

Part I – Agency Profile

Agency Overview

The vision of the State Department of Education is to support schools and students to achieve through the following three goals:

1. College and Career Ready, through perseverance
2. A mutually responsible accountability system
3. Supporting and attracting great educators

One strategy to attaining these three goals, is to consistently remind students that they are going to experience misfortunes and falls, but that's certainly not the end of the path to their college and career readiness; it's how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

Revenue and Expenditures

Revenue	FY 2012	FY 2013	FY 2014	FY 2015
General Fund	\$1,223,580,400	\$1,279,818,600	1,308,365,400	1,374,598,400
Federal Grant	215,550,000	214,588,000	212,095,800	240,306,600
Dedicated Fund	68,547,400	66,873,400	74,458,400	86,703,200
ARRA Stimulus	16,660,700	2,422,600	2,904,100	1,372,800
Ed Jobs Fund	30,999,800	5,290,800	0	
Total	1,555,338,300	1,568,993,400	1,597,823,700	1,702,981,000
Expenditure	FY 2012	FY 2012	FY 2014	FY 2015
Personnel Costs	425,000	366,000	739,700	639,000
Operating Expenditures	5,112,700	5,099,100	14,384,400	8,826,200
Capital Outlay	1,500	2,500	722,000	0
Trustee/Benefit Payments				
Total	1,542,808,300	1,545,149,300	1,588,385,900	1,698,696,200
Total	1,548,347,500	1,550,616,900	1,604,232,000	1,708,161,400

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2012	FY 2013	FY 2014	FY 2015
Number of School Districts Supported	115 districts 43 charters 1 COSSA	115 districts 44 charters 1 COSSA	115 Districts 47 charters 1 COSSA	115 Districts 48 Charters** 1 COSSA
Number of Public School District (K12) Students	281,772	285,305	289,063	291,022
FTE Student Teacher Ratio	18.56	19.09	19.10	18.9

**FY2015 Charter Count does not include Odyssey Charter as they were only in operation for a few weeks

Performance Highlights

With performance goals in mind, it is important that we allow local school districts to make decisions that will support students directly in current issues that need to be addressed. Without local control, students don't receive the direct educational impact that they not only need, but deserve. The fundamental change of approaching educational issues from the bottom-up is our effort to allow for local leadership and teachers to support students directly. Minimizing local leader's ability to make decisions has negatively impacted kids for too long, and we must change the culture of education in Idaho to allow schools and students to achieve.

The department will also be reviewing mathematics and English Language Arts/Literacy standards in the fall of 2015. The review will be called the Idaho Standards for Learning Challenge (Idaho Challenge), and is designed to challenge stakeholders to read the standards and then provide specific, actionable feedback on any particular standard. It is also important to note that the Idaho Challenge is not intended to be a referendum on the Idaho Core Standards; only comments and actionable recommendations tied to specific standards will be considered. The Idaho Challenge will not only allow stakeholders to be involved, but will also give parents, students, teachers, higher education, and the public at large the opportunity to review the standards based on their experience over the past several years they have been taught in Idaho public schools.

Advanced Opportunities has been offered to students across the state in prior years, and with the success of these programs, the department will begin offering a web-based portal for secondary students who wish to register for the state's Advanced Opportunities programs. The web-based portal will provide a more streamlined approach to registering for the following programs:

- The 8-in-6 Program is designed to help students complete eight years of schoolwork (two years of middle school, four years of high school, and two years of postsecondary or trade school) in just six years. Students accomplish this by taking online courses over the summer and by taking online overload courses during the school year.
- The Fast Forward Program is available for juniors and seniors. Participants in Fast Forward, the most popular of the Advanced Opportunities programs, are eligible for state aid to pay for dual credit courses and college-bearing/professional-technical exams, such as AP (Advanced Placement) exams, CLEP (College Level Examination Placement) exams, IB (International Baccalaureate) courses and some technical education courses and certifications.
- The Early Completers Program also allows students who have completed their state graduation requirements (except for their senior project and senior math course) to use state aid to pay for dual credit courses and college-bearing/professional-technical exams while still in high school. The state will pay up to \$75 per credit hour for up to 18 dual credits per semester (or 12 per trimester).
- The Mastery Advancement Program allows students who graduate from high school at least one year early to become eligible for a post-secondary schools scholarship equal to 35 percent of the Average Daily Attendance state funding allocation that would have been made to their school had they not graduated early.

Furthermore, when considering local control, the department will continue to move down a path to allow school districts the opportunity to purchase and implement their own Learning Management Systems (LMS). Previously, the department had purchased a statewide IMS (Instructional Management System) in an attempt to provide the service to all districts in the state. The problem with this IMS-approach was due to the fact that it was a top-down approach, with implementation flaws and malfunctions. The department, moving forward, will truly be a service agency, allowing districts the freedom and flexibility to choose an LMS (learning Management System), which is different from an IMS, and will work better for their local needs. The Learning Management System, at the local level, will track student growth on multiple measures over multiples times. That information will be housed at the local level, where districts know their students best and who can affect achievement quicker. This will move the state away from the one-size-fits-all IMS approach, and away from the assumption that one IMS will meet the needs of all individuals involved in Idaho education. What is needed is a consistent, secure display of accurate and timely student level data that can be accessed by any educator to be used by whatever instructional improvement system they deem valuable, as chosen by each individual school district.

Part II – Performance Measures

Performance Measure	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark
Percent of Students Who Complete high school	93.3	90.8	83.62	****	100%
Number of Highly Qualified Teachers (HQT) Teaching in Their Area of Specialty as a Percentage of the Total Teaching Population	96.3%	96.9	96.6%	97%	100%
Percentage of K-12 Students Meeting or Exceeding Idaho Standard Achievement Test (ISAT)*					
- Reading	89.3%	90.0%*	**		100%
- Mathematics	80.7%	82.1%*	**		100%
- Language Usage	76.9%	77.1%*	**		100%
- Science (grades 5,7,10)	67.1%	67.2%*	63.7%***		100%
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2015 ISAT-Science					
• Grade 5				62.9%	
• Grade 7				50%	
• Grade 10				*****	
Percent of Students Proficient on the Smarter Balanced Achievement Test					
ELA/Literacy					
• Grade 3				48%	
• Grade 4				46%	
• Grade 5				52%	
• Grade 6				49%	
• Grade 7				51%	
• Grade 8				52%	
• Grade 9				52%	
• Grade 10				60%	
• Grade 11				60%	
Mathematics					
• Grade 3				50%	
• Grade 4				43%	
• Grade 5				38%	
• Grade 6				36%	
• Grade 7				38%	
• Grade 8				37%	
• Grade 9				28%	
• Grade 10				30%	
• Grade 11				35%	
Number of Schools Receiving Technical Assistance	202	160	276	298	

*Based on data after district appeals.

**Idaho fully field tested the Smarter Balanced Field test in FY2014. Therefore, there was no statewide data available.

FY2015 SBAC Data is baseline data as it is the first year to be fully implemented. ISAT Science only tests grade 5 and 7. Grade 10 Data on End of Course Assessments for Biology and Chemistry was not available.

***Non-appealed data

**** Not available

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