

Idaho Plan to Ensure Equitable Access to Excellent Educators

Section 1. Introduction

The Idaho State Department of Education (ISDE) is pleased to submit to the U.S. Department of Education (ED) the enclosed plan, developed to improve equitable access to excellent educators in Idaho. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to State Education Agencies (SEAs), augmented with additional guidance published on November 10, 2014. Idaho's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps the SEA will take to ensure economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers, and the measures the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary.

This plan details elements of Idaho's approach to achieving the objective of improving access to excellent educators for minority and students from low-income families. Idaho is committed to improving student outcomes across the state by expanding access to excellent educators for *all* students. This plan represents a first step in a comprehensive approach to strengthening and maintaining educator preparation and effectiveness across the state, with an emphasis on districts and schools demonstrating the greatest need.

To create this plan, a team of 13 internal ISDE Equity Team members, led by the Systems Improvement/Educator Effectiveness Coordinator, Certification/Professional Standards Coordinator, and Title IIA Coordinator, have begun the following steps:

1. Develop and begin implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators for all students in Idaho, including low-income and minority,
2. Review data provided by ED and Idaho's educational statewide longitudinal data system to identify equity gaps,
3. Conduct preliminary root-cause analyses based on data and feedback from stakeholders, to pinpoint the underlying causes of equity gaps and identify and target strategies accordingly,
4. Set measurable targets and create a plan for measuring and reporting progress and continuously improving this plan.

Review of State-Level Policies, Initiatives, and Currently Available Data

ISDE reviewed current Idaho policies and initiatives implemented in recent years, as well as relevant and available data. This review was conducted by the internal ISDE Equity Team which includes members from multiple divisions. Items reviewed include:

- Existing state policy and practice for improving educator recruitment, induction, retention, development, and support;
- Policies and initiatives focused on Idaho's institutions of higher education (IHEs) and other educator preparation providers;
- Current licensure standards and requirements;

- Idaho’s efforts to develop and implement an evaluation system for teachers, pupil personnel certificate holders, and principals. Teacher and principal summative ratings are being considered as an element that may be included in the system and can be used as performance metrics to measure equity gaps;
- Available data identified as relevant to the development and implementation of our state’s equitable access plan including the data profile prepared by ED – This includes the Civil Rights Data Collection (CRDC) data submitted by Idaho school districts; *EDFacts* data that we provided to ED on classes taught by highly qualified teachers; state data, including basic information such as demographic and comparable wage data on teacher salaries. To build on these data elements, additional relevant data were reviewed from the state’s longitudinal data system—such as teacher and principal turnover rates, and certification and educator years of experience.

Section 2. Stakeholder Engagement

A successful state plan will depend on the early and long-term involvement and ownership by all stakeholders. The ISDE will involve a diverse group of stakeholders including, but not limited to, representation from district and school staff, Idaho Council of Developmental Disabilities, Idaho Head Start, Idaho Public Charter School Commission, Idaho Educational Services for the Deaf and the Blind, Troops to Teachers, Idaho Commission on Hispanic Affairs, local school board representation, Idaho Library Association, Idaho Association of School Business, representation from Idaho’s universities, Nez Perce tribe, and parent groups.

The stakeholders will participate in the development, implementation, and feedback for on-going monitoring of this plan. To ensure a shared theory of action, ISDE will include stakeholder input. Appendix A is a list of stakeholders and their title and organization. Appendix B is a timeline for stakeholder engagement, and Appendix C is the Stakeholder invitation letter and press release announcement. The stakeholders will be invited to participate in the engagement process through meetings and webinars as a part of the Educator Equity effort. In order to keep stakeholders and the public informed, the Equitable Access to Excellent Educator webpage will be developed and regularly updated to reflect the work of the group as the plan is implemented. We will request stakeholder input into what other forms of communication may be relevant. The purpose of the webinars is for stakeholders to:

- Learn about Idaho’s Equity Plan, including the purpose, and provide on-going feedback on the plan’s development and implementation,
- Review data and serve as advisors in interpretation of the data and preliminary root causes behind equity gaps using the Center on Great Teachers and Leaders resource titled *Resource 7: Engaging Stakeholders in a Root-Cause Analysis* (<http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/stakeholder-engagement-guide>). Due to varying levels of familiarity with data among stakeholder groups, a member of the state team with expertise in data analysis will be on hand at each of these meetings,
- Identify and prioritize potential root causes of inequities in access to excellent educators.

Stakeholder feedback will heavily influence Idaho’s plan. Participants are encouraged to engage more widely with colleagues and communicate further insights gained. The communications will be added to the compilation of stakeholder input. All webinars will be posted on the ISDE website.

Stakeholder input will be on-going and include additional meetings and feedback loops. Each component of Idaho’s *Plan to Ensure Equitable Access to Excellent Educators* will be developed through this collaborative process. Stakeholder groups will be engaged to add substantive knowledge from varying

perspectives to engage in on-going data reviews, preliminary root-cause-analyses, and monitoring and modification of strategies. A few specific examples of on-going engagement include the following:

- In-person or teleconference meetings and webinars will be conducted to review the updated plan and progress toward achieving equitable access,
- Stakeholder group leaders will be connected to state data experts to work collaboratively in regards to which analyses of that year's data will be helpful in identifying potential root causes of current equity gaps—in particular, related to their constituent groups,
- Giving these group leaders a chance to dig deeply into current and future data related to the youth for which they are advocating (while maintaining confidentiality and compliance with the Family Education Rights and Privacy Act – FERPA) will help provide insight to the ISDE decision-making team.

The original submission of Idaho's plan was given to a small number of stakeholders and their feedback has been incorporated into the resubmission. The stakeholders included a state-level charter school coordinator; alternate route to teacher certification and recruitment representative; educators, and a district technology director. In addition, a letter was sent out to all individuals on the List of Stakeholders inviting them to make a commitment to be involved in the project and participate in an August 12, 2015, webinar.

PHASE 1:

1. Invitation letter to attend informational webinar meeting sent to stakeholders on August 7, 2015.
2. Press release sent on August 7, 2015.
3. Informational webinar meeting on August 12, 2015. (See Appendix A for a list of the invited stakeholders, titles, and organization representation.)
 - a. This webinar was attended by the following groups: Idaho Association of School Administrators; Troop to Teachers; School District representation; Idaho Council for Developmental Disabilities; Higher Education; Idaho Educational Services for Deaf and Blind; School Principals; Idaho State Department of Education staff representing Limited English Proficiency; Special Education; Title I-A; Charter Schools; Title II-A, Teacher Certification, and Executive Staff;
 - b. Webinar topics included: background information, definition of key terms, issues and challenges, process of engagement, opportunities to ask critical questions about the process, data analysis and preliminary root cause discussion.
 - c. Feedback from the August 12, 2015 webinar participants included: 1) questions regarding a survey development; 2) time commitment for stakeholders.
4. Website development will continue.

PHASE 2:

1. Additional webinar meetings will be held to further gather input, review, and continually analyze data.
2. Stakeholder groups and district administrators will be surveyed for input related to the data, gaps discovered, and preliminary root causes.
3. Survey results will be reviewed and incorporated into the equity plan as appropriate.
4. Stakeholder group will be regularly updated regarding the work of the internal ISDE Equity Team.

Stakeholder Specific Engagement Timeline

Event Description	Objective	Timeline
Invitation letter to attend informational webinar meeting sent to stakeholders	Inform potential stakeholders about Idaho's Equitable Access to Excellent Educators Plan	August 7, 2015
Press release	Inform the public about Idaho's Equitable Access to Excellent Educators Plan	August 7, 2015
Informational webinar meeting	<p>Provide:</p> <p>Background information about Idaho's Plan</p> <p>Definition of Key terms</p> <p>An opportunity to ask the critical questions about the process</p> <p>Discuss:</p> <p>Issues and Challenges</p> <p>Process of engagement</p> <p>Data analysis and root cause discussion</p> <p>Survey data</p>	August 12, 2015
Webinar to review data and preliminary root causes	To provide the data to stakeholders and review preliminary root causes determined by Internal Team and early stakeholder feedback	October – December 2015
Survey stakeholders	To gather feedback on their experiences related to the data and preliminary root causes	January – February 2016
Survey district administrators	To gather feedback on their experiences related to the data and preliminary root causes	January – February 2016

Ongoing data review, identify current gaps, root causes and strategies with stakeholders	Analyze current gap and reviewing additional areas where gaps may have developed	Annually in November
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Section 3. Equity Gap Exploration and Analysis

To provide context to the data analysis that follows, it is important to first establish the foundational principles in Idaho’s approach to providing equitable access of excellent educators statewide. Following this section there will be a narrative of the process Idaho followed to begin and continue the process of gap exploration, including sections on the core gap metrics involving the two targeted groups correlated with inexperienced teachers, unqualified teachers, and out-of-field teachers. Finally, additional areas of data exploration that broaden and deepen Idaho’s analysis of potential metrics that can illuminate potential gaps in access to excellent educators, average years of service and average student growth in achievement will be discussed.

Idaho’s Vision

Every student in Idaho will have access to effective educators. Idaho will place the highest priority on:

- ensuring high-quality educator preparation,
- recruiting and retaining highly effective educators,
- supporting the continuing growth of educators’ professional practice.

Definitions and Metrics

Idaho’s 2006 educator equity plan focused primarily on Highly Qualified Teaching (HQT) status. In contrast, the current plan focuses instead on ensuring that all classrooms are taught by excellent teachers, who in turn are supported by excellent leaders. Recognizing that there are multiple important dimensions of educator effectiveness (e.g., qualifications, expertise, performance, and effectiveness in improving student academic achievement and social-emotional wellbeing), Idaho has defined *excellent educators* as follows:

- An *excellent teacher* is fully prepared to teach in his or her assigned content area, is able to demonstrate strong instructional practices and significant contributions to growth in student learning (on tests and in terms of social-emotional indicators), and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom.
- An *excellent school leader* is fully prepared to lead instructionally and administratively, is able to demonstrate strong leadership practices and significant contributions to growth in student learning (on student tests and in terms of social-emotional indicators), and consistently demonstrates professionalism and a dedication to the profession both within and outside of the school building.

Rather than select a single metric, ISDE will consider equitable access in terms of the following characteristics of excellent educators, as well as teaching and learning conditions:

- **Teacher and Principal Evaluation Ratings.** These ratings capture most of the qualities noted above for effective educators. Educators rated *ineffective* as well as those rated *effective* will be examined in order to tell a complete story about access to excellent teachers and leaders in Idaho. Our approach is to go through a validation process to ensure fidelity of implementation, fairness and accuracy. When we judge that the evidence demonstrates the evaluation system is valid and reliable, we will transition to using that data for Idaho equitable access planning.

- **Inexperienced, or New, Teacher.** A teacher in his/her first year of practice.
- **Unqualified Teacher.** A teacher lacking at least a bachelor’s degree, clear/renewable licensure, highly qualified teaching status, and/or working under an emergency license.
- **Teacher and Principal Turnover.** Teacher and principal turnover rates reported at the school and district levels will serve as another indicator of equitable access. Recognizing that some turnover is expected, one of the goals for future data collection is to disaggregate turnover data to depict only those leaving the profession or leaving the district. When the educator evaluation system demonstrates validity and reliability, data will be disaggregated to differentiate between turnover of effective and ineffective educators.
- **Teacher and Principal Experience.** The prevalence of teachers and principals with one or less years of experience, two to three years of experience, four to five years of experience, six to nine years of experience and 10 or more years of experience will serve as indicators of equitable access.
- **Out-of-Field Teaching.** A teacher who is not appropriately certificated or endorsed for the area in which he/she is teaching.
- **Teacher and Principal Absenteeism.** Schools and districts that consistently have high teacher and principal absenteeism on average over a three-year period will serve as another indicator of students’ access to effective teachers and leaders; particularly, schools and districts with average absenteeism of more than 10 days per school year.
- **Teacher Salaries.** Data on salaries offered by Idaho’s LEAs may have important implications for their ability to recruit and retain enough excellent teachers for all students.
- **Poor or “Low-Income” Student.** A student from an economically disadvantaged family as outlined by the federal child nutrition program.
- **Minority Student.** A student identified as a member of a minority race or ethnicity (e.g., African American, Hispanic, Asian, Native American, and Pacific Islander/Alaskan Native.)

Idaho recognizes that educator effectiveness for students who are English language learners, homeless or in foster care, in isolated rural schools, tribal areas, or in the migrant agricultural stream is critically important. The action steps laid out in this plan will benefit *all* students.

Data Sources Employed in the Analysis

To ensure Idaho’s equitable access work is data-driven, multiple data sources have been identified. Available data identified as relevant to the development and implementation of our state’s equitable access plan include the data profile prepared by ED; this includes the Civil Rights Data Collection (CRDC) data submitted by Idaho school districts; ED*Facts* data that Idaho provided to ED on classes taught by Highly Qualified Teachers; state data, including basic information such as demographic and comparable wage data on teacher salaries. To build on these data elements, additional relevant data were reviewed from the state’s longitudinal data system—such as teacher and principal turnover rates, and certification and educator years of experience including the Educator Equity Profile provided by ED. Review of the data by stakeholders will help to develop further understanding of the root causes for equity gaps and strategies, including unintended consequences or potential implementation challenges. It is worth noting that school-level data was reviewed at this time.

Background on the Process to Determine Equitable Access to Excellent Educators

According to 2013-2014 Ed Facts data, as reported by Idaho school districts, more than 96.6 percent of the teachers of core academic subjects in Idaho fully meet the federal definition of HQT and local conditions and limitations account for the remaining 3.4 percent.¹

Idaho recognizes that HQT is not the only indicator of effectiveness and several opportunities exist to achieve equitable access goals. Data from the Idaho System of Educational Excellence (ISEE), Idaho's state longitudinal data system for collecting, analyzing, and reporting data on public school students, teachers, administrators, and other staff, indicate that schools with high concentrations of minority students and students from low-income families do have a larger percent of inexperienced, unqualified, and out-of-field teachers than schools with low concentrations of such students, the extent of which will be discussed further in this document.

Outcomes of educator evaluations are another indicator of effectiveness. However, Idaho's revised educator evaluation policy was recently implemented in 2014-2015, so the data collected from teacher evaluations does not inform equity gaps at this time. Therefore, the internal team decided not to explore the use of this data at this time as the system is in its early stages of implementation. As confidence grows in the validity and reliability of the statewide evaluation system based on observations using the Danielson Framework, this may become an additional metric for study in the future.

To begin, the internal ISDE Equity Team examined Idaho's Educator Equity Profile and concluded that the gaps for inexperienced, unqualified, and out-of-field teachers were minimal for minority students and students from low-income families. The team began a deeper and broader look at potential gaps by evaluating and exploring the target groups against the average number of years teaching and the student growth in achievement on the statewide assessment in mathematics, reading and language usage at the school level.

In order to allow for a more detailed and accurate analysis, the internal ISDE team decided to use current data from, a more recent ISEE collection of average number of teacher years of experience, rather than the CRDC data from prior years. However, because no current data was available yet for the analysis of achievement growth because of the transition to the new assessment by Smarter Balanced which requires a comparison over more than one year, 2011-2012 data from the Idaho Standards Achievement Test was employed to evaluate student growth. Finding no discernable gaps in either of these areas and focusing on the core mission to analyze low-income and minority students against the metric of accessibility percentages of inexperienced, unqualified, and out-of-field teachers, the internal team turned to a closer analysis of the six core data comparisons identified by ED and sought the analytical expertise of the Northwest Regional Educational Laboratory at Education Northwest (REL-NW.)

The ISDE contacted REL-NW in May 2015 and asked for further, deeper analysis of the data. Subsequently, the internal ISDE Equity Team examined the preliminary analysis from the REL-NW in June of 2015, and found that it corroborated prior analyses of data showing minimal gaps in the percentage of inexperienced, unqualified, and out-of-field teachers teaching minority students and students from low-income families at the aggregate level. The summary of the statewide data review by

¹ For example, a school in one of Idaho's rural, remote areas might be unable to recruit a fully certified special education teacher and instead hires someone with an elementary certification; or, in another school, a teacher leaves during the school year and the district is unable to fill the slot on short notice with someone who meets all of the HQT criteria.

REL-NW is included as Chart A. Chart A shows the correlation between the three teacher groups and historically underperforming subgroups.

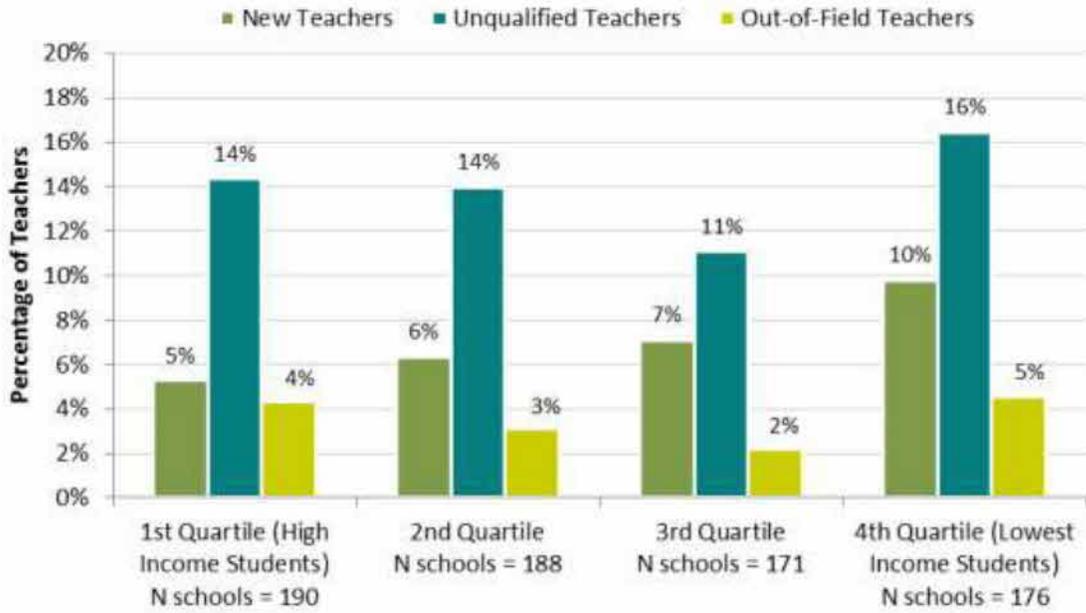
Chart A: Correlation between teacher groups and historically underperforming subgroups (from REL-NW report on page 12)

	Correlation	Effect Size²	Significance
Inexperienced teacher percentage correlated with:			
Low-income student percentage	r(725)= 0.1706	Small	p<0.001
Minority student percentage	r(725)= 0.1775	Small	p<0.001
Unqualified teacher percentage correlated with:			
Low-income student percentage	r(725)= 0.0079	NA	p = 0.831
Minority student percentage	r(725)= 0.0735	NA	p = 0.048
Out-of-field teacher percentage correlated with:			
Low-income student percentage	r(725)=-0.0278	NA	p = 0.456
Minority student percentage	r(725)= -0.0208	NA	p = 0.576
Median SGP correlated with:			
Low-income student percentage	r(725)= -0.0155	NA	p = 0.697
Minority student percentage	r(725)=-0.0790	NA	p = 0.047

This chart displays the size of gaps or lack thereof, in terms of effect size. A standard and well documented form of statistical indicator in the field of social sciences, effect size is a quantitative measure of the strength of a phenomenon such as the correlation between two variables. According to the preliminary REL-NW analysis, there is no discernable effect size for four of the six core areas of inquiry: the rate at which low-income and minority students are taught by unqualified teachers and out-of-field teachers. There was, however, a small effect size in the rate at which both low-income students and minority students are taught by inexperienced teachers. In addition, the internal ISDE Equity Team noted that, while there is not a significant gap in unqualified teachers across the quartiles, the overall percentage across the quartiles is high, ranging from 11% to 16%, as indicated in Figure A for students from low-income families and in Figure B from 13% to 16% for minority students. This is an area that Idaho is targeting along with the equity gap of inexperienced teachers for further study of root causes and strategies for mitigation.

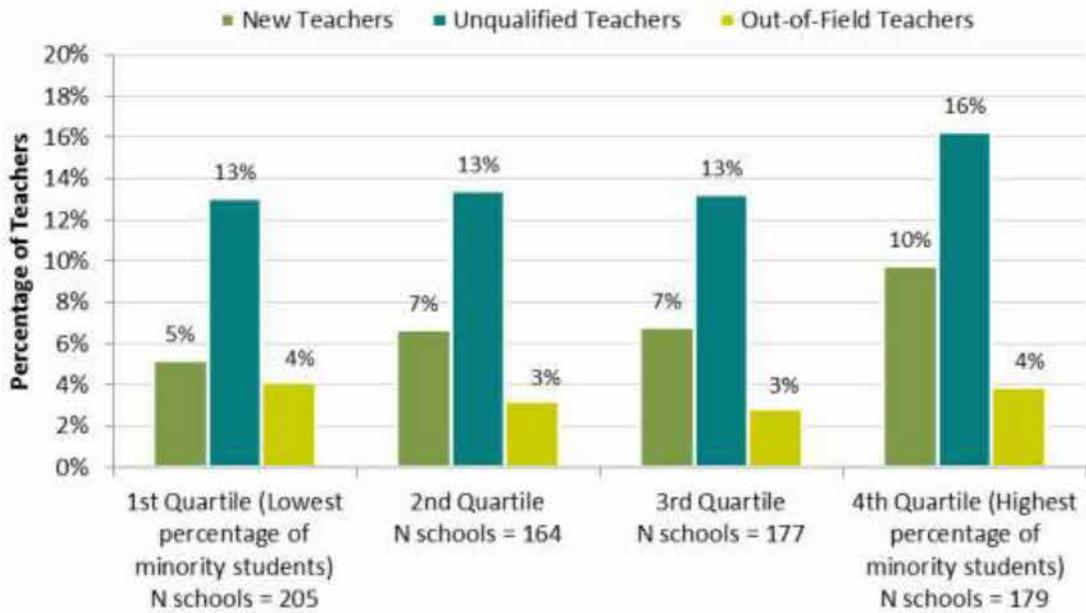
² Cohen's effect size cuts for psychological research are the following: small = 0.1, moderate = 0.3, and large = 0.5

Figure A: Distribution of teacher types among low-income students (from REL-NW's report on page 3)



*Inexperienced, or New, Teacher. A teacher in his/her first year of practice.

Figure B: Distribution of teacher types among minority students (from REL-NW report on page 4)



*Inexperienced, or New, Teacher. A teacher in his/her first year of practice.

Exploration of the Data for Targeted Groups Correlated with Inexperienced, Unqualified, and Out-of-Field Teachers

For this analysis, as indicated previously, a variety of data sources were employed. Idaho's longitudinal data system includes staff and student-level data for each school.

Several preliminary analyses were conducted. First, equity gaps for numerous metrics where schools are the unit of analysis for students who come from low-income families and minority students were analyzed. Next, the three statutory teacher metrics (i.e., inexperienced, unqualified, and out-of-field assignments) across schools in the state, across districts in the state, and regions in the state, and finally schools within districts in the state were considered. The following scatterplots, Figures C-H show the rate at which students in the targeted groups are taught by inexperienced, unqualified, and out-of-field teachers at the district level as expressed in scatterplot graphs.

Figure C: Inexperienced Teachers and Minority Students

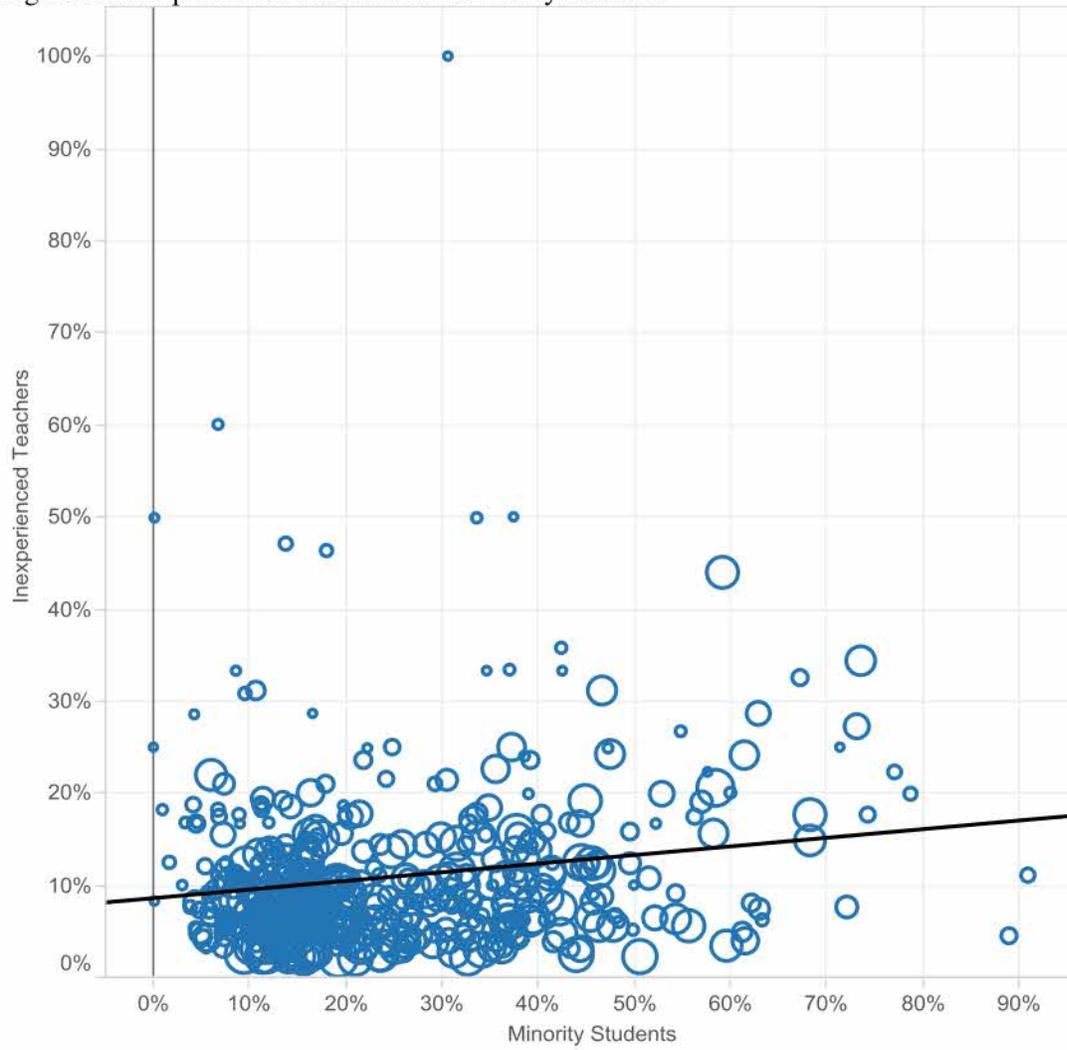


Figure D: Unqualified Teachers and Minority Students

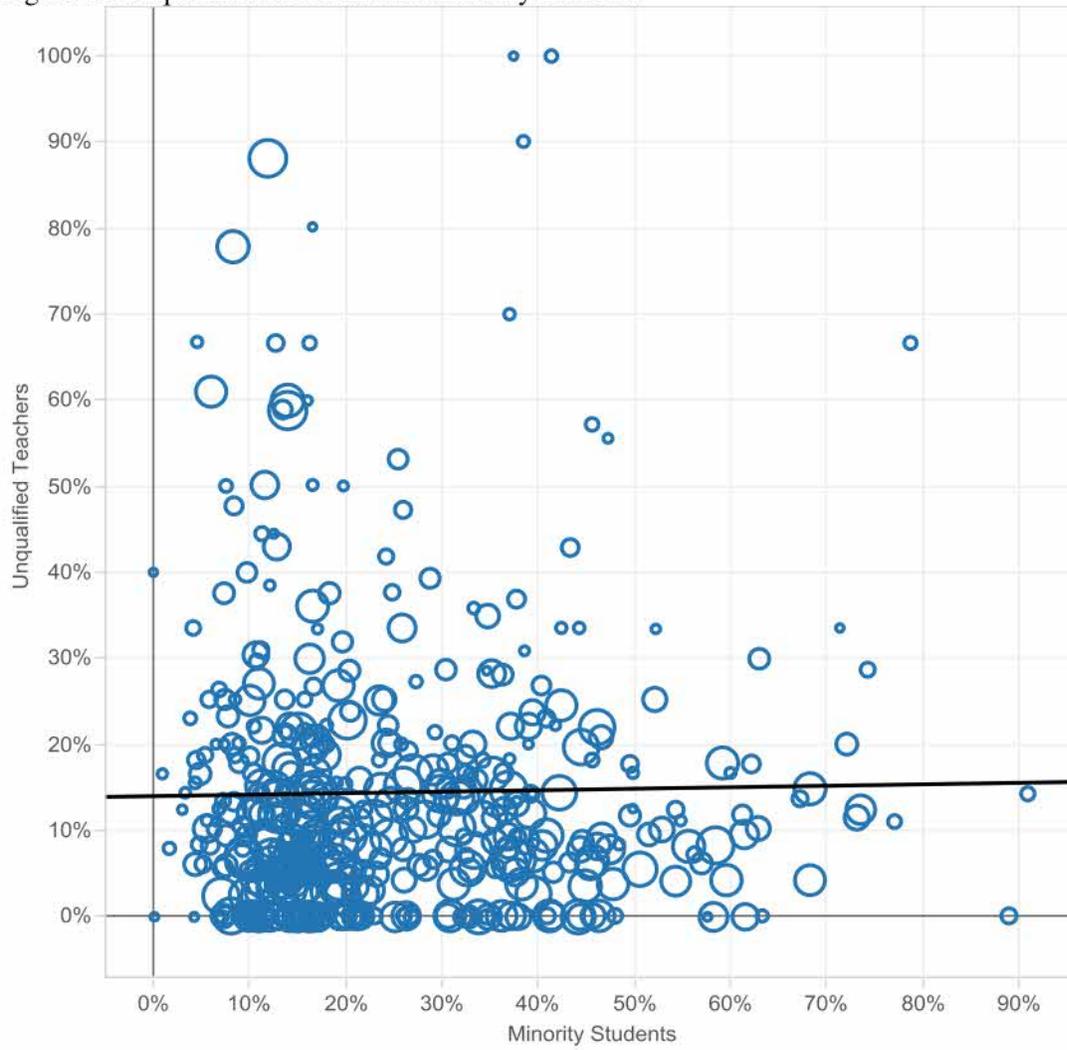


Figure E: Out-of-field Teachers and Minority Students



Figure F: Inexperienced Teachers and Students from Low-income Families

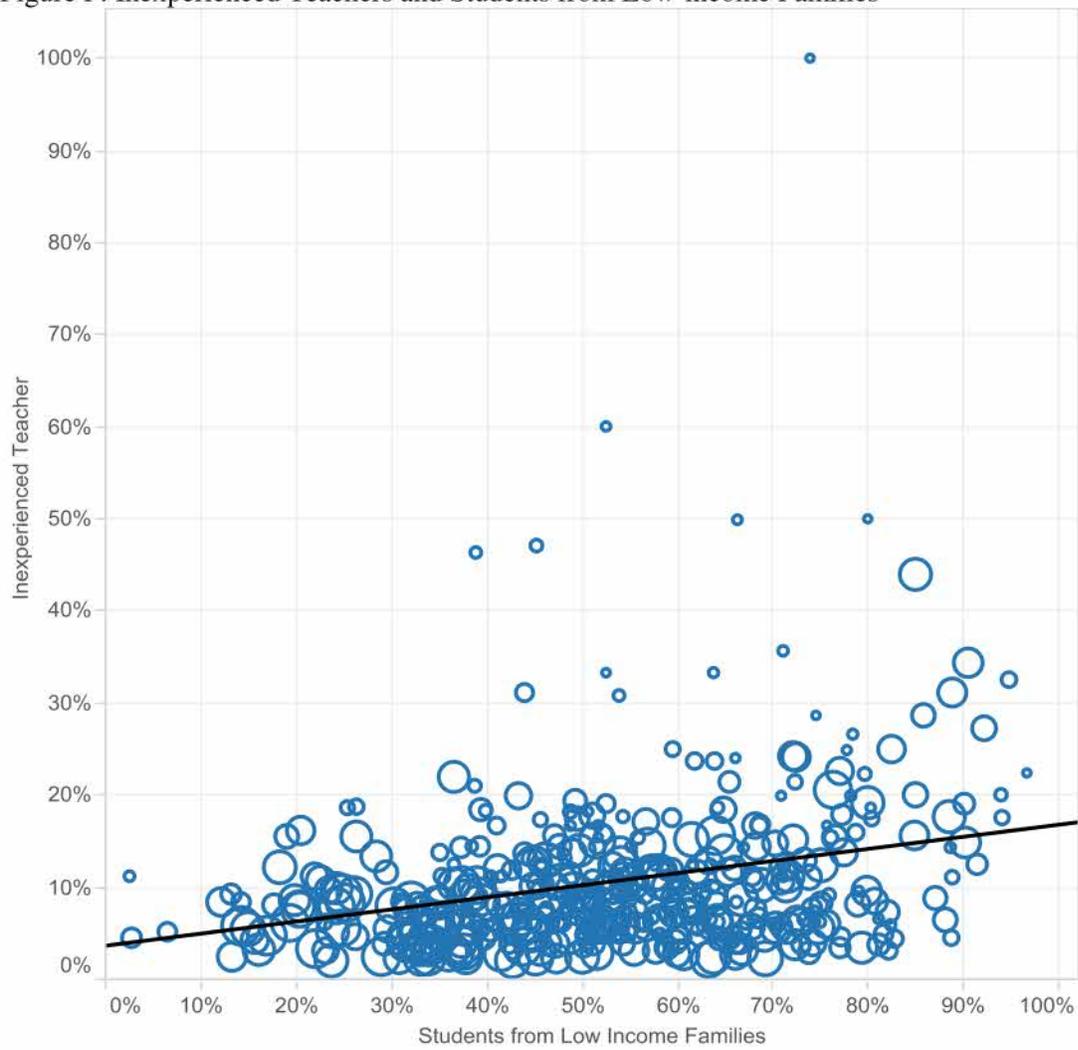
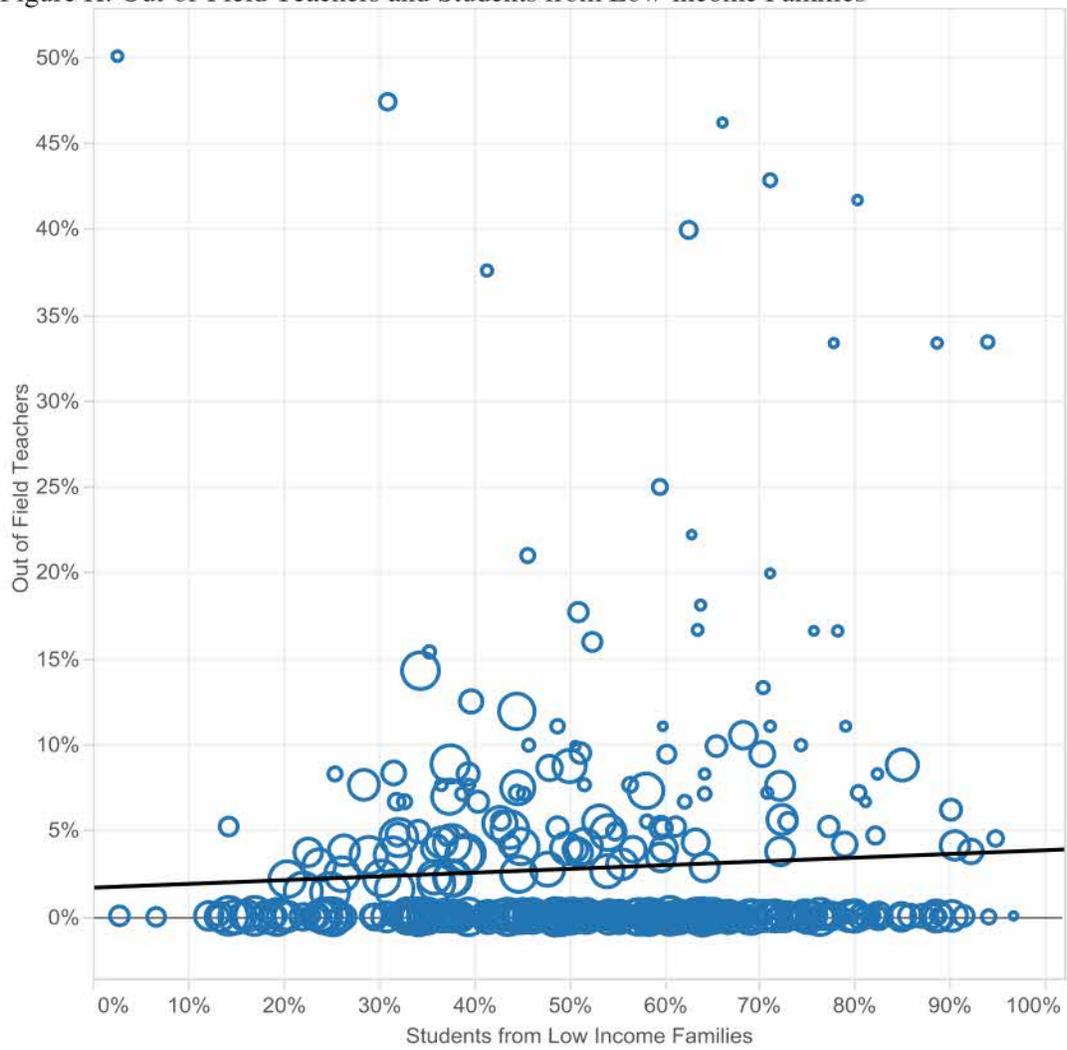


Figure H: Out-of-Field Teachers and Students from Low-income Families



School Level Data from Figures C through H corroborate findings from the district level aggregate data in Figures A and B that shows little discernable gaps in the rate at which low-income and minority students are taught by out-of-field and unqualified teachers, with a somewhat greater correlation in the rate of teaching by inexperienced teachers. This analysis matches data from the CRDC that shows little difference between the percent of inexperienced teachers in the highest and lowest quartiles, with 5.5% of inexperienced teachers in high poverty schools versus 4.2% in low poverty schools as shown in Idaho's Educator Equity Profile from 2011-2012 . Additionally, there was only a 1% difference in the number of out-of-field teachers teaching courses between rural and non-rural schools, with the statewide rate being only 2.9%.

Three final areas into which the internal team delved to broaden the scope and reach of Idaho's investigation were the comparison of average teacher salary by quartile, average years of teacher service, and the average achievement growth data. First, teacher pay in the quartile with the highest percentage of minority students is only \$73.00 less than the teacher pay in the quartile with the lowest percentage of minority students. With the difference in average pay between most districts being around \$1,000.00 dollars, it is clear that teacher pay variation within Idaho is not significant. This small difference is not enough for teachers to uproot family and careers to move to higher paying districts within Idaho (although teachers are more likely to move for better working conditions.) With surrounding states paying on average between \$10,000 and \$15,000 thousand dollars more than Idaho, the state loses many teachers to Oregon, Washington, and Wyoming. It is clear that Idaho faces competition with the nation over teacher pay and retention as it sits near the bottom of the U.S. in teacher compensation. Fortunately, a bill to increase teacher pay significantly over the next five years passed the Idaho Legislature in 2015. This bill will make Idaho salaries more competitive with surrounding states, thus assisting in meeting the goal of increasing teacher retention and recruitment.

An area of concern the internal ISDE Equity Team explored is potential gaps in the average years of service of teachers between students from low-income families and minority students and other students. In both of these comparisons, shown in Figure I and Figure J, there is a clear and similar pattern of a decrease in years of service when the percentage of minority students and students from low-income families increases. However, more data analysis and studies are necessary to provide evidence for the claim that this metric represents a significant barrier amongst these two groups of students.

Figure I: Average Years of Service and Students from Low-income Families

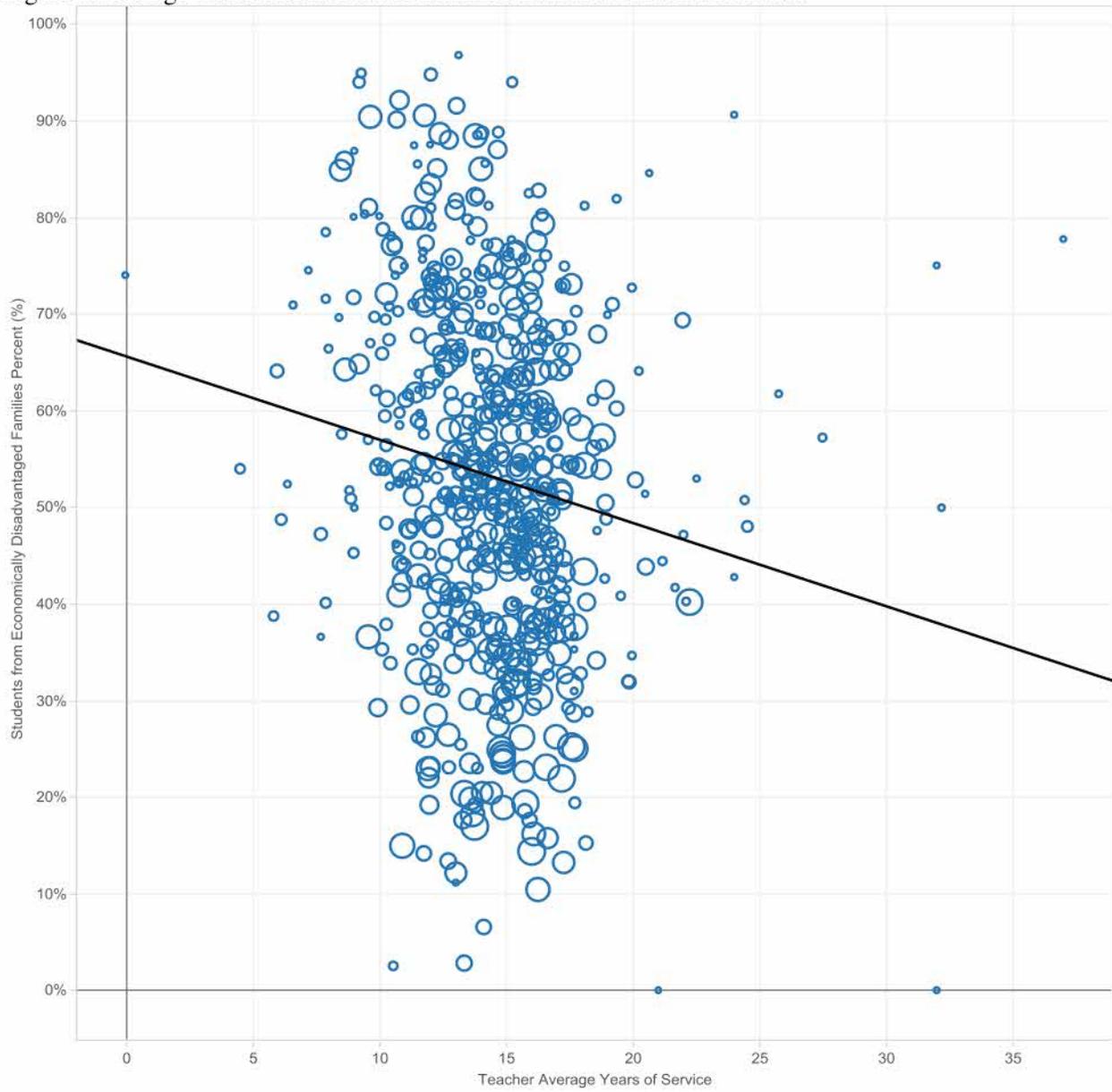
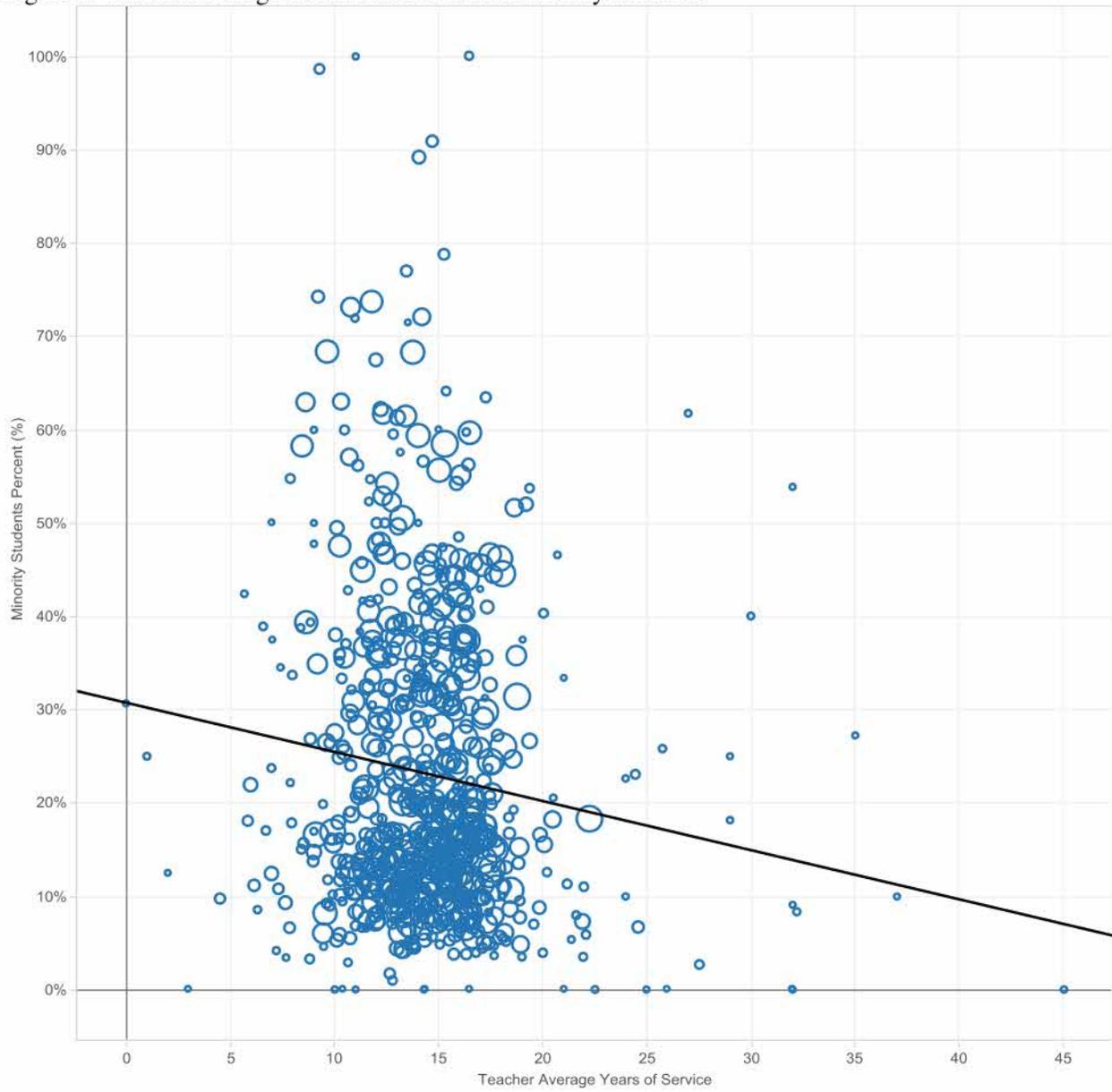


Figure J: Teacher Average Years of Service and Minority Students



The third area of analysis of statewide assessments in mathematics, reading, and language usage shows similar student growth for low-income and minority students as compared to more affluent and non-minority students. This comparison of student achievement growth is made possible because of Idaho’s current accountability model based on the work of Dr. Damian W. Betebenner of the National Center for the Improvement of Educational Assessment in partnership with the Colorado Department of Education. Currently, 15 states have adopted the student growth percentile model as part of their state accountability systems. With the implementation of the Idaho Growth Model, growth is expressed as Student Growth Percentiles (SGP). A SGP compares a student’s standardized assessment (ISAT) scale score growth to that of his or her academic peers in the State of Idaho. Academic peers are students in the same grade—and same content (reading, mathematics, or language usage)—with a similar scale score history. The NCLB plus Extender scale score is used for SGP calculations. SGPs are reported on a 1 to 99 scale. For example, a student with a SGP at the 75th percentile indicates the student grew more than 75% of his/her academic peers. This comparison was made by analyzing historical growth data from the legacy Idaho Standards Achievement test from 2011 and 2012. See Figures K and L below.

Figure K: Distribution of median SGP among low-income students (from REL-NW report on page 3)

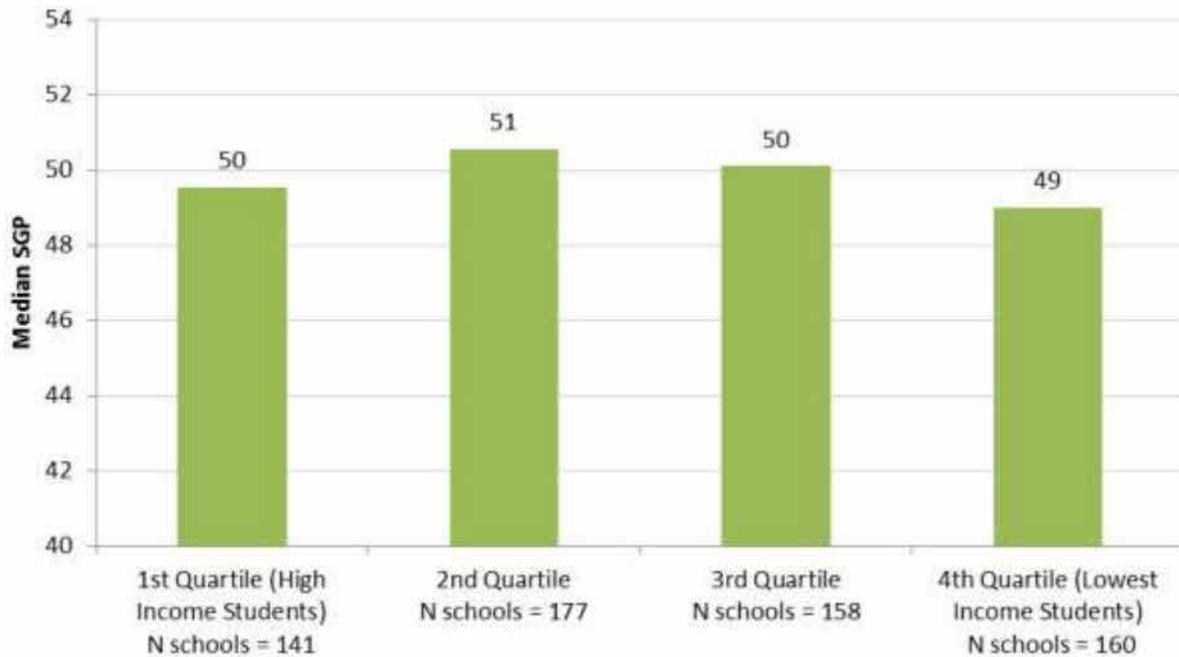
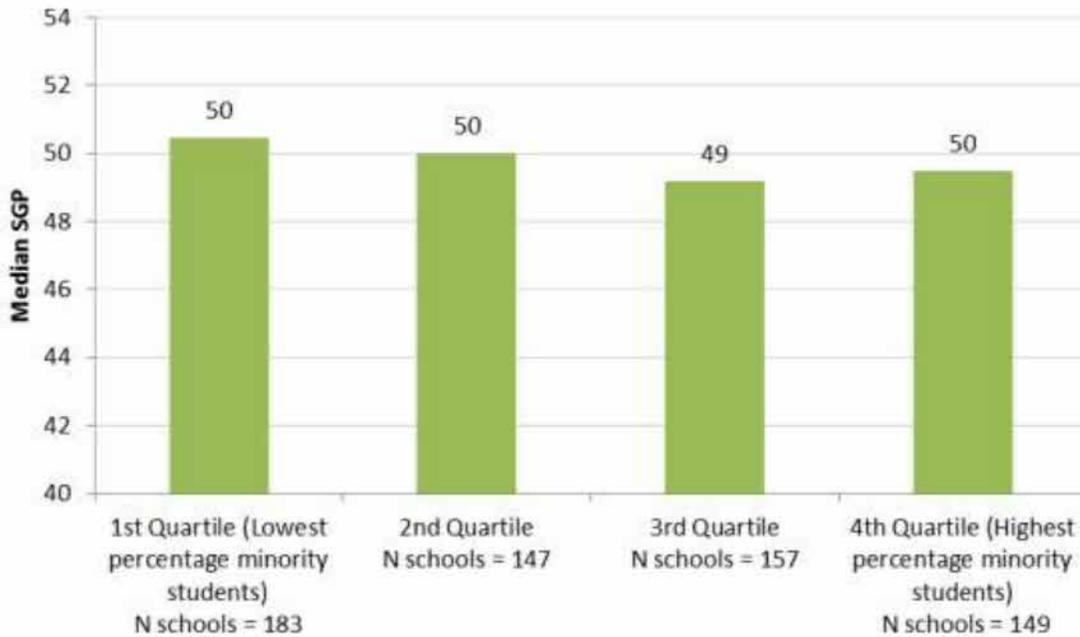


Figure L: Distribution of median SGP among minority students (from REL-NW report on page 4)



Idaho will currently focus on the gaps associated with inexperienced teachers as it relates to low-income and minority students. Idaho will not focus on unqualified and out-of-field teachers as they relate to low-income and minority students because the data shows no discernable effect size. The rate, at which inexperienced, out-of-field, and unqualified teachers are teaching minority and low-income students, will be analyzed and evaluated annually.

As stated above, the equity gap that Idaho will currently focus on is inexperienced teachers. In an effort to dig deeper into the data, the internal team analyzed inexperienced teachers in rural and non-rural districts. The rationale behind looking at this data was to determine if rural districts had more inexperienced teachers than non-rural districts.

The table below shows that there are gaps in 2012-2013 and 2013-2014 in regions 1, 2, and 6 of inexperienced teachers in rural versus non-rural districts. This difference is not seen in regions 3, 4 and 5 in 2012-2013 and 2013-2014. Since there is not a consistent trend continuing in 2014-2015 among rural and non-rural districts with inexperienced teachers, no further analysis of the rate at which poor and minority students are taught by inexperienced teachers in rural versus non-rural districts were pursued.

	2012-2013 Percent of Inexperienced Teachers	2013-2014 Percent of Inexperienced Teachers	2014-2015 Percent of Inexperienced Teachers
Regions 1, 2, 6 - Not Rural	5.84%	5.41%	6.70%
Regions 1, 2, 6 - Rural	7.82%	8.90%	6.63%
Regions 3, 4, 5 - Not Rural	6.78%	7.48%	7.63%
Regions 3, 4, 5 - Rural	6.36%	7.01%	7.67%

In summary, Idaho will currently focus on the gaps associated with inexperienced teachers as it relates to poor and minority students, regardless of rural or non-rural status, and the high rate at which students are taught by unqualified teachers across all quartiles. Stakeholder input and on-going analysis from REL-NW will continue to inform this work.

Preliminary Root Cause Analysis

The internal ISDE Equity Team members reviewed all of the available data and identified a specific area which reflected a slightly higher rate at which inexperienced teachers were teaching poor and minority students. After identifying this as a slight gap, the team began investigating potential root causes. Based on the internal ISDE Equity Team collective experiences in working with districts and educators it was hypothesized that the preliminary root cause is the inability of districts to recruit and retain educators. In addition, there was a presentation given at the Senate Ed committee meeting which addressed a survey of districts which reflected the need to recruit and retain teachers and further reinforced the inferences of the internal ISDE Equity Team. The team went a step further in considering why there is an inability to recruit and retain and determined the rural remote nature of most Idaho school districts, the small size of many school districts and the fact that a majority of the school levies are not passing, are all factors which contribute to the recruitment and retention issue. As additional feedback from stakeholders and analysis of future data on student growth and educator effectiveness becomes available, Idaho will refine and build on preliminary analysis of root causes. However, as a result of the preliminary root cause analysis Idaho’s strategies will focus on the financial incentive to enter and stay in the profession and provide regional opportunities for educator support.

Section 4. Strategies for Eliminating Equity Gaps

ISDE recognizes that ensuring students’ equitable access to excellent teachers and leaders is a complicated endeavor. Idaho’s Plan to Ensure Equitable Access to Excellent Educators will be built on a theory of action developed through meetings with stakeholders, and aligns to Idaho’s Vision.

Idaho is currently implementing strategies to eliminate equity gaps and ensure access to excellent educators for all students. Additional strategies will be considered by stakeholders and implemented in order to address the preliminary root cause of the equity gap identified as inexperienced teachers teaching low-income and minority students at a higher rate than other students.

Current Strategies for All Students to Ensure Access to Excellent Educators

- Career Ladder – five year phase-in for increased teacher salary
- Regional Career Fairs – collaborative effort between ISDE, the Idaho Professional Standards Commission, IHEs, and districts
- Incentive awards for National Board for Professional Teaching Standards Certified Teachers
- ISDE-delivered professional development
- Institutions of Higher Education Coalition – all teacher preparation programs network to ensure best practices
- Leadership bonus for teachers
- Statewide Teaching Standards used in Evaluation
- Statewide Principal Standards used in Evaluation

Additional Possible Strategies for All Students to Ensure Access to Excellent Educators

- State-funded loan forgiveness
- Scholarships
- Signing bonuses
- Para-professional to Teacher support
- Secondary English Language Development course
- Increase internal ISDE collaboration
- Pilot teacher-teacher.com
- Proposed Tax Credit for Certificated Personnel
- Regional Educational Resource Centers

Although Idaho intends to ensure excellent educators for all students, the ISDE Equity Team first identified strategies which are expected to reduce the specific root cause of inexperienced teachers teaching low-income and minority student. . With 75% of the districts in Idaho being rural, strategies with an emphasis on rural districts will have the greatest impact on reducing the gap. However, stakeholder input will help prioritize the possible strategies and narrow the focus. Until the stakeholder group has fleshed out other areas, a summary of a few specific strategies and how they can possibly eliminate the equity gap is presented below:

Strategies Specifically Related to the Identified Equity Gaps of Inexperience Teachers Teaching Low-Income and Minority Students at a Higher Rate than Other Students

- Strategy 1: Proposed Tax Credit for Certificated Personnel
For tax year 2016, a resident individual who is certificated personnel in a public school or public charter school may claim a non-refundable credit against taxes of \$500.
For taxable year 2017, certificated personnel in a rural public school district or rural public charter school (as defined in 33-319, Idaho Code) may claim a non-refundable tax credit of \$1000. The qualifications will remain the same in 2018 and 2019; however, the amounts will be \$750 and \$500 respectively per year.
Rationale: Additional tax benefits are given to teachers in rural districts. This will attract inexperienced and experienced teachers to rural districts with the possibility that they will remain and become more experienced..

Ongoing evaluation of rural district retention rates will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low-income and minority students at a higher rate.

- **Strategy 2: Regional Educational Resource Centers**
Idaho's Superintendent of Public Instruction, Sherri Ybarra, is including in her budget request for July 1, 2017, the funding and resources necessary to establish Regional Education Resource Centers (RERC) throughout Idaho. These centers will be tasked with providing support to our rural school districts around a number of issues, including training and support for effective educators.

Rationale: With these centers strategically located throughout the state, support will be more readily accessible to rural districts that currently do not have that level of support.

Ongoing survey of educator workplace satisfaction and increase in student performance data will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low-income and minority students at a higher rate.

August – September 2015

Draft Strategic Planning Meeting with CCSSO/US Education Delivery Institute to establish goals for Superintendent Ybarra's Strategic Plan. Goal area three states that "Idaho attracts and retains great teachers": Strategy 3.2 Establish Regional Education Centers

SDE Executive Team Meeting with Washington State Superintendent Dorn for suggestions on how to proceed to establish Regional Education centers

January – April 2016

Superintendent Ybarra's budget presentation to JFAC which outlines the request for \$700,000 to start the development of Regional Education Centers

Budget request goes before Idaho State Legislature for development of Regional Education Centers

Budget approved by Idaho State Legislature for development of Regional Education Centers

SDE Executive Team established finalized plan for implementation of Regional Education Centers

July 2016

Regional Education centers are in their infancy stages of being established in the Idaho universities (University of Idaho, Lewis & Clark State College, Boise State University and Idaho State University)

July 2017

Regional Education Centers are fully operational.

- **Strategy 3: Career Ladder – five year phase-in for increased teacher salary beginning July 1, 2015**

This will establish a funding model for school districts for instructional staff that would be variable based on a compensation system consisting of two rungs: the residency rung and the

professional compensation rung. In order for instructional staff to move from the residency rung to the professional rung, they would need to meet minimum criteria based on individual professional learning plans, evaluation, and student achievement.

Rationale: The career ladder will assist in recruiting and retaining teachers with experience.

Ongoing evaluation of district retention rates will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low income and minority students at a higher rate.

Strategy	Evaluation method	Desired outcome	Timeframe
<ul style="list-style-type: none"> <u>Strategy 1:</u> Proposed Tax Credit for Certificated Personnel For tax year 2016, a resident individual who is certificated personnel in a public school or public charter school may claim a non-refundable credit against taxes of \$500. For taxable year 2017, certificated personnel in a rural public school district or rural public charter school (as defined in 33-319, Idaho Code) may claim a non-refundable tax credit of \$1000. The qualifications will remain the same in 2018 and 2019; however, the amounts will be \$750 and \$500 respectively per year. <u>Rationale:</u> Additional tax benefits are given to teachers in rural 	Ongoing evaluation of rural district retention rates will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low income and minority students at a higher rate.	This will attract inexperienced and experienced teachers to rural districts with the possibility that they will remain and become more experienced. Decrease in turnover Increase in student performance	Ongoing monitoring Title I and Title II monitoring visits Internal team will continue to meet monthly with ongoing stakeholder group input

districts.			
<ul style="list-style-type: none"> • <u>Strategy 2:</u> Regional Educational Resource Centers Idaho’s Superintendent of Public Instruction, Sherri Ybarra, is including in her budget request for 2017 the funding and resources necessary to establish Regional Education Resource Centers (RERC) throughout Idaho. These centers will be tasked with providing support to our rural school districts around a number of issues, including training and support for effective educators. <u>Rationale:</u> With these centers strategically located throughout the state, support will be more readily accessible to rural districts that currently do not have that level of support. 	<p>Ongoing survey of educator workplace satisfaction and increase in student performance data will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low income and minority students at a higher rate.</p>	<p>Increase the level of state support and professional development opportunities for rural school districts to increase educator effectiveness</p>	<p>Ongoing monitoring Title I and Title II monitoring visits Internal team will continue to meet monthly with ongoing stakeholder group input</p>
<ul style="list-style-type: none"> • <u>Strategy 3:</u> Career Ladder – five year phase-in for increased teacher salary beginning July 1, 2015 This will establish a funding model for school districts for instructional staff 	<p>Ongoing evaluation of district retention rates will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low income and minority students at a higher rate</p>	<p>The career ladder will assist in recruiting and retaining teachers with experience.</p>	<p>Ongoing monitoring Title I and Title II monitoring visits Internal team will continue to meet monthly with ongoing stakeholder group</p>

<p>that would be variable based on a compensation system consisting of two rungs: the residency rung and the professional compensation rung. In order for instructional staff to move from the residency rung to the professional rung, they would need to meet minimum criteria based on individual professional learning plans, evaluation, and student achievement.</p>			input
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Section 5. Ongoing Monitoring

ISDE firmly believes that effective strategies and supports improve access to excellent educators for all students. One goal in establishing this plan is to examine data to determine equity issues and refine data-sharing mechanisms with districts to allow for a variety of strategies and supports. The most important role the state can play in on-going monitoring is one of data transparency and continuation of existing support structures.

On-going monitoring will be conducted through analysis of district reporting through ISEE. District reports will continue to identify the level of experience of each teacher and retention rates. In addition, the Title I monitoring visits will include a review of district data regarding unqualified and out-of-field teachers to ensure the strategies are also addressing these areas as they relate to low-income and minority students. All data will be analyzed to ensure the strategies are in fact reducing the identified gap of inexperienced teachers teaching low-income and minority students at a higher rate, but will also ensure new gaps have not developed.

Building and classroom level student growth data will be reviewed as it relates to the statutory areas for analysis. In October 2015, we will have student performance data. In October 2016, and every year thereafter, we will have student growth data for this analysis.

General Timeline

Event Description	Objective	Timeline
Internal team meeting	Develop and begin implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators for all students in Idaho, including low-income and minority.	On-going
Internal team meeting	Review data provided by ED and Idaho's educational statewide longitudinal data system to identify equity gaps	Completed July – August 2015 and on-going
Internal team meetings and next stakeholder meeting	Conduct root-cause analyses based on data and feedback from stakeholders, to pinpoint the underlying causes of equity gaps and identify and target strategies accordingly,	Preliminary root-cause analysis completed July – August 2015. Next stakeholder meeting and on-going
Internal team meeting	Set measurable targets and create a plan for measuring and reporting progress and continuously improving this plan.	Preliminary plan established July – August 2015, will continue during Phase 2
Internal team meeting	Reviewed current Idaho policies and initiatives implemented in recent years	July – August 2015
Internal team meeting and future stakeholder meetings	Review policies and initiatives focused on Idaho's institutions of higher education (IHEs) and other educator	Preliminary review July – August 2015 but will discuss

	preparation providers	further and on-going with relevant stakeholders
Internal team meeting	Review current licensure standards and requirements;	Evaluation system implemented in 2014-215, on-going
	Idaho's efforts to develop and implement an evaluation system for teachers, pupil personnel certificate holders, and principals. Teacher and principal summative ratings are being considered as an element that may be included in the system and can be used as performance metrics to measure equity gaps;	
Internal team meetings and Stakeholder meetings	Review available data identified as relevant to the development and implementation of our state's equitable access plan including the data profile prepared by ED – This includes the Civil Rights Data Collection (CRDC) data submitted by Idaho school districts; EDFacts data that we provided to ED on classes taught by highly qualified teachers; state data, including basic information such as demographic and comparable wage data on teacher salaries. To build on these data elements, additional relevant data were reviewed from the state's longitudinal data system—such as teacher	Preliminary review completed July – August 2015, but will be on-going with stakeholder input based on survey data and future longitudinal data available.

	and principal turnover rates, and certification and educator years of experience.	
Modify Timeline	Align all timelines and group activities into one guiding document	October 2015 and ongoing

Section 6: Public Reporting

The ISDE will create a webpage specifically for posting the plan for Equitable Access to Excellent Educators along with questions and answers. This website will include a unique email address specifically for communication about this work. In addition, the website will include opportunities for feedback from stakeholders such as parents, educators, and community groups. As the plan is implemented, information on-going monitoring that can be shared publicly will be reported to the stakeholder group and posted to the website. The ISDE will periodically (at least annually) review and revise its plan based on annual data review and analysis with stakeholders. Public reporting will also take place via media releases to the public at least annually.

Appendix A. Idaho List of Stakeholders

Equitable Access Stakeholders (updated 07/07/2015)				
Last Name	First Name	Position	Organization	Region
Baysinger	Tamara	Charter Schools Program Director	Idaho Public Charter School Commission	All
Bridges	Lynn	Homeless Education Liaison	West Bonner County	1
Brinegar	Toni	Program Specialist	Idaho Council of Developmental Disabilities	-
Burton	Stan	Executive Director	Idaho Head Start Association	-
Crump	Jim	Teacher, Math	Kootenai Technical Education Campus, Math Instructor	1
Darcy	Brian		IESDB	
Enger	Kristi	Director, Secondary Education	Professional Technical Education	All
Fife	Scott	Idaho State Representative of Lewis and Clark	Troops to Teachers	-
Fodor	Julie	Director	CDHD Center on Disabilities and Human Development	1
Gaub	Le	Program Manager	Lewis and Clark Troops to Teachers	-
Gonzalez	Margie	Executive Director	Idaho Commission on Hispanic Affairs	All
Goodman	Will	Technology Director	Mountain home School District	3
Greenfield	Robin G	Associate Director	University of Idaho	1, 3
Hart	Cliff	President	Idaho Association School Administrators	5
Henken	Alison	K-12 Accountability and Projects Program Manager	State Board of Education	-

Henry	Esther	Teacher & Chair of Professional Standards Commission	West Jefferson School District	6
Keller	Don	Charter Administrator	Sage International Charter School	3
Kren	Joe	Superintendent	St. Maries School District	1
Lindig	Angela	Director	Idaho Parents Unlimited	3
Mason	Kindel	President	Idaho Council for Exceptional Children	4
Mortensen	Patti	Assistant Professor	Idaho State University	All
Perkes	Emily	President	Idaho PTA Board of Directors	-
Pinkham	Dr. D'Lisa	Teacher	Nez Perce Tribal Member, Nez Perce Step Grant	2
Proctor	Becky	President	Idaho Library Association	3
Raney	Taylor	Director of Teacher Education	University of Idaho	1, 2
Sabala	Cherri	Idaho State Director/Other Teacher Prep Entities	American Board for Certification of Teacher Excellence (ABCTE)	3
Sanchez	Bob	Director of Veterans Services and Multicultural Affairs	Northwest Nazarene University	All
Seamons	Valerie	President	Idaho Association of School Business	4
Warren	Tracey	Parent & Advocate/Community Member		-
Wells	Mary Lou	Elementary Principal	Marsing School District	3
Wells	Todd	President	Idaho School Boards Association	4

Winslow	Rob	Executive Director	Idaho Association School Administrators	3
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Appendix B. Idaho Stakeholder Engagement Process Timeline

Stakeholder letter of invitation sent the week of August 7, 2015

Finalize Potential Stakeholders –August 12, 2015

Stakeholder Webinars – August 12, 2015 and on-going

Record and archive the webinars

Topics will include:

- Background information
- Definition of Key terms
- Issues and Challenges
- Process of engagement
- Opportunity to ask the critical questions about the process
- Data analysis and preliminary root cause discussion
- Survey data discussion

Surveys

- Survey stakeholders to gather feedback on their experiences related to the data and preliminary root causes

- Survey district administrators to gather feedback on their experiences related to the data and preliminary root causes

The Stakeholder Engagement Process Timeline will be updated as needed.

Appendix C. Idaho Stakeholder Invitation Letter and Media Release

August 7, 2015

Dear Stakeholder,

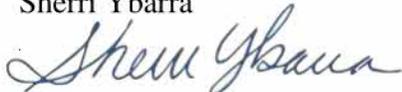
Please accept this invitation to partake in an important commitment. The important work described below would require your contribution and participation over the next several months. We value your perspective and hope you will agree to assist as an advisor, monitor, and reviewer.

In 2014, the US Department of Education (USDOE) announced its Educators for All Initiative to help schools and districts support high quality educators for students who need them. As a part of this initiative, our state is required to submit a “State Plan to Ensure Equitable Access to Excellent Educators” by August, 2015, to ensure how our students will be taught by experienced, qualified, and in-field teachers at the same pace as other students.

If you are willing to participate in this opportunity, please contact Marcia Beckman at mmbeckman@sde.idaho.gov or by phone at (208) 332-6953. You will be expected to electronically engage in conversations surrounding closing identified achievement gaps and monitoring the plan.

Thank you for your commitment to Idaho education. We sincerely hope you will volunteer to participate in this exceptional opportunity; you will be contacted directly as a follow up to this invitation.

Sherri Ybarra



Superintendent of Public Instruction

FOR IMMEDIATE RELEASE

Friday, August 07, 2015

www.sde.idaho.gov

Media Contacts:

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**DEPARTMENT TO LEAD REVIEW OF TEACHER QUALITY AND
PROVIDE FEEDBACK AND SUPPORT TO SCHOOLS**

(BOISE) – The Idaho State Department of Education (SDE) will be leading a study in an effort to further support school districts, to ensure that all students, regardless of race or family income, have access to highly qualified teachers and leaders in the Idaho public education system, Superintendent Sherri Ybarra announced today.

In 2014, the U.S. Department of Education announced its Educators for All Initiative to help schools and districts support high quality educators for students who need them. As a part of this initiative, Idaho is required to submit a “State Plan to Ensure Equitable Access to Excellent Educators” by August, 2015, to ensure how our students will be taught by experienced, qualified, and in-field teachers at the same pace as other students.

A preliminary webinar will be held on August 12, 2015 to provide more in-depth information to education stakeholders who may be interested in the review process. More information will be provided following the August 12th webinar.

Additional questions may be directed to Marcia Beckman by calling (208) 332-6953 or by email at mmbeckman@sde.idaho.gov.

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