



STUDENTS COME FIRST

“Idaho is a global leader, providing high-quality, cost effective education to its citizens.”

— **Education Alliance of Idaho**



STUDENTS COME FIRST – AN OVERVIEW

In 2011, Idaho passed the most comprehensive and forward-thinking education reform in the country. While 30 states have passed some form of education reform in the past year, Idaho's Students Come First laws do more to empower students and support teachers, parents, and school administrators as they work to ensure all students are prepared to go on to postsecondary education and the workforce without the need for remediation.

The Students Come First reforms are built upon the idea that all state laws and policies should put students first, and they ensure Idaho has a uniform system of education that offers equal access and opportunity for all students, no matter where they live. Students Come First puts us on the path to accomplishing this goal for the first time.

These reform efforts are aligned to the work of the Education Alliance of Idaho, which is made up of Idaho's business leaders and the leaders of every educational stakeholder group in the state. The Alliance created a vision for Idaho to be a global leader, providing high-quality, cost-effective education to its citizens and then set goals and timelines for accomplishing this vision.

Here's a glance at how Students Come First supports each of Idaho's education stakeholders to reach this vision:

Students

- ✓ Creates equal access and opportunity, no matter where a student lives
- ✓ Ensures a highly effective teacher in every classroom every year
- ✓ Provides individualized engagement and instruction for every child
- ✓ Prepares students for postsecondary education and to be competitive in the 21st Century

Parents

- ✓ Empowers parents to make the best educational choice for their children
- ✓ Gives parents and families a greater voice in educator performance evaluations
- ✓ Increases transparency and access to academic and financial information

Teachers

- ✓ Implements a system to financially reward great classroom teachers
- ✓ Invests in ongoing funding for professional development every year
- ✓ Provides 21st Century tools for the 21st Century classroom
- ✓ Creates a more fair system of increased accountability

Administrators

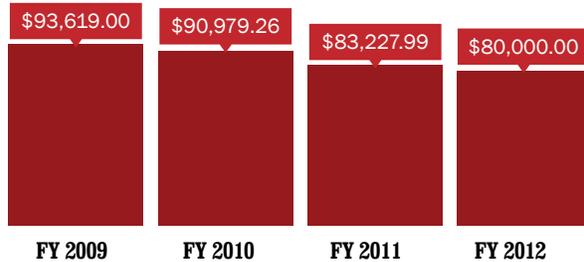
- ✓ Increases local control and decision-making
- ✓ Ensures negotiations are held in open, public meetings
- ✓ Gives principals more authority in hiring at the school level
- ✓ Implements a new statewide system to financially reward excellent school leaders

WHY DID IDAHO NEED EDUCATION REFORM?

We were at a crossroads in education—both financially and academically.

Fiscal Reasons

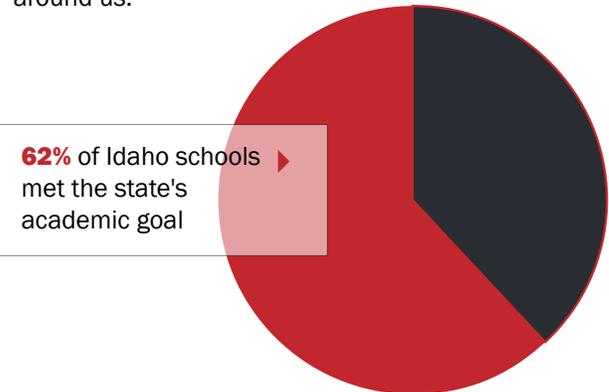
Average Funding Per Classroom



Financially, we are facing a new normal in our economy. Public schools can no longer rely on tens of millions of new dollars each year just to maintain the status quo.

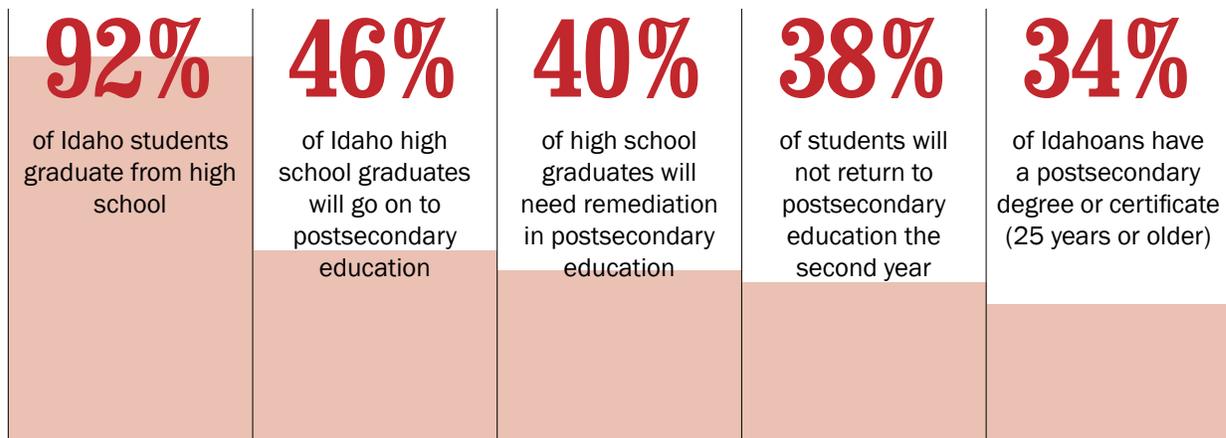
Academic Reasons

Academically, Idaho had a good education system, but it was not keeping up with the fast-paced world around us.



Graduation and Post Secondary Reasons

While we have one of the highest graduation rates in the country, we have one of the lowest rates of number of students who go on to postsecondary education.



Source: Idaho State Department of Education and Idaho State Board of Education

WE ALSO HAVE TO LOOK AT HOW IDAHO COMPARES TO OTHER COUNTRIES, NOT JUST OTHER STATES. THIS IS WHO OUR CHILDREN WILL BE COMPETING WITH.

► How Idaho Compares Internationally

- | | | |
|------------------|--------------------|-------------------|
| 1. TAIWAN | 9. NEW ZEALAND | 17. MASSACHUSETTS |
| 2. HONG KONG | 10. CZECH REPUBLIC | 18. SLOVENIA |
| 3. KOREA | 11. JAPAN | 19. DENMARK |
| 4. FINLAND | 12. CANADA | 20. MINNESOTA |
| 5. SWITZERLAND | 13. MACAO | — |
| 6. BELGIUM | 14. AUSTRALIA | 49. UNITED STATES |
| 7. NETHERLANDS | 15. GERMANY | — |
| 8. LIECHTENSTEIN | 16. AUSTRIA | 71. IDAHO |

Source: 2006 PISA Results

“In Idaho, we built a new education system through Students Come First that sets high academic standards, gives every teacher the tools they need in the classroom, and ensures all students have equal access to the best educational opportunities. Now, every student can graduate from high school prepared to go on to postsecondary education or the workforce and not need remediation once they get there.”

– Superintendent of Public Instruction Tom Luna

How Will We Know It’s Working?

Now that we have this comprehensive new education system in place, we will measure its success.

The goal is to ensure we have an education system where every student graduates from high school and goes on to postsecondary education or the workforce without needing remediation.

Here are the key student achievement measures we will use to know we are on the right track:

- ▶ Graduation rate: How many students are graduating from high school?

- ▶ Postsecondary rate: How many students are going on to postsecondary education after high school?

- ▶ Remediation rates: How well are students prepared for the rigors of postsecondary education once they get there, or do they have to take remedial courses?

- ▶ ISAT: How are students in grades 3-10 performing in math, reading, language usage and science?

- ▶ IRI: How many students are reading on grade level by the end of 3rd grade, based on the Idaho Reading Indicator?

- ▶ NAEP: How do Idaho students compare to students in other states on the National Assessment of Educational Progress?

- ▶ SAT: Are students prepared to go on to postsecondary education, based on the SAT college entrance exam?

- ▶ Achievement gap: What’s the achievement gap, and are we close to eliminating it?

- ▶ Dual credit: How many students are taking dual credit courses or other advanced courses while still in high school?

- ▶ Postsecondary degrees: How many Idahoans have postsecondary degrees or certificates?



ALL ABOUT ADVANCED OPPORTUNITIES FOR STUDENTS

One of the goals of Students Come First is to provide advanced opportunities for students. Under the *Dual Credit for Early Completers* program, students who complete all state high school graduation requirements early are eligible to take dual credit courses during their senior year paid for by the state. Students will also take a college entrance exam, paid for by the state, during their junior year. For many students, these opportunities may be the first exposure they have to post-secondary education.

Advanced Opportunities ...

- ▶ Challenge our brightest and most ambitious students

- ▶ Prepare students for college or careers, and

- ▶ Reduce the ever-rising cost of college

Here is more information on the *Dual Credit for Early Completers* program and the college entrance exam requirement:

Dual Credit for Early Completers

What is dual credit?

Dual credit is the opportunity for high school students to earn college credits while they are still in high school.

What does my student need to do to be eligible?

Students can take dual credit at any time during their high school career. However, to be eligible to participate in the *Dual Credit for Early Completers* program and take up to 36 dual credits paid for by the state, a student must complete their state high

school graduation requirement by the end of the first semester of their senior year, with the exception of the senior project and final year of math. For a complete list of the state high school graduation requirements, please visit http://www.sde.idaho.gov/site/hs_grad_requirements/.

How many dual credits will the state pay for?

This program will allow qualifying students to enroll in up to 36 college credits worth of dual credit classes during their senior year of high school. The state will pay the amount that colleges charge for these credits.

How do I enroll my student?

Speak with your school's guidance counselor for more information.

College Entrance Exam

What is a college entrance exam?

A college entrance exam is a standardized test required to get into most colleges and universities.

Which exam will my student take?

The college entrance exam requirement is effective for all public school students in their junior year. A student must take one exam— either the ACT, ACCUPLACER, COMPASS, or SAT—to meet the requirement. The state has a contract with the College Board to offer the SAT or ACCUPLACER to Idaho students at no cost. The statewide contract provides one of these options, at no cost to students and families.

Can my student still take the ACT?

Yes, students may still take either the ACT or COMPASS at their own cost to meet the college entrance exam requirement.

How can my student prepare for the exam?

For more information on free SAT online preparation courses, Idaho's SAT test date, and how students can register to take the SAT, please visit <http://sat.org/idaho>.





ALL ABOUT THE 21ST CENTURY CLASSROOM

Students Come First was developed to provide equal opportunity and access to education for all students in Idaho, regardless of where they live or their family income. Ensuring that every classroom in every school in Idaho is equipped with the tools of the 21st Century is an important step toward accomplishing this goal. This is why Idaho is making historic investments in classroom technology and professional development for teachers. Already, the state has connected every Idaho high school, college and university to a high-speed broadband intranet, known as the Idaho Education Network, and is now beginning to distribute funding for advanced technology in every classroom.

Within four years, every Idaho high school will become a wireless learning environment, and all students and teaching staff will have a one-to-one ratio of students and staff to laptop devices. In all elementary and middle schools, all students will benefit from interactive classroom technologies – such as interactive white boards, iPods, tablets, and e-Readers – to enhance learning and help individualize instruction for every student.

Benefits of the 21st Century Classroom...

- ▶ Creates equal access and opportunity for every student, no matter where they live,

- ▶ Engages every student in learning every day, and

- ▶ Individualizes instruction to help every student be successful.

Here is more information on how Idaho will create 21st Century classrooms across the state:

How does technology improve learning?

Studies have shown that students with technology or computer-based instruction gain more knowledge and enjoy school more than their counterparts. Classroom technology provides a number of benefits to enhance learning and engage students in every lesson. Through technology, teachers can add sound, color, audio and video to their lesson plans. Students can interact with the text of a book or see an animation to help better understand a concept they are learning. In addition, digital textbooks and other classroom materials now can easily be updated for students every year, rather than wearing out or becoming outdated.

Will technology replace the classroom teacher?

No. Technology will support the teacher in the classroom, not replace the classroom teacher. The teacher remains the most important factor in a child's academic success in school. Technology is a tool teachers use to improve instruction, expand learning opportunities, and engage a new generation of learners. New classroom technology will replace outdated classroom tools, like chalk, whiteboards, overhead projectors and worn-out textbooks with 21st Century classroom tools, like computers and interactive whiteboards. Many great teachers want to use technology in the classroom, but schools have lacked the resources to provide it. Now, the state will transform every classroom into a 21st Century classroom where the teacher and students both utilize technology throughout the learning process to achieve academic goals.

Is technology necessary in every classroom?

Yes. Technology in every classroom provides equal access and opportunity for all students across Idaho—no matter where they live. With increased classroom technology, schools can take full advantage of the Idaho Education Network, a high-speed broadband intranet that connects all Idaho high schools and universities. Schools can now create blended learning environments, communicate with other classrooms, teachers, or experts from around the world. Teachers can craft lesson plans to meet every individual students' needs and assess student progress in real time. By implementing a one-to-one ratio of laptops to staff and students in high schools, improving interactive technologies in every grade, and tapping into the opportunities of digital learning, the state

will now ensure every student has access to the best educational opportunities and highly effective teachers.

What is a mobile computing device?

A mobile computing device is a device that can move from class to class and be used for multiple functions, such as word processing, research and digital textbooks. A statewide Technology Task Force determined the first mobile computing device deployed to high school students and teachers in Idaho should be a laptop device. The state will go through a competitive bid process to determine the best device and service for Idaho schools, which will provide the device as well as the necessary software, maintenance, security and technical support. All of this will be paid for by the state.

Why does Idaho need a one-to-one ratio of laptops?

The state will go through a competitive bid process to determine the best device and managed contract service for Idaho schools, which will include the device as well as the necessary software, maintenance, security, technical support, and wireless access. All of this will be paid for by the state. Giving every high school student access to a laptop device in the classroom opens up a world of opportunities. Thousands of schools across the nation have already implemented a one-to-one ratio and seen improved student achievement as a result. In fact, research shows that students perform better when they use computer-based learning in the classroom. The laptop device will not replace the classroom teacher, but will support the teacher in enhancing every student's individual learning experience. This device will become the textbook in every classroom, the research tool in science, the word processor in English, and a portal to a world of information and knowledge. The teacher will incorporate the laptop device and certain software and applications into the curriculum. Teachers can also use these devices to monitor student progress in more immediate, less intrusive ways.

How will the implementation of the one-to-one ratio work?

Beginning in the 2012-2013 school year, the state will invest in a laptop device for every high school teacher, principal and other certified staff in schools with grades 9-12. During that year, every teacher and certified staff member will receive a heavy dose of professional development on how to integrate these devices into the curriculum in every subject area. Beginning in the 2013-2014 school year, the state will begin to provide a laptop device to the first one-third of high school students statewide, by school. The devices will be phased into all public high schools over a three-year period so every high school reaches a one-to-one ratio by 2015. Because

of the strong interest shown by Idaho schools—schools representing nearly 85 percent of Idaho students have requested to participate in the first year of deployment—the State Department of Education will use a rubric to determine which schools will receive the devices first, based on a school’s readiness to benefit from this technology integration. Local school districts will have the flexibility to determine when students are given the laptop devices and how they are used in the classroom under the guidance of the classroom teacher.

Will students take the laptop devices home?

The laptop devices will be used in the classroom with the teacher. The statewide Technology Task Force has recommended that students be allowed to take the devices home, but that decision ultimately will be made by each locally elected school board, not the state. Districts will develop local usage policies that determine whether or not students can take the devices home or use them only while at school.

Will the devices be secure?

Yes. Every laptop device will be embedded with Child

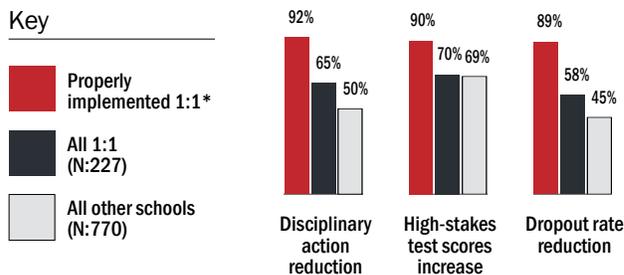
Internet Protection Act (CIPA) compliant filtering software. This is already required of all computers currently in schools; the mobile laptop devices will be no different. Thousands of school districts and the state of Maine have successfully implemented a one-to-one ratio of laptops to students in public schools and ensured all the necessary security is in place. Idaho will model its approach to device security on the success of these programs.

Will parents bear the burden of funding tech support, maintenance and repair of the mobile computing devices?

No. All technical support, security, maintenance, repairs and replacements of the laptop devices will be covered by the state to ensure every student has access to the device for their full four years in high school. Based on the recommendation of the statewide Technology Task Force, Idaho will negotiate a contract at the state level to ensure the best quality and maximum cost savings. It will not cost parents or the local school district additional dollars to deploy one-to-one devices in schools.

What the Research Shows

Project RED: Project RED studies schools that have implemented a one-to-one ratio of students to mobile computing devices to determine the impact on student achievement and learning. The study showed that a one-to-one ratio leads to increased academic achievement for students, especially when technology is properly implemented. Schools with a one-to-one ratio reported increased graduation rates and student test scores as well as decreases in dropout rates and disciplinary action. (See the chart below.)



Concordia University: Researchers at Concordia University in Montreal analyzed more than 40 years of research on the impact of technology in the classroom. Their conclusion: Integrating classroom technology does have a positive effective on student achievement, especially when technology supports a teacher’s instruction. In addition, their study showed computer technology is much more effective in K-12 classrooms than higher education settings.

What Schools Have Learned:

Mooresville, North Carolina: The school district implemented a one-to-one laptop initiative for nearly 5,000 students in grades 4-12 at five different schools. As a result, the district’s graduation rate has increased from 80 percent to 91 percent. The percentage of students reaching grade level in reading, math and science increased from 73 percent to 88 percent. While Mooresville still ranks 100 out of 115 districts in North Carolina in terms of dollars spent per student, it ranks third in test scores and second in graduation rates.

Klein, Texas: A growing district of more than 45,000 students, Klein established a one-to-one program in its high schools in 2007. Klein chose tablet laptop PCs—laptops with screens that can be written on with a stylus—for use in science and math applications. With its one-to-one program, Klein has seen an increase in student engagement, and teachers are better able to meet individual student’s learning needs. Digital tools have increased collaboration among students. Interactive programs, like 3D modeling, have engaged more students in their learning and helped them better understand complex topics.



ALL ABOUT DIGITAL LEARNING

Idaho's students, beginning with the class of 2016, will now take two of their total 46 credits online in order to graduate from high school. Learning in an online environment has become increasingly common at colleges and universities and is used in training in the majority of workplaces. By completing two credits through digital or blended learning, Idaho students will be better prepared to learn and work in an online environment after they graduate from high school. The implementation of digital learning will also break down barriers in our state, ensuring that all students—no matter where they live—have equal access and opportunity to take courses that interest and challenge them.

Benefits of Digital Learning...

- ▶ Ensures students are prepared for learning environments they will face in college, professional-technical school, or the workforce,
- ▶ Helps students learn critical skills, such as time management, critical thinking, and problem-solving,
- ▶ Offers more opportunities in public education, no matter where a student lives,
- ▶ Districts will have the local control to choose the digital learning course that best meets students' needs, and
- ▶ Students will take required digital learning courses in school during class time, not at home.



What does digital learning look like in Idaho?

Idaho has adopted a broad definition of digital learning to give Idaho's school districts more local control in how they offer digital learning opportunities that best meet students' needs. There are three primary ways to deliver digital learning: asynchronous, synchronous, and blended.

- ▶ **Asynchronous:** In asynchronous courses, students work through material at their own pace and on their own schedule, interacting with teachers as needed via instant messages, e-mails, phone calls, or in person. Asynchronous courses are a self-directed learning experience where students take ownership of their learning, working through coursework designed, taught, and graded by Idaho certified teachers. Right now, more than 10,000 Idaho students are taking asynchronous courses through Idaho Digital Learning Academy, the state's virtual school.

- ▶ **Synchronous:** In synchronous courses, students see, work, and interact with teachers and other students in real time via video conferencing (similar to Skype or FaceTime). A synchronous course experience is similar to the traditional classroom experience; students and teachers meet at a set time, and the teachers and students interact in real time even though they may be miles apart. Currently, every Idaho high school has at least one classroom equipped for synchronous learning through the Idaho Education Network.

- ▶ **Blended:** A blended course is a combination of in-person and digital learning. A student will work with digital materials or resources for part of the course and interact with a teacher face-to-face for the other part of the course.

No matter the format, all online courses must be taught by an Idaho-certified teacher and meet Idaho's grade-level content standards.

Why is digital learning important?

Digital learning has become increasingly important in educational settings after high school and in the workplace. More colleges and universities are requiring students to take courses online if they want to complete their degree within two or four years. For example, more than 30 percent of the courses offered at the College of Western Idaho (CWI) are delivered online. Another portion of CWI's courses are delivered through a blended model. Today's employers also are using virtual environments for training, communication and ongoing professional development in the workplace. For these reasons, Idaho students must be prepared for this type of learning before they graduate from high school in the same way they must be prepared for math, reading or science. In Idaho, an estimated 15,000 students are taking online courses through a variety of delivery methods. To ensure every student is prepared when they graduate, we have to make sure every student masters the skills of digital learning in high school.

Does digital learning need to be a requirement?

Yes. As a state, it is our responsibility to ensure all students graduate from high school prepared to succeed in education after high school and in the workforce. Just as students must know math, reading and science, they also must know how to learn and work in a digital environment. These skills are critical in college, professional-technical education and in the workplace. Therefore, the state is requiring students complete just two of the 46 required graduation credits in some form of online learning during high school. Students will have the option to take more courses online, if they choose, but it will not be required.



Is digital learning effective?

Yes. Research shows that digital learning and distance learning are just as effective as traditional courses in raising student achievement. Blended learning, which combines online and in-person instruction, can be even more effective than traditional instruction.

Are online courses taught by teachers?

Yes. Just like any other course in Idaho, every online course is taught by an Idaho-certified teacher and must meet Idaho's content standards. Online courses do not remove the teacher from the equation; they just provide a different learning environment. Students will take online courses during the school day under the supervision of an adult, and they will interact with a teacher in a web-based format through digital learning.

How will the state ensure the quality of digital learning?

First, all online classes in Idaho will be taught by an Idaho-certified teacher and must meet Idaho's content standards. Second, the state is creating an online portal to serve as a one-stop shop where parents and students can find state-approved online courses and learn more information about each course, including the provider, the teacher, course quality and performance metrics, and reviews that parents and students have given the course.

How many credits of online learning will students need to take?

The Idaho State Board of Education and the Idaho Legislature has determined that students must take two credits online to graduate. The local school district will determine which courses students will take online to meet this requirement and how these courses will be delivered. Students will take these courses

at school during the school day. These credits are included in the total 46 credits the state requires a student has in order to graduate.

Do other states require digital learning?

Yes. Idaho is not the first state to require digital learning. Michigan, Florida and Alabama have already implemented digital learning requirements before students graduate from high school. Other states, such as Georgia, are now looking to adopt digital learning requirements.

Are online courses accepted by colleges and universities, the military, or the NCAA?

Yes. The branches of the military, the NCAA, and colleges and universities across the country accept and welcome online courses. In fact, prestigious universities like Stanford and MIT have made a push to provide more online learning opportunities for high school students and lifetime learners. The NCAA does have requirements regarding online courses, but online courses required in Idaho will meet eligibility requirements since they are part of an Idaho student's high school diploma. Schools can double-check any online course or requirements with the NCAA.

What if a student cannot succeed in digital learning?

If a student is unable to complete the digital learning requirement, the local school district will have the option to place that student on an alternate route to graduation. The state already has alternate routes available for other graduation requirements, such as the passage of the ISAT. The same option will be available if the district determines a student is unable to meet the digital learning requirement.







ALL ABOUT SUPPORTING EFFECTIVE TEACHING

The most important factor in a student's academic success in school is the quality of the teacher in the classroom. Research shows that just one year of ineffective teaching can significantly damage the success of even the brightest students, while just one year of excellent teaching can raise academic achievement and pull struggling students back on course to graduate. Students Come First works to ensure every student has a highly effective teacher every year in school so no student's academic success is left to chance. It equips Idaho's teachers with the modern tools they need to increase effective instruction and supports them with ongoing investments in professional development. Students Come First also improves the way we pay our teachers, giving every great teacher in Idaho the opportunity to earn performance bonuses of up to \$8,000 above and beyond their salary. Idaho has great teachers, and Students Come First works to support those currently in our classrooms and to attract more of the best and the brightest into the teaching profession.

Benefits of Supporting Effective Teaching...

- ▶ Gives all teachers the 21st Century tools they need to help 21st Century learners succeed,

- ▶ Invests in ongoing professional development for every classroom teacher,

- ▶ Provides recognition and financial rewards for teachers who take on leadership duties, work in hard-to-fill positions, and help their whole school reach student achievement goals.

How does Idaho's pay-for-performance plan work?

Under Idaho's statewide pay-for-performance plan, teachers can earn bonuses in three different areas: leadership duties, hard-to-fill positions, and student achievement.

▶ **Leadership Duties:** The state will provide funding so districts can identify up to 25 percent of certified staff as fulfilling leadership positions. The local district will determine which duties qualify for leadership awards. The duties could include activities such as teacher mentoring, developing curriculum, grant writing, or teaching professional development, but will vary from district to district.

▶ **Hard-to-Fill Positions:** The state will provide funding so districts can designate up to 10 percent of certified positions as "hard-to-fill" positions. These positions will be determined by the local school board. Bonuses will be paid to all staff who are certificated/endorsed in the designated field and provide service in that field. The bonus works as a recruitment and retention tool.

▶ **Student Achievement:** The state provides funding for local school districts to award teachers, principals and other certified staff in an entire school who meet both state and local performance measures. The state portion is based on the ISAT, and staff in schools can earn bonuses for demonstrating growth, overall proficiency, or both. The majority of the state money – 70 percent – will go toward schools demonstrating academic growth. The local portion is based on goals determined at the local level. Student achievement bonuses must be awarded to groups of certified staff, not individual teachers. If certified staff in a school meet both state and local measures, they will receive a bonus under student achievement.

▶ A teacher can earn a bonus in any or all of the three categories in any given year.

How will the Students Come First laws benefit Idaho teachers?

The Students Come First laws invest in Idaho's great teachers and leaders to make sure every student has a highly effective teacher every year they are in school. These investments include nearly \$4 million a year in professional development for every teacher—not just some teachers, but every teacher. Through Students Come First, teachers also will have more control over how they are paid every year, giving them the opportunity to earn bonuses in addition to

their base salary. The minimum salary for teachers has increased, and the state now has a mechanism in place to continue raising the minimum for new teachers in the future. Every high school teacher will receive a laptop device and other state-of-the-art technology tools to integrate into the curriculum and lesson plans to help engage 21st Century learners and make every lesson come to life.

Will Students Come First help attract teachers to Idaho?

Yes. One of the goals of Students Come First is to attract and retain highly effective teachers in Idaho classrooms. Right now, we have a high turnover rate among classroom teachers. Far too many of our great teachers leave the classroom for the private sector or for jobs in school administration where they have more control over how they are paid. Students Come First changes this. While other states are continuing to cut public school budgets or keep teacher pay frozen, Idaho is investing in its teachers and classrooms. By implementing pay-for-performance, investing in professional development opportunities for every teacher and providing 21st Century tools in every classroom, Idaho will begin to attract and retain more of the best and the brightest into the profession and foster better working environments for all teachers.

Will technology replace the classroom teacher?

No. Technology will support the teacher in the classroom, not replace the classroom teacher. Technology is a tool to improve instruction, expand learning opportunities and engage a new generation of learners. New classroom technology will replace outdated classroom tools. Just like chalk and blackboards were the effective tools of decades ago, technology such as computers and interactive whiteboards are now the necessary and effective tools of the 21st Century classroom. Many great teachers have wanted these tools, but schools have lacked the resources to provide it. Now, the state will transform every classroom into a 21st Century classroom where the teacher and students both utilize technology throughout the learning process to achieve academic goals.

How does the investment in technology help teachers in the classroom?

For the first time ever, all Idaho teachers will have access to state-of-the-art instructional technology to help individualize instruction, monitor student progress during the year, and make every lesson interactive and engaging for every student. The state is investing \$9 million a year to equip every classroom statewide with wireless internet access and advanced technology, such as interactive white

boards, clickers, e-readers, and laptop devices for high schools. Another \$4 million a year is dedicated to ongoing professional development for teachers so they can integrate this technology into their curriculum and lesson plans. The state also is deploying an instructional management system that gives every classroom teacher and parents access to current, accurate data on student achievement as well as web-based tools to access Idaho's content standards, create lesson plans, build assessments, share best practices and assessments with other teachers, and track student progress throughout the year.

Will teachers who are unfamiliar or uncomfortable with technology be given the support they need?

Students Come First provides unprecedented funding for professional development to ensure our current classroom teachers – no matter their level of technological skill – receive the support and training they each individually need to effectively implement technology in the classroom. The state is funding \$4 million every year for these efforts. This will include initial professional development activities as well as ongoing support with teacher leaders and technology experts identified in every school building and school district. This is all part of the state's comprehensive plan to provide professional development on all aspects of teaching, not just those related to technology. In addition, the state has given local school districts considerable flexibility in how they design their technology plans and utilize technology funding at the local level to best meet the needs of teachers and students. This year's budget for public schools also includes \$2.5 million to aid IT professionals in the effective implementation and support of technology in our schools.

Will Idaho's pay-for-performance plan replace a teacher's current salary?

No. Idaho's pay-for-performance plan is completely separate from a teacher's base salary. Teachers will still earn a base salary related to their years of experience and level of education. Students Come First fully funds the salary grid so teachers who gain more experience or education will see raises now and in future years. The statewide pay-for-performance bonuses are paid in addition to this base salary. This year, with the addition of pay-for-performance, the average teacher's compensation will increase by 5.8 percent or \$2,082. The state will continue to fund increases in base salaries, the minimum salary, and pay-for-performance bonuses in the future.

How does Idaho's pay-for-performance plan recognize Idaho teachers who teach at-risk students?

Since the pay-for-performance plan focuses on three areas – Leadership, Hard-to-Fill, and Student Achievement – a teacher who works with at-risk students can earn bonuses in any or all of these areas. These teachers could earn bonuses if they take on leadership duties within the local school district or if they work in hard-to-fill positions, as determined by the local school board of trustees. Under Idaho's statewide pay-for-performance plan, teachers who work with at-risk students also will be better recognized than ever before because the plan awards all the certified staff in an entire school for working together to raise student achievement, and the state plan largely focuses on academic growth. Seventy percent of the statewide bonuses for student achievement will be awarded to schools showing academic growth.

Does Idaho's pay-for-performance plan recognize teachers in non-core subjects, like music or P.E.?

Yes. All teachers have an opportunity to earn a bonus under Idaho's pay-for-performance plan, no matter what subject they teach. Non-core subject teachers can earn bonuses in any of the three areas: Leadership, Hard-to-Fill or Student Achievement. They can take on leadership duties, identified by the district, or they can earn a bonus under Hard-to-Fill, if the district identifies their teaching position as a hard-to-fill position. In addition, teachers in any subject area can earn bonuses under the student achievement portion because these bonuses are awarded to groups of teachers, not individuals. We recognize that every teacher in a school—from the math teacher to the music teacher—plays a critical role in a student's academic success. Therefore, the state portion of student achievement bonuses rewards all the certified instructional staff in a school where students show academic growth, overall achievement, or both. The local portion of student achievement bonuses will vary, as locally elected school boards and local teacher representatives jointly decide how best to reward groups of teachers based on students' academic success in their districts.

Changing Idaho's Education

Current System	21st Century
The minimum teacher pay has been cut the past two years, and there is no mechanism to increase it in the future.	The minimum teacher salary is restored to \$30,500, and the state has developed a mechanism to increase the minimum salary for beginning teachers more in the future.
Teachers cannot earn money above and beyond their base salary.	In addition to base pay, teachers will be able to earn up to \$8,000 in bonuses every year for taking on leadership duties, working in hard-to-fill positions and working with other teachers in a school to help students grow academically.
Student achievement is not considered in a teacher or principal's annual performance evaluation.	Student achievement will make up 50 percent of teacher and principal performance evaluations.
Parents or families have no input in teacher or building administrator performance evaluations.	Parent input must be considered in teacher and building administrator evaluations.
Teachers automatically gain tenure after three years.	Teachers who currently have tenure will keep it. New teachers will be offered a one-year or two-year contract instead of gaining tenure after three years.
Staffing decisions are based on seniority. Newer teachers are laid off first no matter what they teach or the quality of their work.	Seniority can no longer be used to determine who is laid off.
Teachers are paid a bonus of \$15,000 to \$17,000 to leave the classroom and retire early.	Tax dollars will no longer be used to pay teachers to leave the classroom and retire early.
Teacher salary negotiations occur in closed meetings.	All negotiations are held in open, public meetings.
Collective bargaining between teacher unions and local school boards can include any issue, such as salary, benefits, bell schedules, grading, how students are disciplined, and more.	Collective bargaining is now limited to salary and benefits. Other decisions will be made by locally elected school boards and set in board policy.
Once something is negotiated, it can never be taken out of the legally binding master agreement unless both parties agree; therefore, agreements continue on for years and decades.	Negotiated agreements are for one fiscal year only and then must be renegotiated by both sides.

System for the 21st Century

Current System	21st Century
Every year, the public education system requires millions of dollars in new funding to maintain the current system and millions more to do anything differently.	Idaho's public education system will spend the money the state currently has differently to educate more students at a higher level within our limited resources.
The new high school math and science requirements approved in 2007 are not funded.	Local school districts now will receive nearly \$5 million to hire more math and science teachers.
High school seniors who meet graduation requirements early either go through "senior slump" or leave high school early.	High school seniors who complete high school graduation requirements early can get a jumpstart on their college education and take up to 36 college credits for free.
Students and parents need permission from the school district before students can take courses online.	Students can sign up for accredited online courses at registration without permission from the district, as long as they give prior notification.
Not all students take college entrance exams (ACT, SAT, COMPASS, or ACCUPLACER) so students do not know if they are college ready.	Every student will take the SAT or ACCUPLACER free of charge by the end of their junior year in high school.
The least technological part of a student's day is when he/she is in school.	Every classroom will be equipped with state-of-the-art technology, and the state will implement a one-to-one ratio of laptops to staff and students in every public high school to engage students.
The state and local school districts make little or no investment in technology and related professional development for classroom teachers.	The state now has a long-term plan and the resources to invest in classroom technology and professional development for teachers.
A student or teacher's access to technology varies depending on where you live in Idaho.	Every Idaho student will have equal access to the best educational opportunities, no matter where they live.
Parents and patrons have little information on local school district finances.	Each school district must post its budget online. The state will publish a fiscal report card for every school district.



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