

**INFORMATIONAL
DECEMBER 21, 2022**

TAB	DESCRIPTION	ACTION
1	BAHR – RETIREMNT PLAN COMMITTEE – OPTIONAL RETIREMENT PLAN RFP	Information Item
2	SDE – MASTERY EDUCATION UPDATE	Information Item
3	SDE – ENGLISH LANGUAGE LEARNERS PROFICIENCY REPORT	Information Item
4	SDE - PROFESSIONAL STANDARDS COMMISSION – ANNUAL REPORT	Information Item

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SUBJECT

Retirement Plan Committee Optional Retirement Plan Request for Proposals

REFERENCE

October 2021 Board approved Retirement Plan Committee recommendation to hire an Optional Retirement Plan consultant

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.K.2. and II.R.
Sections 33-107A, 33-107B, and 33-107C, Idaho Code
Section 59-513, Idaho Code

BACKGROUND

Board Policy II.R. provides that Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as “Plan” or “Plans”). The Board has authority to manage and control the Plans’ operation and administration. The Board retains exclusive authority to amend the Plans and select trustees/custodians.

The Retirement Plan Committee (RPC) members have been discussing issuing a Request for Proposals (RFP) for Plan vendors. The plan has not undergone an RFP process since its inception. There are currently two vendors: AIG/VALIC and TIAA. At its November 18 meeting, the RPC voted to move forward with an RFP. The purpose of this agenda item is to advise the Board of that recommendation.

DISCUSSION

Staff will work with the state Division of Purchasing team to allow Multnomah Group, the Board’s retirement plans consultant, to facilitate the RFP process.

Once the RFP process is complete, the Board will decide which vendor(s) to use for the Optional Retirement Plan moving forward.

IMPACT

Costs related to the RFP process will be covered by the Board’s existing contract with Multnomah Group.

STAFF COMMENTS AND RECOMMENDATIONS

Staff will continue to work closely with the RPC and Multnomah to facilitate the RFP process and will provide updates as requested.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board’s discretion.

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SUBJECT

Mastery-Based Education Update

REFERENCE

October 2014	Board adopted recommendations for implementing the 2013 Task Force recommendations, including implementation of those regarding mastery-based education in Idaho's public schools.
May 2015	Board received a presentation from the Foundation for Excellence in Education regarding mastery-based education and possible partnership opportunities.
January 2016	Board endorsed the Governors 2016 Legislative Initiatives, including funding for the mastery-based education pilot programs
June 2017	Board received a brief update from the State Superintendent of Public Instruction on the mastery-based pilot program.
August 2017	Board received a presentation from the State Department of Education regarding the progress of the mastery-based education initiative.
December 2017	Board received an update from the State Department of Education on the implementation of the mastery-based education initiative.
February 2018	Board acted to support SB 1059 (2018), to lift the cap and expand the mastery-based education initiative and formalize the Idaho Mastery Education Network (IMEN).
October 2019	Board received an update from the State Department of Education regarding determining mastery for credit and financial literacy
February 2020	Board received an update on status of mastery education initiative.
October 2021	Board updated with mastery-based education efforts.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1632. Idaho Code, Mastery-Based Education
IDAPA 08.03.03.004, Documents Incorporated by Reference, College and Career Readiness Competencies

BACKGROUND/DISCUSSION

Legislative statute and investment has allowed mastery to continue to grow across the state and create, high quality, diverse, rich, and responsive resources. 100% of the resources are available online with continual development of new and relevant resources.

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The State Board of Education Idaho College and Career Readiness Competencies provide an opportunity to *unite* a diverse range of perspectives and offers students a chance to develop *Life Ready* skills.

Ongoing statute guided efforts include:

- A. Provide ongoing outreach and communication
- B. Facilitate and maintain the Idaho Mastery Education Network. The network shall:
 - (i) Advise the superintendent of public instruction and the state board of education on the progress of the transition to mastery-based education;
 - (ii) Develop evidence-based recommendations for continued implementation;
 - (iii) Implement the policies of the legislature and the state board of education for the transition to mastery-based education; and
 - (iv) Provide network resources, including professional development, coaching, and best practices, to Idaho public school districts and charter schools;
- C. Create a sustainability plan for statewide scaling of mastery-based education

Mastery has grown over the last few years as demonstrated by the number of grant applicants and participation in statewide professional development:

- 70% Increase in the number of applicants (2022 compared to 2016-17)
- 33% Increase in the number of districts applying (2022 compared to 2016-17)
- 300 Registrants, representing 54 districts, for the Expert Keynote Series PD

IMPACT

This report will provide the Board with an update on the Master-based Education efforts in Idaho public schools.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In 2014, the Board facilitated the work of five (5) subcommittees working on recommendations for implementing the 2013 Education Improvement Task Force Recommendations. The Structure and Governance Subcommittee's responsibilities included implementation strategies for the shift to a mastery-based system where students advanced based upon content mastery, rather than seat time requirements. The subcommittee found there were no prohibitions in state law to moving to a mastery-based system, and that there is specific authorization in Administrative Code that allows school districts and charter schools to develop their own mechanisms for assessing student mastery of content and awarding credits for the mastery at the secondary level. The subcommittee recognized that there were some barriers in how school districts reported students in specific grade levels to the state for funding. However, most barriers were largely perceived rather than actual obstructions. The full recommendations may be viewed on the Board's website (<https://boardofed.idaho.gov/resources/task-force-for-improving-education>).

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Section 33-1632, Idaho Code, requires the State Department of Education to: (a) provide ongoing statewide outreach and communication to increase awareness and understanding in mastery-based education; (b) facilitate and maintain the Idaho mastery education network; and (c) create a sustainability plan for statewide scaling of mastery-based education.

As identified by the original subcommittee of the Governor's Task Force for Improving Education, state law and Administrative Code allow for school districts and charter schools to implement a master-based education system. The purpose of the original incubators was intended to be used to identify barriers, real and perceived, that were keeping school districts from implementing mastery-based systems. Implementation of mastery-based education through the incubators identified local barriers such as student management systems and professional development needs, but no statute or administrative code changes were identified.

Working with a broad group of stakeholders and the Planning, Policy and Governmental Affairs Committee, Board staff brought forward recommendations for developing a common understanding of college and career readiness in FY 2017. The Board adopted the work group's recommendations and approved College and Career Readiness Competencies at the June 15, 2017 regular Board meeting. These competencies were then included in the state content standards and incorporated into administrative rule through the negotiated rulemaking process and became effective March 28, 2018.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Annual English Learners Proficiency Report

REFERENCE

April 2005	Board approved rule for definition of Limited English Proficient
November 2009	Board adopted The Idaho English Language Assessment Achievement Standards as a temporary rule
August 2010	Board adopted The Idaho English Language Assessment Achievement Standards as a pending rule, that was approved in November 2009
June 2014	Board approved proposed rule amendment for clarification and accuracy in definition for Limited English Proficient
November 2015	Board approved pending rule changes to IDAPA 08.02.03.105
August 2016	Board removed the Idaho English Language Assessment (IELA) Achievement Standards
December 2020	Board was provided the 2019-2020 Annual Summary report for the English Learner Program and an English Learner Proficiency update.
April 2022	Board approved addendum to ESEA Consolidated State Plan.
October 2022	Board approved amendment to ESEA Consolidated State Plan.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03: Rules Governing Thoroughness, subsection 004- Incorporated by Reference and subsection 111 - Assessment in Public Schools
Elementary Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 1111(c)(4)(A)(ii) English Language Proficiency.

BACKGROUND/DISCUSSION

The English Learner (EL) program assists local education agencies in creating, implementing, and maintaining researched-based programs to support students whose primary language at home is not English. Federal and state requirements help remove barriers and provide equity in learning to ensure English language learners succeed in school. Results from the WIDA ACCESS Placement Test determine program eligibility and inform each student's plan for developing English language skills. The WIDA ACCESS assessment is administered annually to all identified English learners and includes reading, writing, listening, and speaking, resulting in an overall composite score and a scale score in each of the four domains. Beginning with the 2020 ACCESS assessment, a student is considered proficient with a composite score equal to or greater than 4.2 with a minimum score

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of 3.5 in the reading, writing, and listening domains and a minimum score of 1 in the speaking domain. Idaho's Consolidated State Plan, amended June 18, 2019, identifies the five-year long-term goals for English learners in making progress in achieving proficiency using 2018 data as the baseline. Information about the local education agencies program plan and allocation of funds are included in the English Learner Proficiency update.

IMPACT

This agenda item will provide the Board with an update on the English Learners program, including student proficiency data.

ATTACHMENTS

Attachment 1 – English Learner Proficiency Report
Attachment 2 – English Learner Proficiency Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03, 111, the English Language Proficiency Assessment is part of Idaho's comprehensive assessment system and must be given annually as applicable to the student eligibility and grade range established in administrative rule. Further, the English Language Development Standards adopted by the Board are the Word-Class Instructional Design and Assessment (WIDA) 2012 English Language Development standards. In addition to these state requirements, the Board has identified the WIDA ACCESS Placement test as one of the tools used to determine a student's eligibility as an English Learner. Eligible students are then assessed annually for English Language proficiency using the WIDA Access 2.0 assessment.

BOARD ACTION

This item is for informational purposes only.

2021-2022 ANNUAL SUMMARY

Idaho English Learner Program



IDAHO STATE DEPARTMENT OF EDUCATION
ENGLISH LEARNER & TITLE III-A PROGRAM | FEDERAL PROGRAMS DEPARTMENT

Compiled by Maria A. Puga, English Learner Program Coordinator

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10.28.2022

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BACKGROUND

The Idaho English Learner (EL) Program and Title III-A assist school districts with federal and state requirements of English Learners (ELs). We help districts create, implement, and maintain development programs that provide equal learning opportunities for ELs. Our goal is to assist Local Educational Agencies (LEAs) to develop their curriculum and teaching strategies which embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Federal Program's English Learner Department oversees state and federal grant requirements, monitoring visits for all Title III-A districts, the state English Learner's 3-year Enhancement Grant, professional development activities, and the English Learner Management System (ELMS).

State Level Summary

During the 2021-2022 school year, the Idaho English Learner Program oversaw 131 English Learner educational programs. Of these LEAs, 91 had only state EL funding and 40 had both state and federal funding, through the Title III-A program. Any LEA which has at least one English Learner enrolled at their school will qualify for state EL funding. LEAs must meet a \$10,000 allocation threshold to qualify for additional federal funding through the Title III-A program.

All Idaho district/charters are required, under the Title VI of the Civil Rights Act of 1964, to provide a comprehensive English language proficiency program for students who cannot speak, read, or write English well enough to participate meaningfully in educational programs. Federal and State legislation requires that district/charters provide Language Instruction Educational Programs (LIEP) and services to support the language development of EL students. As part of state and federal guidelines, each LEA includes a Home Language Survey as part of their registration process in order to initially screen students for a language other than English.

LEAs submit their English Learner plans through the Consolidated Federal and State Grant Application (CFSGA) each year. In this plan, the LEAs include their EL program information, core language instructional program, yearly goals, and an annual budget. The EL Program Coordinator reviews each plan, provides feedback and indicates where changes or additions need to be made to ensure each LEA is meeting the state and federal minimum requirements. LEAs must have their plan approved by the program coordinator before funding is distributed.

PROGRAM MONITORING

A State is required to oversee and monitor the activities of its Local Education Agencies (LEAs). In the 2021-2022 school year, seven out of 40 Title III-A LEAs were monitored through the Federal Programs Monitoring process. The SDE monitors on a 6-year cycle and uses the following factors to determine district priority:

- Coordination with other Federal Programs
- District requests for program evaluation
- New Title III-A Coordinator and/or New Superintendent
- District improvement status
- Sudden and/or significant increase in the number of English Learners

- Formal compliance complaint filed with the Idaho State Department of Education, Idaho State Board of Education and/or U.S. Department of Education - Office for Civil Rights

Title III-A monitoring involves reviewing an LEA's core instructional education program, certified staffing and proper supervision of paraprofessionals, parent engagement activities, student support, and proper use of funds. The following LEAs were monitored during the 2021-2022 school year: Wilder School District #133, Parma School District #137, Teton County School District #401, Fremont County Joint School District #215, Blaine County Joint School District #061, Homedale School District #370, and Jefferson county School District #251.

STATE ENHANCEMENT GRANTS

The English Learner (EL) Enhancement Grant Program is funded by the state of Idaho through a competitive grant process. The state legislature has earmarked \$450,000 to this enhancement grant and awards range from \$10,000-\$85,000 depending on the chosen project. LEAs have the option of choosing from the following grant options: Implementation of Co-Teaching Model, funding for a Regional Coordinator, or Program Enhancements.

Grantee districts use the funds for additional resources to enhance core EL program services for English learners and to improve student English language skills to allow for better access to the educational opportunities offered in public schools. Grants are funded for three years (2020-2021, 2021-2022, and 2022-2023) with ongoing funding contingent on legislative funding. Each grant recipient creates yearly and three-year goals and works with a grant mentor to ensure benchmarks are being met. An annual report on goal progress by the grantees is developed each year in December on program design, use of funds, goal progress, and program effectiveness. A new grant cycle began in 2020-2021 school year with 12 new grant recipients. For this current grant cycle, there are three Co-Teaching grants, one Regional Coordinator grant, and eight Program Enhancement grants.

State English Learner Goals

The State of Idaho's English Learner Program goals taken from the [2019 Idaho Consolidated Plan](#) reads:

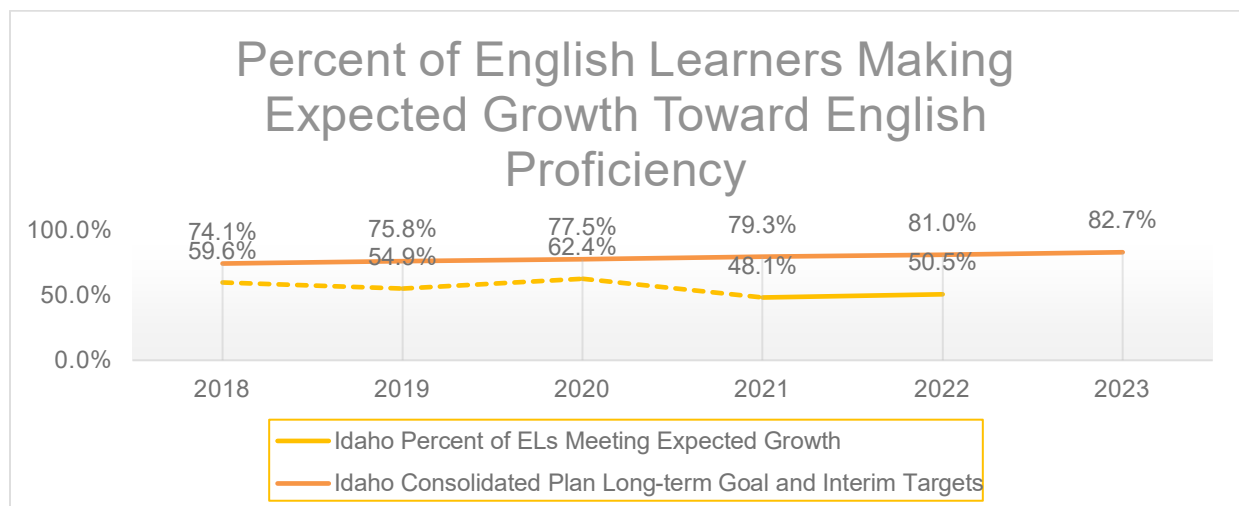
**Table 6b: Percent of Students Making Expected Progress toward English proficiency
2018 baseline, 2023 long-term goal, and 2019-2022 interim targets**

2018 Baseline	2019	2020	2021	2022	2023
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%

Idaho will reduce the number of English learners who are not making expected progress to English proficiency, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline.

The WIDA ACCESS assessment is administered to all identified English Learners, either electronically or paper based, and includes assessments in reading, writing, listening, and speaking. A student will receive an overall composite score and a scale score in each of the four domains. The reading and writing component are weighted 35% each, while speaking and listening are weighted 15% each in the overall composite score.

In 2021-2022, 50.5% of ELs who completed ACCESS for ELLs met the expected progress toward English proficiency metric. This was a 2.4% increase from the 2020-2021 ACCESS for ELLs test administration. According to the Idaho State Consolidated Plan, the stated goal for students making progress in 2021-2022 was 81%.

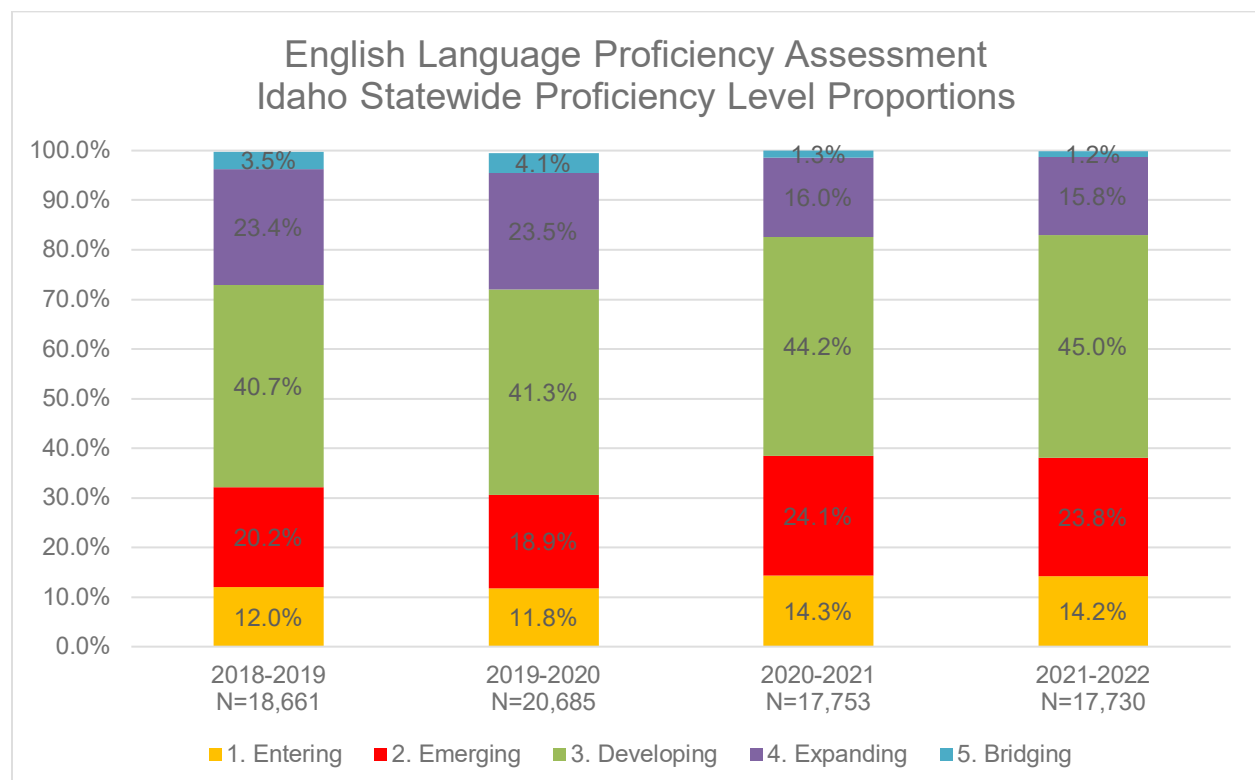


English Language Proficiency Assessment

WIDA's suite of assessments are used to screen, monitor, and exit Idaho students from a research-based language instruction educational program. Using the WIDA Screener for Kindergarten or the WIDA Screener, districts/charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English learners (ELs) participate annually in a standardized English language proficiency assessment to monitor academic English language proficiency growth in four distinct language domains: Reading, Writing, Listening, and Speaking. The ACCESS for ELLs annual language proficiency assessment is typically administered from the last week in January to the first week in March.

During the 2021-2022 school year, the testing window was January 24, 2022 to March 4th, 2022. During this time period, 17,004 students completed all sections of the ACCESS test.

Below is a performance distribution chart, which reflects the percentage of students scoring at each WIDA performance level: 1- Entering, 2- Emerging, 3- Developing, 4- Expanding, 5- Bridging, and 6- Reaching. The State of Idaho has determined a 4.2 composite score as the benchmark for state proficiency.



2021-2022 List of LEA Allocations

LEAs have the opportunity of multiple funding allocations based on their EL student population. The following table shows funding allocations for: State EL Allocations, Federal Title III-A Allocations, Title III-A Immigrant Allocations, and State Enhancement Grant Allocations.

*Title III-A LEAs for federal monitoring purposes.

LEA Name	EL Student Population	State EL Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant Allocations
BOISE INDEPENDENT DISTRICT	1,885	\$455,586	\$260,121	\$0	\$15,000
NAMPA SCHOOL DISTRICT	1,705	\$412,082	\$235,288	\$0	\$0
West Ada School District	1,433	\$346,342	\$197,752	\$0	\$0
CALDWELL DISTRICT	1,054	\$254,741	\$145,450	\$0	\$0
VALLIVUE SCHOOL DISTRICT	973	\$235,165	\$134,273	\$0	\$0
JEROME JOINT DISTRICT	921	\$222,597	\$127,097	\$0	\$15,000
TWIN FALLS DISTRICT	764	\$184,651	\$105,431	\$0	\$100,000
IDAHO FALLS DISTRICT	644	\$155,648	\$88,871	\$0	\$0
CASSIA COUNTY JOINT DISTRICT	633	\$152,990	\$87,353	\$0	\$0
MINIDOKA COUNTY JOINT DISTRICT	591	\$142,839	\$81,557	\$0	\$0
BLAINE COUNTY DISTRICT	577	\$139,455	\$79,625	\$0	\$85,000
BONNEVILLE JOINT DISTRICT	536	\$129,546	\$73,967	\$0	\$0
WENDELL DISTRICT	388	\$93,776	\$53,543	\$0	\$0
BLACKFOOT DISTRICT	317	\$76,616	\$43,746	\$0	\$15,000
AMERICAN FALLS JOINT DISTRICT	304	\$73,474	\$41,952	\$0	\$0
JEFFERSON COUNTY JT DISTRICT	266	\$64,290	\$36,708	\$0	\$85,000
MOUNTAIN HOME DISTRICT	255	\$61,631	\$35,190	\$0	\$0
TETON COUNTY DISTRICT	253	\$61,148	\$34,914	\$0	\$85,000
ABERDEEN DISTRICT	231	\$55,830	\$31,878	\$0	\$0
KUNA JOINT DISTRICT	224	\$54,139	\$30,912	\$0	\$0
BUHL JOINT DISTRICT	198	\$47,855	\$27,324	\$0	\$0
GOODING JOINT DISTRICT	193	\$46,646	\$26,634	\$0	\$15,000
HERITAGE COMMUNITY CHARTER DISTRICT	170	\$41,087	\$23,460	\$0	\$10,000
FREMONT COUNTY JOINT DISTRICT	151	\$36,495	\$20,838	\$0	\$0
MADISON DISTRICT	151	\$36,495	\$20,838	\$0	\$0
PAYETTE JOINT DISTRICT	147	\$35,528	\$20,286	\$0	\$0
HOMEDALE JOINT DISTRICT	146	\$35,287	\$20,148	\$0	\$0
MARSING JOINT DISTRICT	141	\$34,078	\$19,458	\$0	\$0

FRUITLAND DISTRICT	126	\$30,453	\$17,388	\$0	\$0
WILDER DISTRICT	124	\$29,970	\$17,112	\$0	\$0
POCATELLO DISTRICT	121	\$29,245	\$16,698	\$0	\$0
MIDDLETON DISTRICT	121	\$29,245	\$16,698	\$0	\$0
SHOSHONE JOINT DISTRICT	120	\$29,003	\$16,560	\$0	\$0
WEISER DISTRICT	105	\$25,377	\$14,490	\$0	\$0
VALLEY DISTRICT	102	\$24,652	\$14,076	\$0	\$0
SNAKE RIVER DISTRICT	94	\$22,719	\$12,972	\$0	\$0
EMMETT INDEPENDENT DIST	91	\$21,994	\$12,558	\$0	\$0
SHELLEY JOINT DISTRICT	87	\$21,027	\$12,006	\$0	\$0
KIMBERLY DISTRICT	83	\$20,060	\$11,454	\$0	\$0
PARMA DISTRICT	81	\$19,577	\$11,178	\$0	\$0
MELBA JOINT DISTRICT	73	\$17,643	\$0	\$0	\$0
PRESTON JOINT DISTRICT	71	\$17,160	\$0	\$0	\$0
IDAHO ARTS CHARTER SCHOOL	67	\$16,193	\$0	\$0	\$15,000
FILER DISTRICT	59	\$14,260	\$0	\$0	\$0
COEUR D ALENE DISTRICT	56	\$13,535	\$0	\$0	\$0
ELEVATE ACADEMY	55	\$13,293	\$0	\$0	\$0
MOSCOW DISTRICT	54	\$13,051	\$0	\$0	\$0
Future Public School	54	\$13,051	\$0	\$0	\$0
SUGAR-SALEM JOINT DISTRICT	52	\$12,568	\$0	\$0	\$0
GLENNS FERRY JOINT DISTRICT	49	\$11,843	\$0	\$0	\$0
MURTAUGH JOINT DISTRICT	43	\$10,393	\$0	\$0	\$0
NEW PLYMOUTH DISTRICT	39	\$9,426	\$0	\$0	\$0
Gem Prep Nampa	38	\$9,184	\$0	\$0	\$0
NOTUS DISTRICT	37	\$8,943	\$0	\$0	\$0
WEST JEFFERSON DISTRICT	36	\$8,701	\$0	\$0	\$0
HANSEN DISTRICT	35	\$8,459	\$0	\$0	\$0
IDAHO VIRTUAL ACADEMY	35	\$8,459	\$0	\$0	\$0
CASTLEFORD DISTRICT	33	\$7,976	\$0	\$0	\$0
MCCALL-DONNELLY JT. SCHOOL DISTRICT	30	\$7,251	\$0	\$0	\$0
COMPASS CHARTER SCHOOL	30	\$7,251	\$0	\$0	\$0
BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	29	\$7,009	\$0	\$0	\$0
INSPIRE VIRTUAL CHARTER	27	\$6,526	\$0	\$0	\$0
HERITAGE ACADEMY DISTRICT	27	\$6,526	\$0	\$0	\$0
LAKE PEND OREILLE SCHOOL DISTRICT	26	\$6,284	\$0	\$0	\$0
FIRTH DISTRICT	25	\$6,042	\$0	\$0	\$0

POST FALLS DISTRICT	25	\$6,042	\$0	\$0	\$0
CLARK COUNTY DISTRICT	24	\$5,801	\$0	\$0	\$0
MOSAICS PUBLIC SCHOOL, INC	24	\$5,801	\$0	\$0	\$0
ONEIDA COUNTY DISTRICT	23	\$5,559	\$0	\$0	\$0
SAGE INTERNATIONAL SCHOOL OF BOISE	23	\$5,559	\$0	\$0	\$0
HAGERMAN JOINT DISTRICT	22	\$5,317	\$0	\$0	\$0
ANOTHER CHOICE VIRTUAL CHARTER DISTRICT	20	\$4,834	\$0	\$0	\$0
DIETRICH DISTRICT	19	\$4,592	\$0	\$0	\$0
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER	18	\$4,350	\$0	\$0	\$0
BLISS JOINT DISTRICT	17	\$4,109	\$0	\$0	\$0
TREASURE VALLEY CLASSICAL ACADEMY CHARTER	17	\$4,109	\$0	\$0	\$0
RIRIE JOINT DISTRICT	16	\$3,867	\$0	\$0	\$0
XAVIER CHARTER SCHOOL	16	\$3,867	\$0	\$0	\$0
RICHFIELD DISTRICT	14	\$3,384	\$0	\$0	\$0
LAKELAND DISTRICT	13	\$3,142	\$0	\$0	\$0
LEWISTON INDEPENDENT DISTRICT	13	\$3,142	\$0	\$0	\$0
THE VILLAGE CHARTER SCHOOL DISTRICT	13	\$3,142	\$0	\$0	\$0
THOMAS JEFFERSON CHARTER	13	\$3,142	\$0	\$0	\$0
VISION CHARTER SCHOOL	9	\$2,175	\$0	\$0	\$0
ROLLING HILLS CHARTER SCHOOL	7	\$1,692	\$0	\$0	\$0
WHITE PINE CHARTER SCHOOL	7	\$1,692	\$0	\$0	\$0
ANSER OF IDAHO, INC.	7	\$1,692	\$0	\$0	\$0
Pathways in Education Nampa	7	\$1,692	\$0	\$0	\$0
Gem Prep Meridian	7	\$1,692	\$0	\$0	\$0
iSUCCEED VIRTUAL HIGH SCHOOL	6	\$1,450	\$0	\$0	\$0
IDAHO SCIENCE and TECHNOLOGY CHARTER	6	\$1,450	\$0	\$0	\$0
PEACE VALLEY CHARTER SCHOOL INC.	6	\$1,450	\$0	\$0	\$0
DORAL ACADEMY OF IDAHO, INC	6	\$1,450	\$0	\$0	\$0
MEADOWS VALLEY DISTRICT	5	\$1,208	\$0	\$0	\$0
VICTORY CHARTER SCHOOL	5	\$1,208	\$0	\$0	\$0
MONTICELLO MONTESSORI CHARTER SCHOOL	5	\$1,208	\$0	\$0	\$0
Syringa Mountain School INC	5	\$1,208	\$0	\$0	\$0
Forrester Academy Inc	5	\$1,208	\$0	\$0	\$0

Garden Valley	4	\$967	\$0	\$0	\$0
GRACE JOINT DISTRICT	4	\$967	\$0	\$0	\$0
FALCON RIDGE CHARTER SCHOOL	4	\$967	\$0	\$0	\$0
NORTH VALLEY ACADEMY	4	\$967	\$0	\$0	\$0
NORTH STAR CHARTER DISTRICT	4	\$967	\$0	\$0	\$0
GEM PREP: POCA TELLO INC.	4	\$967	\$0	\$0	\$0
HORSESHOE BEND SCHOOL DISTRICT	3	\$725	\$0	\$0	\$0
BOUNDARY COUNTY DISTRICT	3	\$725	\$0	\$0	\$0
Idaho Stem Academy	3	\$725	\$0	\$0	\$0
Gem Prep Online	3	\$725	\$0	\$0	\$0
FORGE INTERNATIONAL LLC	3	\$725	\$0	\$0	\$0
BASIN SCHOOL DISTRICT	2	\$483	\$0	\$0	\$0
OROFINO JOINT DISTRICT	2	\$483	\$0	\$0	\$0
CHALLIS JOINT DISTRICT	2	\$483	\$0	\$0	\$0
WEST SIDE JOINT DISTRICT	2	\$483	\$0	\$0	\$0
SOUTH LEMHI DISTRICT	2	\$483	\$0	\$0	\$0
KELLOGG JOINT DISTRICT	2	\$483	\$0	\$0	\$0
LIBERTY CHARTER	2	\$483	\$0	\$0	\$0
PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.	2	\$483	\$0	\$0	\$0
POCA TELLO COMMUNITY CHARTER	2	\$483	\$0	\$0	\$0
PROJECT IMPACT STEM ACADEMY, INC.	2	\$483	\$0	\$0	\$0
PINECREST ACADEMY OF IDAHO, INC.	2	\$483	\$0	\$0	\$0
ST MARIES JOINT DISTRICT	1	\$242	\$0	\$0	\$0
WEST BONNER COUNTY DISTRICT	1	\$242	\$0	\$0	\$0
BUTTE COUNTY JOINT DISTRICT	1	\$242	\$0	\$0	\$0
TROY SCHOOL DISTRICT	1	\$242	\$0	\$0	\$0
SALMON DISTRICT	1	\$242	\$0	\$0	\$0
TAYLORS CROSSING CHARTER SCHOOL	1	\$242	\$0	\$0	\$0
LEGACY CHARTER SCHOOL DISTRICT	1	\$242	\$0	\$0	\$0
AMERICAN HERITAGE CHARTER DISTRICT	1	\$242	\$0	\$0	\$0
IDAHO COLLEGE AND CAREER READINESS ACADEMY INC.	1	\$242	\$0	\$0	\$0
CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	1	\$242	\$0	\$0	\$0
MOSCOW CHARTER SCHOOL	1	\$242	\$0	\$0	\$0

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Idaho English Learner Proficiency Update

State Board Meeting, December 21, 2022



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

State Board Meeting 12.21.2022

Federal and State Support for English Learners



1. Title VI of the Civil Rights Act of 1964 and Lau v Nichols (1974)
2. Idaho Code 33-1617 – English Learner Program Requirements
3. Idaho Consolidated State Plan
4. Elementary and Secondary Education Act (ESEA), Title III-A
5. Consolidated Federal and State Grant Application (CFSGA)

State Board Meeting 12.21.2022

Idaho English Learner Program Oversees...

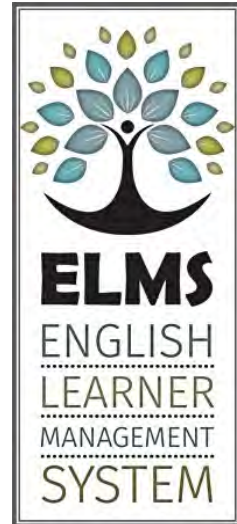


- State and Federal Grant Requirements
- Monitoring Visits for Title III-A districts
- State 3-year English Enhancement Grant
- Professional Development Activities
- Digital Adaptive Curriculum Contract-Curriculum Associates & Imagine Learning
- English Learner Management System (ELMS)



Go-To Strategies
Guiding Educators to Scaffold Content Language

Idaho State Department of Education
Title III Consortium



State Board Meeting 12.21.2022

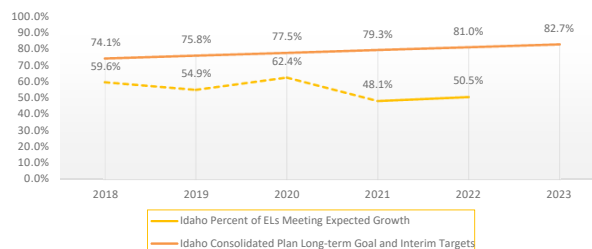
Idaho's Progress to Proficiency Goals



Table 6b: Percent of Students Making Expected Progress toward English proficiency
2018 baseline, 2023 long-term goal, and 2019-2022 interim targets

2018 Baseline	2019	2020	2021	2022	2023
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%

Percent of English Learners Making Expected Growth Toward English Proficiency

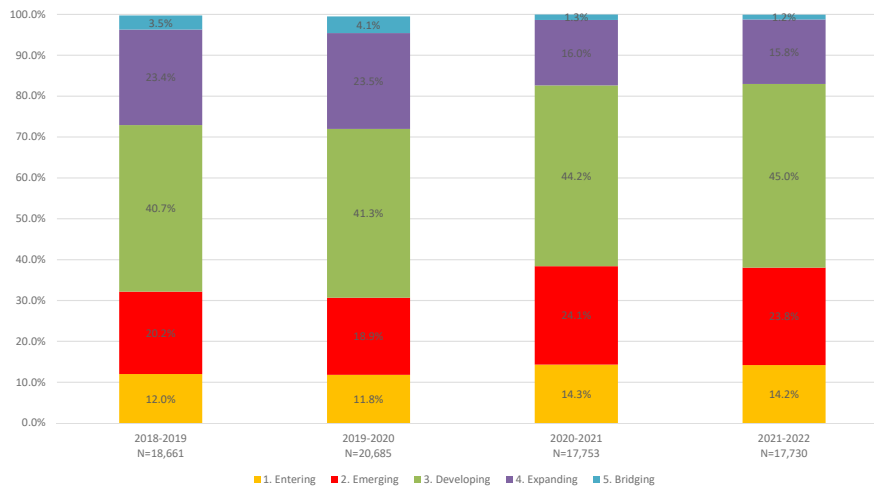


State Board Meeting 12.21.2022

English Language Proficiency Assessment Performance



English Language Proficiency Assessment
Idaho Statewide Proficiency Level Proportions



State Board Meeting 12.21.2022

2021-2022 LEA Allocations



State Support for English Learners- \$241 PP

# of LEAs	State EL Population	State EL Allocations	State Enhancement Grant Allocations
131	18,081	\$4,370,000	\$455,000

Federal Support for English Learners- \$138 PP

# of LEAs	Title III-A Student Population	Federal Title III-A Allocations	Federal Title III-A Immigrant Allocations
40	16,506	\$2,277,804	\$0

State Board Meeting 12.21.2022

Recommendations for Program Progress



1. Increase professional development opportunities for general education teachers who work with EL students through the Go to Strategies training
2. Increase professional development opportunities in collaborative planning and co-teaching model through the Enhancement Grant
3. Provide curricular and instructional support for learning loss during the past two school years

State Board Meeting 12.21.2022

Questions? Comments?



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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

State Board Meeting 12.21.2022

**INFORMATIONAL
DECEMBER 21, 2022**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission 2021-2022 Annual Report

REFERENCE

December 2019	Board accepted the Professional Standards Commission 2018-2019 Annual Report	Standards
December 2020	Board accepted the Professional Standards Commission 2019-2020 Annual Report	Standards
December 2021	Board accepted the Professional Standards Commission 2020-2021 Annual Report	Standards

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures, Section IV.B.
Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of 18 constituency members appointed for terms of three years, the membership of which is prescribed in Section 33-1252, Idaho Code:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC publishes an annual report following the conclusion of each fiscal year to inform the State Board of Education of the PSC's accomplishments.

IMPACT

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, student achievement, and improved professional practice.

ATTACHMENTS

Attachment 1 – PSC 2021-2022 Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy IV.B. the Department is required to provide the Board with an annual report on regarding certificated personnel. This requirement is met in part through the annual Professional Standards Commission report.

The Professional Standards Commission is established through Section 33-1252, Idaho Code. The commission is made up of 18 members appointed by the State Board of Education. Membership is made up of individuals representing the teaching profession in Idaho, including a staff person from the Department of Education and the Division of Career Technical Education. No less than seven members must be certificated classroom teachers, of which at least one must be a teacher of exceptional children and one must serve in pupil personnel services. The purpose of the Professional Standards Commission is to make recommendations regarding professional codes and standards of ethics to the State Board of Education and is authorized to investigate complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards.

The Professional Standards Commission report includes the number of alternative authorizations for interim certificates that have been issued during the previous school year. Interim certificates are issued to all individuals who are approved for an alternate authorization or non-traditional route to certification. There are currently four non-traditional preparation programs approved in Idaho: American Board for Certification of Teacher Excellence (ABCTE), Teach for America (TFA) College of Southern Idaho, and Lewis-Clark State College. Alternate authorizations are also available for existing instructional staff as an expedited route for adding endorsements to an existing certificate or as a route for earning a new certificate, such as an administrator or pupil service staff certificate. There are four alternative authorization options educators may use to add an endorsement to an existing certificate. These include:

- Assurance from an approved educator preparation program that the individual is competent in the field they are seeking the endorsement in,
- National Board Certification in the content specific area they are seeking endorsement in,
- Earning a graduate degree in the content specific area they are seeking endorsement in, or
- Proof of competency in the content specific area through a Board approved assessment.

**INFORMATIONAL
DECEMBER 21, 2022**

Alternate authorizations for certification are available through three pathways in addition to the Board-approved non-traditional routes to certification. These include:

- **Teacher to New Certification** – this route is available to individuals with an existing certification to add an additional certification. Examples would be a teacher with an instructional staff certificate adding an occupational specialist certificate so they could teach both career technical and non-career technical courses, or an individual with an instructional staff certificate adding a pupil service staff certificate with a school counselor endorsement. This alternative authorization should not be confused with the alternative route for adding new endorsements to an existing certificate.
- **Content Specialist** – this route provides an expedited route to certification for individuals who are uniquely qualified in a subject area but have not gone through a traditional educator preparation route. An example would be an individual with industry experience in a content area or has deep content knowledge, such as a degree in engineering, but did not go through a traditional educator preparation program. While this route was originally used primarily for filling vacancies in emergency situations, it was amended a few years ago to recognize not all quality educators enter the classroom through a traditional route and to allow non-traditional candidates to enter the classroom while still ensuring they meet quality standards.
- **Pupil Service Staff** – this route provides a mechanism for school districts to fill pupil service staff positions when they cannot find someone with a correct endorsement or certification.

Individuals on any of the Board-approved alternate routes or non-traditional educator preparation programs receive an up to three-year non-renewable interim certificate. During their time on the interim certificate, they must complete the requirements of their chosen alternative route preparation program. This program could range from a formal alternative route preparation program with a Board-approved educator preparation program or could be an individual agreement developed by a consortium comprised of the certificate holder, designee from an approved educator preparation program, and a representative of the school district. For the Content Specialist route, it is the responsibility of the school district to assure the individual is qualified to teach in the area of identified need and that they are making adequate annual progress toward standard certification while on the interim certificate.

BOARD ACTION

This item is for informational purposes only.

PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2021-2022



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INTRODUCTION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
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- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

For further detail regarding the establishment and membership of the Professional Standards Commission, see Idaho Code §33-1252.

PSC Vision

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a powerful voice advocating on behalf of Idaho's children.

PSC Mission

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, pre-K-12 student achievement, and improved professional practice.

Statutory Responsibilities of the Professional Standards Commission

The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:

An individual with a substantial interest in the matter, except a student in an Idaho public school; or

A local board of trustees.

Idaho Code §33-1209

The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board.

Idaho Code §33-1254

The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

Idaho Code §33-1258

Professional Standards Commission Membership

During the 2021-2022 academic year, the PSC met six times: July (Special Meeting), September, December, February, April, and June. The following individuals served as members of the PSC:

Name	Agency	Representing
Tate Castleton	Homedale School District #370	Elementary School Principals
Steve Copmann, Vice Chair	Cassia County School District #151	Secondary School Principals
Kathy Davis, Chair	St. Maries School District #41	Secondary Classroom Teachers
Kristi Enger	Idaho Career & Technical Education	Career & Technical Education
Angela Gilman	Idaho Falls School District #091	Elementary Classroom Teachers
Mark Gorton	Lakeland School District #272	Secondary Classroom Teachers
Chanel Harming	Lapwai School District #341	Secondary Classroom Teachers
Mark Haynal	Lewis Clark State College	Public Higher Education
Katie Horner	Murtaugh School District #418	Secondary Classroom Teachers
Paula Kellerer	Nampa School District #131	School Superintendents
Ramona Lee	West Ada School District #2	Special Education Administrators
Peter McPherson	Idaho State Department of Education	Department of Education
Jamee Nixon	Northwest Nazarene University	Colleges of Letters and Sciences
Karen Pyron	Butte County School District #111	School Board Members
LoriAnn Sanchez	Northwest Nazarene University	Private Teacher Education
Marianne Sletteland	Moscow School District #281	Exceptional Child Teachers
Mike Wilkinson	Twin Falls School District #411	Pupil Service Staff
Emma Wood	Idaho State University	Public Teacher Education

INTERNAL OPERATION OF THE COMMISSION

The PSC has four standing committees with specific duties:

1. Authorizations Committee

- Reviews and makes recommendations to the PSC regarding:
 - Approval of atypical alternative authorizations to teach, serve as an administrator, or provide pupil service staff services.
 - *Alternative Authorization – Content Specialist:* Allows a candidate who does not hold a valid Idaho credential to serve in an assignment while they work toward obtaining the applicable certificate/endorsement.
 - *Alternative Authorization – Pupil Service Staff:* Allows a candidate who does not hold a valid Idaho credential to serve in an assignment that requires the Pupil Service Staff Certificate while they work toward obtaining the applicable endorsement. The Alternative Authorization-Pupil Service Staff can only be used for School Counselor or School Social-Worker
 - *Alternative Authorization – Teacher to New:* Allows a candidate who already holds a valid Idaho credential to serve in an assignment while they work toward obtaining the applicable certificate/endorsement.
 - Policies and procedures for alternative authorizations;
 - The development and publishing of certification reports as needed.

2. Budget Committee

- Develops a yearly budget.
- Monitors and makes recommended revisions to the annual budget.

3. Executive Committee

- Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed.
- Determines if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct.

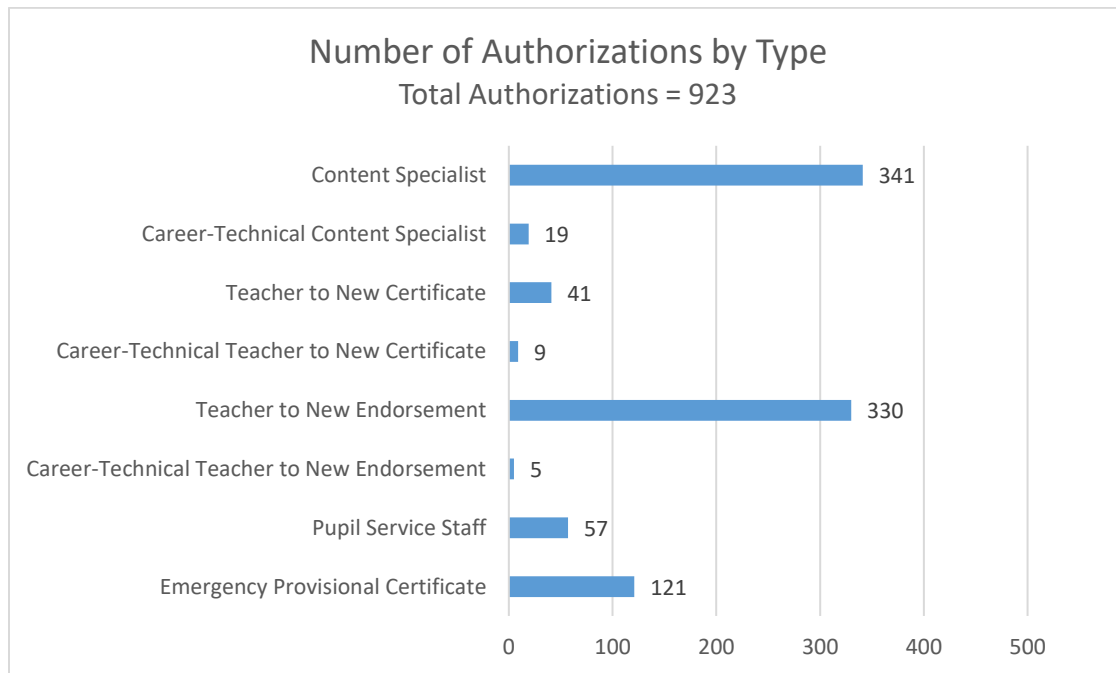
4. Standards Committee

- Develops recommendations for preservice educator standards for consideration by the State Board of Education.
- Develops, maintains, and implements review processes for educator preparation programs for consideration by the State Board of Education;
- Develops and provides recommendations to the PSC for educator assessment(s) and qualifying scores for consideration by the State Board of Education.
- Develops and provides recommendations to the PSC for educator certificate and endorsement requirements for consideration by the State Board of Education.

ALTERNATIVE AUTHORIZATIONS

Local school districts, including charter schools or other educational agencies, may request approval of an alternative authorization for an individual to fill a certificated position when he/she does not presently hold an appropriate Idaho educator certificate/endorsement. The individual must have a plan that leads to certification in the assigned area.

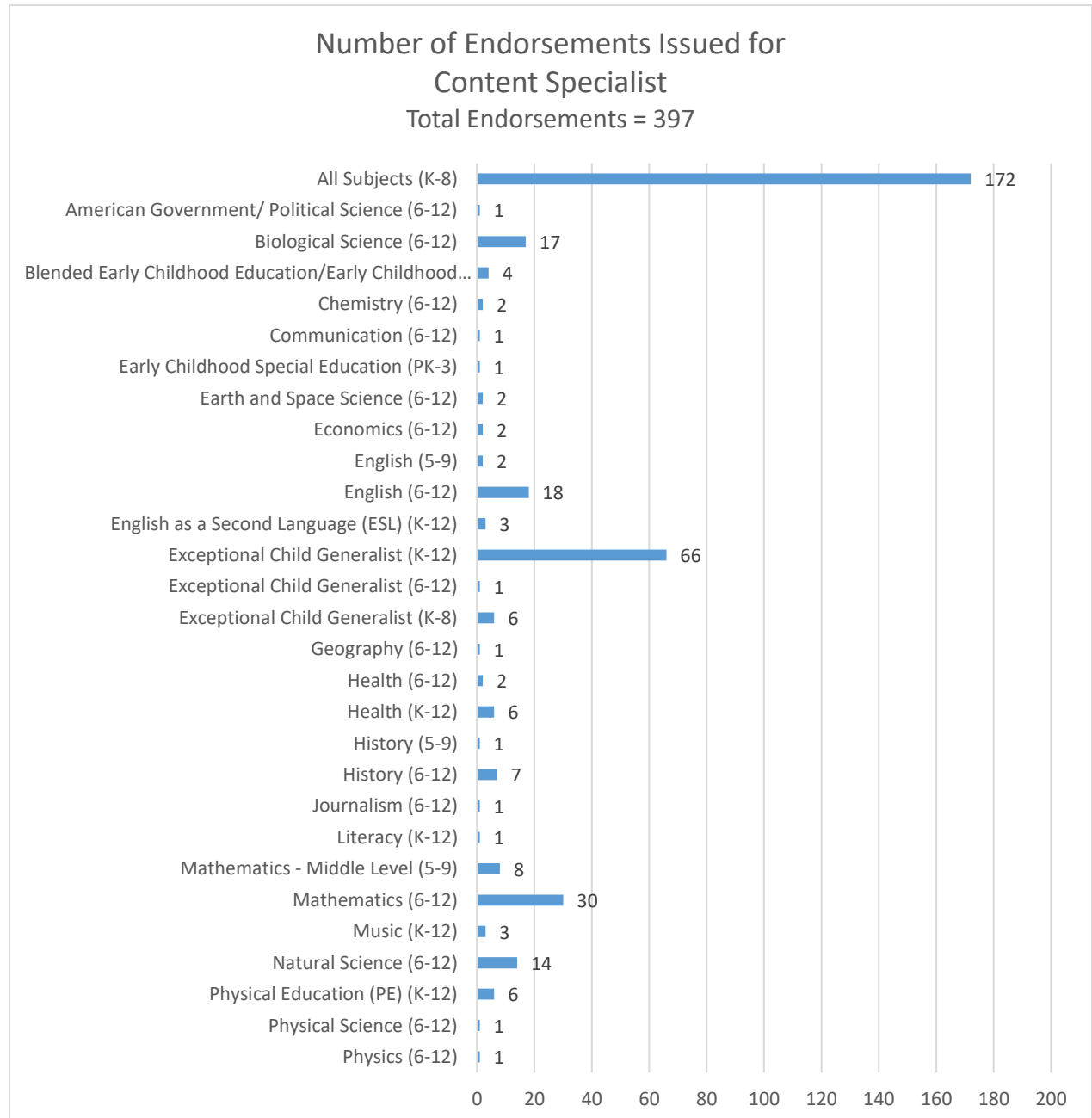
For further detail regarding alternative authorizations, see [Alternative Authorizations website](#).

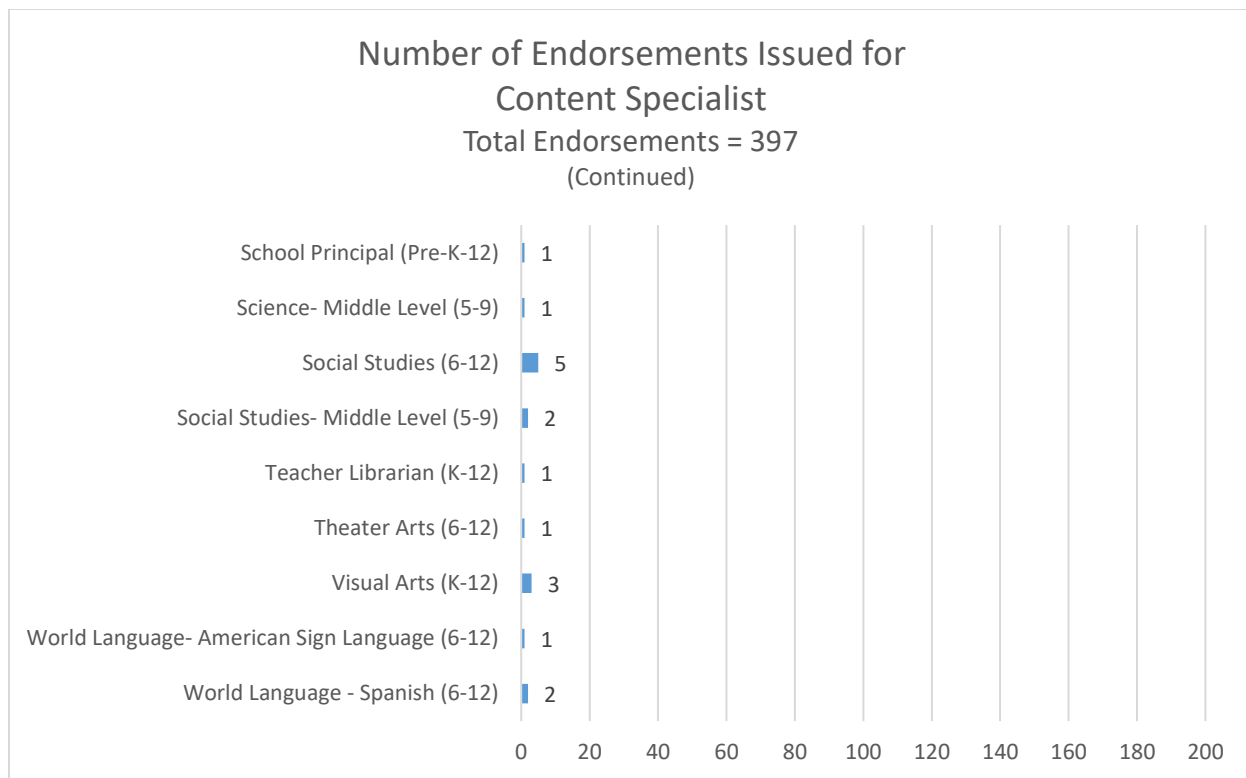


There were 20,983 total certificated educators employed statewide during the 2021-2022 school year. The percentage of educators working with an alternative authorization was 4.4% percent.

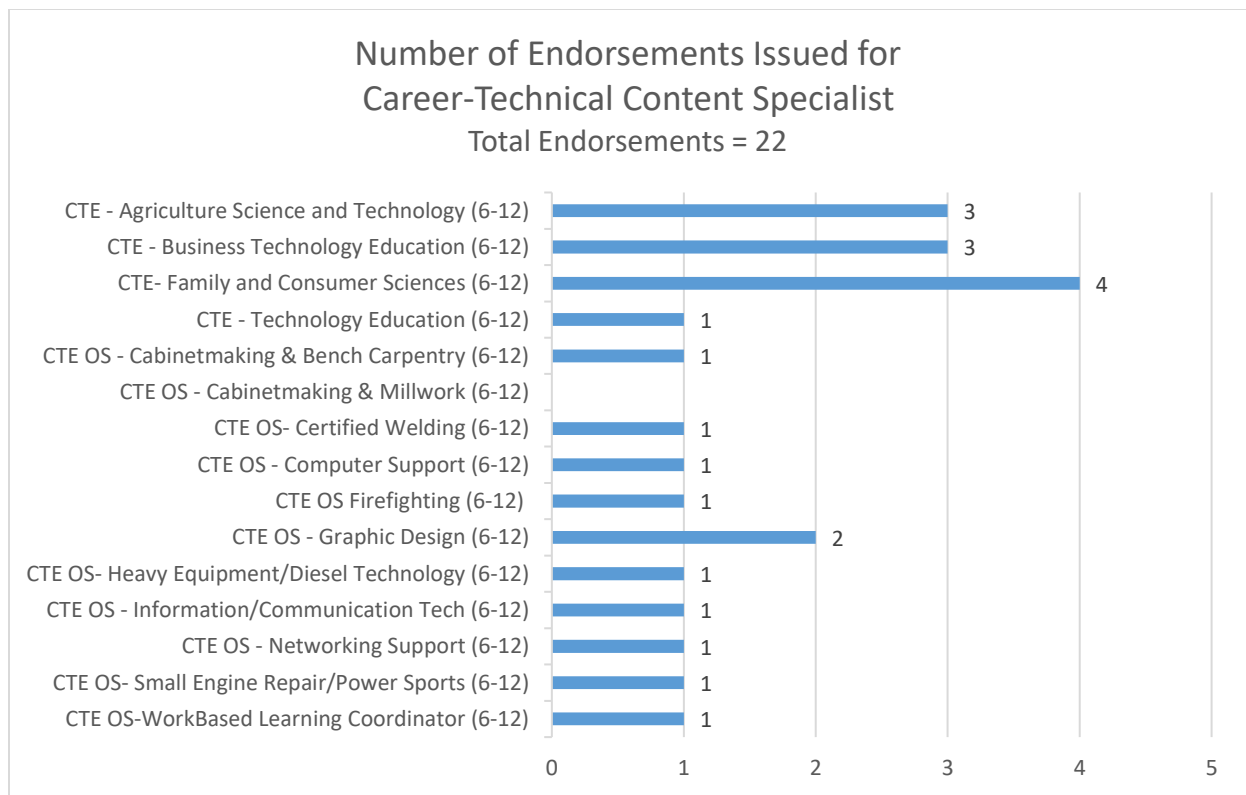
REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 341 Content Specialist authorizations with 397 total endorsements issued during the 2021-2022 school year.



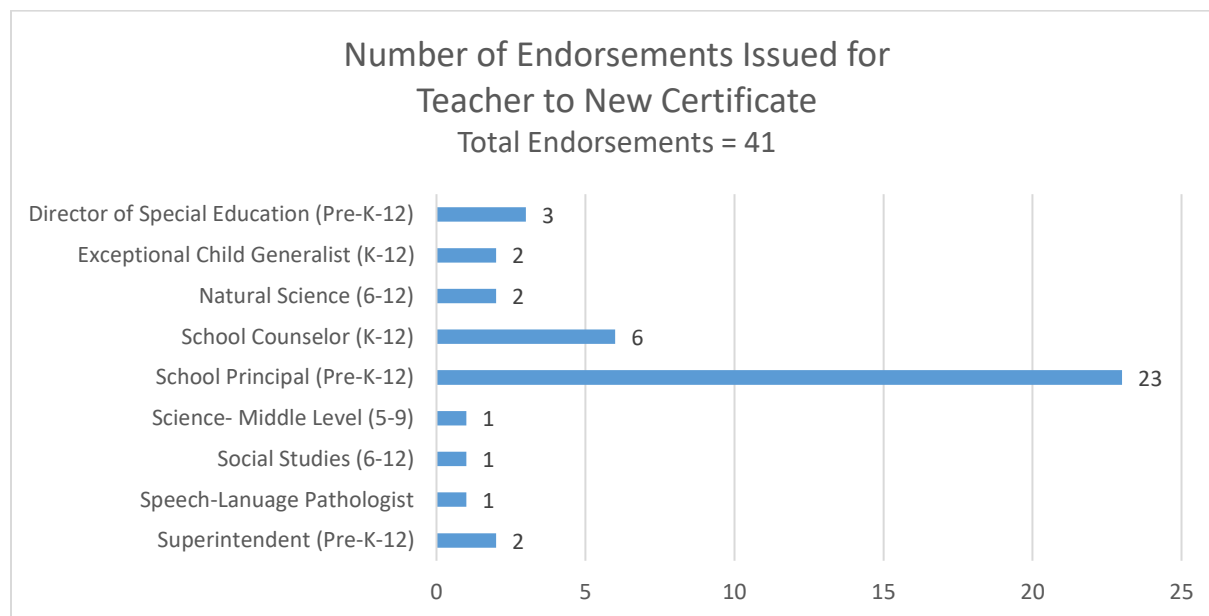


There were 19 Career-Technical Content Specialist authorizations with 22 total endorsements issued during the 2021-2022 school year.

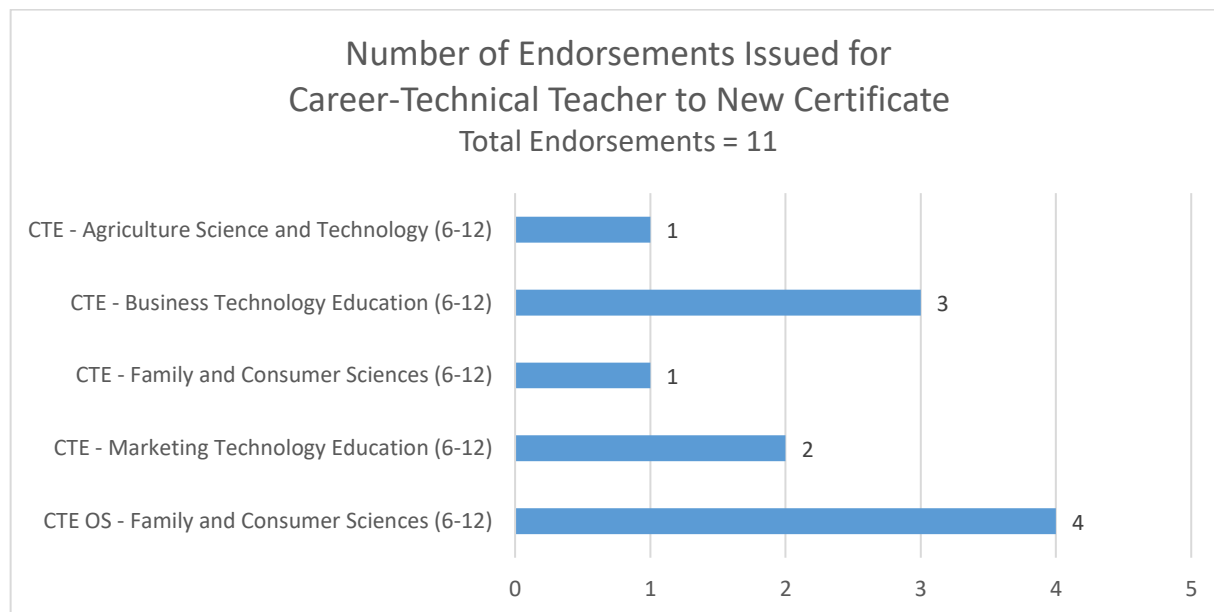


REQUESTS FOR TEACHER TO NEW CERTIFICATE AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate certificate and endorsement. There were 41 Teacher to New Certificate authorizations with 41 total endorsements issued during the 2021-2022 school year.

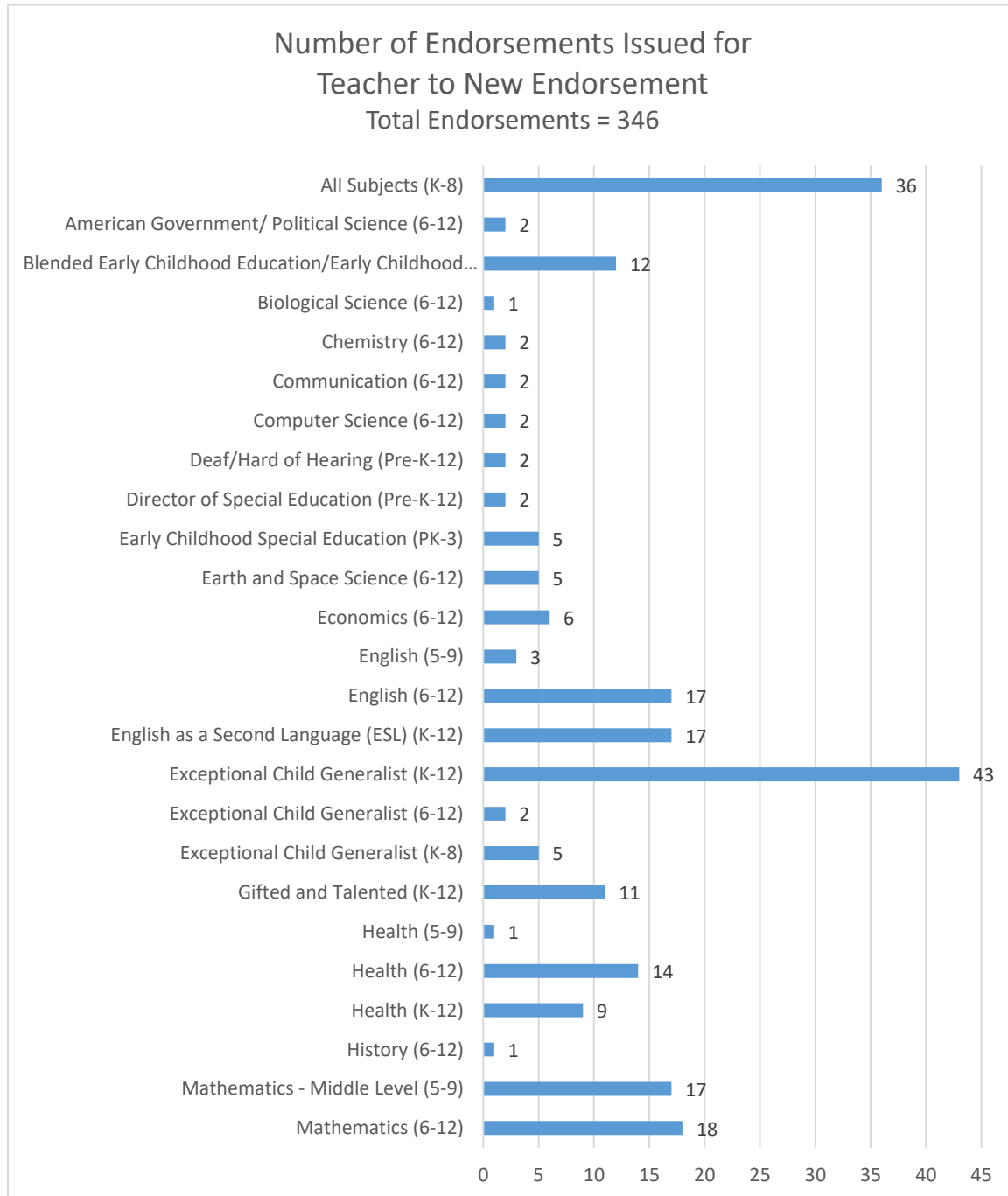


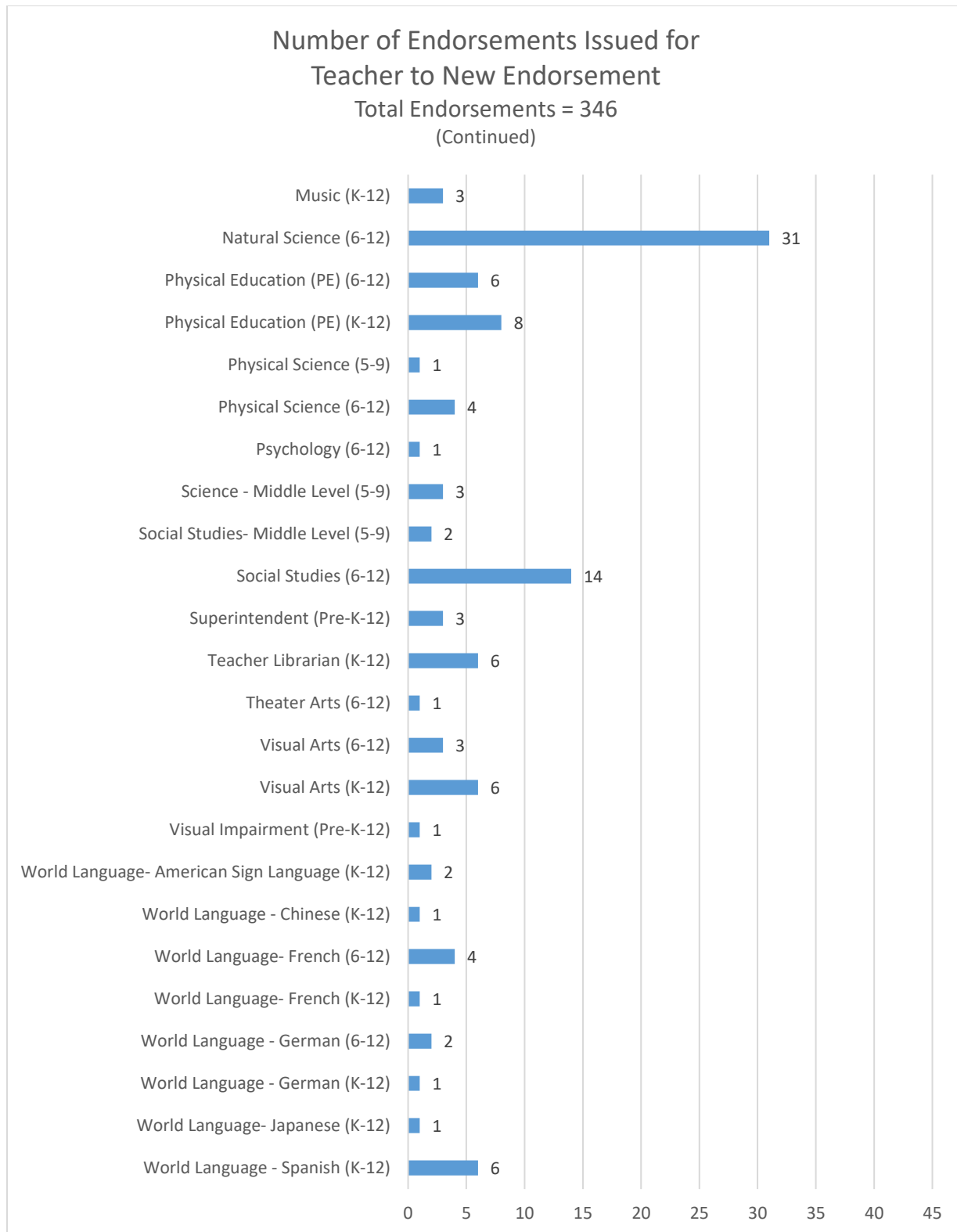
There were 9 Career-Technical Teacher to New Certificate authorizations with 11 total endorsements issued during the 2021-2022 school year.



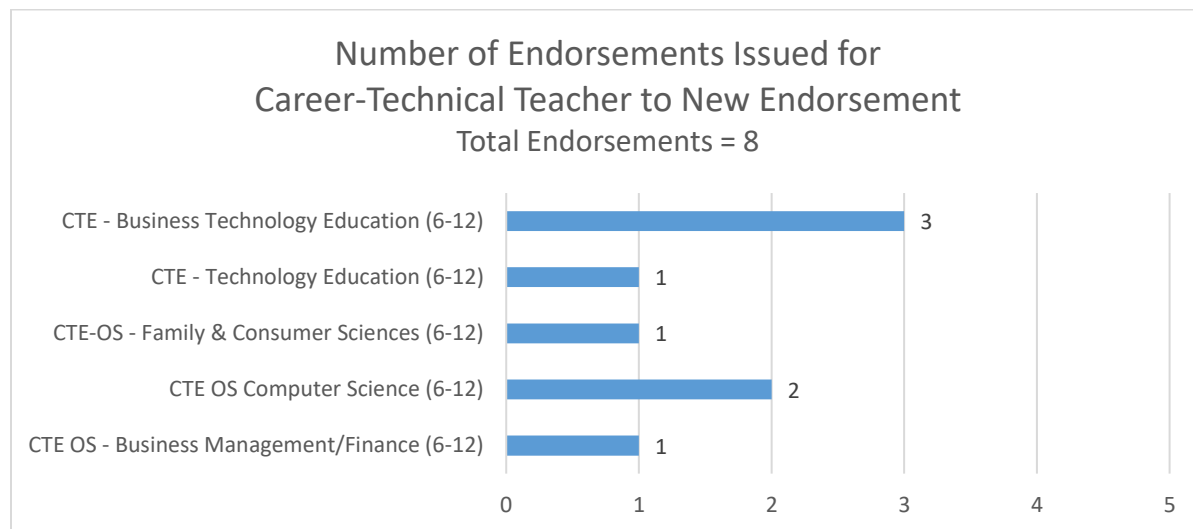
REQUESTS FOR TEACHER TO NEW ENDORSEMENT AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate endorsement. There were 330 Teacher to New Endorsement authorizations with 346 total endorsements issued during the 2021-2022 school year.



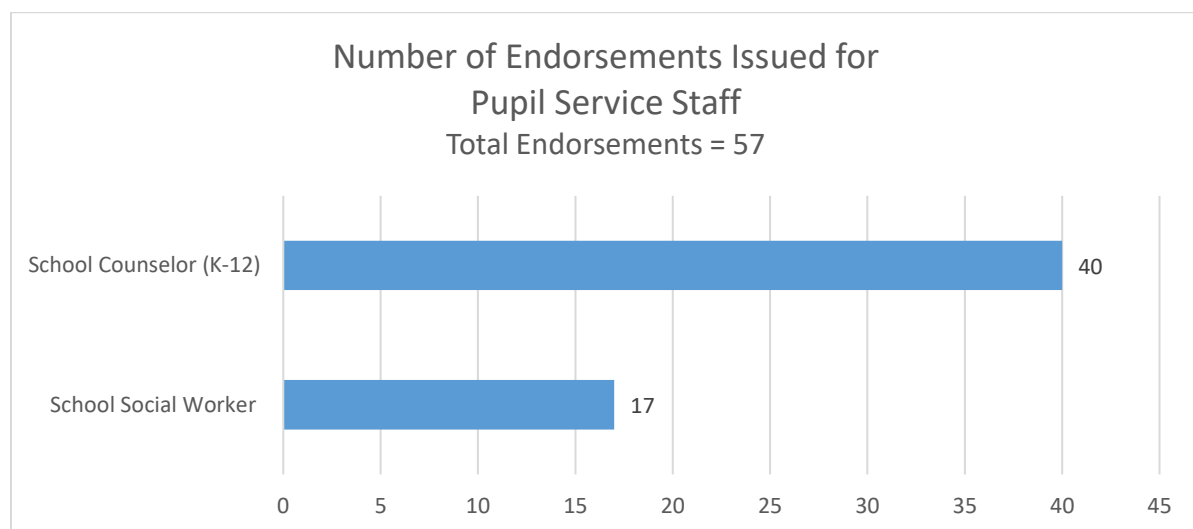


There were 5 Career-Technical Teacher to New Endorsement authorizations with 8 total endorsements issued during the 2021-2022 school year.



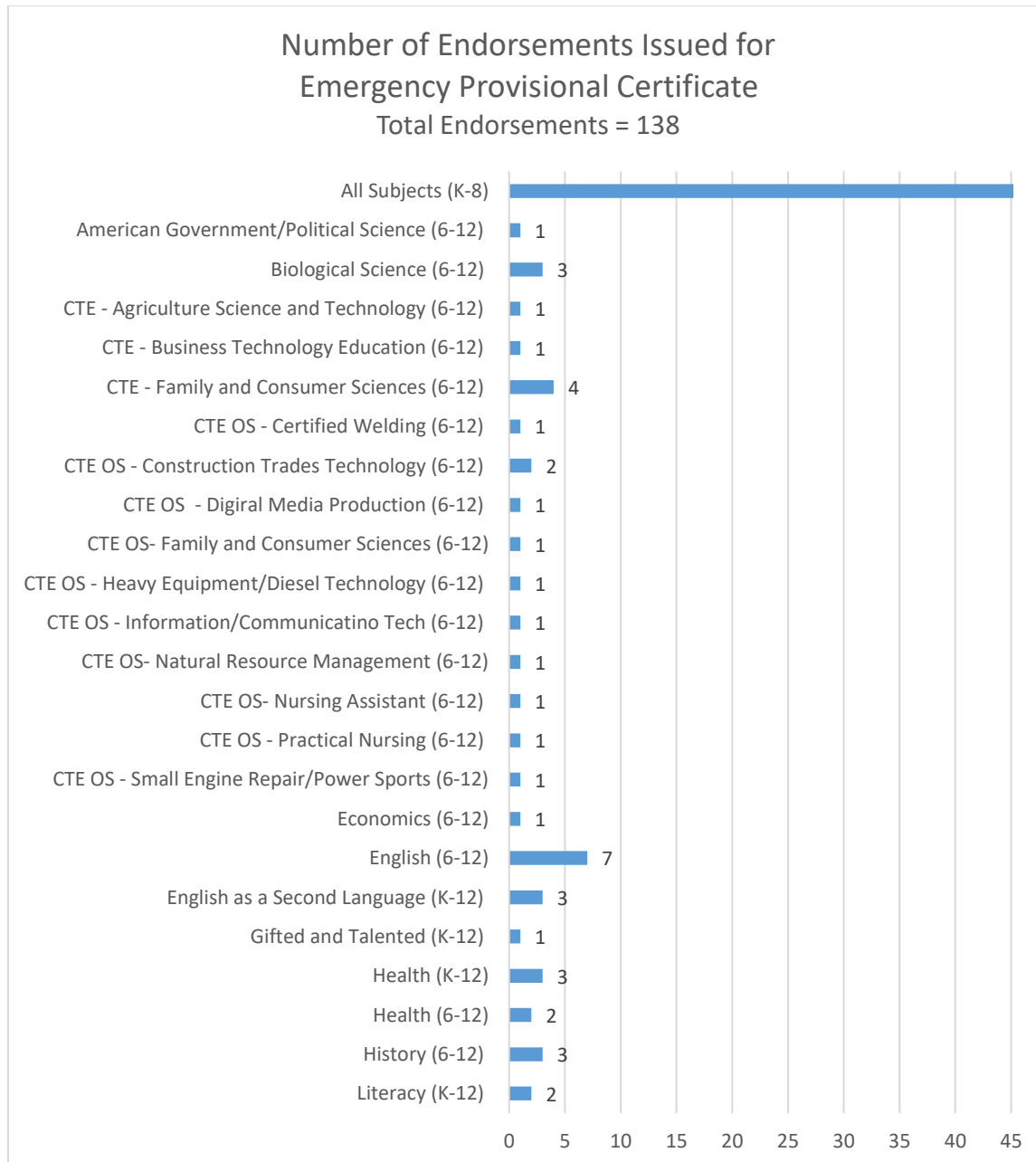
REQUESTS FOR PUPIL SERVICE STAFF AUTHORIZATIONS

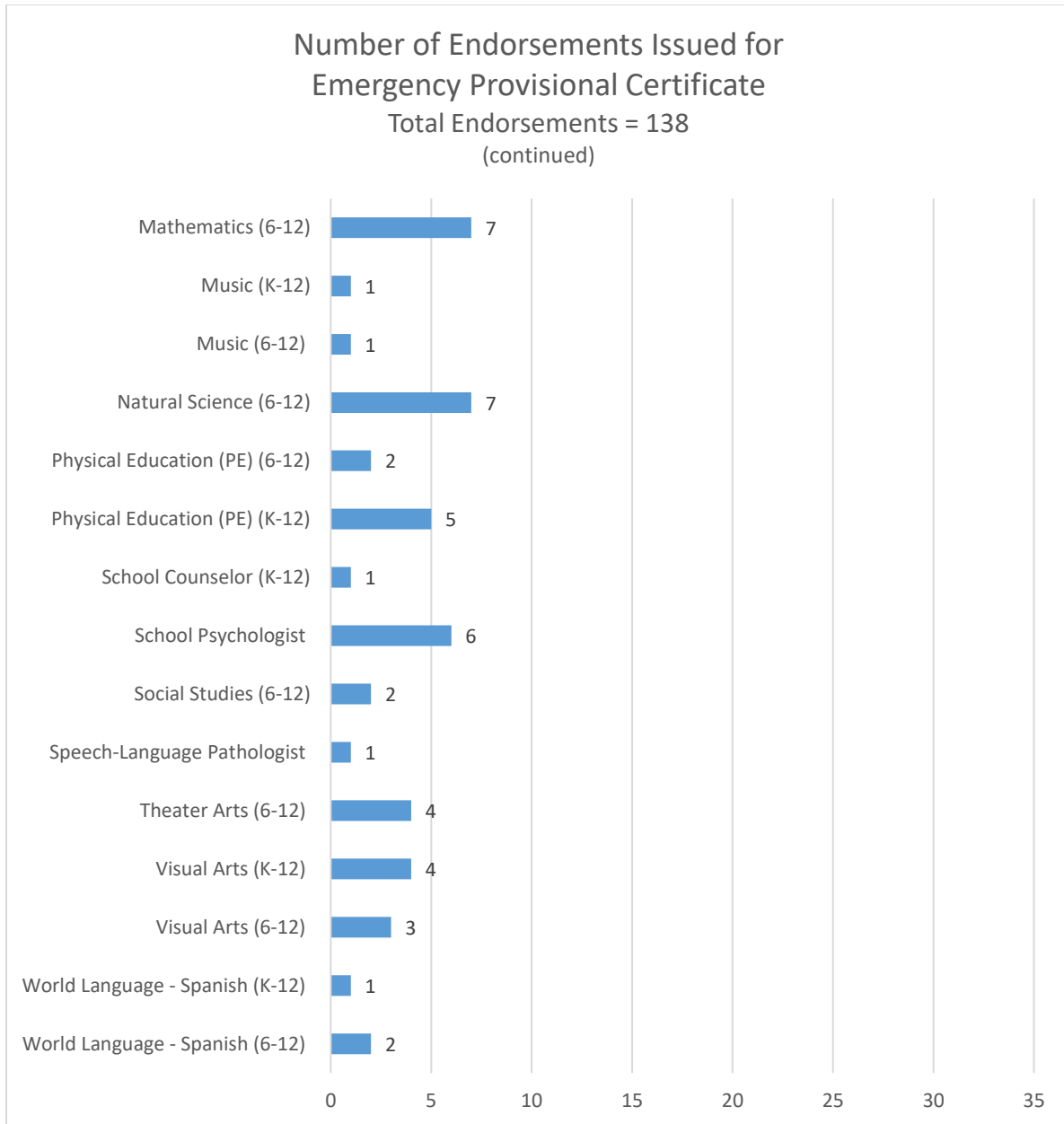
The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires the Pupil Service Staff Certificate. The authorization allows the candidate to serve in the assignment while working toward obtaining the Pupil Service Staff Certificate and the applicable endorsement. The Alternative Authorization- Pupil Service Staff can only be used for School Counselor or School Social-Worker. There were 57 Pupil Service Staff authorizations with 57 total endorsements issued during the 2021-2022 school year.



REQUESTS FOR EMERGENCY PROVISIONAL CERTIFICATE

The purpose of the Emergency Provisional Certificate is to allow an Idaho school district/charter to hire a candidate for one year who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement in an emergency situation. The district must declare an emergency and the candidate must have at least two years of college training. As per IDEA, Emergency Provisional Certificates are not permitted for special education. There were 121 Emergency Provisional Certificates with 138 total endorsements issued during the 2021-2022 school year.





EXECUTIVE COMMITTEE ACTIVITIES

Under Idaho Code §33-1208 and §33-1209, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct. The administrator of the PSC, in conjunction with the deputy attorney general and PSC staff, conducts a review of the written allegation using established guidelines to determine whether to open an investigation or remand the issue to the school district to resolve locally. The Executive Committee considers the allegation(s) and all additional relevant information to determine whether probable cause exists to warrant the filing of an administrative complaint. If probable cause is determined, the Executive Committee recommends disciplinary action to be taken against a certificate. Once an administrative complaint is filed, a hearing may be requested.

During 2021-2022, the PSC received sixty-seven (67) written complaints of alleged educator ethical misconduct, of which thirty-one (31) cases were opened. Additionally, seventeen (17) cases were closed during 2021-2022. Two (2) of the seventeen (17) closed cases involved educators who were employed as administrators. The data below represents the cases that were closed.

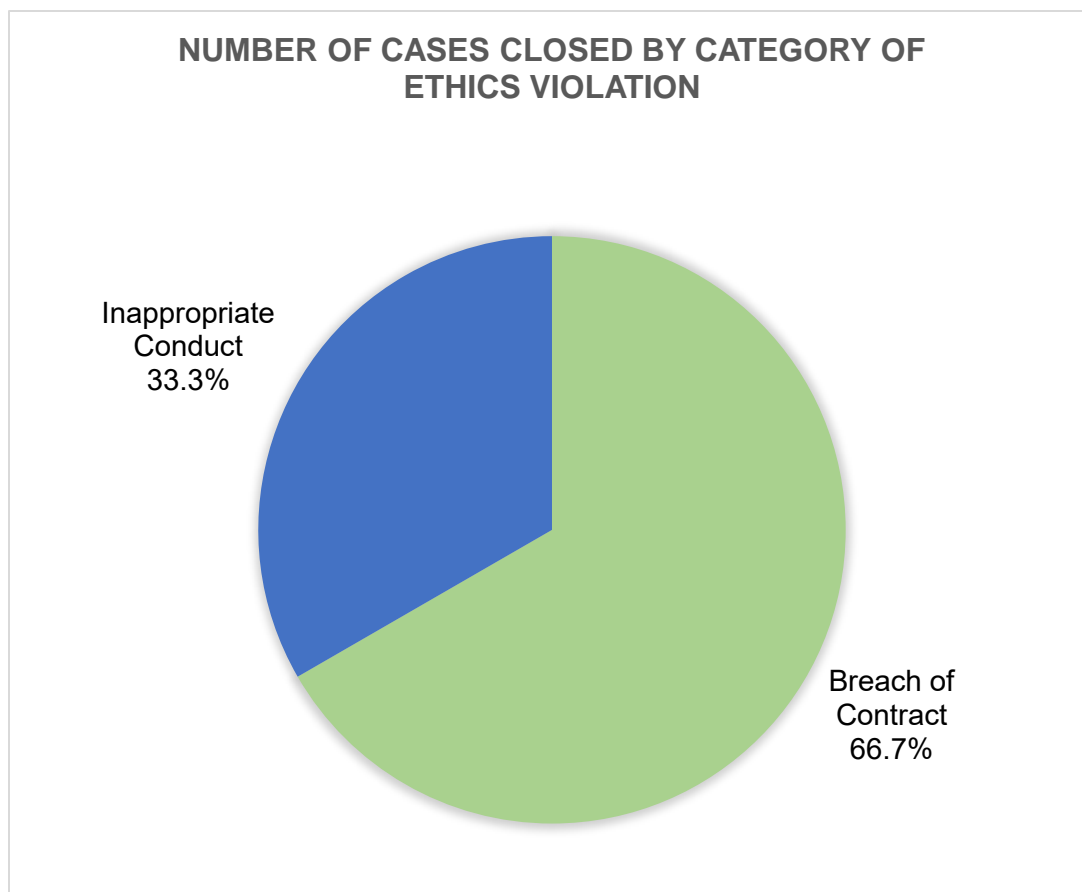
2021-2022 Closed Ethics Cases

Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
22103	Inappropriate Conduct	Yes	Letter of Reprimand
22105	Breach of Contract	Yes	Suspension
22106	Inappropriate Conduct with Student	No	
22107	Inappropriate Conduct	Yes	Suspension
22108	Inappropriate Conduct	No	
22109	Inappropriate Conduct	Yes	Letter of Reprimand
22110	Breach of Contract	Yes	Letter of Reprimand
22111	Breach of Contract	Yes	Letter of Reprimand
22112	Inappropriate Conduct	No	
22113	Inappropriate Conduct with Student	No	
22114	Breach of Contract	Yes	Letter of Reprimand
22115	Breach of Contract	Yes	Suspension
22116	Breach of Contract	No	
22201	Breach of Contract	Yes	Letter of Reprimand
22202	Inappropriate Conduct with Student	No	
22209	Inappropriate Conduct with Student	No	
22210	Inappropriate Conduct	No	

2021-2022 Aggregate Data of Closed Ethics Cases Where Probable Cause Was Found

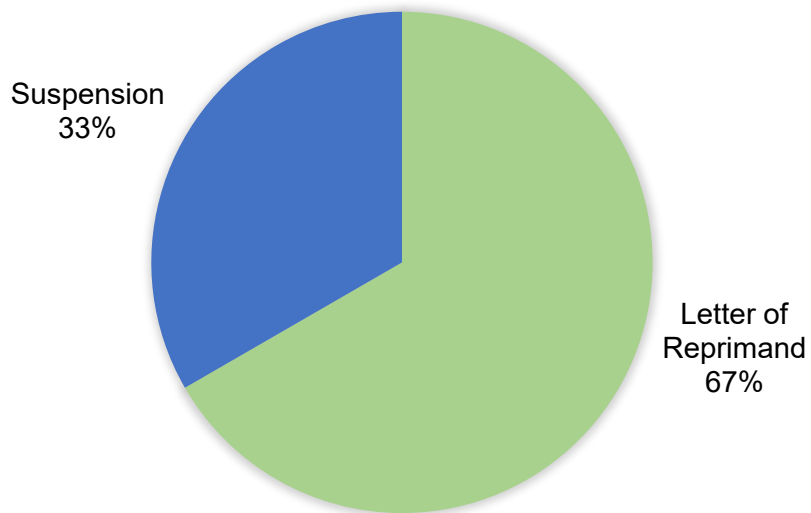
During 2021-2022 the PSC closed seventeen (17) cases and finalized disciplinary action in nine (9) cases. The disaggregated data is shown below. The first table shows the data by the category of the ethics violation. The second table displays the data by the type of disciplinary action.

Category of Ethics Violation	Number of Cases Closed	Percent of Cases Closed
Application Discrepancy	-	0%
Breach of Contract	6	66.7%
Felony (Other)	-	0%
Felony (Violent)	-	0%
Inappropriate Conduct	3	33.3%
Inappropriate Conduct with Student	-	0%
Miscellaneous	-	0%
Misdemeanor	-	0%
Sexual Misconduct Not with a Student	-	0%
Sexual Misconduct with a Student	-	0%
Substance Abuse	-	0%
Theft-Fraud	-	0%



Type of Disciplinary Action	Number of Cases Closed	Percent of Cases Closed
Conditioned Certificate	-	0%
Letter of Reprimand	6	66.7%
Revocation	-	0%
Revocation (Permanent)	-	0%
Suspension	3	33.3%
Voluntary Surrender	-	0%

NUMBER OF CASES CLOSED BY TYPE OF DISCIPLINARY ACTION



STANDARDS COMMITTEE ACTIVITIES

The Standards Committee is responsible for completing educator preparation standards reviews, educator preparation program reviews, and educator preparation new program proposal reviews for recommendation to the full PSC. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education (Board) for approval consideration.

EDUCATOR PREPARATION STANDARDS REVIEWS

The purpose of educator preparation standards reviews is to define and establish rigorous and research-based standards that better align with national standards and best practices. The standards provide requirements for educator preparation programs to ensure that future educators acquire the knowledge and performance standards to best meet the needs of students.

In the Spring 2020, the House and Senate Education Committees directed the State Department of Education and the Office of the State Board to review the teacher preparation standards. At the request of the State Superintendent of Public Instruction, an Educator Standards Working Group, which included Standards Committee members and other members of the PSC, was convened to complete the full review and draft proposed revisions. One of the main tasks for this working group was to address the Idaho Standards for Initial Certification of Professional School Personnel (ISICPSP), a document incorporated by reference into rule, in an effort to reduce the regulatory burden for educator preparation programs while maintaining the rigor in standards for beginning educators.

Over an 18-month timeframe, the Educator Standards Working Group met several times to review the ISICPSP. The full review was completed April 2021. As a result, significant revisions were recommended to the PSC and, ultimately, to the Board of Education in August 2021.

In the Fall 2021, the State Board of Education did not render a decision on the revised teacher preparation standards. During the 2022 Legislative Session, House Bill 716 removed the prior ISICPSP from IDAPA 08.02.02.004 and placed the revised ISICPSP into Section 33-114(A), Idaho Code.

The revised Idaho Standards for Initial Certification of Professional School Personnel (July 1, 2022) can be found on the [State Department of Education website](#). Educator Preparation Standards Reviews are currently on hold, pending the final disposition of the Idaho Standards for Initial Certification of Professional School Personnel.

EDUCATOR PREPARATION PROGRAM REVIEWS

Each educator preparation program will undergo a state program approval process that is designed to assure that graduates meet the Idaho standards for professional educators. The PSC follows the national accreditation council model by which institutions pursue continuing approval through a full program review every seven (7) years. Additionally, the PSC conducts State-Specific Requirement Reviews, not to exceed every third year following the full program review. The requirements are defined in IDAPA 08.02.02.100: Rules Governing Uniformity and the Council for the Accreditation of Educator Preparation (CAEP) standards.

The standards for evaluating teacher preparation programs are found in the [Idaho Standards for Initial Certification of Professional School Personnel](#) as updated and approved by the State Board of Education. For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification and Professional Standards. Current CAEP standards can be reviewed on the [CAEP website](#).

The following educator preparation programs were reviewed by the PSC during the 2021-2022 school year:

- **Lewis-Clark State College**

A virtual full unit State Team Review of Lewis-Clark State College's (LCSC) approved educator preparation programs was conducted December 12-14, 2021. The review was held concurrently with the review of LCSC's educator preparation programs by the Council for Accreditation of Educator Preparation (CAEP). The LCSC review included a pilot process for Design Review, used to assess programs with five (5) or fewer completers in the last seven (7) years for conditional approval.

The State Review Team report was subsequently submitted to the PSC at its April 7-8, 2022 meeting. The report was considered, and the PSC recommended the Board accept the recommendations in the State Review Team report.

The Board, at its June 2022 meeting, accepted the recommendations in the State Review Team Report and conditionally approved Preservice Technology Standards and the Chemistry program. Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

- **Northwest Nazarene University**

An on-site full unit State Team Review of Northwest Nazarene University's (NNU) approved educator preparation programs was conducted March 14-16, 2022. The review was held concurrently with the review of NNU's educator preparation programs by CAEP. The NNU review included a pilot standard approval instrument, which was developed to provide EPPs the flexibility to demonstrate how their candidates met each overall standard.

Upon completion of the review, all NNU programs and state specific requirements were recommended for continued approval. The report was subsequently submitted to the PSC at its June 16-17, 2022 meeting. The full PSC voted to recommend the Board approve the NNU State Team Report.

The Board, at its August 24, 2022 meeting, accepted the recommendations in the State Review Team Report.

Specific information regarding the Board's review of both of these report can be found on the [State Board of Education website](#).

EDUCATOR PREPARATION NEW PROGRAM PROPOSAL REVIEWS

Each educator preparation new program proposal will undergo a desk review designed to confirm the new program meets the standards in the *Idaho Standards for Initial Certification of Professional School Personnel*. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

The following educator preparation new program proposals were reviewed by the PSC during the 2021-2022 school year, for recommendation to the State Board of Education for conditional approval:

- **Idaho State University**
 - Computer Science (6-12)
 - Master in Social Work

APPENDIX – FISCAL YEAR 2022 BUDGET EXPENDITURES

Revenue	Estimated	Actual Revenue	Variance
Cert Application Fees	\$600,000	\$676,329.99	\$79,329.99
Personnel	Budget	Actual Expenditures	Variance
Salaries & Benefits	\$456,600	\$486,520.63	(\$29,920.63)
Expenses (Spending Authority)	Budget	Actual Expenditures	Variance
Operating Expenses			
PSC Meeting/Travel/Meals	\$30,000	\$28,146	\$1,854
PSC PD & Training	\$-	\$-	\$-
Communication	\$12,000	\$15,105.07	(\$3,105.07)
Staff Development	\$-	\$-	\$-
Repairs & Maintenance Services and Supplies	\$50	\$-	\$50
Administrative Services	\$7,400	\$5,168.79	\$2,231.21
Computer Services	\$250	\$-	\$250
Staff Travel – NASDTEC Annual Conference	\$5,500	\$6,465.75	(\$965.75)
Staff Travel – NASDTEC PPI	\$4,500	\$-	\$4,500
Staff Travel – Other	\$500	\$107.31	\$392.69
Administrative/Office Supplies	\$5,000	\$4,241.43	\$758.57
Computer Supplies	\$250	\$542.42	(\$292.42)
Insurance	\$2,200	\$1,566.43	\$633.57
Rentals & Operating Leases	\$12,100	\$11,436.61	\$663.39
Payroll/Accounting	\$3,000	\$2,622.56	\$377.44
Committee Work Expenses			
Executive - Investigations/Hearings/Trainings	\$4,000	\$-	\$4,000
Executive - Contract Investigative Services	\$5,000	\$-	\$5,000
Executive - NASDTEC Dues	\$4,500	\$4,500	\$-
Standards - Standard Reviews	\$-	\$-	\$-
Standards - EPP Reviews and Focused Visits	\$8,000	\$4,667.79	\$3,332.21
Standards - CAEP Partnership Dues	\$5,250	\$4,090	\$1,160
Capital Expenses			
Computer Equipment	\$-	\$-	\$-
Office Equipment	\$-	\$-	\$-
Total Expenses (Spending Authority)	\$109,500	\$88,660.16	\$20,839.84
All Expenditures (Personnel + Expenses)	\$566,100	\$575,180.79	
Revenue Less All Expenditures	\$33,900	\$101,149.20	