99.6%	55.7%	29.2%	9.7%	5.4%	100.0%
American Indian	19.2%	35.8%	28.4%	16.6%	99.7%	19.4%	34.2%	31.2%	15.2%	99.7%
Hispanic	21.2%	42.9%	24.2%	11.7%	99.3%	19.6%	41.7%	29.5%	9.1%	99.5%
Native Hawaiian/Pacific Islander	43.9%	40.2%	11.0%	4.9%	97.6%	45.9%	36.5%	12.2%	5.4%	100.0%
White	46.2%	36.8%	12.3%	4.8%	99.7%	42.5%	38.7%	14.5%	4.4%	99.6%
Limited English Proficiency	6.7%	31.2%	35.7%	26.4%	98.5%	3.1%	27.6%	47.2%	22.0%	99.4%
Non Limited English Proficiency	41.5%	37.7%	14.4%	6.3%	100.0%	38.4%	38.9%	17.2%	5.4%	99.6%
Economically Disadvantaged	30.0%	41.0%	19.6%	9.4%	99.5%	27.7%	41.5%	23.0%	7.8%	99.5%
Non Economically Disadvantaged	52.9%	34.3%	9.5%	3.3%	100.0%	49.2%	36.3%	11.4%	3.1%	99.7%
Students with Disabilities	12.6%	24.0%	29.6%	33.9%	98.9%	8.7%	25.4%	34.8%	31.1%	98.1%

Students without Disabilities	44.5%	39.0%	13.0%	3.5%	100.0%	41.4%	40.3%	15.5%	2.8%	99.8%
Migrant	16.2%	41.9%	27.4%	14.5%	100.0%	7.9%	37.1%	36.0%	19.1%	98.9%
Female	39.9%	40.0%	14.4%	5.8%	100.0%	37.2%	40.1%	17.8%	4.9%	99.7%
Male	43.1%	35.5%	14.5%	6.8%	100.0%	39.6%	37.8%	16.7%	5.9%	99.5%

Language	2009/2010					2010/2011				
	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	% BB	Tested	Adv	Prof	Basic	% BB	Tested
All Students	33.0%	42.0%	16.7%	8.3%	99.4%	32.9%	42.5%	17.1%	7.6%	99.5%
African American	20.2%	40.1%	21.5%	18.2%	97.2%	18.2%	34.5%	30.0%	17.2%	98.1%
Asian	41.1%	39.9%	10.1%	8.9%	93.2%	46.7%	36.7%	9.7%	6.9%	97.0%
American Indian	13.7%	36.3%	28.0%	22.0%	99.1%	13.0%	38.5%	26.1%	22.4%	99.7%
Hispanic	15.3%	43.4%	26.4%	14.8%	99.1%	15.6%	42.4%	28.5%	13.5%	99.4%

Native Hawaiian/Pacific Islander	34.1%	48.8%	12.2%	4.9%	97.6%	33.8%	39.2%	16.2%	10.8%	100.0%
White	36.9%	41.9%	14.6%	6.6%	99.6%	36.6%	42.7%	14.6%	6.0%	99.6%
Limited English Proficiency	2.5%	28.0%	35.6%	34.0%	94.9%	2.3%	20.3%	40.6%	36.7%	96.5%
Non Limited English Proficiency	32.9%	42.2%	16.6%	8.3%	100.0%	32.9%	42.5%	17.1%	7.6%	99.5%
Economically Disadvantaged	22.3%	43.2%	22.0%	12.5%	99.2%	22.8%	43.7%	22.4%	11.1%	99.3%
Non Economically Disadvantaged	43.4%	41.0%	11.3%	4.3%	100.0%	43.0%	41.2%	11.7%	4.1%	99.8%
Students with Disabilities	8.3%	22.6%	30.6%	38.5%	98.8%	8.6%	22.6%	31.5%	37.3%	98.4%
Students without Disabilities	35.5%	44.0%	15.2%	5.3%	100.0%	35.4%	44.5%	15.6%	4.6%	99.7%
Migrant	12.6%	37.9%	28.7%	20.7%	100.0%	2.8%	31.6%	36.7%	28.8%	99.4%
Female	37.2%	41.7%	15.1%	6.0%	100.0%	38.2%	42.0%	14.6%	5.2%	99.7%

Male 28.8% 42.7% 18.0% 10.5% 100.0% 27.8% 42.9% 19.5% 9.8% 99.4%

2009/2010

2010/2011

Science

	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	BB	Tested	Adv	Prof	Basic	BB	Tested

All Students 0.0% 0.0% 0.0% 0.0% 0.0%

African American

Asian

American Indian

Hispanic

Native Hawaiian/Pacific

Islander

White 0.0% 0.0% 0.0% 0.0% 0.0%

Limited English Proficiency

Non Limited English Proficiency 0.0% 0.0% 0.0% 0.0% 0.0%

Economically Disadvantaged 0.0% 0.0% 0.0% 0.0% 0.0%

Non Economically Disadvantaged

Students with Disabilities 0.0% 0.0% 0.0% 0.0% 0.0%

Students without Disabilities

Migrant

Female

Male 0.0% 0.0% 0.0% 0.0% 0.0%

Grade 7

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	46.0%	41.2%	9.0%	3.7%	99.3%	49.0%	38.4%	8.8%	3.7%	99.5%
African American	34.7%	42.3%	12.6%	10.5%	97.6%	33.2%	40.2%	13.5%	13.1%	97.2%
Asian	53.4%	35.8%	6.0%	4.9%	92.4%	55.6%	30.5%	7.7%	6.2%	96.6%
American Indian	28.1%	44.7%	19.2%	8.0%	100.0%	24.8%	44.3%	18.8%	12.1%	99.7%
Hispanic	23.8%	51.0%	17.4%	7.8%	99.0%	26.2%	49.5%	17.3%	7.0%	99.2%
Native Hawaiian/Pacific Islander	35.3%	50.0%	11.8%	2.9%	100.0%	47.0%	39.8%	6.0%	7.2%	98.8%
White	50.7%	39.3%	7.2%	2.7%	99.5%	54.1%	36.1%	7.0%	2.8%	99.7%
Limited English Proficiency	3.8%	41.2%	35.6%	19.4%	94.6%	4.1%	37.8%	36.5%	21.6%	96.3%
Non Limited English	46.3%	41.2%	9.0%	3.6%	100.0%	49.0%	38.4%	8.8%	3.7%	99.5%

Proficiency

Economically Disadvantaged	34.2%	47.0%	13.1%	5.7%	99.0%	36.6%	44.7%	12.9%	5.7%	99.3%
Non Economically Disadvantaged	56.9%	36.0%	5.4%	1.7%	100.0%	60.8%	32.3%	5.0%	1.9%	99.7%
Students with Disabilities	9.9%	35.2%	30.2%	24.7%	98.9%	10.6%	33.4%	30.0%	26.0%	99.0%
Students without Disabilities	49.5%	41.7%	7.1%	1.7%	100.0%	52.7%	38.8%	6.8%	1.6%	99.6%
Migrant	9.2%	49.7%	22.5%	18.5%	100.0%	18.7%	44.5%	24.5%	12.3%	96.3%
Female	50.8%	38.9%	7.6%	2.6%	100.0%	50.5%	38.8%	7.9%	2.7%	99.7%
Male	42.1%	43.2%	10.2%	4.5%	100.0%	47.6%	37.9%	9.7%	4.7%	99.4%

2009/2010

2010/2011

Math

	%	%	%	% BB	%	%	%	%	% BB	%
	Adv	Prof	Basic		Tested	Adv	Prof	Basic		Tested
All Students	32.3%	42.9%	15.2%	9.5%	99.5%	34.2%	40.2%	16.3%	9.3%	99.6%

African American	21.4%	34.6%	18.5%	25.5%	99.2%	20.3%	31.5%	20.7%	27.5%	99.6%
Asian	46.7%	33.0%	8.8%	11.6%	98.3%	48.3%	27.0%	12.7%	12.0%	99.6%
American Indian	14.2%	40.2%	24.0%	21.7%	99.1%	14.9%	35.9%	22.4%	26.8%	99.0%
Hispanic	15.1%	43.3%	23.7%	17.9%	99.3%	16.7%	41.0%	25.8%	16.6%	99.4%
Native Hawaiian/Pacific Islander	25.0%	47.1%	22.1%	5.9%	100.0%	35.7%	42.9%	11.9%	9.5%	98.8%
White	35.9%	43.2%	13.5%	7.4%	99.5%	38.0%	40.5%	14.3%	7.2%	99.7%
Limited English Proficiency	3.4%	28.7%	29.8%	38.2%	98.4%	2.9%	20.9%	36.0%	40.3%	99.7%
Non Limited English Proficiency	32.3%	43.1%	15.2%	9.5%	100.0%	34.2%	40.2%	16.3%	9.3%	99.6%
Economically Disadvantaged	21.6%	44.8%	19.6%	14.0%	99.3%	23.6%	41.0%	21.6%	13.8%	99.5%
Non Economically Disadvantaged	41.8%	41.6%	11.3%	5.4%	100.0%	44.2%	39.5%	11.2%	5.1%	99.8%
Students with Disabilities	7.2%	23.2%	24.1%	45.4%	98.8%	5.8%	21.6%	25.5%	47.1%	99.1%

Students without Disabilities	34.6%	44.9%	14.4%	6.1%	100.0%	36.9%	42.0%	15.4%	5.7%	99.7%
Migrant	10.2%	34.5%	24.3%	31.1%	100.0%	10.0%	41.3%	25.0%	23.8%	98.2%
Female	31.1%	43.8%	16.0%	9.1%	100.0%	33.2%	41.5%	16.9%	8.4%	99.7%
Male	33.4%	42.4%	14.5%	9.8%	100.0%	35.1%	39.1%	15.7%	10.1%	99.5%

Language	2009/2010					2010/2011				
	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	% BB	Tested	Adv	Prof	Basic	% BB	Tested
All Students	21.9%	51.7%	18.2%	8.2%	99.3%	28.8%	44.7%	19.1%	7.4%	99.6%
African American	15.4%	48.3%	20.0%	16.3%	98.0%	18.9%	39.3%	24.6%	17.2%	97.2%
Asian	34.3%	48.5%	8.6%	8.6%	92.4%	41.2%	35.5%	12.2%	11.1%	97.8%
American Indian	7.5%	45.4%	29.8%	17.3%	99.1%	7.5%	43.7%	25.4%	23.4%	98.7%
Hispanic	7.3%	48.0%	29.3%	15.4%	99.1%	10.8%	43.3%	31.8%	14.1%	99.4%

Native Hawaiian/Pacific Islander	16.2%	64.7%	13.2%	5.9%	100.0%	31.0%	40.5%	20.2%	8.3%	100.0%
White	24.9%	52.6%	16.0%	6.5%	99.5%	32.7%	45.2%	16.5%	5.6%	99.7%
Limited English Proficiency	0.7%	24.7%	39.2%	35.5%	94.5%	0.7%	17.7%	44.0%	37.6%	97.2%
Non Limited English Proficiency	21.7%	51.9%	18.2%	8.2%	100.0%	28.8%	44.7%	19.1%	7.4%	99.6%
Economically Disadvantaged	13.2%	50.5%	24.0%	12.3%	99.1%	18.1%	44.9%	25.9%	11.1%	99.4%
Non Economically Disadvantaged	29.6%	52.9%	13.1%	4.5%	100.0%	38.9%	44.6%	12.7%	3.9%	99.7%
Students with Disabilities	5.5%	20.6%	34.4%	39.5%	98.6%	6.3%	21.9%	35.2%	36.6%	98.9%
Students without Disabilities	23.4%	54.6%	16.7%	5.3%	100.0%	30.9%	46.9%	17.6%	4.6%	99.6%
Migrant	2.3%	33.5%	33.5%	30.6%	100.0%	3.8%	38.2%	34.4%	23.6%	98.1%
Female	25.4%	52.1%	16.2%	6.3%	100.0%	33.8%	44.2%	16.7%	5.3%	99.7%

Male 18.3% 51.6% 20.1% 10.0% 100.0% 24.0% 45.2% 21.4% 9.3% 99.5%

2009/2010

2010/2011

Science

	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	33.9%	19.8%	24.5%	21.8%	%	36.8%	20.3%	24.0%	18.9%	99.5%
African American	20.2%	18.9%	25.1%	35.8%	%	19.7%	16.5%	26.5%	37.3%	98.8%
Asian	43.1%	18.9%	17.4%	20.6%	%	41.6%	21.3%	18.0%	19.1%	99.6%
American Indian	14.5%	16.5%	26.8%	42.2%	%	14.2%	14.6%	24.4%	46.8%	97.7%
Hispanic	14.4%	14.8%	30.0%	40.8%	%	15.5%	15.7%	30.4%	38.5%	99.2%
Native Hawaiian/Pacific Islander	20.9%	20.9%	37.3%	20.9%	%	31.0%	25.0%	25.0%	19.0%	98.8%
White	38.0%	20.9%	23.5%	17.6%	%	41.5%	21.4%	22.7%	14.3%	99.6%
Limited English Proficiency	1.5%	5.8%	21.1%	71.6%	%	1.5%	4.7%	21.0%	72.8%	98.6%

Non Limited English Proficiency	33.9%	19.8%	24.5%	21.8%	%	36.8%	20.3%	24.0%	18.9%	99.5%
Economically Disadvantaged	23.1%	18.2%	27.9%	30.8%	%	25.7%	18.6%	27.9%	27.9%	99.4%
Non Economically Disadvantaged	43.4%	21.3%	21.6%	13.8%	%	47.4%	21.9%	20.4%	10.3%	99.6%
Students with Disabilities	7.4%	7.2%	21.3%	64.1%	%	7.6%	11.7%	24.8%	55.9%	98.5%
Students without Disabilities	36.1%	20.9%	24.8%	18.2%	%	39.6%	21.1%	23.9%	15.4%	99.6%
Migrant	6.8%	9.1%	24.4%	59.7%	%	10.8%	8.2%	29.7%	51.3%	97.5%
Female	31.1%	20.4%	26.3%	22.2%	%	34.1%	21.2%	25.6%	19.1%	99.5%
Male	36.5%	19.3%	22.9%	21.3%	%	39.4%	19.4%	22.6%	18.7%	99.5%

Grade 8

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	54.8%	36.2%	6.5%	2.6%	99.3%	59.1%	33.2%	5.8%	1.9%	99.4%
African American	39.5%	38.0%	12.5%	9.9%	96.3%	48.1%	39.5%	7.7%	4.7%	98.3%
Asian	61.7%	27.9%	5.9%	4.5%	92.1%	66.5%	22.5%	7.3%	3.6%	95.8%
American Indian	35.2%	48.8%	9.6%	6.3%	99.4%	35.4%	48.7%	10.3%	5.6%	99.0%
Hispanic	31.7%	50.5%	12.6%	5.2%	98.9%	37.5%	48.2%	10.9%	3.5%	99.0%
Native Hawaiian/Pacific Islander	50.6%	43.8%	5.6%	0.0%	98.9%	47.8%	40.3%	10.4%	1.5%	100.0%
White	59.5%	33.4%	5.2%	1.9%	99.5%	63.9%	30.0%	4.6%	1.4%	99.6%
Limited English Proficiency	6.1%	51.4%	28.1%	14.4%	93.8%	7.7%	52.8%	29.0%	10.6%	95.6%
Non Limited English	55.1%	36.2%	6.3%	2.4%	100.0%	59.1%	33.2%	5.8%	1.9%	99.4%

Proficiency

Economically Disadvantaged	42.5%	43.6%	9.8%	4.1%	99.2%	47.5%	41.1%	8.6%	2.8%	99.2%
Non Economically Disadvantaged	64.9%	30.2%	3.7%	1.3%	100.0%	69.5%	26.2%	3.3%	1.0%	99.6%
Students with Disabilities	11.6%	39.3%	30.7%	18.4%	98.5%	14.8%	43.3%	27.7%	14.2%	98.7%
Students without Disabilities	58.7%	35.9%	4.3%	1.2%	100.0%	63.1%	32.3%	3.8%	0.8%	99.5%
Migrant	18.8%	51.7%	18.8%	10.7%	100.0%	21.9%	51.6%	18.1%	8.4%	98.7%
Female	58.2%	35.0%	5.1%	1.7%	100.0%	61.2%	32.9%	4.5%	1.4%	99.5%
Male	52.2%	37.3%	7.4%	3.1%	100.0%	57.2%	33.5%	7.0%	2.3%	99.4%

2009/2010

2010/2011

Math

	%	%	%	% BB	%	%	%	%	% BB	%
	Adv	Prof	Basic		Tested	Adv	Prof	Basic		Tested
All Students	35.5%	44.4%	14.5%	5.6%	99.5%	35.7%	43.6%	16.4%	4.3%	99.5%

African American	23.2%	40.8%	19.9%	16.2%	99.6%	21.6%	38.6%	25.8%	14.0%	99.2%
Asian	49.7%	30.3%	11.0%	9.0%	99.3%	47.2%	32.2%	11.2%	9.4%	99.3%
American Indian	15.6%	50.0%	20.4%	14.1%	100.0%	15.0%	41.5%	29.6%	14.0%	99.0%
Hispanic	16.9%	47.5%	25.4%	10.2%	99.1%	17.5%	47.5%	27.8%	7.1%	99.1%
Native Hawaiian/Pacific Islander	42.7%	40.4%	9.0%	7.9%	98.9%	23.5%	50.0%	19.1%	7.4%	100.0%
White	39.1%	44.1%	12.5%	4.3%	99.5%	39.8%	43.0%	13.8%	3.4%	99.6%
Limited English Proficiency	3.1%	32.2%	41.4%	23.4%	98.7%	2.6%	31.8%	44.6%	21.0%	99.0%
Non Limited English Proficiency	35.5%	44.4%	14.5%	5.6%	100.0%	35.7%	43.6%	16.4%	4.3%	99.5%
Economically Disadvantaged	24.2%	47.2%	20.0%	8.6%	99.4%	24.0%	46.7%	22.7%	6.6%	99.3%
Non Economically Disadvantaged	44.6%	42.1%	10.1%	3.1%	100.0%	46.2%	40.9%	10.6%	2.3%	99.6%
Students with Disabilities	6.8%	27.2%	34.4%	31.6%	98.6%	6.0%	26.6%	39.2%	28.1%	98.2%

Students without Disabilities	38.1%	45.9%	12.7%	3.3%	100.0%	38.3%	45.1%	14.3%	2.2%	99.6%
Migrant	12.5%	42.1%	28.9%	16.4%	100.0%	9.0%	50.0%	28.8%	12.2%	99.4%
Female	33.1%	46.6%	15.1%	5.2%	100.0%	33.7%	45.9%	16.2%	4.3%	99.6%
Male	37.8%	42.3%	13.9%	6.0%	100.0%	37.7%	41.4%	16.5%	4.4%	99.4%

Language	2009/2010					2010/2011				
	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	% BB	Tested	Adv	Prof	Basic	% BB	Tested
All Students	20.5%	51.3%	18.9%	9.2%	99.2%	24.6%	46.6%	19.7%	9.2%	99.4%
African American	10.3%	50.2%	20.5%	19.0%	96.3%	16.8%	40.1%	28.0%	15.1%	97.5%
Asian	29.0%	48.0%	13.4%	9.7%	92.1%	35.0%	40.5%	10.9%	13.5%	95.5%
American Indian	5.4%	48.3%	28.7%	17.5%	99.1%	7.7%	39.1%	32.1%	21.1%	98.4%
Hispanic	6.6%	44.2%	30.8%	18.3%	98.7%	10.8%	41.6%	30.4%	17.3%	98.9%

Native Hawaiian/Pacific Islander	23.6%	46.1%	22.5%	7.9%	98.9%	20.9%	44.8%	25.4%	9.0%	100.0%
White	23.3%	52.7%	16.7%	7.3%	99.5%	27.5%	48.0%	17.3%	7.2%	99.6%
Limited English Proficiency	0.5%	18.9%	38.8%	41.8%	93.5%	1.4%	14.2%	38.0%	46.4%	94.7%
Non Limited English Proficiency	20.5%	51.4%	18.8%	9.3%	100.0%	24.6%	46.6%	19.7%	9.2%	99.4%
Economically Disadvantaged	12.1%	48.6%	25.2%	14.1%	99.1%	15.0%	45.8%	25.5%	13.7%	99.1%
Non Economically Disadvantaged	27.3%	53.5%	13.9%	5.4%	100.0%	33.1%	47.4%	14.4%	5.1%	99.6%
Students with Disabilities	2.6%	19.8%	33.2%	44.4%	98.4%	4.3%	18.8%	34.6%	42.3%	98.5%
Students without Disabilities	22.1%	54.1%	17.6%	6.1%	100.0%	26.3%	49.1%	18.3%	6.2%	99.5%
Migrant	2.7%	34.9%	33.6%	28.9%	100.0%	3.9%	31.0%	35.5%	29.7%	98.7%
Female	25.1%	52.5%	15.7%	6.7%	100.0%	29.0%	47.2%	16.9%	6.9%	99.4%

Male 16.2% 50.3% 21.8% 11.8% 100.0% 20.4% 46.1% 22.3% 11.2% 99.4%

2009/2010

2010/2011

Science

	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	BB	Tested	Adv	Prof	Basic	BB	Tested

All Students 0.0% 0.0% 0.0% 0.0% 0.0%

African American

Asian

American Indian

Hispanic

Native Hawaiian/Pacific

Islander

White 0.0% 0.0% 0.0% 0.0% 0.0%

Limited English Proficiency

Non Limited English Proficiency 0.0% 0.0% 0.0% 0.0% 0.0%

Economically Disadvantaged 0.0% 0.0% 0.0% 0.0% 0.0%

Non Economically Disadvantaged

Students with Disabilities 0.0% 0.0% 0.0% 0.0% 0.0%

Students without Disabilities

Migrant

Female

Male 0.0% 0.0% 0.0% 0.0% 0.0%

Grade 10

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	36.3%	49.8%	10.3%	3.6%	98.7%	45.8%	41.3%	8.9%	4.1%	99.3%
African American	20.8%	46.4%	19.8%	13.0%	98.1%	26.1%	42.0%	15.1%	16.7%	99.2%
Asian	41.2%	40.4%	13.1%	5.2%	93.7%	45.9%	31.2%	12.0%	11.0%	96.4%
American Indian	16.1%	56.4%	17.9%	9.6%	97.7%	26.6%	48.7%	18.9%	5.8%	97.5%
Hispanic	16.3%	54.8%	21.1%	7.8%	97.6%	23.3%	50.4%	18.5%	7.8%	99.0%
Native Hawaiian/Pacific Islander	25.8%	59.1%	12.9%	2.2%	98.9%	31.0%	52.1%	11.3%	5.6%	100.0%
White	40.2%	49.0%	8.2%	2.6%	99.0%	50.5%	39.6%	6.9%	3.0%	99.4%
Limited English Proficiency	2.6%	37.5%	39.2%	20.7%	93.7%	4.1%	30.5%	38.6%	26.8%	96.5%
Non Limited English	36.4%	50.0%	10.2%	3.4%	100.0%	45.8%	41.3%	8.9%	4.1%	99.3%

Proficiency

Economically Disadvantaged	24.4%	53.8%	15.8%	6.0%	98.5%	33.0%	47.1%	13.1%	6.8%	98.9%
Non Economically Disadvantaged	44.2%	47.4%	6.6%	1.9%	100.0%	54.4%	37.3%	6.1%	2.3%	99.5%
Students with Disabilities	6.5%	33.9%	35.4%	24.1%	98.0%	9.9%	33.0%	30.9%	26.2%	97.1%
Students without Disabilities	38.9%	51.2%	8.1%	1.7%	100.0%	48.7%	41.9%	7.1%	2.3%	99.4%
Migrant	6.7%	44.5%	30.3%	18.5%	100.0%	11.0%	42.6%	31.6%	14.7%	98.6%
Female	38.3%	50.4%	8.8%	2.6%	100.0%	48.6%	40.5%	8.0%	2.9%	99.2%
Male	34.7%	49.7%	11.4%	4.2%	100.0%	43.1%	42.0%	9.8%	5.2%	99.3%

2009/2010

2010/2011

Math

	%	%	%	% BB	%	%	%	%	% BB	%
	Adv	Prof	Basic		Tested	Adv	Prof	Basic		Tested
All Students	35.0%	41.8%	14.2%	9.0%	98.8%	40.3%	38.1%	12.1%	9.4%	99.3%

African American	20.9%	32.5%	21.8%	24.8%	97.2%	20.3%	38.2%	17.1%	24.4%	98.8%
Asian	41.3%	37.5%	11.3%	9.9%	99.3%	54.2%	24.9%	8.6%	12.3%	99.7%
American Indian	17.8%	38.0%	24.9%	19.3%	98.3%	22.4%	38.7%	19.2%	19.8%	98.4%
Hispanic	16.8%	44.4%	22.6%	16.3%	98.1%	21.3%	41.2%	19.9%	17.6%	99.0%
Native Hawaiian/Pacific Islander	25.8%	43.0%	22.6%	8.6%	98.9%	31.0%	35.2%	18.3%	15.5%	100.0%
White	38.6%	41.7%	12.4%	7.4%	98.9%	44.2%	37.8%	10.5%	7.4%	99.4%
Limited English Proficiency	4.6%	34.0%	30.5%	30.9%	98.8%	4.6%	25.0%	28.1%	42.3%	99.6%
Non Limited English Proficiency	34.9%	42.0%	14.1%	9.0%	100.0%	40.3%	38.1%	12.1%	9.4%	99.3%
Economically Disadvantaged	23.2%	43.9%	19.1%	13.8%	98.7%	28.7%	40.6%	16.4%	14.2%	99.1%
Non Economically Disadvantaged	42.6%	40.7%	10.8%	5.9%	100.0%	48.1%	36.4%	9.3%	6.1%	99.5%
Students with Disabilities	7.8%	20.6%	24.3%	47.3%	98.0%	6.1%	25.1%	20.4%	48.4%	97.1%

Students without Disabilities	37.3%	43.8%	13.2%	5.6%	100.0%	43.1%	39.2%	11.5%	6.3%	99.5%
Migrant	12.3%	34.4%	30.3%	23.0%	100.0%	17.8%	40.0%	20.0%	22.2%	98.5%
Female	32.6%	44.6%	14.5%	8.2%	100.0%	37.7%	39.9%	13.2%	9.2%	99.4%
Male	37.1%	39.6%	13.6%	9.7%	100.0%	42.9%	36.4%	11.1%	9.6%	99.3%

Language	2009/2010					2010/2011				
	%	%	%	%	%	%	%	%	%	%
	Adv	Prof	Basic	% BB	Tested	Adv	Prof	Basic	% BB	Tested
All Students	15.2%	56.2%	20.1%	8.4%	98.7%	21.1%	51.5%	16.7%	10.6%	99.3%
African American	5.8%	44.0%	25.1%	25.1%	98.1%	10.2%	44.7%	18.3%	26.8%	99.2%
Asian	22.5%	46.1%	19.9%	11.6%	93.7%	29.8%	43.3%	10.0%	17.0%	95.7%
American Indian	5.3%	46.6%	30.3%	17.8%	98.3%	10.8%	41.0%	27.9%	20.3%	98.1%
Hispanic	3.8%	45.5%	33.8%	16.9%	97.9%	7.9%	44.2%	25.9%	22.0%	99.0%

Native Hawaiian/Pacific Islander	9.7%	65.6%	18.3%	6.5%	98.9%	15.5%	52.1%	23.9%	8.5%	100.0%
White	17.4%	58.5%	17.5%	6.6%	99.0%	23.7%	53.2%	14.9%	8.1%	99.4%
Limited English Proficiency	0.2%	17.8%	43.3%	38.6%	94.3%	0.7%	13.0%	31.7%	54.6%	96.2%
Non Limited English Proficiency	15.2%	56.5%	20.0%	8.3%	100.0%	21.1%	51.5%	16.7%	10.6%	99.3%
Economically Disadvantaged	8.1%	50.9%	27.3%	13.7%	98.5%	12.6%	48.6%	21.9%	16.9%	98.9%
Non Economically Disadvantaged	19.8%	59.9%	15.3%	4.9%	100.0%	26.9%	53.4%	13.3%	6.4%	99.5%
Students with Disabilities	3.1%	19.7%	35.9%	41.3%	98.3%	4.7%	19.5%	26.0%	49.9%	97.3%
Students without Disabilities	16.3%	59.5%	18.7%	5.5%	100.0%	22.4%	54.1%	16.0%	7.5%	99.4%
Migrant	0.8%	27.5%	39.2%	32.5%	100.0%	3.7%	34.8%	25.9%	35.6%	98.5%
Female	18.2%	57.5%	18.2%	6.1%	100.0%	25.0%	52.5%	14.2%	8.2%	99.3%

Male 12.3% 55.5% 21.7% 10.5% 100.0% 17.3% 50.5% 19.2% 13.0% 99.2%

2009/2010

2010/2011

Science

	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	29.8%	38.2%	16.6%	15.3%	%	35.2%	33.9%	15.1%	15.8%	98.5%
African American	9.9%	37.1%	20.3%	32.7%	%	19.0%	27.7%	17.8%	35.5%	96.8%
Asian	36.2%	31.9%	10.8%	21.1%	%	45.6%	23.6%	9.5%	21.3%	98.0%
American Indian	15.5%	29.5%	23.1%	31.9%	%	21.0%	24.9%	25.9%	28.2%	97.5%
Hispanic	10.4%	32.2%	27.2%	30.2%	%	13.3%	31.9%	23.6%	31.3%	98.1%
Native Hawaiian/Pacific Islander	20.4%	47.3%	19.4%	12.9%	%	25.4%	29.6%	19.7%	25.4%	100.0%
White	33.5%	39.5%	14.7%	12.2%	%	39.6%	34.7%	13.4%	12.4%	98.6%
Limited English Proficiency	1.3%	14.5%	27.9%	56.3%	%	1.2%	11.1%	20.6%	67.1%	99.0%

Non Limited English Proficiency	29.8%	38.2%	16.6%	15.3%	%	35.2%	33.9%	15.1%	15.8%	98.5%
Economically Disadvantaged	18.7%	36.8%	21.5%	23.1%	%	23.9%	33.7%	19.0%	23.4%	98.5%
Non Economically Disadvantaged	37.0%	39.2%	13.5%	10.3%	%	42.9%	34.1%	12.4%	10.6%	98.5%
Students with Disabilities	5.8%	15.3%	22.8%	56.1%	%	6.0%	19.5%	20.1%	54.4%	95.8%
Students without Disabilities	31.7%	40.1%	16.1%	12.1%	%	37.6%	35.1%	14.7%	12.7%	98.7%
Migrant	2.5%	19.8%	30.6%	47.1%	%	9.8%	21.1%	17.3%	51.9%	97.1%
Female	24.9%	42.3%	18.4%	14.4%	%	30.1%	37.6%	16.8%	15.5%	98.5%
Male	34.4%	34.5%	15.0%	16.2%	%	40.3%	30.3%	13.4%	16.0%	98.5%

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

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

TABLE 2: 2011-2012 REWARD, PRIORITY, AND FOCUS SCHOOLS

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

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

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

Total # of Reward Schools: 41

Total # of Priority Schools: 21

Total # of Title I schools in the State: 417

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

Timeline of Events Related to ISDE Implementation of Evaluation Policy

February, 2009	Presented Teacher Performance Evaluation recommendations to the Idaho Legislature
April, 2009	The State Board of Education adopted as a temporary proposed rule the recommendations of the Teacher Performance Evaluation Task Force
August, 2009	The Idaho State Department of Education began offering online trainings through Educational Impact to teachers and administrators on Charlotte Danielson's Framework For Teaching. These trainings were designed to teach educators about the Domains and Components of Danielson's Framework
2009-2010 School Year	The SDE sponsored Regional Trainings for Administrators on utilizing the Danielson Framework for teacher evaluation purposes
2009-2010 School Year	Districts worked with educational stakeholders in their community to develop evaluation models.
February, 2010	Districts were required to submit their proposed models to the state for approval. The district's model had to be signed by representatives from the Board of Trustees, administrators and teachers
Aug-Oct, 2010	At a minimum, districts began piloting their approved Teacher Performance Evaluations
March, 2011	Temporary proposed Administrative Rules formally approved by the Legislature
Spring, 2011	Imbedded a 4-tiered ranking element within state longitudinal data system Per ARRA compliance require LEA to report evaluation score All Idaho educators are to be evaluated annually per Students Come First Legislation
Aug-Sept, 2011	Districts begin full implementation of the teacher evaluation model.
September 30, 2011	All district and public charter school teacher and principal evaluation models must be approved by the state and posted to the SDE website along with the results of all teacher and principal evaluations in accordance with the American Recovery and Reinvestment Act reporting guidance
December, 2011	ISDE convenes stakeholder group to define a framework for evaluating administrators to be adopted statewide

2010-2011 School Year	<p>Continued implementation of Idaho Mentor Network:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Mentoring & Setting Professional Goals <input type="checkbox"/> Coaching & Observational Strategies <input type="checkbox"/> Analysis of Student Work <input type="checkbox"/> Differentiated Instruction
Spring, 2012	<p>Construct statewide definition and standards for “effective” teachers</p> <ol style="list-style-type: none"> 1. Establish the requirement of an individualized teacher evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable 2. Create language in Administrative Rule (or Statute) to require teacher evaluations to be reported individually and based upon 4 rankings
Spring, 2012	<p>Develop language in Administrative Rule concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year</p>
April-June, 2011	<ol style="list-style-type: none"> 1. State shall create a sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results. 2. The sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results will be presented for approval to the State Board of Education
Spring, 2011	<ol style="list-style-type: none"> 1. Together with Administrator Focus Group generate statewide definition & standards for “effective” school administrators 2. Administrator Focus Group will establish a framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon student growth 3. The Administrator Focus Group will design an administrator evaluation framework heavily focused on Instructional Leadership 4. Establish the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group 5. The Administrator Focus Group will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) <ol style="list-style-type: none"> a. The focus group shall also create a framework for policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within an LEA.

March – June, 2011

- Develop a Professional Performance Plan for Principals that will hold them accountable for progress in addressing inter-rater reliability
- Principal professional performance plans will include goals addressing school climate and working conditions, developed with reference to a working conditions or school leadership survey. The intent is that this process will allow educators to give feedback on the professional development they receive and will help principals monitor and ensure that educators have access to appropriate and high quality professional development
- Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.
- Produce language in Administrative Rule (or Statute) to hold principals accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability and the framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.

March-June, 2012

1. Professional Performance Plan Framework shall be created for educators that will form the basis of subsequent evaluations and allow districts to assess growth and development
2. Create language in Administrative Rule (or Statute) for Professional Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development

April, 2012

The State Board of Education will adopt as a temporary proposed rule the recommendations of the Administrator Performance Evaluation Task Force

By August, 2011

- Create theory of action, and action plan identified to systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)
- The Administrator Evaluation Focus Group shall also create policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within all LEAs.
- Using current research create a list of options and strategies for use by Idaho educators that will provide meaningful feedback and encourage timely support to educators to improve their practice

Summer-Fall, 2012

Present recommendations to SEA concerning the framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth

Present recommendations to SEA concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable

Fall, 2012

Public comment period pertaining to the sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results

Public comment period of Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development

Public comment period Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability

Public comment period concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year

Fall, 2011

Public Comment period concerning the Administrator Focus Group determinations concerning:

1. statewide definition & standards for “effective” school administrators
2. framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon student growth
3. administrator evaluation framework heavily focused on Instructional Leadership
4. the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group
5. systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)
 - a. policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within an LEA.

After June 30, 2011

All districts and public charter schools must adopt a policy to include student achievement data as part of their evaluation models for superintendents, assistant superintendents, directors, principals, other district administrative employees and certificated employees

All districts and public charter schools must adopt a policy to include student achievement data as part of their evaluation models for superintendents, assistant superintendents, directors, principals, other district administrative employees and certificated employees

School Year 2012-13

Continued implementation of Idaho Mentor Network with the addition of mentoring for administrators:

- Planning and Designing Professional Development for New Teachers and Mentoring for Equity
- Continue coursework for Consulting Teacher Endorsement

Spring 2013

Legislation in place to require teacher evaluations to be reported individually and based upon 4 ranking

Legislation approval concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year

Legislation approval for recommended framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth

Legislation approval concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable

Spring 2013

Legislation approval concerning the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development

Legislation approval for principals accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses

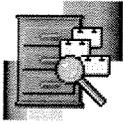
- inter-rater reliability,
- and the framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.

All charters and districts must report teacher evaluations according to 4-tiered ranking system

Create language in Administrative Rule (or Statute) a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)

Create language in Administrative Rule (or Statute) concerning policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within an LEA.

Fall, 2013	<p>Public comment period of systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)</p> <ul style="list-style-type: none"> - and policy to ensure that evaluation measures are implemented in a consistent and high- quality manner across schools within an LEA
2013-2014 School Year	<p>Phase I implementation-pilot (20% of districts)</p> <ul style="list-style-type: none"> - Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability - Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.
Spring2014	<p>Legislation concerning a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)</p> <ul style="list-style-type: none"> - and policy to ensure that evaluation measures are implemented in a consistent and high- quality manner across schools within an LEA
Fall, 2014	<p>All districts and charters will implement the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development</p>
2014-2015 School Year	<p>Phase II full implementation–statewide</p> <ul style="list-style-type: none"> - Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability - Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.



Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 5 DISTRICT TRUSTEES

33-513. PROFESSIONAL PERSONNEL. The board of trustees of each school district including any specially chartered district shall have the following powers and duties:

1. To employ professional personnel, on written contract in form approved by the state superintendent of public instruction, conditioned upon the provisions of section 33-523, Idaho Code, and a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder. Should the board of trustees fail to enter into written contract for the employment of any such person, the state superintendent of public instruction shall withhold ensuing apportionments until such written contract be entered into. When the board of trustees has delivered a proposed contract for the next ensuing year to any such person, such person shall have a period of time to be determined by the board of trustees in its discretion, but in no event less than ten (10) days from the date the contract is delivered, in which to sign the contract and return it to the board. If the board of trustees does not make a determination as to how long the person has to sign and return the contract, the default time limit shall be twenty-one (21) days after it is delivered to the person. Delivery of a contract may be made only in person or by certified mail, return receipt requested. When delivery is made in person, delivery of the contract must be acknowledged by a signed receipt. When delivery is made by certified mail, delivery must be acknowledged by the return of the certified mail receipt from the person to whom the contract was sent. Should the person willfully refuse to acknowledge receipt of the contract or the contract is not signed and returned to the board in the designated period of time, or if no designated period of time is set by the board, the default time, the board may declare the position vacant.

(a) The board of trustees shall withhold the salary of any teacher who does not hold a teaching certificate valid in this state. No teacher whose salary is withheld pursuant to this provision shall have the right to any amounts owed, notwithstanding the provisions of the Idaho wage claims act or any other provision of law. Provided however, that following a determination by the board that a teacher does not hold a teaching certificate valid in this state, no moneys shall be expended or distributed by the state department of education or other appropriate entity to the district for the salary of such teacher.

(b) The board of trustees shall not contract to require any teacher to make up time spent in attending any meeting called by the state board of education or by the state superintendent of public instruction; nor while attending regularly scheduled official meetings of the state teachers' association.

2. In the case of school districts other than elementary school districts, to employ a superintendent of schools for a term not to exceed three (3) years, who shall be the executive officer of the board of

trustees with such powers and duties as the board may prescribe. The superintendent shall also act as the authorized representative of the district whenever such is required, unless some other person shall be named by the board of trustees to act as its authorized representative. The board of trustees shall conduct an annual, written formal evaluation of the work of the superintendent of the district. The evaluation shall indicate the strengths and weaknesses of the superintendent's job performance in the year immediately preceding the evaluation and areas where improvement in the superintendent's job performance, in the view of the board of trustees, is called for. For all evaluations conducted after June 30, 2012, at least fifty percent (50%) of the evaluation shall be based on objective measure(s) of growth in student achievement, as determined by the board of trustees.

3. To employ through written contract principals who shall hold a valid certificate appropriate to the position for which they are employed, who shall supervise the operation and management of the school in accordance with the policies established by the board of trustees and who shall be under the supervision of the superintendent.

4. To employ assistant superintendents, directors, principals and other district administrative employees for a term not to exceed two (2) years. A teacher holding renewable contract status in Idaho pursuant to section 33-515, Idaho Code, immediately previous to such administrative employment shall retain such eligibility. The superintendent, the superintendent's designee, or in a school district that does not employ a superintendent, the board of trustees, shall conduct an annual, written evaluation of each such employee's performance. For all evaluations conducted after June 30, 2012, at least fifty percent (50%) of the evaluation shall be based on objective measure(s) of growth in student achievement, as determined by the board of trustees. In addition, input from the parents and guardians of students shall be considered as a factor in the evaluation of principals and any other school-based administrative employees' evaluation.

5. To suspend, grant leave of absence, place on probation or discharge certificated professional personnel for a material violation of any lawful rules or regulations of the board of trustees or of the state board of education, or for any conduct which could constitute grounds for revocation of a teaching certificate. Any certificated professional employee, except the superintendent, may be discharged during a contract term under the following procedures:

(a) The superintendent or any other duly authorized administrative officer of the school district may recommend the discharge of any certificated employee by filing with the board of trustees written notice specifying the alleged reasons for discharge.

(b) Upon receipt of such notice the board, acting through their duly authorized administrative official, shall give the affected employee written notice of the allegations and the recommendation of discharge, along with written notice of a hearing before the board prior to any determination by the board of the truth of the allegations.

(c) The hearing shall be scheduled to take place not less than six (6) days nor more than twenty-one (21) days after receipt of the notice by the employee. The date provided for the hearing may be changed by mutual consent.

(d) The hearing shall be public unless the employee requests in writing that it be in executive session.

(e) All testimony at the hearing shall be given under oath or affirmation. Any member of the board, or the clerk of the board, may

administer oaths to witnesses or affirmations by witnesses.

(f) The employee may be represented by legal counsel and/or by a representative of a local or state teachers association.

(g) The chairman of the board or the designee of the chairman shall conduct the hearing.

(h) The board shall cause an electronic record of the hearing to be made or shall employ a competent reporter to take stenographic or stenotype notes of all the testimony at the hearing. A transcript of the hearing shall be provided at cost by the board upon request of the employee.

(i) At the hearing the superintendent or other duly authorized administrative officer shall present evidence to substantiate the allegations contained in such notice.

(j) The employee may produce evidence to refute the allegations. Any witness presented by the superintendent or by the employee shall be subject to cross-examination. The board may also examine witnesses and be represented by counsel.

(k) The affected employee may file written briefs and arguments with the board within three (3) days after the close of the hearing or such other time as may be agreed upon by the affected employee and the board.

(l) Within fifteen (15) days following the close of the hearing, the board shall determine and, acting through their duly authorized administrative official, shall notify the employee in writing whether the evidence presented at the hearing established the truth of the allegations and whether the employee is to be retained, immediately discharged, or discharged upon termination of the current contract.

(m) If the employee appeals the decision of the board of trustees to the district court, the district court may affirm the board's decision or set it aside and remand the matter to the board of trustees upon the following grounds, and shall not set the same aside for any other grounds:

(i) That the findings of fact are not based on any substantial, competent evidence;

(ii) That the board of trustees has acted without jurisdiction or in excess of its authority;

(iii) That the findings by the board of trustees as a matter of law do not support the decision.

(n) The determination of the board of trustees shall be affirmed unless the employee's substantial rights, as that term is used in section 67-5279, Idaho Code, are violated.

6. The board of trustees has the authority to grant any employee's request for a leave of absence. The board may also delegate this authority to the district superintendent or any other individual so designated by the board. If the board delegates this authority to the district superintendent or any other individual, the board shall ratify or nullify the action regarding the request for a leave of absence at the next regularly scheduled board meeting or at a special board meeting should the next regularly scheduled board meeting not be within a period of twenty-one (21) days from the date of such action.

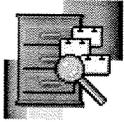
7. The board of trustees has the authority to delegate its authority to the district superintendent or any other individual so designated by the board. If the board delegates this authority to the district superintendent or any other individual, the board shall ratify or nullify the action of placing an employee on a period of suspension, or involuntary leave of absence at the next regularly scheduled board meeting

or at a special board meeting should the next regularly scheduled board meeting not be within a period of twenty-one (21) days from the date of such action.

(a) Should an employee of the district be in a position where there is a court order preventing the employee from being in the presence of minors or students, the district may place such an employee on a period of unpaid leave of absence or probation due to the employee's inability to perform the essential functions of the employee's position.

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Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 5 DISTRICT TRUSTEES

33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS -- CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT -- WRITTEN EVALUATION. (1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) There shall be two (2) categories of annual contracts available to local school districts under which to employ certificated personnel:

(a) A category A contract is a limited one (1) year contract for certificated personnel in the first or greater years of continuous employment with the same school district. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than July 1. Provided however, that no such decision shall be made until after the completion of the written evaluation required by subsection (4) of this section, unless such decision is being made pursuant to a reduction in force. No property rights shall attach to a category A contract and therefore the employee shall not be entitled to a review by the board of trustees of the reasons or decision not to reemploy.

(b) A category B contract is a limited two (2) year contract that may be offered at the sole discretion of the board of trustees for certificated personnel in their fourth or greater year of continuous employment with the same school district. The board of trustees may, at its sole discretion, add an additional year to such a contract upon the expiration of the first year, resulting in a new two (2) year contract. The board of trustees may, at its sole discretion, terminate the second year of a category B contract upon the conclusion of the first year, in the event of a reduction in force. Upon the decision by a board of trustees not to reemploy the person employed on a category B contract for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than July 1. The employee shall, upon request, be given the opportunity for an informal review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board. Provided however, that no such decision shall be made until after the completion of the written evaluation required by subsection (4) of this section, unless such decision is being made pursuant to a reduction in force. No property rights shall attach to a category B contract and therefore the employee shall not be entitled to a formal review by the board of trustees of the reasons or decision not to reemploy.

(3) School districts hiring an employee who has been on renewable contract status as provided in section 33-515, Idaho Code, with another Idaho district shall have the option to immediately grant renewable contract status, or to place the employee on a category A or B contract. A

certificated instructional employee hired with previous out-of-state experience shall not be eligible to receive a renewable contract, but may be offered a category A or B contract, based on the employee's years of experience, including out-of-state years of experience as if such years had been worked in Idaho.

(4) There shall be a minimum of one (1) written evaluation in each of the annual contract years of employment, the first portion of which shall be completed before February 1 of each year, and shall include input from parents and guardians of students as a factor. A second portion shall be included for all evaluations conducted after June 30, 2012. This second portion shall comprise at least fifty percent (50%) of the total written evaluation and shall be based on objective measure(s) of growth in student achievement. The requirement to provide at least one (1) written evaluation does not exclude additional evaluations that may be performed. No civil action for money damages shall arise for failure to comply with this subsection.

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Idaho Statutes

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TITLE 33 EDUCATION

CHAPTER 5 DISTRICT TRUSTEES

33-514A. TRANSITION TO CATEGORY A AND B CONTRACTS. (1) Any certificated employee employed pursuant to a category 1 or 2 contract, as defined by sections 33-514 and 33-514A, Idaho Code, as such sections existed on January 31, 2011, who will be offered an employment contract by the same school district for the ensuing school year, shall be employed pursuant to a category A contract.

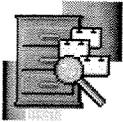
(2) Any certificated employee employed pursuant to a category 3 contract, as defined in section 33-514, Idaho Code, as such section existed on January 31, 2011, who will be offered an employment contract by the same school district for the ensuing school year, shall be employed pursuant to a category A or B contract, as determined by the board of trustees.

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Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 5 DISTRICT TRUSTEES

33-515. ISSUANCE OF RENEWABLE CONTRACTS. (1) It is the intent of the legislature that after January 31, 2011, no new employment contract between a school district and a certificated employee shall result in the vesting of tenure, continued expectations of employment or property rights in an employment relationship. Therefore, no board of trustees shall have the authority to enter into any renewable contract with any certificated or other employee hired by such district, except as specifically addressed by this section and section 33-514(3), Idaho Code. For any certificated employees already holding renewable contract status with a district as of January 31, 2011, the provisions of this section shall apply.

(2) At least once annually, the performance of each certificated employee employed pursuant to a grandfathered renewable contract shall be evaluated according to criteria and procedures established by the board of trustees in accordance with section 33-514(4), Idaho Code, and general guidelines approved by the state board of education. Except as otherwise provided, the employee employed pursuant to a grandfathered renewable contract shall have the right to the continued automatic renewal of that employee's employment contract by giving notice, in writing, of acceptance of renewal. Such notice shall be given to the board of trustees of the school district then employing such person not later than the twentieth day of July. Except as otherwise provided by this paragraph, the board of trustees shall notify each person entitled to be employed on a grandfathered renewable contract of the requirement that such person must give the notice hereinabove and that failure to do so may be interpreted by the board as a declination of the right to automatic renewal or the offer of another contract. Such notification shall be made, in writing, not later than the first day of July, in each year, except to those persons to whom the board, prior to said date, has sent proposed contracts for the next ensuing year, or to whom the board has given the notice required by this section. These deadlines may not be altered by contract, including any currently existing or future negotiated agreement or master contract entered into pursuant to the professional negotiations act, sections 33-1271 through 33-1276, Idaho Code. Should any master agreement or negotiated contract contain a provision which conflicts with provisions of title 33, Idaho Code, such provision in the master agreement or negotiated contract is hereby declared to be null and void and of no force and effect as of January 31, 2011.

(3) Any contract automatically renewed under the provisions of this section may be renewed for a shorter term, longer term or the same length of term as the length of term stated in the current contract, and at a greater, lesser or equal salary to that stated in the current contract.

(4) Should the board of trustees determine to reassign an administrative employee who, prior to being employed as an administrative employee was employed pursuant to a renewable contract to a nonadministrative position, the board of trustees, at its discretion,

shall employ such nonadministrative employee pursuant to a grandfathered renewable contract. Such contract shall be deemed to have continued in place as if the nonadministrative employee was employed by the district pursuant to a renewable contract since January 31, 2011. Such grandfathered renewable contract is subject to the provisions of this section.

(a) If the board of trustees reassigns an administrative employee to a nonadministrative position, the board shall give written notice to the employee which contains a statement of the reasons for the reassignment. The employee, upon written request to the board, shall be entitled to an informal review of that decision. The process and procedure for the informal review shall be determined by the board of trustees.

(b) Nothing in this section shall prevent the board of trustees from offering a grandfathered renewable contract increasing the salary of any certificated person who is eligible to receive such a contract.

(5) Before a board of trustees can determine not to renew for the unsatisfactory performance of any certificated person who holds a grandfathered renewable contract, such person shall be entitled to a defined period of probation as established by the board, following an observation, evaluation or partial evaluation. This period of probation shall be preceded by a written notice from the board of trustees or its designee with reasons for such probationary period and with provisions for adequate supervision and evaluation of the person's performance during the probationary period. Such period of probation shall not affect the person's grandfathered renewable contract status. Consideration of probationary status for certificated personnel is consideration of the status of an employee within the meaning of section 67-2345, Idaho Code, and the consideration and decision to place an employee on probation may be held in executive session. If the consideration results in probationary status, the individual on probation shall not be named in the minutes of the meeting. A record of the decision shall be placed in the teacher's personnel file.

(6) If the board of trustees takes action to immediately discharge or discharge upon termination of the current contract a certificated person whose contract would otherwise be automatically renewed, the action of the board shall be consistent with the procedures specified in section 33-513 (5), Idaho Code, unless the decision to discharge upon termination has been made as part of a reduction in force, or the decision to immediately discharge has been made pursuant to section 33-515B, Idaho Code.

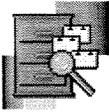
(7) If the board of trustees determines to change the length of the term stated in the current contract or reduce the salary of a certificated person whose contract is being automatically renewed, nothing herein shall require any due process proceedings or probationary period.

(8) If the board of trustees, for reason of a reduction in force, for the ensuing contract year determines not to renew the grandfathered renewable contract of a certificated person whose contract would otherwise be automatically renewed, nothing herein shall require any probationary period.

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Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 10 FOUNDATION PROGRAM -- STATE AID -- APPORTIONMENT

33-1004I. PAY FOR PERFORMANCE -- HARD TO FILL POSITIONS -- LEADERSHIP AWARDS. (1) In addition to the moneys provided pursuant to the calculations for salary-based apportionment, the following amounts shall be distributed and paid, from the moneys appropriated to the educational support program, subject to the criteria contained in this section:

(a) For fiscal year 2013, an amount equal to five hundred forty-four (544) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds shall be distributed pursuant to subsection (2) of this section.

(b) For fiscal year 2014, an amount equal to seven hundred fifty-three (753) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds shall be distributed pursuant to subsections (2), (3) and (4) of this section, in the following proportions:

(i) Seventy-four and one-tenth percent (74.1%) pursuant to subsection (2) of this section;

(ii) Seven and four-tenths percent (7.4%) pursuant to subsection (3) of this section;

(iii) Eighteen and one-half percent (18.5%) pursuant to subsection (4) of this section.

(c) For fiscal year 2015 and each fiscal year thereafter, an amount equal to seven hundred seventy (770) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds shall be distributed pursuant to subsections (2), (3) and (4) of this section, plus fifty percent (50%) of any moneys appropriated for increased pay for certificated staff beyond the amount needed to fund the base and minimum instructional salaries, pursuant to section 33-1004E, Idaho Code, that were in effect during fiscal year 2009. Such distributions made pursuant to subsections (2), (3) and (4) of this section shall be made according to the allocations established in subsection (1)(b) of this section.

(d) The provision in subsection (1)(c) of this section that directs that fifty percent (50%) of certain moneys be distributed pursuant to subsections (2), (3) and (4) of this section shall be effective until such time as fifteen percent (15%) of the total moneys appropriated for certificated staff salaries are being distributed pursuant to this section. After this allocation is attained, fifteen percent (15%) of the total moneys appropriated for certificated staff salaries shall be distributed pursuant to subsections (2), (3) and (4) of this section. Such distributions made pursuant to subsections (2), (3) and (4) of this section shall be made according to the allocations established in subsection (1)(b) of this section.

(e) For the purposes of this subsection, the term "statewide support units" shall mean the total number of support units calculated for the purposes of distributing salary-based apportionment in the previous fiscal year.

(f) In the event of a reduction in the moneys appropriated for certificated staff salaries, the calculations established pursuant to subsections (1)(b) through (d) of this section shall be performed in reverse.

(2) Share-based pay for performance bonuses for student achievement

growth and excellence.

(a) Certificated employees shall be awarded state shares based on the performance of whole schools.

(i) Growth -- Utilizing a state longitudinal data system for students, the state department of education shall develop a system for measuring individual student growth. Such system shall compare spring student scores on the state-mandated summative achievement tests ("spring test") from one year to the next, and establish percentile rankings for individual student growth by comparing students with an identical spring test score in the previous year with each other in the current year. A separate growth percentile shall be established for each student for each subject in which the spring test is given in consecutive grades. The median student growth percentile, based on measuring all eligible students, shall be the growth score for each school. All certificated employees at a school with a median growth score in the following ranked quartiles shall be awarded state shares as follows:

	Instructional	Administrative
1st Highest Quartile	1.00 shares	2.00 shares
2nd Highest Quartile	0.50 shares	1.00 shares
3rd Highest Quartile	0.25 shares	0.50 shares
4th Highest Quartile	0.00 shares	0.00 shares

(ii) Excellence -- The state department of education shall develop a system for comparing and ranking school spring test scores based on standardized scores, utilizing all grades and subjects tested. Based on each school's median standardized score, all certificated employees of a school in the following ranked quartiles shall be awarded state shares as follows:

	Instructional	Administrative
1st Highest Quartile	0.50 shares	1.00 shares
2nd Highest Quartile	0.25 shares	0.50 shares
3rd Highest Quartile	0.00 shares	0.00 shares
4th Highest Quartile	0.00 shares	0.00 shares

(iii) No certificated instructional employee shall receive more than one (1.00) share, the results of the quartile award tables for growth and excellence notwithstanding. No certificated administrative employee shall receive more than two (2.00) shares, the results of the quartile award tables for growth and excellence notwithstanding.

(iv) Students whose spring test results are excluded from the school's results for federal accountability purposes shall be excluded from school growth and excellence calculations.

(v) For schools that do not administer the spring test, or for which no spring test growth calculation is possible, the school and its certificated employees shall be included with the school to which the students matriculate.

(vi) For certificated employees assigned more than one (1) school, state shares shall be earned pro rata, based on the percentage of the employee's time assigned to each school at the time that students take their spring tests. In addition, for part-time employees, state shares shall be earned pro rata, based on such employee's full-time equivalency status.

(vii) The number of schools in each quartile shall be based on the number of certificated employees employed at the schools, with as close to twenty-five percent (25%) of such employees falling within each quartile as possible.

(viii) For certificated employees not assigned to a specific school, all new employment contracts signed on or after July 1, 2011, shall provide that at least five percent (5%) of the total available compensation be based on growth in student achievement, as determined by the board of trustees. Such percentage shall increase to ten percent (10%) of the total available compensation for contracts signed on or after July 1, 2015, and fifteen percent (15%) for contracts signed on or after July 1, 2019.

(b) Local shares shall be awarded to certificated employees based on performance. Each board of trustees shall develop a plan for awarding local pay for performance shares in consultation with certificated employees. Local share awards to certificated instructional employees shall be based on the performance of groups of such employees, unless there is only one (1) such employee in the school district. No employee shall receive more than one (1.00) local share. For part-time employees, local shares shall be earned pro rata, based on such employee's full-time equivalency status. Local share awards shall be based on one (1) or more of the following measures:

- (i) Student test scores;
- (ii) Student graduation rate;
- (iii) Student dropout rate;
- (iv) Percent of graduates attending postsecondary education or entering military service;
- (v) Making federally approved adequate yearly progress;
- (vi) Number of students successfully completing dual credit or advanced placement classes;
- (vii) Percent of students involved in extracurricular activities;
- (viii) Class projects;
- (ix) Portfolios;
- (x) Successful completion of special student assignments;
- (xi) Parental involvement;
- (xii) Teacher-assigned grades;
- (xiii) Student attendance rate; and
- (xiv) Various other criteria determined by local districts, subject to approval by the state department of education.

For any school district in which the board of trustees fails to adopt a plan for awarding local pay for performance shares by September 1, local shares awarded for performance in that school year shall be identical to the number of state shares awarded for each certificated employee.

(c) Individual pay for performance bonuses shall be calculated as follows:

- (i) Divide the moneys available for pay for performance bonuses by the total number of state shares earned by certificated employees statewide.
- (ii) To determine the amount of pay for performance bonus funds to distribute to each school district, multiply the result of subparagraph (i) of this subsection by the number of state shares earned by certificated employees in the school district.
- (iii) To establish the value of a share in each school district, the school district shall divide the funds distributed by the state department of education pursuant to subparagraph (ii) of this subsection by the total number of state and local shares earned by all certificated employees who earned at least a fraction of both a state and local share.
- (iv) Multiply the total number of state and local shares earned by each certificated employee of the school district who earned at least a fraction of a state and local share by the result of

subparagraph (iii) of this subsection. Certificated employees who do not earn at least a fraction of both a state and local share shall not be eligible to receive a pay for performance bonus. Pay for performance bonuses shall be paid by school districts to qualifying certificated employees in a lump sum by no later than December 15 following the spring test of the prior school year.

(3) Hard to fill position bonuses.

(a) The state board of education shall designate certificates and endorsements held by certificated instructional staff for hard to fill position bonuses. The board shall rank the certificates or endorsements to be so designated based on the relative difficulty of school districts' ability to recruit and retain such personnel. No additional certificates or endorsements may be added to the rankings beyond the first such certificate or endorsement that causes the number of certificates or endorsements to equal or exceed one-third (1/3) of the total certificates and endorsements held by certificated instructional public school employees in the state. The board shall review and alter such rankings and designations at least once every two (2) years based on market conditions. Any changes in rankings and designations shall be made by the board by no later than March 31 of the previous school year, and school districts shall be promptly notified of any changes.

(b) School district boards of trustees may choose to designate certificates and endorsements held by certificated instructional employees for hard to fill position bonuses, provided such certificates and endorsements have been so designated by the state board of education as provided in subsection (3)(a) of this section. School boards of trustees choosing to make such designations shall rank the certificates and endorsements based on the relative difficulty of recruiting and retaining such personnel. No additional certificates or endorsements may be added to the rankings beyond the first such certificate or endorsement that causes the number of the district's full-time equivalent employees utilizing such certificates and endorsements to equal or exceed ten percent (10%) of the certificated instructional positions employed by the district; provided however, the number of such employees who may be designated shall not be less than one (1). The amount distributed for utilization by each district shall be based on each district's share of the total certificated instructional employees statewide. Funds so distributed shall be paid solely to certificated instructional personnel holding the certifications and endorsements designated by the local school board, in amounts that shall be determined at the discretion of the local board, which may vary between, but not within, individual certificate and endorsement areas; provided however, no award shall exceed twice the statewide average bonus paid per certificated instructional employee pursuant to subsection (2) of this section.

(c) School districts may apply to the state board of education to waive the requirement that a certificate or endorsement designated by the school district for hard to fill position bonuses first be designated for such by the state board of education. The state board of education may grant such a waiver for good and rational cause.

(d) In order to receive a hard to fill position bonus, an individual must actually be providing instruction or service within the designated certificate or endorsement area.

(e) If an individual qualifies for a hard to fill position bonus in more than one (1) certificate or endorsement, the individual shall be allocated and paid on a full-time equivalency basis, based on the relative time spent in each of the qualifying areas.

(f) School district boards of trustees choosing to utilize hard to fill position bonus funds shall designate a new list of certificates and endorsements for such bonuses for each school year by no later than June 11 of the previous school year. The new list may be identical to the list from the previous school year, subject to the

current ten percent (10%) limitation requirements.

(g) If the board of trustees determines that it will be unable to attract a qualified candidate to serve in a hard to fill position, even with the addition of such bonus funds, the board may use such funds to pay for the training and coursework needed by a currently unqualified employee or other individual to gain such qualification. If such payment is authorized, the amount paid for an individual in a fiscal year shall not exceed twice the statewide average bonus paid per certificated instructional employee pursuant to subsection (2) of this section. The individual for whom training and coursework is paid in such manner must earn a passing grade for the training and coursework that is paid by the school district and must work for the school district at least one (1) year in the designated certificate or endorsement area for each fiscal year in which the school district made payments for training and coursework, or repay the funds.

(h) Hard to fill position bonuses shall be paid by school districts to qualifying certificated instructional employees by no later than December 15, in a lump sum payment.

(4) Leadership awards.

(a) School district boards of trustees may designate up to twenty-five percent (25%) of their certificated instructional employees for leadership awards. Such awards shall recognize excellence, be valid only for the fiscal year for which the awards are made and require one

(1) or more of the following additional duties:

- (i) Teacher or other instructional staff mentoring;
- (ii) Content leadership;
- (iii) Lead teacher;
- (iv) Peer teaching coach;
- (v) Content specialist;
- (vi) Remedial instructor;
- (vii) Curriculum development;
- (viii) Assessment development;
- (ix) Data analysis;
- (x) Grant writing;
- (xi) Special program coordinator;
- (xii) Research project;
- (xiii) Teaching professional development course;
- (xiv) Service on local/state/national education committee or task force;
- (xv) Providing leadership to a professional learning community;
- (xvi) Earning national board certification; and
- (xvii) Various other criteria determined by local districts, subject to approval by the state department of education.

Duties related to student activities and athletics shall not be eligible for leadership awards.

(b) Local school district boards of trustees shall require that the employee work additional time as a condition of the receipt of a leadership award.

(c) Local school district boards of trustees may grant multiple leadership awards with multiple additional duties. No employee, however, shall receive leadership awards in excess of twice the statewide average bonus paid per certificated instructional employee pursuant to subsection (2) of this section.

(d) Leadership awards shall be paid by school districts to qualifying certificated instructional employees in a lump sum payment upon completion of the additional duty.

(e) Employees with fewer than three (3) years of experience shall not be eligible for leadership awards. The term "experience" shall be as used for certificated instructional staff in section 33-1004A, Idaho Code.

(f) Notwithstanding the provisions of subsection (4)(a) through (e) of this section, employees who earned national board certification prior to July 1, 2011, and who are no longer receiving payments for

earning such certification pursuant to section 33-1004E, Idaho Code, due to the repeal of the provision providing for such payments, shall be paid two thousand dollars (\$2,000) per year from the moneys allocated pursuant to this subsection (4) until all moneys that would have been paid under the previous provisions of section 33-1004E, Idaho Code, have been paid.

(5) School districts may shift moneys between the allocations for subsections (3) and (4) of this section. The ten percent (10%) limitation established in subsection (3) of this section and the twenty-five percent (25%) limitation established in subsection (4) of this section shall be adjusted accordingly.

(6) All distributions of moneys to school districts shall be made as part of the third payment to school districts required by section 33-1009, Idaho Code.

(7) School districts shall not enter into any contract that discriminates against those receiving a bonus award pursuant to this section.

(8) The state department of education may require reports of information as needed to implement the provisions of this section and provide reports to the governor, the legislature and the public.

(9) For the purposes of this section, the term "school district" also means "public charter school," and the term "board of trustees" also means "board of directors."

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SET-ASIDE REQUIREMENTS

Professional Development Set-Aside (10 Percent)-- A One or Two Star school or district that is in the Rapid Improvement Plan or Turnaround Plan category is required to set aside an amount equal to 10 percent of Title I-A funds for professional development.

A district is required to set aside an amount equal to 10 percent of the Title I-A funds, however, the district may substitute state or local funds in an amount equal to or greater than the required 10 percent of Title I-A funds, if it has reason to do so in order to promote financial flexibility. In the event that a district takes this flexibility, it will be required to submit documentation to the state of the amount budgeted, the amount spent, and the actual activities and expenditures out of state and local funds. In the case of non-Title I-A funded schools in the Rapid Improvement Plan or Turnaround Plan categories, and because such schools are contributing to the district's inability to meet the needs of all learners, a district must demonstrate that it has devoted professional development services to that school out of state or local funds or other grant funding sources (e.g., Title II-A district allocation or the district level professional development set-aside) in an amount equal to or greater than the amount that would otherwise be required if the school were operating a Title I program. The amount that would be required under Title I can be determined by taking 10 percent of the amount defined in the Idaho Consolidated State and Federal Grant Application (CFSGA) budget section that is automatically calculated by the State regarding the minimum amount of funds that would need to be allocated to the school if it were to operate a Title I program.

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

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

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

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

- In a Title I-A funded school: The improvement plan must provide an assurance that the school will spend an amount equal to 10 percent of the allocation it receives under Title I-A for each year that the school is in an improvement status, for the purpose of providing high-quality professional development to school personnel who serve Title I students (e.g., the school's teachers, principal, and, as appropriate, other instructional staff).
- If the school is given authority by the district over the oversight of the expenditure of these funds, the district must be able to demonstrate during the monitoring process that the use of these funds are for targeting professional development that supports academic achievement in the core academic content areas and contributes to the school's continued ability to meet or approach performance expectations.
- In the event that the district is identified as One or Two Stars, the school professional development set-aside may be included when calculating the district's 10 percent requirement.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

ASSISTANT SECRETARY

The Honorable Tom Luna
 Superintendent of Public Instruction
 Idaho Department of Education
 Len B. Jordan Office Building
 650 West State Street
 P.O. Box 83720
 Boise, Idaho 83720-0027

MAY 3 2009

Dear Superintendent Luna:

I am writing in response to your delayed request under 34 C.F.R. § 200.19(b)(7)(i) for an extension of the 2010–2011 deadline for reporting a four-year adjusted cohort graduation rate (34 C.F.R. § 200.19(b)(4)(ii)(A)) and of the 2011–2012 deadline for using a four-year adjusted cohort graduation rate in adequate yearly progress (AYP) determinations (34 C.F.R. § 200.19(b)(5)(i)). I understand that due to the transition of responsibilities from the Office of the Idaho State Board of Education to the Idaho State Department of Education, the State of Idaho missed the deadline of March 2, 2009 for requesting an extension of the graduation rate calculation requirement. Graduation rates represent an important indicator of the extent to which schools and districts are preparing students for post-secondary education and the workforce.

Idaho requested a three-year extension of the deadline because it will not have collected enough student level data until 2010-2011 to calculate the first year of the four-year adjusted cohort graduation rate using the formula defined in 34 C.F.R. § 200.19(b). It will take until 2014 to report graduation rates in AYP calculations.

I am approving Idaho's request for an extension of the deadline to report its four-year adjusted cohort graduation rate. Idaho will first be required to report its four-year adjusted cohort graduation rate with the results of assessments administered in 2013-2014 and use that rate in AYP determinations based on assessments administered in 2014-2015. I am also approving Idaho's request to use its current formula, the National Center for Education Statistics' (NCES) formula, outlined in the Idaho Accountability Workbook as its transitional rate until Idaho begins using a four-year adjusted cohort graduation rate.

Please note that, beginning with AYP determinations based on assessments administered in 2011–2012, Idaho must include the NCES formula in AYP determinations in the aggregate and disaggregate by subgroups at the school, district, and state levels, as required by 34 C.F.R. § 200.19(b)(7)(iii). Finally, Idaho must amend and submit for approval its Accountability Workbook to reflect the graduation rate that will be reported and used in AYP determinations during this transition, and, in accordance with 34 C.F.R. § 200.19(b)(6)(ii), must submit for peer review and Department approval its graduation rate goal and targets for 2009–2010 and beyond.

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202
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Page 2 - The Honorable Tom Luna

We appreciate the work you are doing to improve data quality in Idaho. If you have any questions as you move forward with your work on Idaho's graduation rate, please contact Vicki Robinson of my staff at Vicki.Robinson@ed.gov or (202) 205-5471.

Sincerely,

(b)(6)

Thelma Meléndez de Santa Ana, Ph.D.

cc: Governor Butch Otter
Carissa Miller

ENROLLMENT OPTIONS IDENTIFIED IN IDAHO CODE



Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 14
TRANSFER OF PUPILS

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

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

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

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

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

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

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

History:

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

ENROLLMENT OPTIONS IDENTIFIED IN IDAHO CODE

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 2
ATTENDANCE AT SCHOOLS

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

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

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

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

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

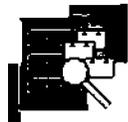
ENROLLMENT OPTIONS IDENTIFIED IN IDAHO CODE

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

History:

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

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Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION

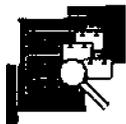
33-1619. virtual education programs. School districts may offer instruction in the manner described for a virtual school in section 33-5202A, Idaho Code. For programs meeting such definition, the school district may count and report the average daily attendance of the program's students in the manner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

History:

ENROLLMENT OPTIONS IDENTIFIED IN IDAHO CODE

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

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Idaho Statutes

TITLE 33

EDUCATION

CHAPTER 16

COURSES OF INSTRUCTION

33-1627. ONLINE COURSES -- MOBILE COMPUTING DEVICES AND TEACHER

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

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

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

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

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

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

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

ENROLLMENT OPTIONS IDENTIFIED IN IDAHO CODE

(3) A student's transcript at the school district or public charter school at which the student is enrolled shall include the credits earned and grades received by each student for any online courses taken pursuant to this section.

(4) Online course providers shall report average daily attendance to each student's school district or public charter school based on the provider's choice of one (1) of the methodologies described in section 33-5208(8)(b), Idaho Code.

(5) In order to assist in providing students with access to online courses, the state department of education shall contract for the provision of mobile computing devices for the students and teachers of each high school. Such devices shall be provided to all high school teachers beginning in the 2012-2013 school year, unless the teacher already has a computing device available and requests that one not be provided. Such devices for teachers shall be replaced every four (4) years. Devices shall be provided for high school students beginning in the 2013-2014 school year. The number of devices provided to students each year shall be equal to one-third (1/3) of the high school students through the 2015-2016 school year, after which the number shall be equal to the number of ninth grade students. School districts and public charter schools in which high school begins in tenth grade may elect to have all of the provisions of this section that apply to ninth grade students apply instead to tenth grade students. School districts and public charter schools that already have one (1) modern functioning computing device for each student in each appropriate class in grades 9-12 who is able to use such a device shall receive an allocation of funds equal to the cost of purchasing mobile computing devices pursuant to this section, in lieu of receiving such devices, to be used at the school district or public charter school's discretion. The department shall use the same laws, rules and policies in issuing and awarding such contract as would an executive branch agency in which an appointed director reports directly to the governor. Such devices shall include technology that provides for compliance with the provisions of section 33-132, Idaho Code. Such contract shall also provide for the maintenance, repair and technical support of such devices. The cost of such contract and distributions made pursuant to this subsection shall be paid from the moneys appropriated for the educational support program. Each school district or public charter school shall develop a policy on student use of the mobile computing devices outside of the school day. Such policy shall be in compliance with the provisions of section 33-132, Idaho Code. The state department of education shall develop a policy addressing the issue of damage, loss, repair and replacement of the mobile computing devices.

(6) The state department of education shall expend or distribute an amount equal to twelve (12) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds for fiscal year 2013 through fiscal year 2016, from the amount appropriated to the educational support program, to train high school staff in the use of mobile computing devices by students in the classroom, and the integration of such use into the curriculum. For the purposes of this subsection, the support units used to calculate this statewide figure shall be the statewide support units used to calculate the distribution of salary-based apportionment funds in the current fiscal year.

(7) The state board of education shall promulgate rules to implement the provisions of this section, including a requirement for online courses needed for graduation beginning with the graduating class of 2016, and the development of digital citizenship standards for students to which this graduation requirement applies.

33-1627. ONLINE COURSES -- MOBILE COMPUTING DEVICES AND TEACHER TRAINING.[null and void upon rejection of proposition 3]

ENROLLMENT OPTIONS IDENTIFIED IN IDAHO CODE

History:

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

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Meeting Notes
Administrator Evaluation Focus Group
December 15, 2011
Idaho Department of Education

Participants:

- Alica Holthaus, Principal, Mountain View School District 244, Grangeville
- Anne Stafford, Teacher, Boise School District 1
- Chuck Wegner, Curriculum Director, Pocatello School District 25
- David Andersen, School Board Member, Oneida County School District 351, Malad
- Geoff Stands, Principal, Meridian School District 2
- Marni Wattam, Special Education Director, Idaho Distance Education Academy
- Mike Vuittonet, School Board Chair, Meridian School District 2
- Nancy Larsen, Teacher, Coeur d'Alene School District 271
- Shalene French, Principal, Bonneville School District 93, Idaho Falls
- Wiley Dobbs, Superintendent, Twin Falls School District 411
- Laurie Boeckel, Parent, Nampa
- Kathleen Budge, Boise State University
- Kathy Canfield-Davis, University of Idaho
- Penni Cyr, President, Idaho Education Association
- Rob Winslow, Executive Director, Idaho Association of School Administrators
- Robin Nettinga, Executive Director, Idaho Education Association
- Selena Grace, Office of the State Board of Education
- Allison McClintick, Office of the State Board of Education
- Claire Gates, Senior Program Advisor, Education Northwest
- David Weaver, Senior Research Associate, RMC Research Corporation
- Becky Martin, Teacher Quality Coordinator, State Department of Education (SDE)
- Christina Linder, Certification and Professional Standards Director, SDE
- Rob Sauer, Deputy Superintendent, SDE
- Steve Underwood, Statewide System of Support Director, SDE

The meeting began at 8:30 a.m. with introductions and the charge by Rob Sauer and Christina Linder. Under the direction of Steve Underwood and Christina Linder, the group examined the federal and state foundations. The remainder of the morning was spent identifying effective administrators, led by David Weaver.

The afternoon activity was presented by Claire Gates and consisted of small group work on research findings on evaluating administrator effectiveness. By 3:00 p.m. the group was ready to identify next steps.

A small work group, consisting of Rob Sauer, Christina Linder, Steve Underwood, Becky Martin, Rob Winslow, Karen Echeverria, and Robin Nettinga, will meet on January 4 to plan the further work of the focus group.

Next Steps:

What	Who	By When
Send further ideas, processes, tools, potential speakers to Rob Sauer or any member of work group	Participants	Jan. 20
Set dates for remaining meetings, send to all focus group members with notes of Jan. 4 meeting.	Work group	
Establish and share a framework for this group	Work group	
Prereading	Work group	

The focus group suggested reviewing the work of the following experts:

- Keith Leithwood
- Karen Seashore
- Center for Educational Leadership, University of Washington
- Joe Murphy, Vanderbilt
- Learn from other states
- 360
- Other rubrics
- Val-Ed (Vanderbilt Assessment of Leadership in Education)
- Steve Underwood’s study
- What are the top districts—urban and rural—using?
- Look at feedback from stakeholders—Blaine County

Meeting adjourned at 3:30 p.m.

Next meeting:

January 20, 2010

8:30-4:00

Barbara Morgan Room, SDE

Idaho Evaluating Administrator Effectiveness---Focus team meeting December 15, 2011
Final comments from focus team members as captured on chart paper. There was one comment per member.

What one or two ideas have surfaced for you as a result of our discussions today?

- There are multiple areas to examine
- Steve found districts that made improvement
- Can have positive impact –leadership matters
- No one size fits all
- This has been going on for a long time...nothing really new
- The importance of stakeholders
- How to customize our work
- Critical component for identification of and associated traits
- Doing important work for the future
- Fairness
- We do know what highly effective leaders look like
- Like Danielson framework for opening dialogue between teachers and principals
- What is the nature of the Framework?
- Administrators have to be change agents
- There is a connection between leadership and school purpose
 - Equal opportunity
 - Equal outcome

Principal Effectiveness—Jan 4, 2012

Materials to Develop

A form for taking notes during the presentations that facilitates comparison and
Rubric for helping to evaluate the waiver document

Prereading Materials

Waiver Section 3A will be sent on Monday Jan 9th

Next Focus Group all-day Meetings

Feb 17th

March 16th

April 24th

May 17th - Review the final product

Next Meetings for Work Group

Jan 31st at 10:00 to noon Pacific (11:00 to 1:00 Mountain)

March 2nd at 10:00 to noon Pacific (11:00 to 1:00 Mountain)

April 4th at 10:00 to noon Pacific (11:00 to 1:00 Mountain)

May TBD

Agenda for Jan 20th

Opening and Introductions

Rob

Review of the TQ Document

Becky will create a rubric for use reviewing the Waiver

Christina will lead

Identifying Essential Elements

Reexamining the work from the last meeting and come to consensus on the
essential elements for an administrator effectiveness system

Claire will lead

Review of the Waiver Section 3

Focus on examining the waiver requirements to know what must be
incorporated into the framework

Christina will lead with help from Becky

What is happening in Idaho

Leading districts share the work that they have done so far regarding
administrator evaluation. Allow 45 minutes for each presentation

Rob will lead

- Pocatello
- Nampa
- Blaine County

Guest Speaker

Claire will contact Washington to see if there is someone who can provide
information about efforts in Washington State

Other possibilities

Claire will contact the TQ Center to see if they can address lessons
learned from other states regarding Admin. Effectiveness, what works
and what doesn't, who else has developed a framework document that
could serve as a model

Wallace foundation of Vanderbilt

Consensus Building

Claire will lead

Next Steps

Review dates (Rob)

announce website (Becky)

Assignments—Gather input from constituents

Office of the
State Department
of Education

**Public
School Information**

**2010
Legislative
Report**

Idaho Teacher Performance Evaluation Task Force

Contact:

Nick Smith

Deputy Superintendent, School Support Services

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Idaho Teacher Evaluation Task Force

EXECUTIVE SUMMARY

The Fiscal Year 2009 public schools budget included \$50,000 for the research and development of the Teacher Evaluation Task Force (See Addendum A: Fiscal Year 2009 Appropriation). The task force was comprised of key stakeholders from around the state who shared in the desire to improve education in Idaho by adopting a consistent set of statewide standards for teacher evaluation (See Addendum B: Teacher Performance Evaluation Task Force Members). The task force began meeting in May 2008 with the charge of “developing minimum statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho.”

The scope of work for the task force was focused on examining and reviewing:

- Current Idaho law relating to teacher performance evaluations,
- Teacher evaluation models from around Idaho that were considered highly effective,
- The role of higher education in developing and training Idaho’s teachers and administrators,
- National trends and practices in teacher supervision and evaluation.

The following report highlights the work completed by the Teacher Performance Evaluation Task Force, including key findings and recommendations for minimum statewide standards for teacher evaluation in Idaho as well as an overview of the technical assistance provided by the State Department of Education to Districts and Public Charter Schools on implementing these new standards.

OVERVIEW

Task Force Vision Statement:

To adopt a statewide research-based framework for a teacher evaluation system from which individual school districts will implement a fair, objective, reliable, valid and transparent evaluation process.

Task Force Goals:

Develop a teacher evaluation system that:

- Impacts teacher performance
- Incorporates multiple measurements of effectiveness and achievement
- Communicates clearly defined expectations
- Enhances and improves student learning
- Is universally applicable – equality and consistency for large and small across the state
- Has flexibility for unique situations within districts
- Is fair and consistent
- Includes formative and summative evaluations

- Includes self-evaluation/reflection

Task Force Work Completed:

The Teacher Performance Evaluation Task Force met seven times in person and once via conference call and Web from May 21, 2008 through January 8, 2009. The financial resources appropriated to the State Department of Education for the Teacher Performance Evaluation Task Force were primarily utilized for committee members' travel and associated costs. Other expenditures incurred by the task force included regional public meetings, administrative operating costs and consultant fees.

Although the task force discussed and debated pay-for-performance at several meetings, the task force members ultimately decided the scope of their work, as defined by the Legislature, did not include tying standards for teacher evaluation to teacher performance pay. In reviewing the charge established by House Bill 669 that created the Teacher Performance Evaluation Task Force, the members of the task force believed that their sole mission was "to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho."

To this end, the task force examined Idaho Code and Administrative Rules that govern teacher performance evaluations in Idaho to assist them in understanding where the gaps and inconsistencies existed in the system. They also invited faculty from Idaho's institutions of higher education to participate in a panel discussion focusing on administrator preparation programs and the standards that are being utilized to train Idaho's teachers.

In an attempt to understand the current practices in teacher performance evaluations around Idaho, the task force invited several school districts from across the state to present their teacher evaluation models. Those districts included Nampa School District, Castleford School District, Bonneville School District, Middleton School District, Meridian School District, Boise School District, Blaine County School District, and the Jordan School District in Utah. During these presentations, the task force members examined the advantages and disadvantages of each model and looked for common threads among the evaluation systems in an effort to develop statewide standards.

One of the most common threads was the use of Charlotte Danielson's Framework for Teaching domains and components of instruction. Dr. Danielson is a nationally recognized expert on school improvement and has authored numerous publications for the Association for Supervision and Curriculum Development. An educational consultant based in Princeton, New Jersey, she has worked at all levels of education. Much of Danielson's work has focused on teacher quality and evaluation, performance assessment, and professional development. Danielson developed the Framework for Teaching as a guide to help teachers become more effective and help them focus on areas in which they could improve. The framework groups teachers' responsibilities into four major areas, which are clearly defined, and then further divided into components that highlight the practice of effective teaching.

In an attempt to gain a better understanding of Danielson's work, Danielson presented a two-day training for task force members where she walked the task force through the different elements and stages of evaluation and facilitated task force discussions in the following areas:

- State control versus local control in an evaluation model,
- The balance between student achievement and teacher performance in an evaluation system,
- Necessary guidelines and distinctions between evaluation of new and veteran teachers,
- Professional growth and improved practice.

Key Findings:

1. Idaho has a lack of consistency, reliability and validity in measuring teacher performance. Both the standards and procedures by which teachers are being evaluated were found to lack consistency from one district to the next and often within a district from one school to another.
2. Many teachers have expressed concerns about the quality, fairness, consistency and reliability of teacher evaluation systems currently being used across the state.
3. Idaho has a number of school districts that have spent considerable resources to create robust research-based teacher performance evaluation models that have been developed with all stakeholders involved.
4. Administrator preparation programs located within Idaho's institutions of higher education must focus on more adequately preparing administrators for the supervision and evaluation of teachers in a purposeful, consistent way.
5. According to a survey conducted by the Idaho Education Association with a 77% response rate, a majority of Idaho's school districts are utilizing a teacher performance evaluation model that is based on Charlotte Danielson's Framework for teaching domains and components of instruction.
6. Idaho's Core Teaching Standards, which are used to train pre-service teachers and key to the ongoing professional development for practicing teachers, are clearly aligned with Charlotte Danielson's Framework for teaching domains and components of instruction.

Recommendations:

The Teacher Performance Evaluation Task force recommended the following actions to the Superintendent of Public Instruction, the Idaho Legislature, and the Governor. The Framework has since been approved by the State Board of Education and the House and Senate Education Committees.

1. As minimum standards for research-based teacher evaluation in all Idaho schools and districts, the task force recommends adopting the Charlotte Danielson Framework for Teaching domains and components of instruction.
 - a. The domains and components include:
 - i. Domain 1 – Planning and Preparation**
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1b: Demonstrating Knowledge of Students
 - 1c: Setting Instructional Goals
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 1f: Assessing Student Learning
 - ii. Domain 2 – Learning Environment**
 - 2a: Creating an Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 2c: Managing Classroom Procedures
 - 2d: Managing Student Behavior
 - 2e: Organizing Physical Space
 - iii. Domain 3 – Instruction and Use of Assessment**
 - 3a: Communicating Clearly and Accurately
 - 3b: Using Questioning and Discussion Techniques
 - 3c: Engaging Students in Learning
 - 3d: Providing Feedback to Students
 - 3e: Demonstrating Flexibility and Responsiveness
 - 3f: Use Assessment to Inform Instruction and Improve Student Achievement
 - iv. Domain 4 – Professional Responsibilities**
 - 4a: Reflecting on Teaching
 - 4b: Maintaining Accurate Records
 - 4c: Communicating with Families
 - 4d: Contributing to the School and District
 - 4e: Growing and Developing Professionally
 - 4f: Showing Professionalism
2. The task force recommends amending Idaho Code to require that category one contract teachers be included in the evaluation process (See Addendum C: Idaho Code 33-514 and Addendum D: Idaho Code 33-514A).
3. Amend Administrative Rule 08.02.02.120 Local District Evaluation Policy to include the following (See Addendum E: IDAPA 08.02.120):
 - a. Districts must adopt or develop a research-based teacher evaluation model that is aligned to state minimum standards based on Charlotte Danielson’s Framework for Teaching domains and components of instruction
 - b. Each school district or public charter school’s evaluation model must include:

- i. A plan for ongoing training and professional development for evaluators/administrators and teachers on the district's evaluation standards, tool and process.
 - ii. A plan for funding ongoing training and professional development for administrators in evaluation
 - iii. A plan for collecting and using data gathered from the evaluation tool that will be used to inform and support continued professional development of both administrators and teachers.
 - iv. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement
 - v. A plan for including all stakeholders, including teachers, school board members and administrators, in the development and ongoing review of their teacher evaluation plan.

- 4. Adopt the following timeline for implementation of the new Idaho teacher performance evaluation standards:
 - a. January 2009: Teacher Performance Evaluation Task Force will present recommendations to the Office of the Governor and members of the Idaho Legislature.
 - b. Spring 2009: The Legislature will address any statutory changes during the 2009 session and corresponding administrative rule changes will be addressed after the Legislative session.
 - c. Summer 2009: The Idaho State Department of Education will begin offering trainings and technical assistance on teacher performance evaluation standards. These trainings will be part of the technical assistance provided by the State Department of Education designed to assist school districts in the implementation of their new evaluation models.
 - d. 2009-2010 school year: Districts and public charter schools will work with educational stakeholders to develop evaluation models.
 - e. February 2010: Districts and public charter schools must submit their proposed models to the state for approval. The adopted model must be signed by representatives from the Board of Trustees, administrators and teachers. If a school district or public charter school is not prepared to submit their evaluation model and policy for review at this time, the State Department of Education must have evidence that you are making progress toward the fall 2011 implementation date. These districts and public charter schools must submit a letter outlining their progress thus far as well as a timeline for completion.
 - f. Fall 2010: At a minimum, districts and public charter schools must begin piloting their approved Teacher Performance Evaluations:
 - i. Districts and public charter schools will be required to submit an interim progress report to the State Department of Education regarding the implementation of their plans.
 - ii. There will be a waiver process for districts and public charter schools that show evidence of progress but need additional time before piloting.

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

Technical Assistance Provided by the State Department of Education:

During the past year, the State Department of Education has worked to provide technical assistance to school districts and public charter schools in their efforts to implement the new teacher evaluation requirements. This technical assistance has included:

- The State Department of Education provided six regional workshops on the Charlotte Danielson Framework by utilizing existing state and federal dollars to fund the workshops. The workshops were designed for administrators and focused on giving administrators a deeper understanding of the Charlotte Danielson Framework and on how to use the framework for teacher evaluation purposes.
- The State Department of Education contracted with Educational Impact to provide online video-based professional development to every teacher and administrator in the State of Idaho on the Charlotte Danielson Framework. This online training was designed to educate all educators on the Danielson framework and to help teachers get more from their evaluations. This program was jointly produced by Charlotte Danielson and Educational Impact Inc. to allow teachers to see what the Danielson Framework components look like in real classrooms. Users will learn how to use the framework to enhance teaching performance. Each short video provides an example of a real teacher in an actual classroom. Following each video, Charlotte provides in-depth commentary on the teacher's performance, the components of the framework observed in the video, and other remarks regarding the instruction taking place in the classroom lesson. The goal of the program is to provide every Idaho teacher with an online tool that will allow them to view exemplary teachers in the classroom and model best practices.
- The State Department of Education has also contracted with Educational Impact to develop a custom online administrator training program that will educate administrators on how to use the Danielson Framework for evaluation purposes. The program will allow administrators to view video footage of a teacher in the classroom and evaluate the performance of that teacher. The results of the evaluation will then be compared to what Charlotte Danielson herself observed during the segment. This process is designed to develop validity and reliability between evaluators. The program will also cover topics of developing professional learning plans with teachers, having crucial conversations and setting up pre and post conferences for evaluation purposes.
- The State Department of Education has established a web site with links to sample district evaluation models, sample policy language, rubrics, evaluation tools and other guidance that can be utilized by districts as they work to develop their own model.
- The State Department of Education has already begun reviewing district teacher evaluation models for approval or recommendations for change. The State Department of Education has set a due date of February 26, 2010 for districts and

public charter schools to submit their Teacher Performance Evaluation models and policies. Each district's model and policy must be signed by representatives from the local Board of Trustees, an administrator representative and a teacher representative. If a school district or public charter school is not prepared to submit your evaluation model and policy for review at this time, the State Department of Education must have evidence that you are making progress toward the fall 2011 implementation date. These districts must submit a letter outlining their progress thus far as well as a timeline for completion.

- The State Department of Education has developed a document that is posted to our website that outlines Federal funding opportunities that districts currently have access to that can be used to provide professional development to both teachers and administrators on the districts teacher evaluation model and new state standards.

ADDENDUM A

Fiscal Year 2009 Appropriation:
HOUSE BILL NO. 669

40 SECTION 9. Of the moneys appropriated in Section 3 of this act, up to
41 \$50,000 may be expended by the Superintendent of Public Instruction to defray
42 the costs associated with a Teacher Performance Evaluation Task Force. The
43 Superintendent of Public Instruction shall appoint, convene and provide
44 administrative support for said task force. The task force shall include the
45 following members:
46 (1) Three superintendents, principals or public charter school directors;
47 (2) Three members of school district boards of trustees or public charter
48 school boards of directors;
49 (3) Three classroom teachers, at least two of whom must be members of
50 teacher associations.
51 The charge of this task force is to develop minimum standards for a fair,
52 thorough, consistent and efficient system for evaluating teacher performance in
53 Idaho, and to present its written recommendations to the Governor, State Board
54 of Education, and the standing Education Committees of the Idaho Legislature by
1 no later than January 30, 2009.

ADDENDUM B

Teacher Performance Evaluation Task Force Members

Representative	Liz Chavez	Idaho House of Representatives, District 7
Head of School	Cody Claver	Idaho Virtual Academy
CEO, MED Management	Reed DeMourant	Eagle
Special Assistant	Clete Edmunson	Office of the Governor
Chairman, Senate Education Committee	John Goedde	Idaho State Senate, District 4
Dean, College of Education	Jann Hill	Lewis and Clark State College
School Board Trustee	Wendy Horman	Bonneville School District
Teacher	Nancy Larsen	Coeur d'Alene Charter Academy
School Board Trustee	Mark Moorer	Potlatch School District
Parent	Maria Nate	Rexburg
Teacher	Mikki Nuckols	Bonneville School District
Chairman, House Education Committee	Bob Nonini	Idaho House of Representatives, District 5
President, Oppenheimer Development	Skip Oppenheimer	Boise
Principal	Karen Pyron	Butte County School District
Superintendent	Roger Quarles	Caldwell School District
Parent, PTA	Suzette Robinson	Blackfoot
Teacher	Dan Sakota	Madison School District
Post-Secondary/School Board Trustee	Larry Thurgood	BYU-Idaho
School Board Trustee	Mike Vuittonet	Meridian School District
Teacher	Jena Wilcox	Pocatello School District
Superintendent/Principal	Andy Wiseman	Castleford School District
President, Idaho Education Association	Sherri Wood	Idaho Education Association
Superintendent of Public Instruction	Tom Luna	State Department of Education

ADDENDUM C

33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT.

(1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) There shall be three (3) categories of annual contracts available to local school districts under which to employ certificated personnel:

(a) A category 1 contract is a limited one-year contract as provided in section 33-514A, Idaho Code.

(b) A category 2 contract is for certificated personnel in the first and second years of continuous employment with the same school district. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than May 25. No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local board of the reasons or decision not to reemploy.

(c) A category 3 contract is for certificated personnel during the third year of continuous employment by the same school district. District procedures shall require at least one (1) evaluation prior to the beginning of the second semester of the school year and the results of any such evaluation shall be made a matter of record in the employee's personnel file. When any such employee's work is found to be unsatisfactory a defined period of probation shall be established by the board, but in no case shall a probationary period be less than eight (8) weeks. After the probationary period, action shall be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status. Notwithstanding the provisions of sections 67-2344 and 67-2345, Idaho Code, a decision to place certificated personnel on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in the employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. In all instances, the employee shall be duly notified in writing of the areas of work which are deficient, including the conditions of probation. Each such certificated employee on a category 3 contract shall be given notice, in writing, whether he or she will be reemployed for the next ensuing year. Such notice shall be given by the board of trustees no later than the twenty-fifth day of May of each such year. If the board of trustees has decided not to reemploy the certificated employee, then the notice must contain a statement of reasons for such decision and the employee shall, upon request, be given the opportunity for an informal

review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board.

(3) School districts hiring an employee who has been on renewable contract status with another Idaho district or has out-of-state experience which would otherwise qualify the certificated employee for renewable contract status in Idaho, shall have the option to immediately grant renewable contract status, or to place the employee on a category 3 annual contract. Such employment on a category 3 contract under the provisions of this subsection may be for one (1), two (2) or three (3) years.

(4) There shall be a minimum of two (2) written evaluations in each of the annual contract years of employment, and at least one (1) evaluation shall be completed before January 1 of each year. ~~The provisions of this subsection (4) shall not apply to employees on a category 1 contract.~~

ADDENDUM D

33-514A. ISSUANCE OF LIMITED CONTRACT -- CATEGORY 1 CONTRACT.

After August 1, the board of trustees may exercise the option of employing certified personnel on a one (1) year limited contract, which may also be referred to as a category 1 contract consistent with the provisions of section 33-514, Idaho Code. Such a contract is specifically offered for the limited duration of the ensuing school year, and no further notice is required by the district to terminate the contract at the conclusion of the contract year.

ADDENDUM E

08.02.02.120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching domains and components of instruction ~~are established~~. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (4-1-97)

01. Standards. Each district evaluation model will be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching domains and components of instruction.

a. Those domains and components include:

i. Domain 1 – Planning and Preparation:

(1) Demonstrating Knowledge of Content and Pedagogy

(2) Demonstrating Knowledge of Students

(3) Setting Instructional Goals

(4) Demonstrating Knowledge of Resources

(5) Designing Coherent Instruction

(6) Assessing Student Learning

ii. Domain 2 – Learning Environment

(1) Creating an Environment of Respect and Rapport

(2) Establishing a Culture for Learning

(3) Managing Classroom Procedures

(4) Managing Student Behavior

(5) Organizing Physical Space

iii. Domain 3 – Instruction and Use of Assessment

(1) Communicating Clearly and Accurately

(2) Using Questioning and Discussion Techniques

(3) Engaging Students in Learning

(4) Providing Feedback to Students

(5) Demonstrating Flexibility and Responsiveness

(6) Use Assessment to Inform Instruction and Improve Student Achievement

iv. Domain 4 – Professional Responsibilities

(1) Reflecting on Teaching

(2) Maintaining Accurate Records

(3) Communicating with Families

(4) Contributing to the School and District

(5) Growing and Developing Professionally

(6) Showing Professionalism

04. 02. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)

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

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

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

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

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

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

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

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

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.

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

03. 04. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: (4-1-97)

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

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

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

FEDERAL LAW PROHIBITS discrimination on the basis of race, color, national origin, gender, religion, age, disability, or marital or family status in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civic Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, ID 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle, WA 98174-1099, (206) 220-7880; fax (206) 220-7887.