

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
CANYON RIDGE HIGH SCHOOL BOARD ROOM #301
300 NORTH COLLEGE ROAD
TWIN FALLS, IDAHO 83301**

**January 23, 2019
5:00 P.M.
AGENDA**

Dinner Served at 4:45 p.m.

MISSION
Our mission is to provide a quality
education necessary for all
students to be successful in life.

- I. Pledge of Allegiance**
- II. Approval of the Agenda**
- III. Unscheduled Delegations (Audience to Address the Board)**
- IV. Consent Calendar Action**
 - A. Approval of New Classified Employees**
 - B. Approval of Classified Personnel Resignation**
 - C. Approval of Extra-Curricular Employee**
 - D. Approval of Alternate Authorization**
- V. Student Panel Discussion with the Board – Students from CRHS (20 Minutes)**
- VI. 10 Year Plant Facilities Report – Ryan Bowman (15 Minutes)**
- VII. Supplemental Levy Presentation – Brady Dickinson (20 Minutes)**
- VIII. 2015-2020 Strategic Plan Tasks Update—Eva Craner (12 Minutes)**
- IX. Late-Start/Early-Release Committee Report – Bill Brulotte (15 Minutes)**
- X. IBE Residential Construction – Eva Craner/L.T. Erickson (15 Minutes)**
- XI. Funding Formula – Brady Dickinson (10 Minutes)**
- XII. Istations – Teresa Jones (20 Minutes)**
- XIII. Future Agenda Items**
 - A. Day on the Hill, February 18 & 19, 2019/Talking Points Discussion (5 Minutes)**
- XIV. Executive Session as per Idaho Code 74-206(1) - Subsections (b)**
 - a. To consider personnel issues**

Action Items:

 - (1) Personnel probation decisions**
- XV. Adjournment**

WORKING WITH YOUR SCHOOL BOARD

WELCOME to another Twin Falls School District Board of Trustees Meeting. You are encouraged to attend all regular board meetings.

We are proud of our school system and the board members are dedicated to the continued improvement of the Twin Falls Schools.

We understand that from time to time patrons of school districts have concerns and feel a need to bring those concerns to the attention of the school or teachers. In order to maintain continuity and best resolve these concerns, we recommend to our patrons the following procedures:

1. The first and most effective step is to take the concern to the staff member who is closest to the problem. (In many cases this will be the teacher, coach, etc.) We have found that most problems are resolved at this level.
2. If there is still a concern on the matter, we then recommend that the concern be brought to the attention of the Principal. We have found that unresolved concerns from item #1 are usually resolved satisfactorily by the building administrator.
3. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Director of Elementary Programs or Director of Secondary Programs.
4. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Superintendent of Schools. Difficult concerns can usually be resolved.
5. However, if the patron still feels the concern has not been properly resolved he/she may use the right of appeal to the Board of Trustees. This is done by calling or writing to the Superintendent and asking for the item to be placed on the agenda of the next regularly scheduled board meeting.
6. If you desire to address the board, we would like you to be as comfortable as possible. As a board we hold public meetings which are not public forums and therefore have rules which are necessary for the benefit of all. The following guidelines will assist you as you present your information to the board.
 - A. Prepare your thoughts ahead of time. Usually a brief written outline handed to each board member helps the board follow your presentation. This outline would also give them something upon which to make notes as you speak.
 - B. If a group is involved, select one individual to be your spokesperson. He/she can then guide the presentation with the board and help the board chairman in directing questions to the group.
 - C. Plan your presentation to be as brief as possible. This should include a question/answer period. If more time is needed it is best to give a complete written presentation to the board for their future study. If you give more than five to six minutes of testimony, time restraints will make it difficult for the board to respond that same evening.
 - D. Usually the board will direct the administration to help resolve the concerns and ask for a report back to the board at a later date. However, please remember a solution may take time to be resolved.

We are eager to have our patrons and school staff working together for the improvement of education in the Twin Falls Schools.

Thank you for coming. Please come again.

Your Board of Trustees



Twin Falls School District #411
201 Main Ave. W
Twin Falls, ID 83301

P 208.733.6900
F 208.733.6987
www.tfsd.org

Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Date: January 18, 2019

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: New Classified Employees – 2018-2019

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees these individuals listed below be approved for hiring for the 2018- 2019 school year:

Madison Dahlquist	Para educator (Special Ed.) at Robert Stuart Middle School
Dawn Wolz	Para educator (Special Ed.) at Sawtooth Elementary School
Curtis Proctor	Maintenance II at Twin Falls High School

All are in the process of completing the necessary consent, I-9's, drug free work place form etc., and have met the criteria to become employees of the Twin Falls School District.

If you have any questions or concerns, please do not hesitate to contact me.



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Date: January 18, 2019

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Classified Resignation

The following classified employee has submitted her resignation letter resigning her position for the 2018-2019 school year:

- Cindy Greaves – Playground Aide at Rock Creek Elementary

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept this resignation.



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Date: January 18, 2019

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Employee

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that this individual listed below be approved for hiring. An employment letter has been issued for the 2018-2019 school year.

If you have any questions or concerns, please do not hesitate to contact me.

Todd Anderson	Robotics Advisor	Robert Stuart Middle School
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www.tfsd.k12.id.us

HUMAN RESOURCES DEPARTMENT

OUR MISSION is to maintain a balanced approach while providing leadership, guidance and quality, customer-driven human resources services to support Twin Falls School District employees.

January 18, 2019

To: Dr. Brady D. Dickinson, Superintendent
Twin Falls School District Board of Trustees

From: Shannon Swafford, Human Resources Director

Re: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of Alternative Authorization- Teacher to New Certification from the Professional Standards Commission for the following individual:

Name	Position	School
Jesus de Leon	Teacher – Resource (IRC)	South Hills Middle School

The above individual has been hired as a Resource (IRC) teacher for the 2018-19 school year. Mr. de Leon is currently working with Boise State University to complete the required course work to obtain the appropriate endorsement. In order for this employee to be employed as a resource teacher, the board will need to declare an “area of need.” To declare an area of the Twin Falls School District Human Resource Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.

Brady D. Dickinson, Ph.D.
Superintendent of Schools

William Brulotte
Associate Superintendent

STATE OF THE DISTRICT

*Twin Falls School District
Dr. Brady Dickinson
Superintendent of Schools*



Data High Points



- For the last three years, TFHS has been above the state average on the SAT and the ISAT in all categories.
- Last year, O'Leary Middle School, Morningside, Sawtooth, Pillar Falls, and Rock Creek elementary schools were at or above the state average on the ISAT in all categories.
- We have significant English Language Learners growth: Co-Teaching Model provides grade level content knowledge and language skills.

Top 5% in the State Compared to Similar Schools



ACHIEVEMENT

- English Language Arts – Sawtooth Elementary School
- Math – Sawtooth and Pillar Falls elementary schools
- English Language Learners – Lincoln and Rock Creek elementary schools
- Engagement – Morningside Elementary School

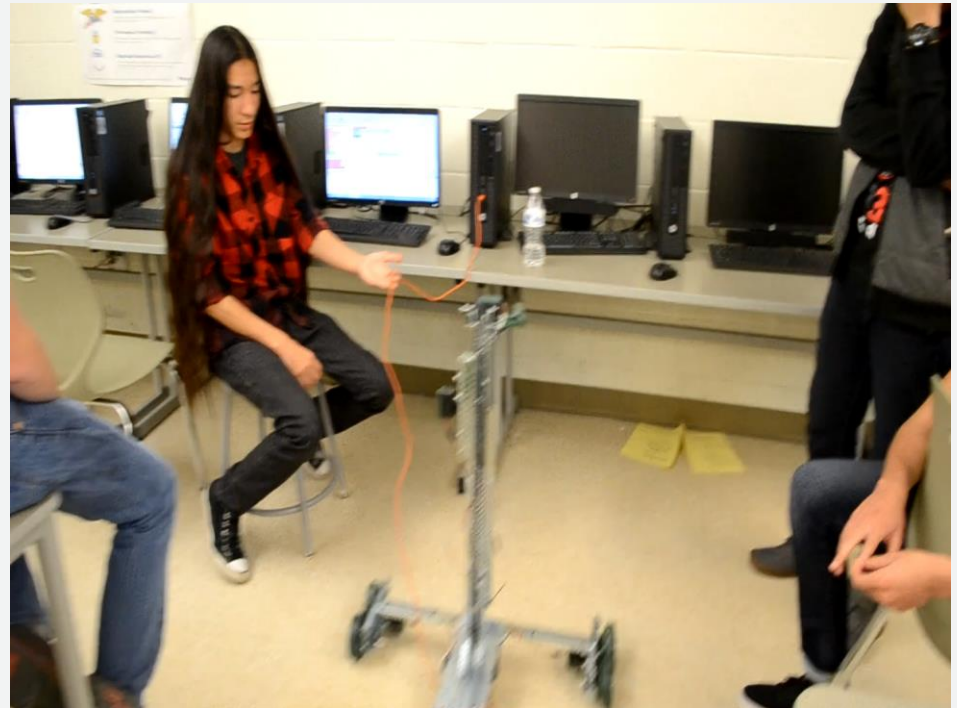
GROWTH

- Math – Pillar Falls Elementary School
- English Language Learners – Bickel, Harrison, Oregon Trail, Morningside, Perrine elementary schools

Building Student Civic Engagement



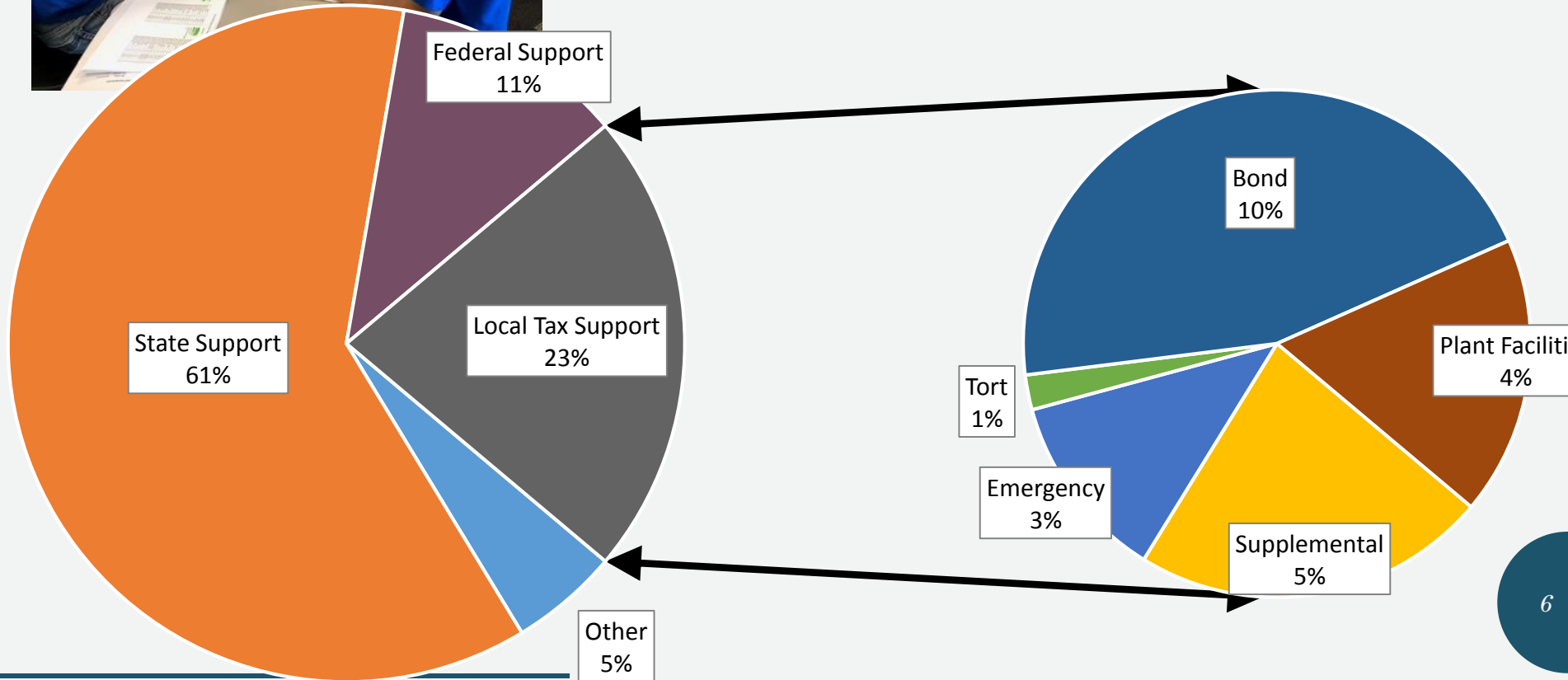
Science Technology Engineering and Mathematics



Financial Snapshot



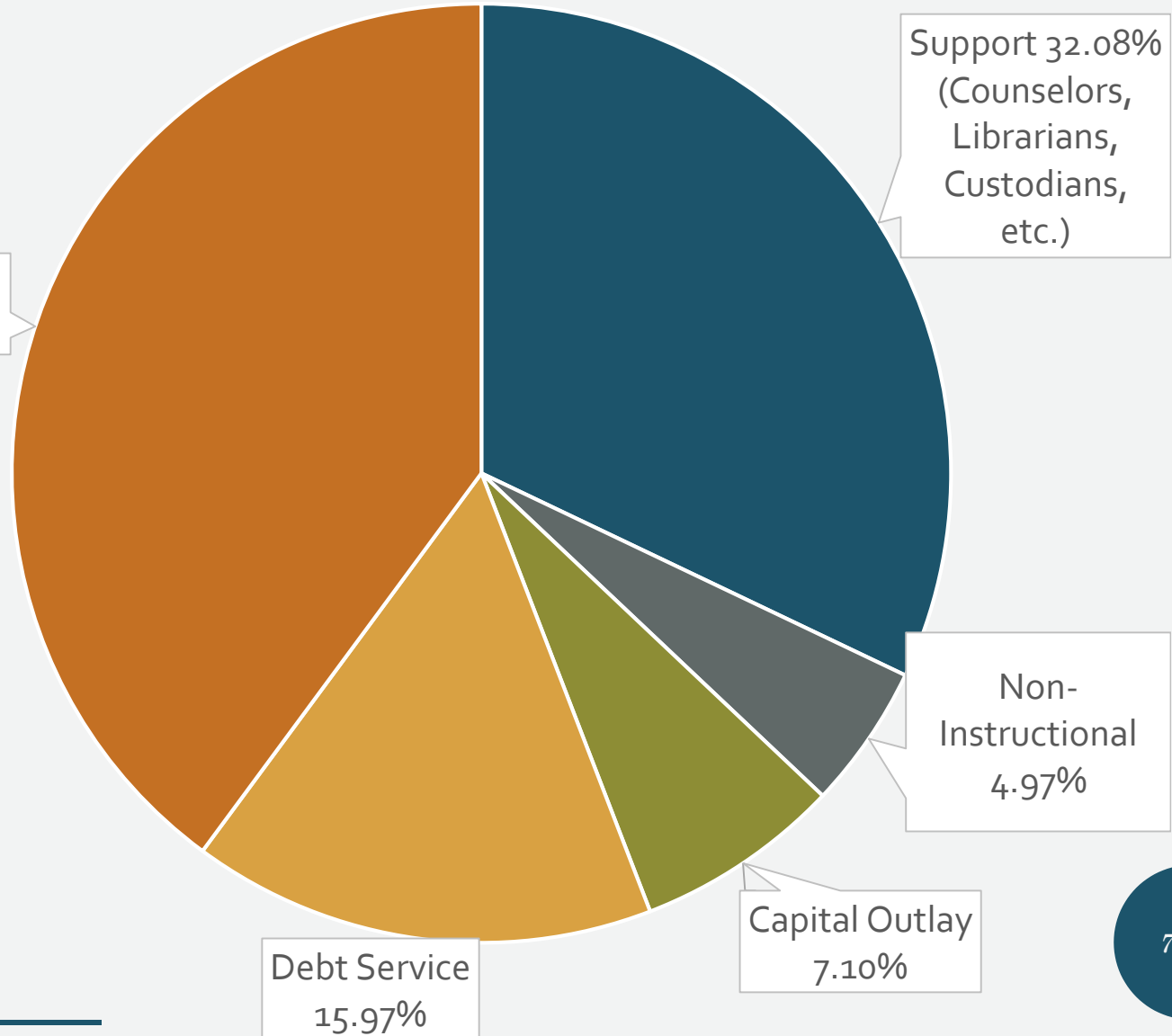
Revenues



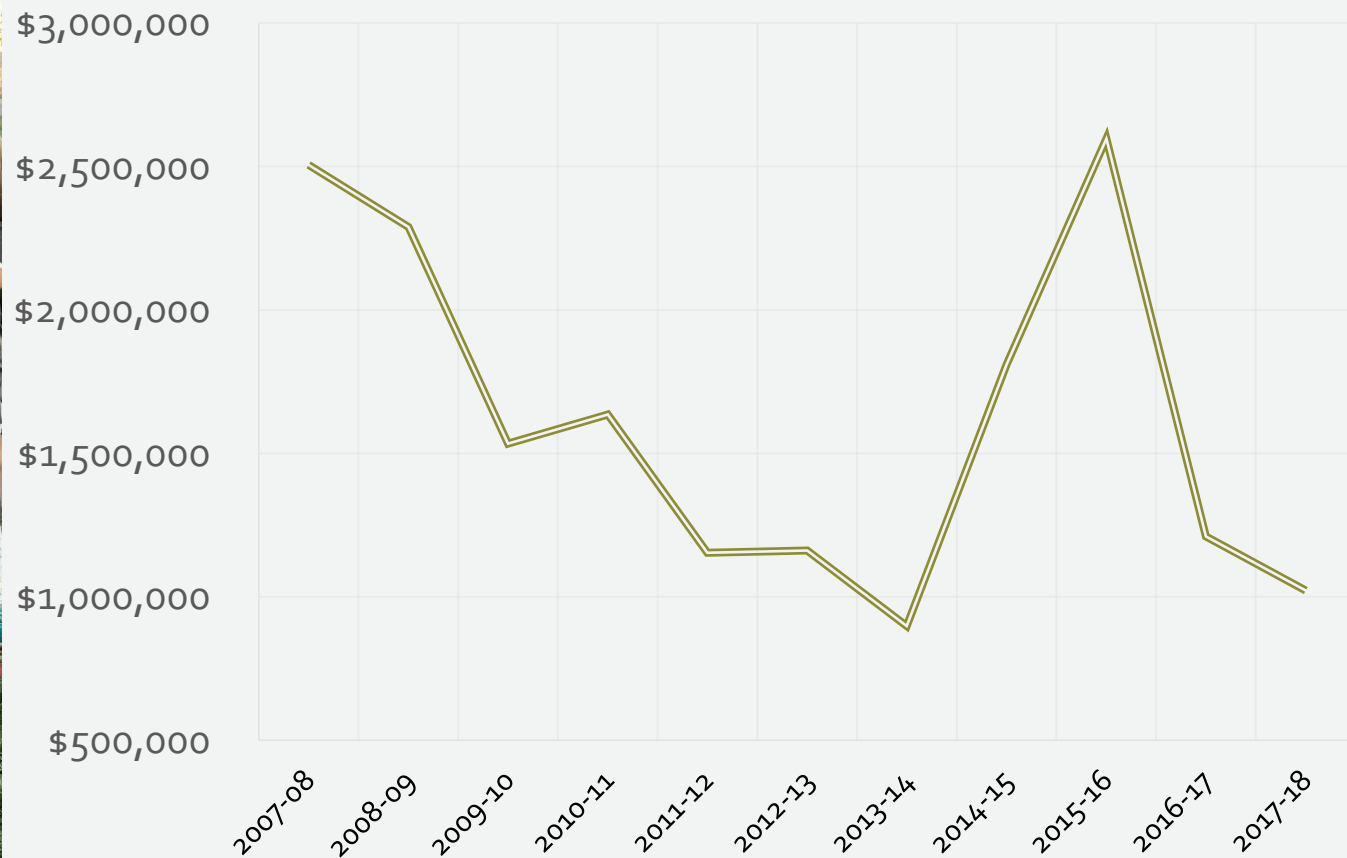
Expenditures



Instructional
39.88%



Fund Balance



Curriculum Costs



Photo courtesy of the Times-News

What we have spent

- Wonders 2014-15 (Reading K-6): \$954,840 adoption
- Bridges in Math 2016-17 (K-5): \$435,510 adoption
- Ready Math 2016-17 (6-8): \$356,208 adoption
- Write Tools 2015-17 (6-12): \$44,273 adoption over two years

What we need

- Science (k-12): \$78,904 for sixth grade only
- Math 9-12 grades

School Security

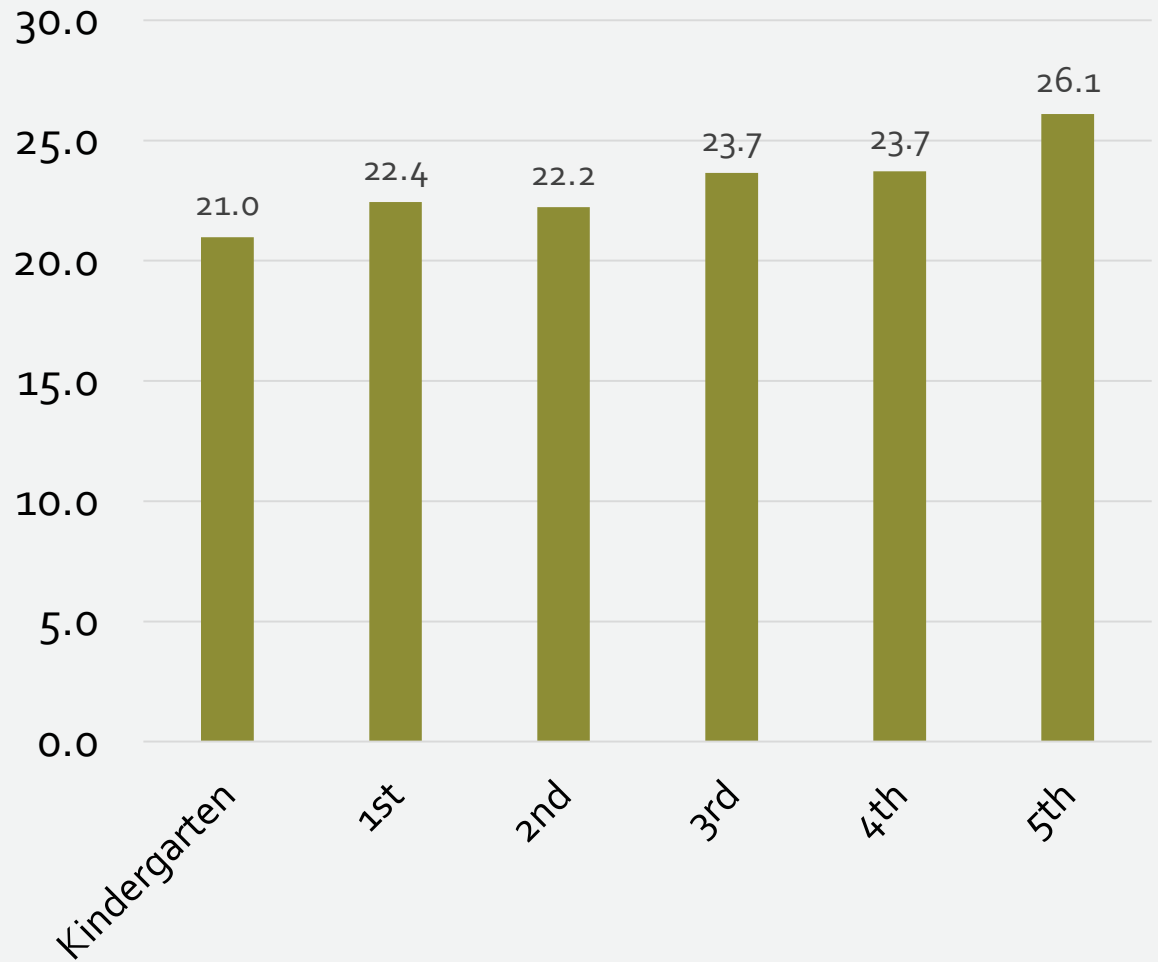


Photos courtesy of the Times-News



- Raptor: \$8,640 Annually
- Emergency Management: \$10,200 Annually
- ID Badges: \$2,500 Annually (Approx.)
- School Resource Officers: \$235,000 Annually (increasing to \$250,000) split with the city
- Safety and Security Aides: \$375,000 Annually (Approx.)
- Vestibules: \$5 mil – \$10 mil goal over 5 years

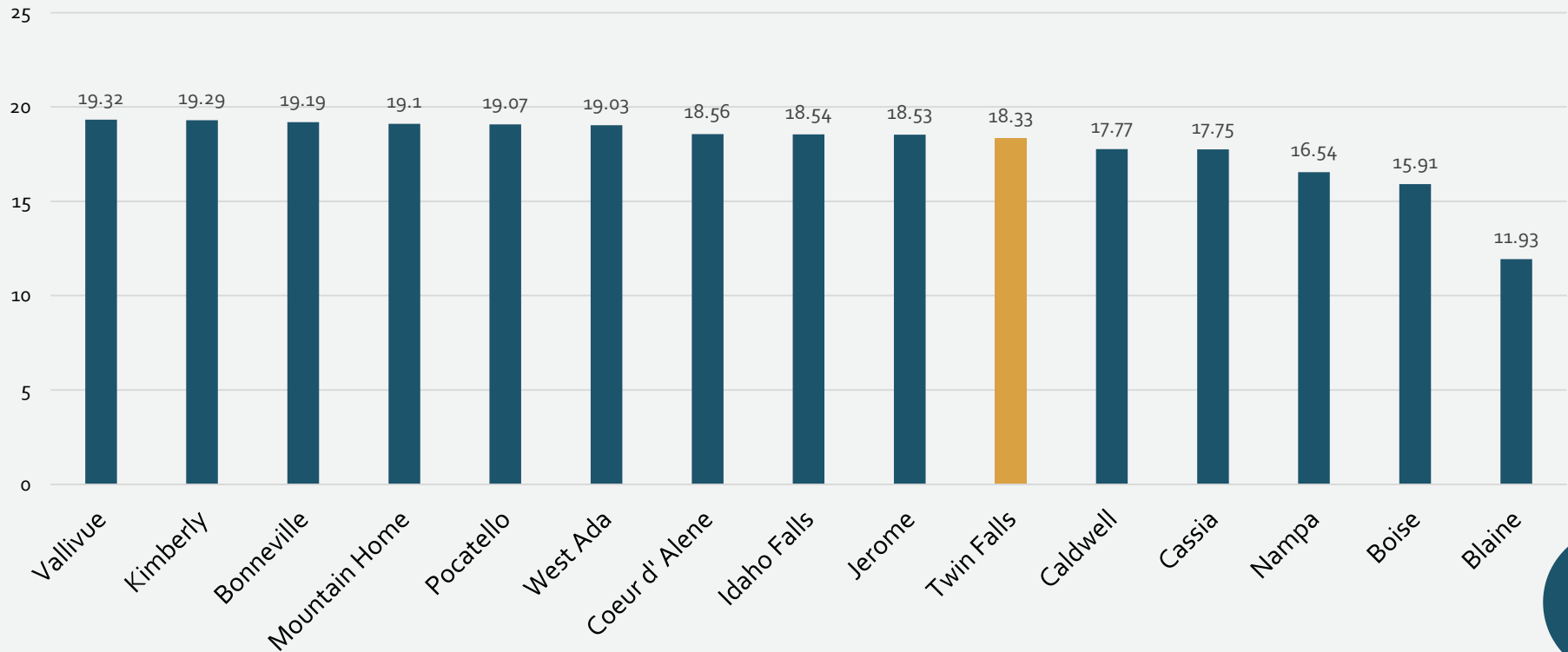
Average Class Sizes



Compared to Other Districts



Teacher to Student Ratios



Per Pupil Comparison



2017-18 National Average: \$11,934



2017-18 Idaho Average: \$7,020



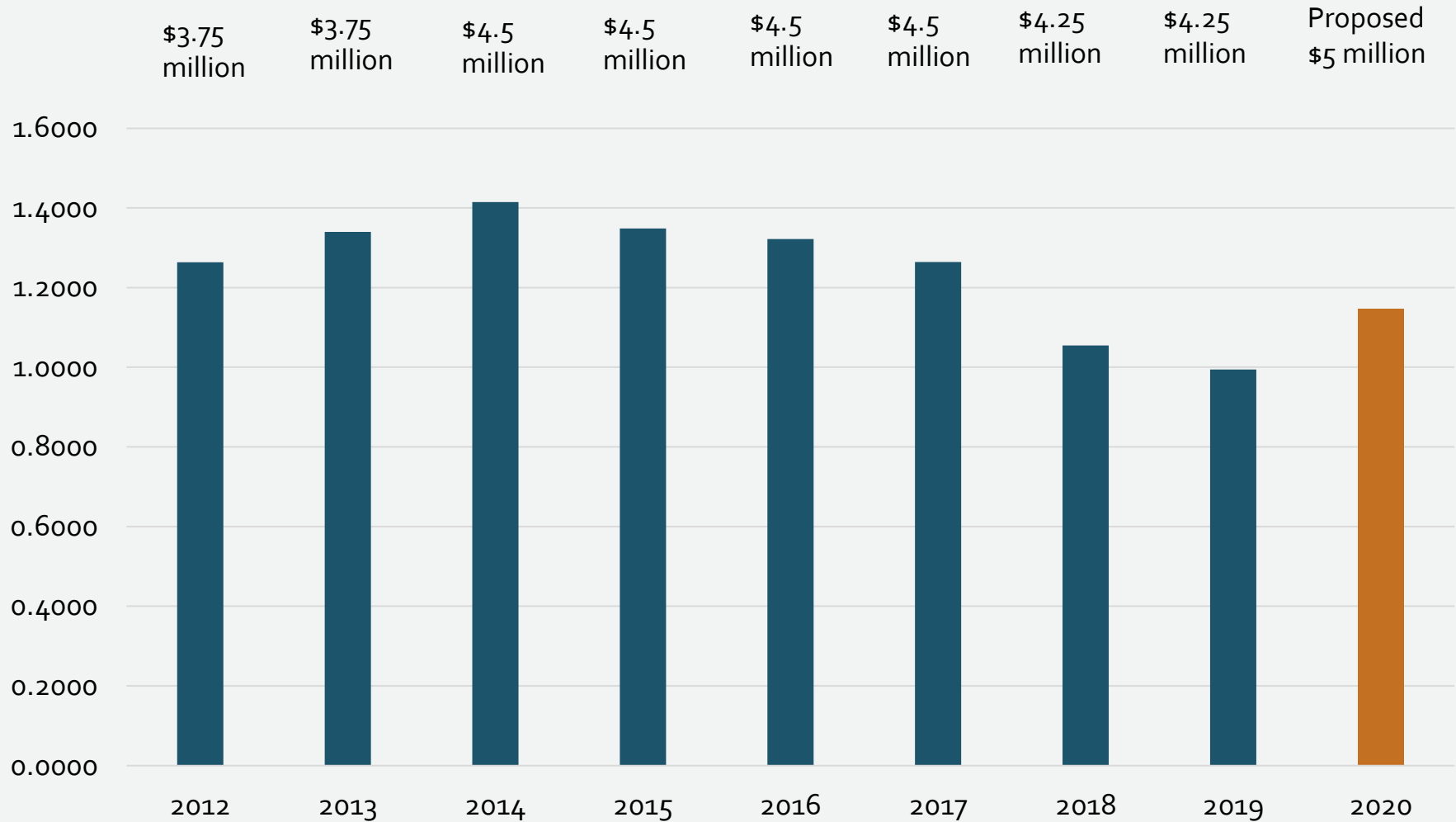
2017-18
TFSD
Average:
\$6,261

Budget Advisory Committee

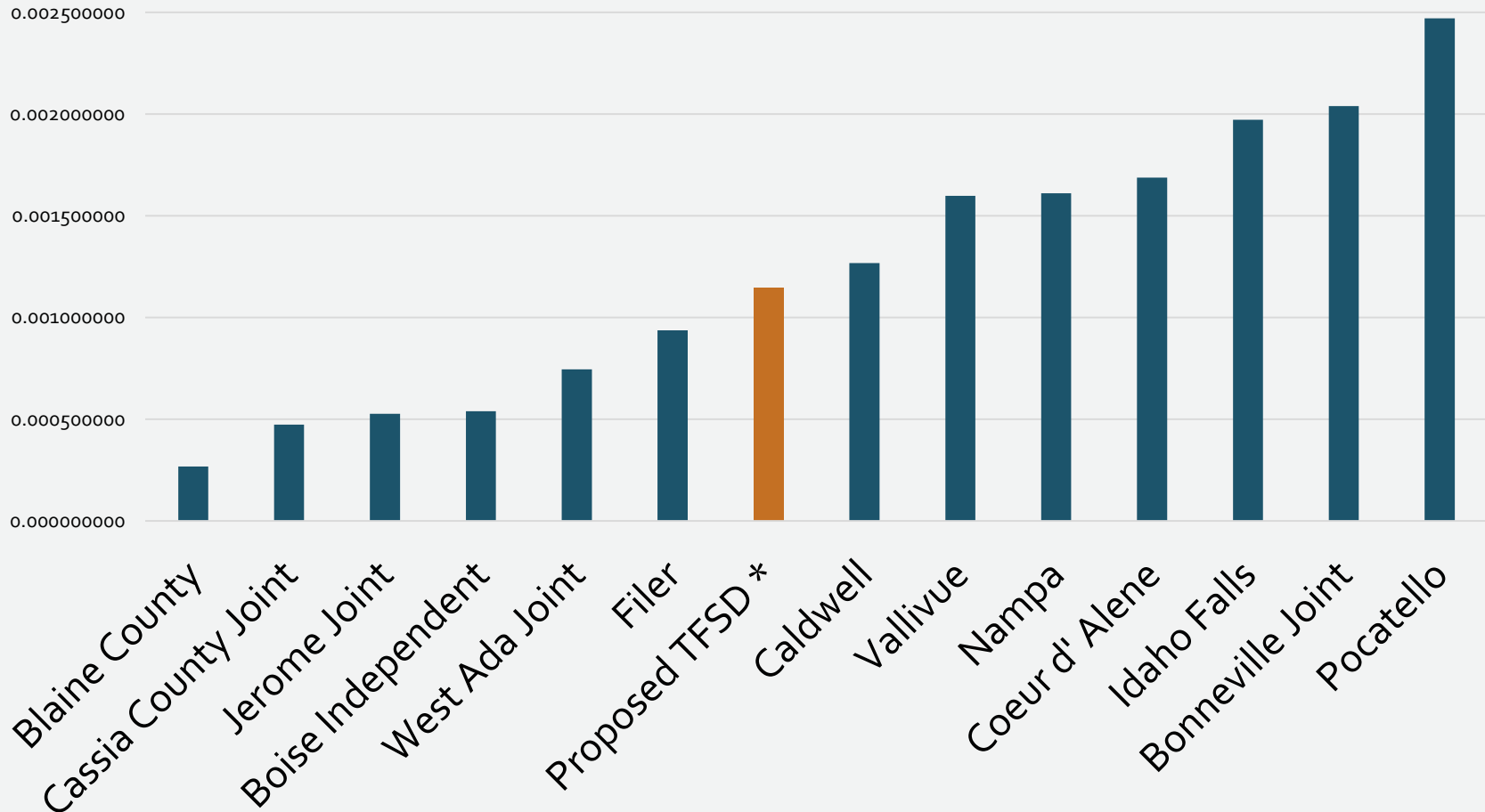


- Parents, business people, bankers, retirees, TFSD staff, one board member, people without children, property owners.
- Reviewed the TFSD budget and needs with the Director of Fiscal Affairs before making a recommendation to the board.
- Recommended \$10 million supplemental levy over the next two years (\$5 million per year).

History of the Supplemental Levy



TFSD Supplemental Levy Rate Compared to Other Districts



Of 114 school districts in the State of Idaho, 93 districts have supplemental levies totaling \$202,229,409 statewide.

* Based on a 2% increase in assessed valuation; Potential for 2020 taxes



Projected Property Taxes



- Based on a two percent increase in market value.
- \$15.82 per \$100,000 taxable value per year (or \$1.32 per month).
- If market value in Twin Falls increases by more than two percent, the cost per \$100,000 would be less than \$15.82.
- In addition, because the district has paid off some of the bonds early, taxes will decrease in other areas, making the net increase less than \$4 per year on \$100,000 of taxable value.
- In recent years market value has increased:

3.56% (2017)

13.88% (2018)

7.25% (2019)

Think of a school, now take away 10%. What would you cut?



- Reduce staff positions
- Furlough days (10% = 18 days for students)
- Increase class sizes
- Electives and opportunities for students
- Activities, athletics, etc.
- Curriculum materials or technology
- Reduce funding for teacher training
- Reduce funding for security aides

These are the decisions the district would have to make without a supplemental levy.

Please Vote March 12



Polls are open from 8 a.m. – 8 p.m.

Bring a photo ID

REGISTERING TO VOTE: If you have not registered to vote, you may register at the polls. You will need an Idaho Driver's License or Identification Card and proof of residence. You must:

- Be a U.S. citizen
- Have resided in Idaho and in the county for 30 days prior to the election
- Be at least 18 years old

ABSENTEE AND EARLY VOTING:

- March 1 - Last day for the county to receive absentee ballot requests
- March 12 by 8 p.m.- Last day for the county to receive absentee ballots
- Feb. 25 - First day to vote early in person at Twin Falls County West, 630 Addison Ave. W.
- March 8 - Last day to vote early at Twin Falls County West

To determine your polling place, please visit the Twin Falls County website at www.twinfallscounty.org

QUESTIONS?

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Thank you!



2018-19 Board Tasks:

Higher Education, Work, and Life Ready (Improved Student Achievement)

1. Increase the number of grade levels at or above the state average based on the percent of students who are proficient on the ISAT.
(more than 8)

17-18 ISAT	3rd grade		4th grade		5th grade			6th grade		7th grade			8th grade		9th grade		10th grade	
	ELA	Math	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math	ELA	Math
State of Idaho	50%	52%	50%	48%	55%	42%	65%	54%	44%	54%	44%	51%	54%	40%	57%	31%	59%	33%
TFSD	48%	50%	48%	49%	56%	45%	63%	54%	42%	42%	35%	44%	54%	32%	64%	31%	63%	32%

January Status Update: The ISAT testing window opens March 18. Teachers and administrators have been monitoring student progress with interim testing and have developed plans to address areas of need.

Continuous Improvement Benchmarks (goals required by the state board of education):

2. Increase the percent of students who are college ready based on the SAT scores to 47 percent.

January Status Update: Same as above.

3. Increase the 4-year cohort graduation rate to 80 percent.

January Status Update: Same as above.

4. Increase the percent of students who are proficient in the 8th-grade math based on the ISAT to 40 percent.

January Status Update: Same as above.

5. Increase the percent of students who are proficient in the 8th-grade ELA based on the ISAT to 58 percent.

January Status Update: Same as above.

6. Increase the percent of students who are proficient in the 6th-grade math based on the ISAT to 45 percent.

January Status Update: Same as above.

7. Increase the percent of students who are proficient in the 6th-grade ELA based on the ISAT to 58 percent

January Status Update: Same as above.

Quality Education and Learning Opportunities (Expand Opportunities for Students)

1. The TFSD will promote dual credit options to increase the number of students utilizing the Advanced Opportunities program and streamline the process for students to receive their associate's degree while attending high school.

January Status Update: Counselors, teachers, and college and career advisors work with students to determine which dual credit options are best for students and which options will best serve the students' post-secondary goals. In addition, the district is working to break down barriers within the district that make it more difficult for students to receive their associate's degree while they are in high school. For instance, the English Language Arts department is working to better align their courses with those offered at CSI so that students can receive dual credits towards their associate's degree.

2. Increase enrollment in Career Technical Education programs and expand program offerings.

January Status Update: The TFSD is working to introduce a new CTE program so that students have additional opportunities for living wage jobs in the Magic Valley. The TFSD plans to offer construction industry classes starting in the fall of 2019. LT Erickson, Director of Secondary Programs, has been exploring funding opportunities and working to finalize the program with the state. The district has also engaged the community in this process and will continue to connect this program with the employers who work in this industry.

3. Promote innovative practices throughout the district by exploring mastery learning, project-based learning, blended learning, 21st-century skills among others.

January Status Update: All TFSD elementary schools have implemented STEM-related clubs including coding clubs and robotics clubs. In addition, many schools at both levels have competitive robotics teams. One teacher at the elementary level has designed a project-based learning classroom where students learn standards through hands-on projects such as developing a colony to live on Mars. One school is exploring dual immersion which could consist of a classroom or building where students are taught content and literacy in two languages. Many schools are implementing the push-in model for special education students where they spend more time in traditional classrooms while still receiving support from special education staff members. This model creates a collaborative environment where special education teachers work with general education teachers to expose special education students to as much core content as possible. Finally, many elementary schools are utilizing a walk-to intervention practice where students work in small groups with other students who have similar educational needs in different rooms with different teachers.

Quality Personnel (Effective use of shared leadership and Quality Personnel)

1. The TFSD will continue to recruit and retain qualified staff for certified and classified positions by working closely with universities and providing professional development and mentoring opportunities.

January Status Update: The TFSD has partnered with ISU to provide student-teacher tours of the district schools and innovative programs. These tours highlight the supports and benefits the district offers to make sure that new teachers are successful in their careers. The district continues to provide instructional coaches, mentors, first through third-year teacher trainings, para educator trainings, secretary trainings, and guest teacher trainings.

School/Community/Public Relations (School Connection)

1. The TFSD will continue to promote its schools, teachers, and students through various channels of communication including weekly highlights from the superintendent, monthly employee newsletters, a robust and up-to-date website, engaging social media posts, and community events.

January Status Update: The TFSD has continued to promote its schools, teachers, and students. Superintendent of Schools, Brady Dickinson has consistently provided weekly highlights showcasing notable achievements and innovative education practices. Monthly employee newsletters continue to receive well above the industry average in readership and engagement. The TFSD website is currently undergoing updates to be more accessible to visitors with disabilities and the TFSD Facebook page now has over 2,700 followers. The TFSD once again partnered with the Chamber of Commerce to offer a Legislative Tour of the school district, during which lawmakers and business people were able to see the reading tool, IStation, in action and visit with high school seniors about their plans after high school.

School Environment and Facilities (Modern Facilities)

1. The TFSD will create a 10-year facilities plan that includes security, HVAC, furniture, and technology updates.

January Status Update: Ryan Bowman, Director of Operations, has been working with architects and project managers to make a comprehensive plan for updates to school entrances to address security and HVAC updates. In addition, this plan lays forth a game plan for furniture updates that will be phased through as plant facilities levy funds become available. This plan will be presented to the School Board at the January work session.

Stewardship of Resources (Fiscally Responsible)

1. The TFSD will maintain a budget that supports the mission of the district and strive to increase carryover by at least 5 percent.

January Status Update: The District Office Administrative Team has been studying potential new state funding formulas and evaluating how these changes might affect the district. In addition, Superintendent Brady Dickinson and Director of Fiscal Affairs Bob Seamons have prepared documents that evaluate potential changes to the state allocation for instructional staff.

2. The TFSD will utilize the Budget Advisory Committee to provide recommendations for the need and timing of future levies, including the emergency levy and supplemental levy.



Late Start/Early Release Committee Research

	<i>Day of Week</i>	<i>Late/Early</i>	<i>Length of Day</i>	<i>What do students do during this time?</i>	<i>Staff Activities</i>	<i>Staff PD</i>	<i>Kindergarten</i>
<i>Buhl</i>	Monday	Late	No additional hours	No early morning drop off	No morning activities	Principal structured time	
<i>Jerome</i>	Friday	Early	Added minutes	No after school supervision	No activities until 3:30	PLC's	Shorten am/pm
<i>Cassia</i>	Monday	Early	No additional hours	No after school activities. Parents picked up students/rode bus home.	All practices started after the work hour was completed	PLC's	Rotate days
<i>Meridian</i>	Wednesday	Late	No recess that day	No early morning drop off. Playground coverage	No morning activities	PLC's	Shorten am/pm
<i>Snake River</i>	Wednesday	Early	No Additional hours	Parent picked up	No coaching until after PD	Principal structured time	
<i>Caldwell</i>	Monday	Early	Had enough minutes	Parents adjusted. No after school activities	No activities unless a competition	PLC's	All Day Kindergarten
<i>Twin Falls*</i>	Monday or Tuesday	Early Release	Extend elementary 15 minutes/day	Parents pick up students early.	No programing until after contract day	PLC's	

*This is where the committee is leaning towards at this time

January Status Update: The TFSD Budget Advisory Committee met multiple times in the fall to evaluate the district's finances. They recommended an emergency levy for the 2018-19 school year and discussed how the district could potentially limit the reliance on an emergency levy in the future. The committee also discussed the expiration of the current supplemental levy and evaluated the needs within the district to maintain programs and class sizes, continue to develop and implement a school safety program, build a carryover fund that could support the district in an economic downturn, and continue to adopt up-to-date curriculum that is in line with the standards. The committee recommended the district pursue a renewal of the supplemental levy at the amount of \$5 million per year for the next two years. The school board approved this recommendation at their December board meeting. If the community votes in favor of this proposal, taxes for the supplemental levy would increase by roughly \$18 per year on \$100,000 of taxable value (based on a conservative market value increase of 2%). However, because the TFSD paid off some of the bonds for the new schools early, the corresponding reduction will reduce this increase to less than \$4 a year.

Twin Falls School District #411
Career Technical Programs (CTE) Expansion

Background: The Twin Falls School District #411 has been working with Idaho Business for Educators (IBE) and local businesses to expand the partnership between the schools and business leaders. The partnership serves two purposes. First, we are seeking to expand career opportunities for our students by providing pathways to high paying careers here in our community. Second, we want to ensure we are providing our community with future employees who meet the needs of our local business leaders.

Purpose: With the guidance of local business leaders and their companies' present and future workforce needs, the TFSD #411 is looking to expand the current CTE offerings to provide students with additional pathways to sustainable careers.

Goal: Eventually, the TFSD #411 wants to have a central Career Technical Center where students from all three high schools (and perhaps in the future other district schools) can take classes in a number of CTE programs. Until this can become a reality, our goal in 2019 is to expand CTE offerings within the three schools, with a focus on the highest industries in demand, beginning with residential construction, followed by Food Science and the expansion of Health Science in subsequent years.

Process: To begin this expansion process, the TFSD #411 has selected a residential construction program as the next CTE program to add to district offerings. 15,000 SQF of space has been secured that will be used for the program. Students will travel from the three high schools (busing provided) to access the program.

Program Highlights: Students will learn the basics of construction and the many trades associated with the field. The list of topics to be covered includes:

Safety	Staircase, handrails, and railings
Blueprint reading	Intro to HVAC, electrical, and plumbing
Geometry	Siding, windows, and door
Measuring	Drywall
Power tool usage	Concrete forming and pouring
Framing	Cornices and gable ends
Floors	Insulations and vapor barriers
Walls	Cabinets
Roofing	Coordination of trades,
Inspections	Code requirements

Needs: The TFSD is seeking funding sources as well as partnerships to make this program successful. This program will require an instructor, tools, and consumables. In addition, it will be necessary to have people who are involved in the various trades work with our instructor to provide a rich learning experience. (See Attached Needs List Draft – cost estimates in progress)

We will be working with our Twin Falls Schoolhouse Team members to explore all of these resourcing opportunities and would appreciate IBE's support in identifying and pursuing potential private and public sources that might help us to fill these Needs.

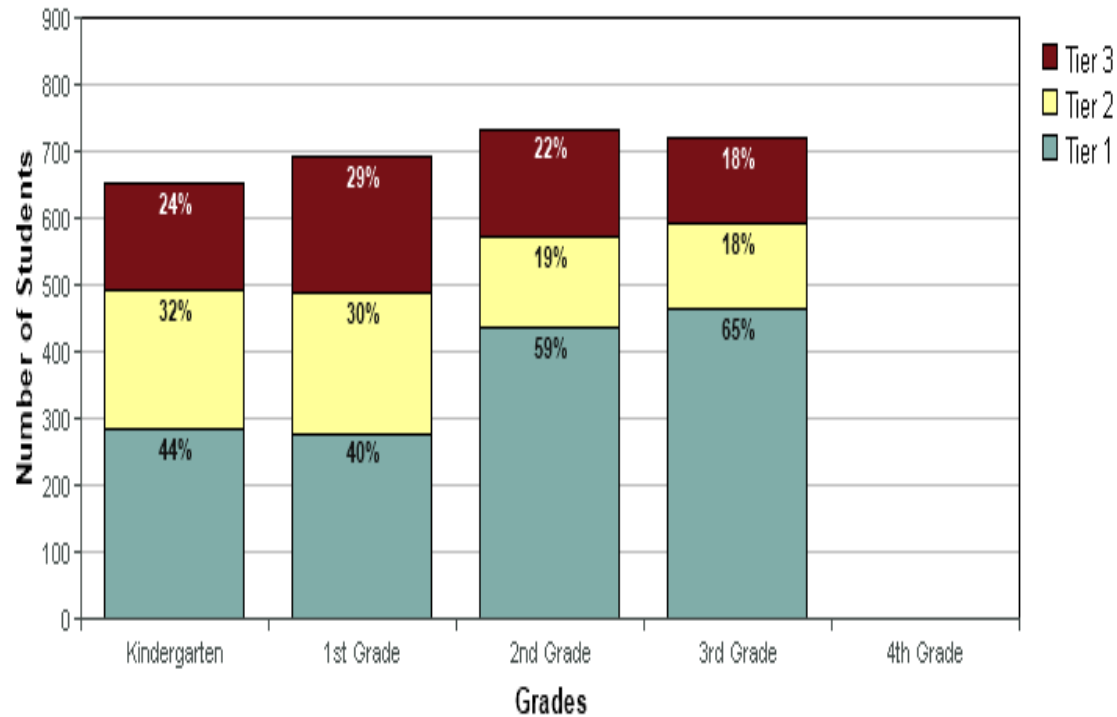


ISTATION ASSESSMENTS (ISIP)

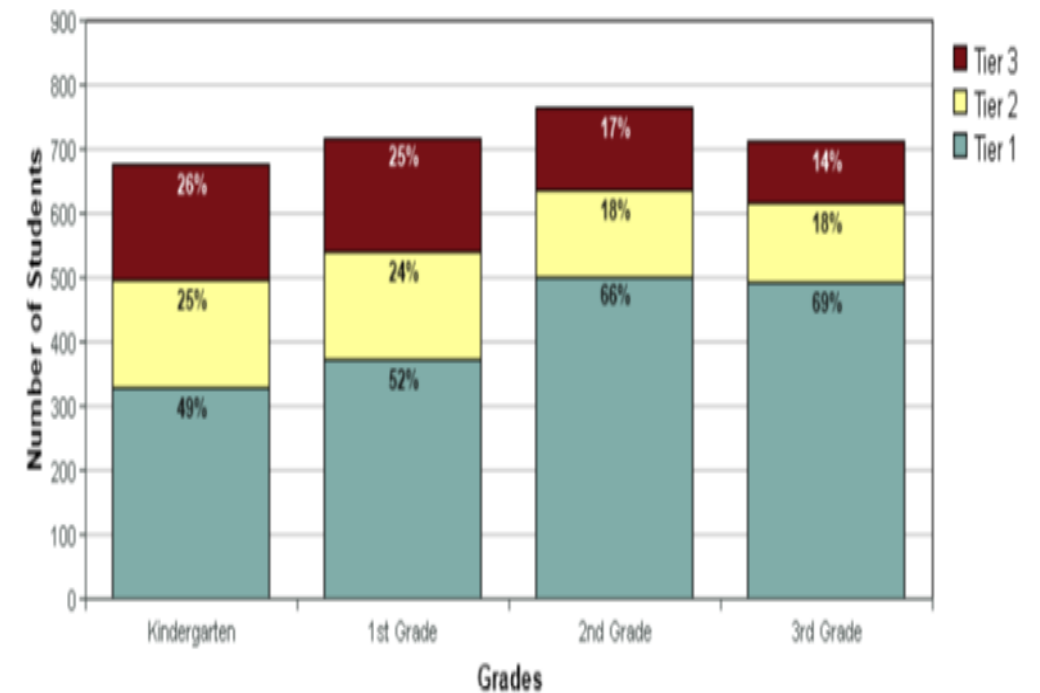
What kind of data do we get?

READING ISIP AUGUST DATA - JANUARY DATA DISTRICT

ISIP Early Reading Summary (August 2018)

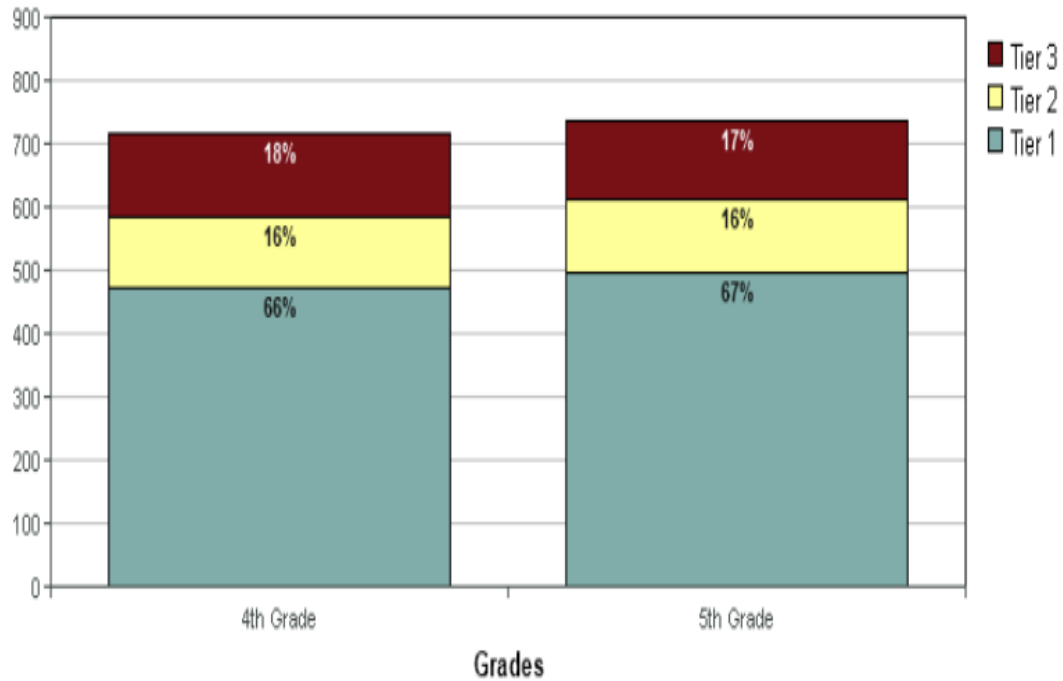


ISIP Early Reading Summary (January 2019)



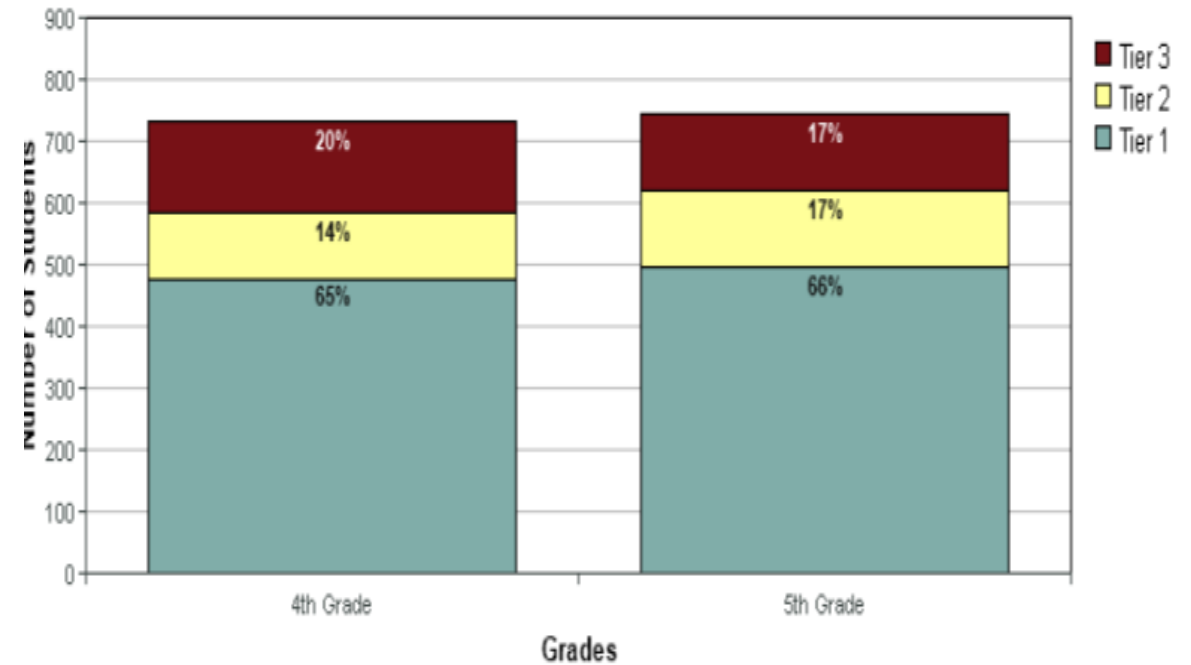
ISIP ADVANCED DATA, AUGUST — JANUARY DISTRICT

ISIP Advanced Reading Summary (August 2018)



Total number of students who have been assessed using ISIP Advanced Reading in August: 1451

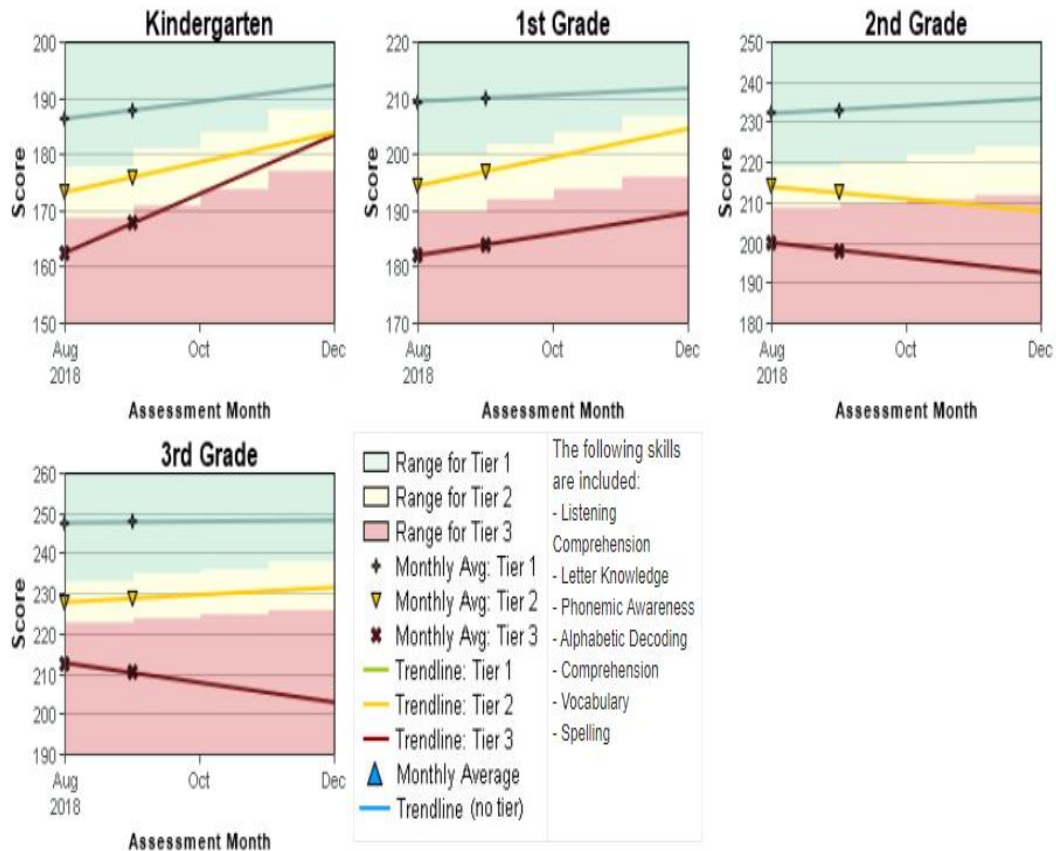
ISIP Advanced Reading Summary (January 2019)



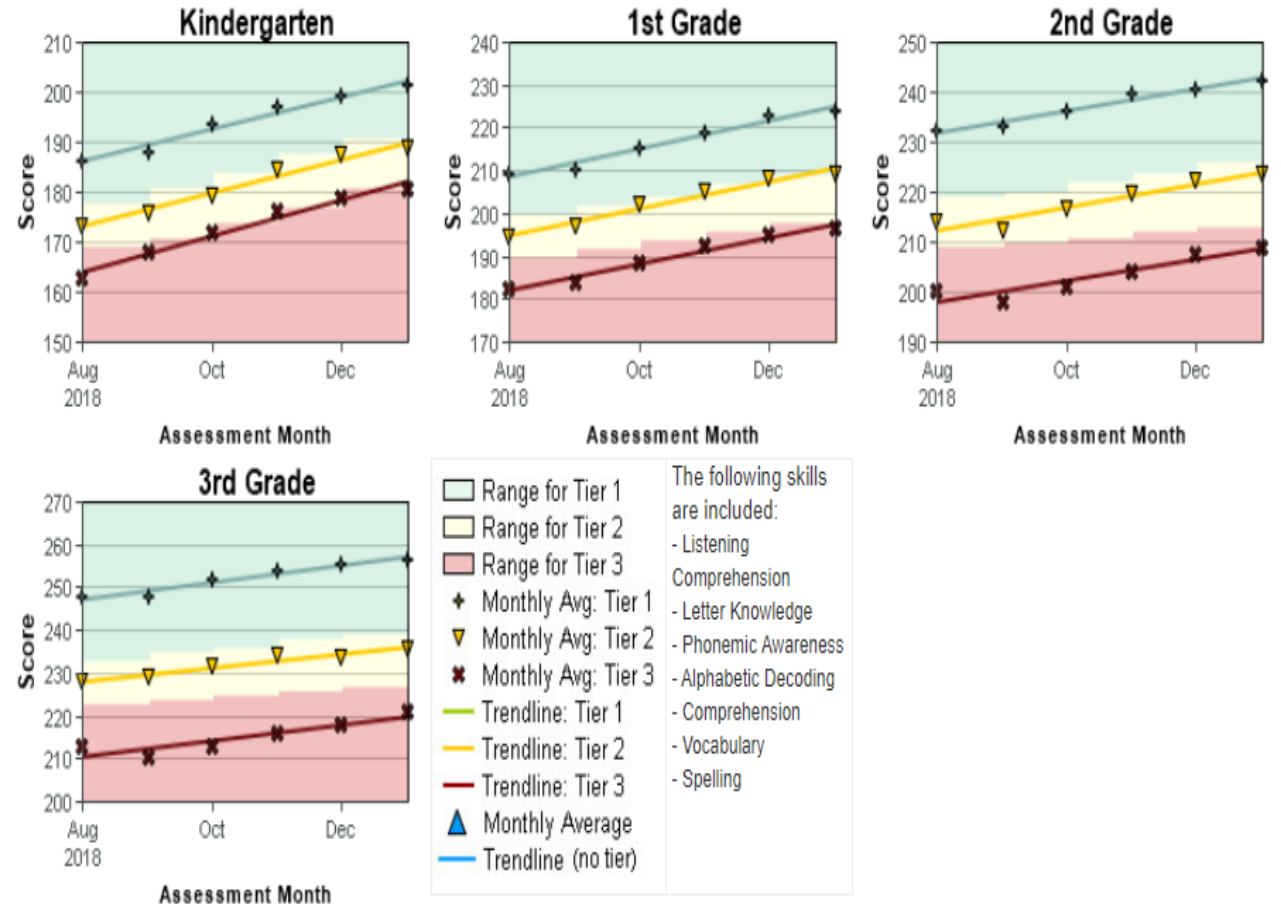
Total number of students who have been assessed using ISIP Advanced Reading in January: 1478

ISIP EARLY READING SKILL GROWTH BY TIER DISTRICT

ISIP Early Reading - Skill Growth by Tier - Overall Reading

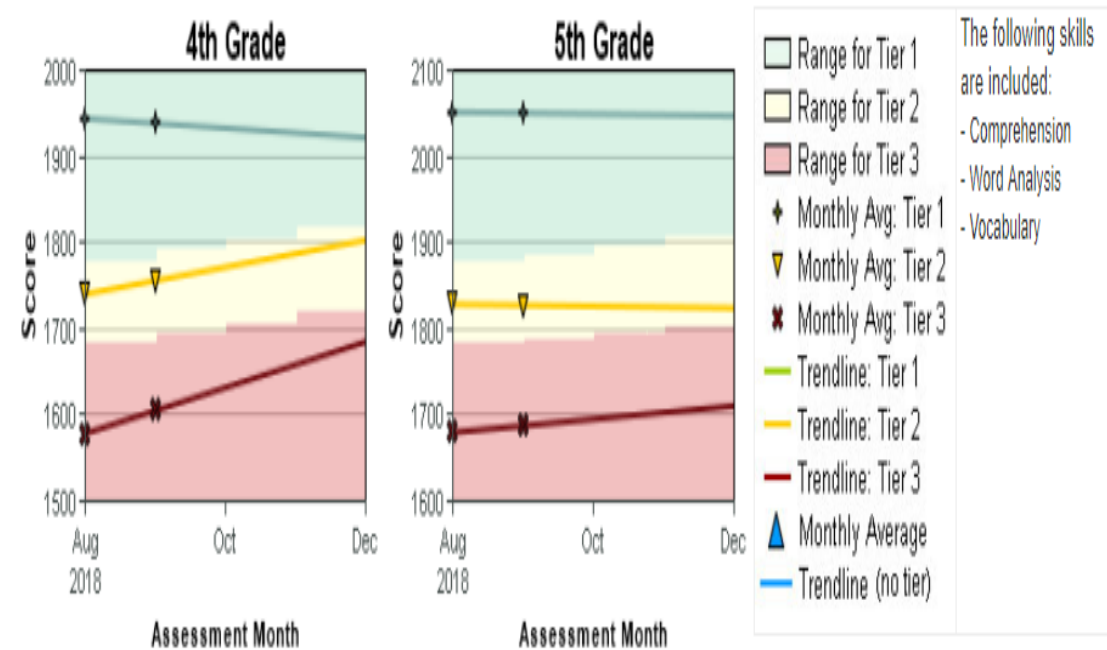


ISIP Early Reading - Skill Growth by Tier - Overall Reading

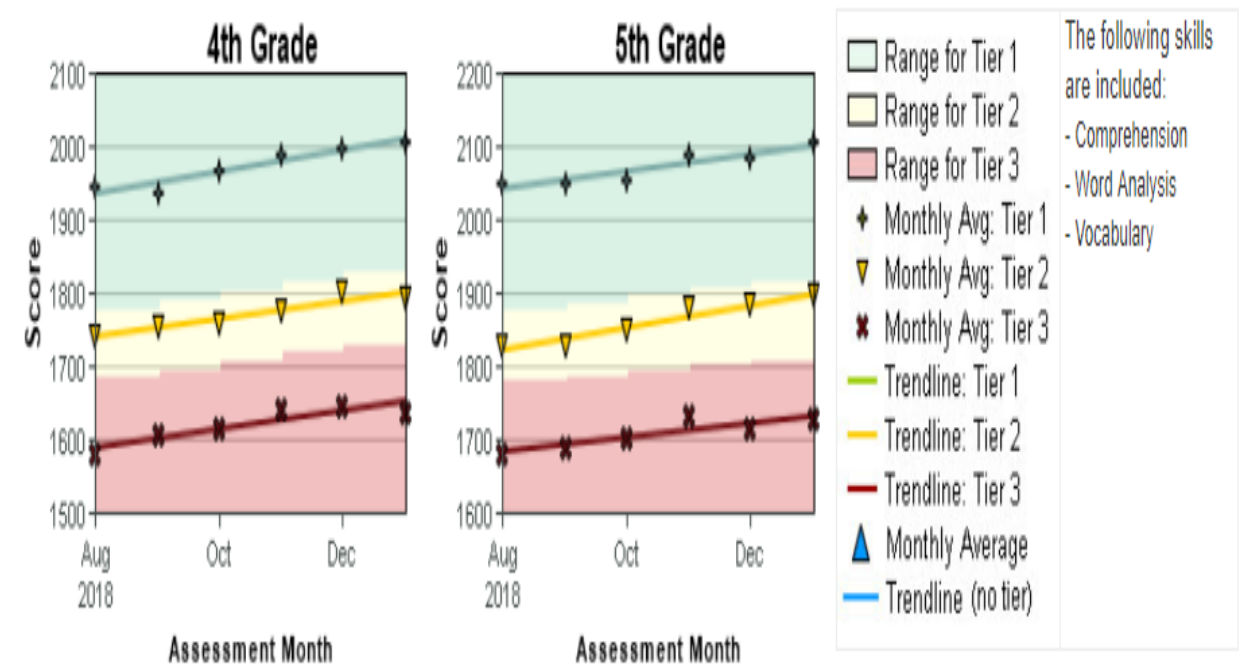


ISIP ADVANCED READING SKILL GROWTH BY TIER DISTRICT

ISIP Advanced Reading - Skill Growth by Tier - Overall Reading

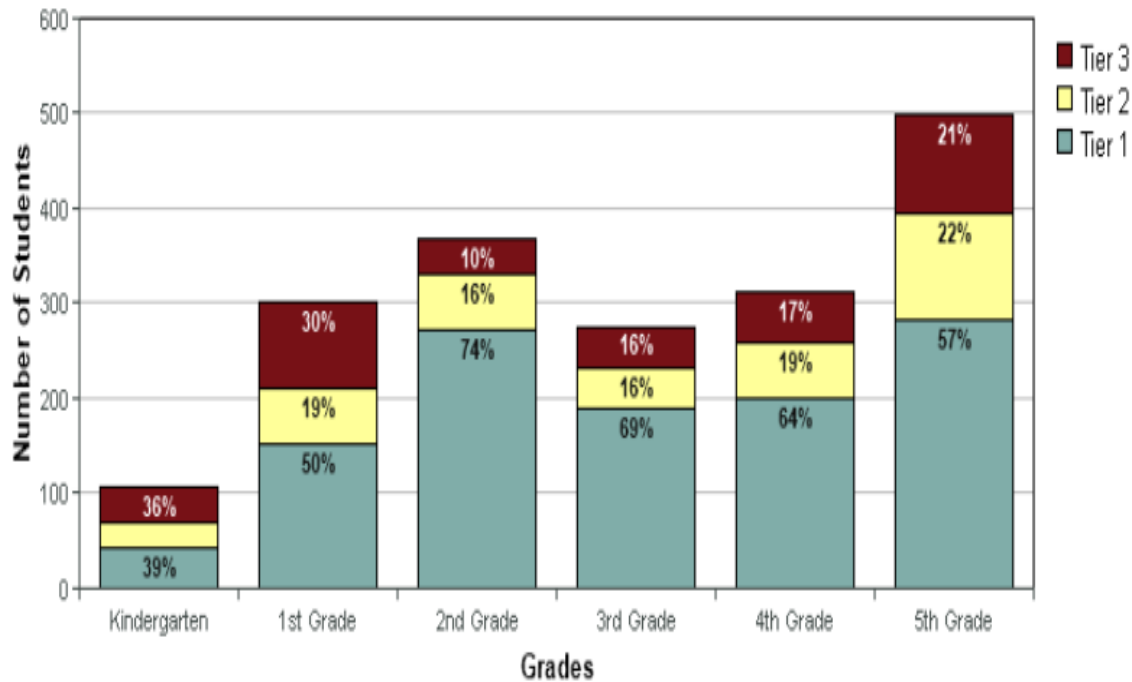


ISIP Advanced Reading - Skill Growth by Tier - Overall Reading



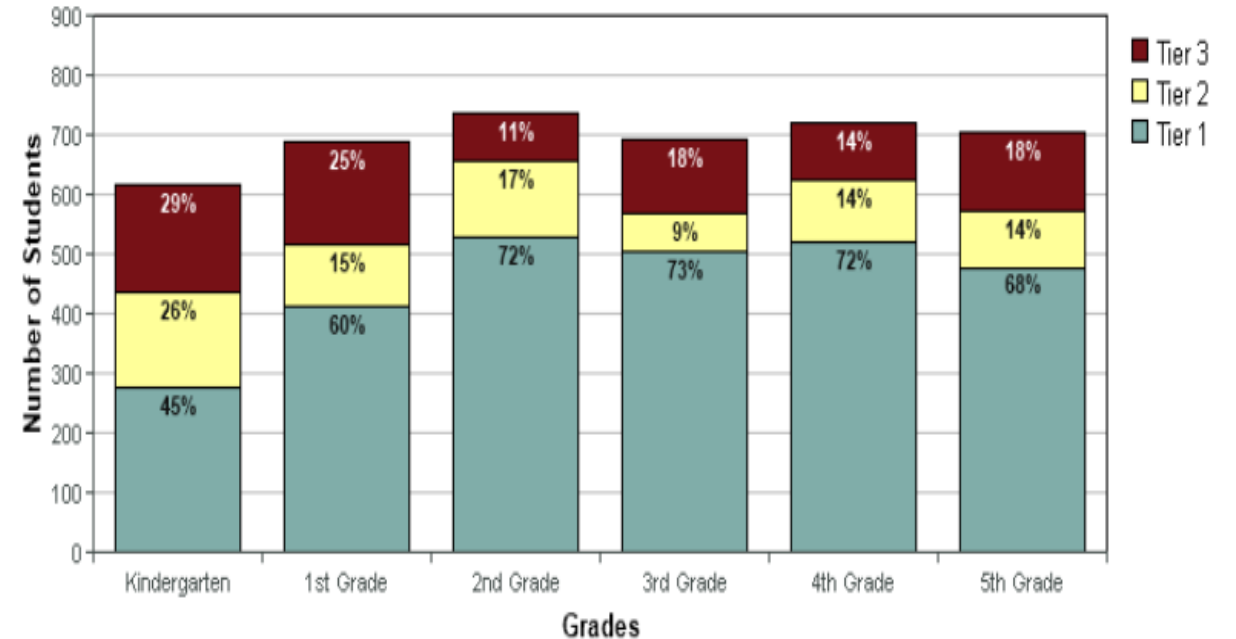
ISIP MATH AUGUST -JANUARY DATA DISTRICT

ISIP Math Summary (August 2018)



Total number of students who have been assessed using ISIP Math in August: 1862

ISIP Math Summary (January 2019)

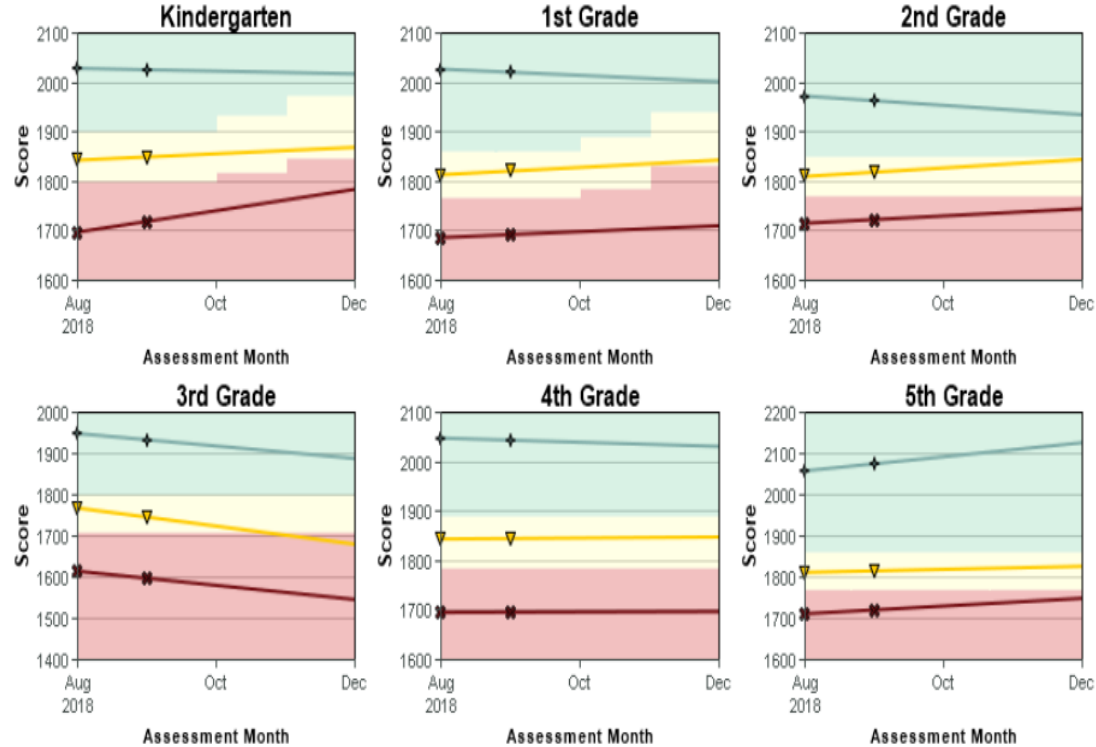


Total number of students who have been assessed using ISIP Math in January: 4160

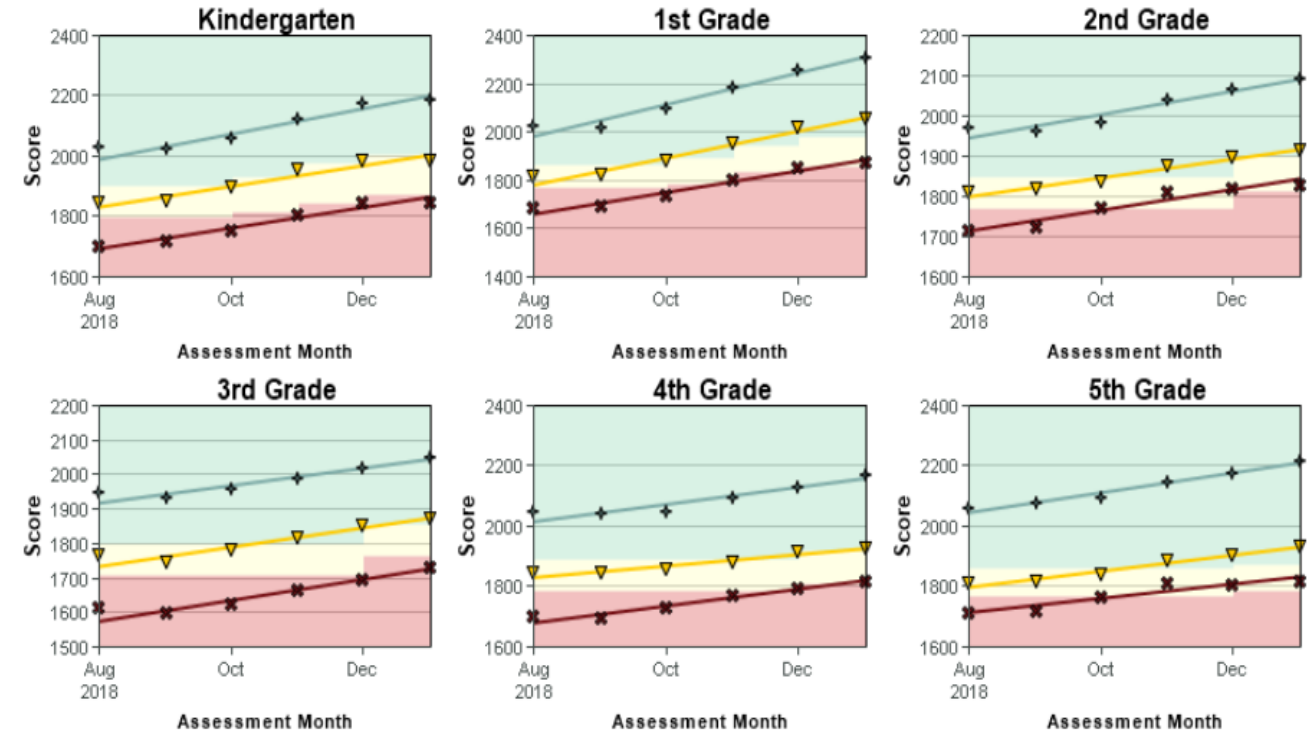
ISIP MATH ABILITY GROWTH BY TIER

DISTRITCT

ISIP Math - Ability Growth by Tier



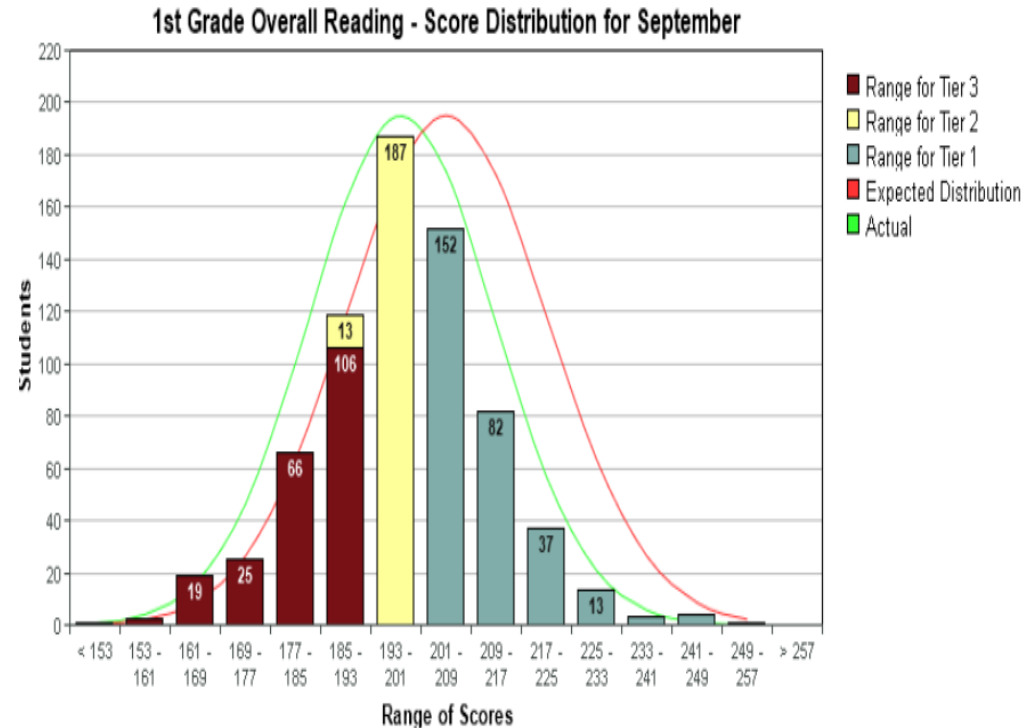
ISIP Math - Ability Growth by Tier



GRADE LEVEL OVERALL READING SCORE DISTRIBUTION REPORT

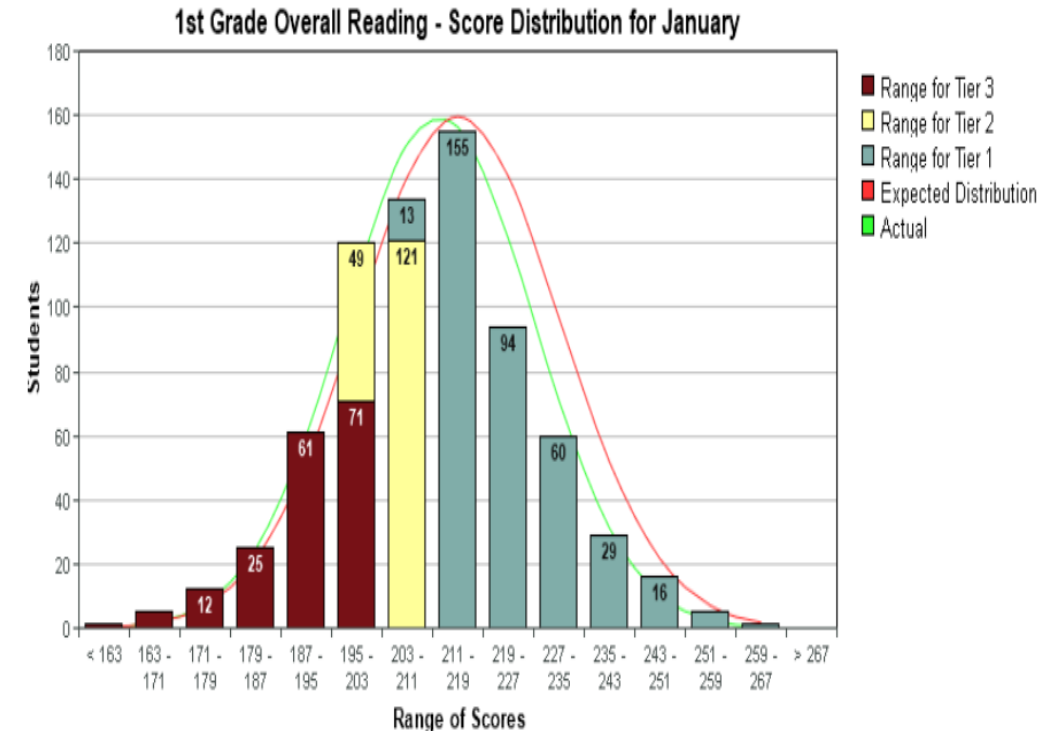
ISIP™ Early Reading results for Twin Falls School District 411

2018/2019 School Year



ISIP™ Early Reading results for Twin Falls School District 411

2018/2019 School Year

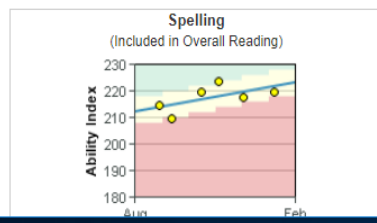
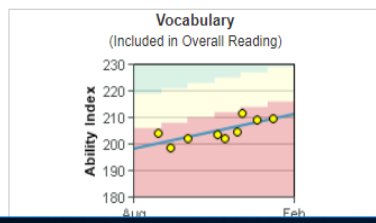
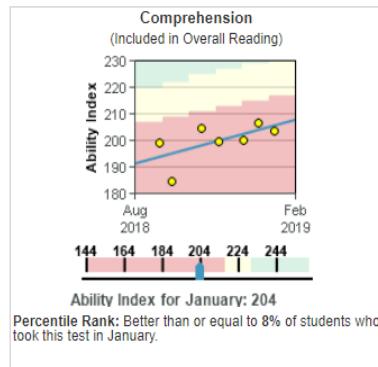
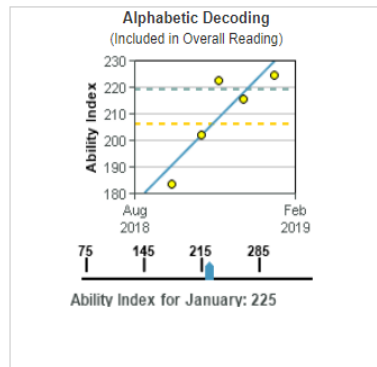
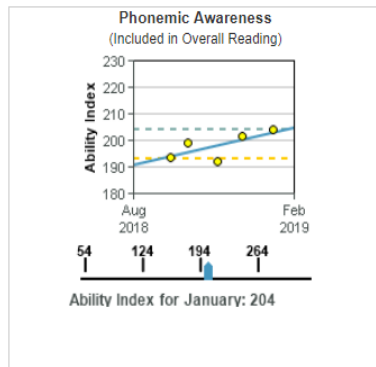
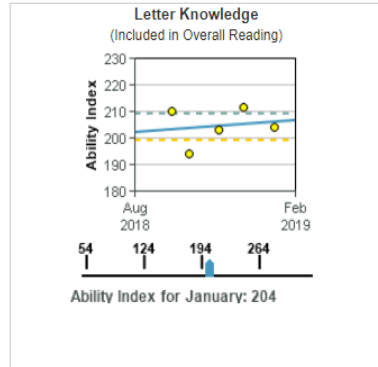
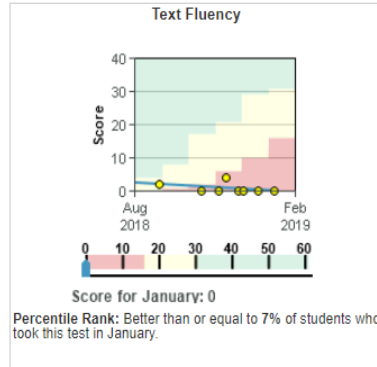
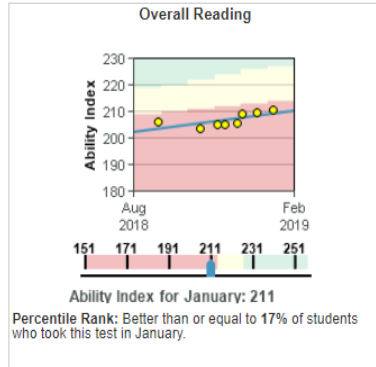


ISIP EARLY READING STUDENT SUMMARY REPORT

Results as of the most recent assessment taken (January): The Student Summary Handout Report shows how your child is performing in all the different skill areas on Istation's ISIP assessment. ISIP measures your child's ability in all critical areas of reading. Ability scores are used to show reading growth throughout the school year.

Overall Reading: Tier 3: At significant risk of not meeting grade level expectations.

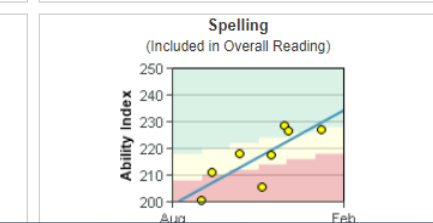
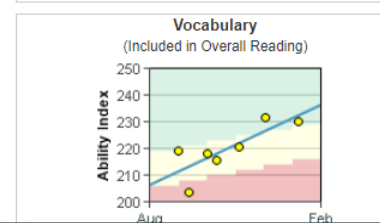
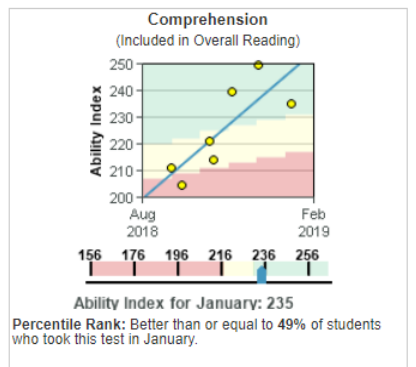
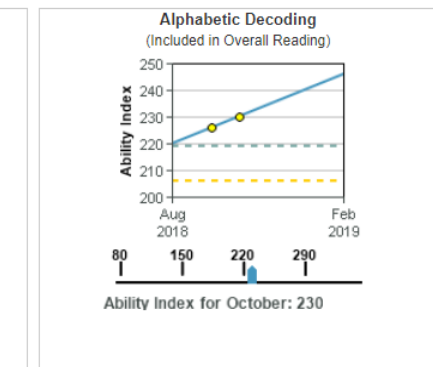
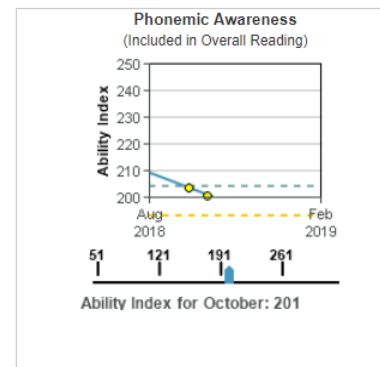
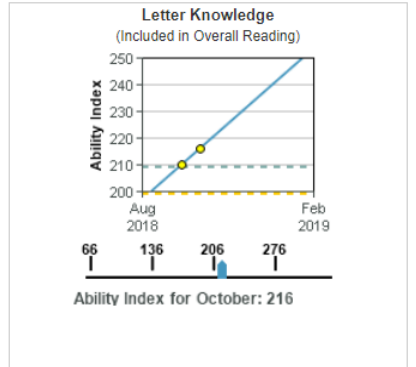
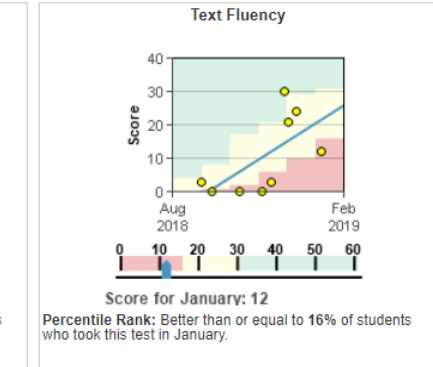
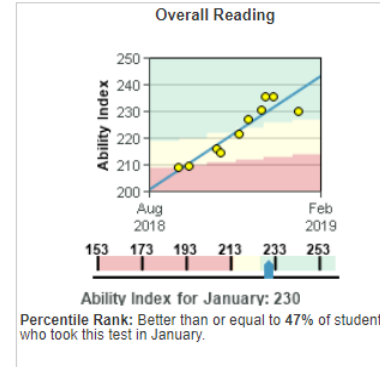
Text Fluency: Tier 3: At significant risk of not meeting grade level expectations.



Results as of the most recent assessment taken (January): The Student Summary Handout Report shows how your child is performing in all the different skill areas on Istation's ISIP assessment. ISIP measures your child's ability in all critical areas of reading. Ability scores are used to show reading growth throughout the school year.

Overall Reading: Tier 1: On track to meet grade level expectations.

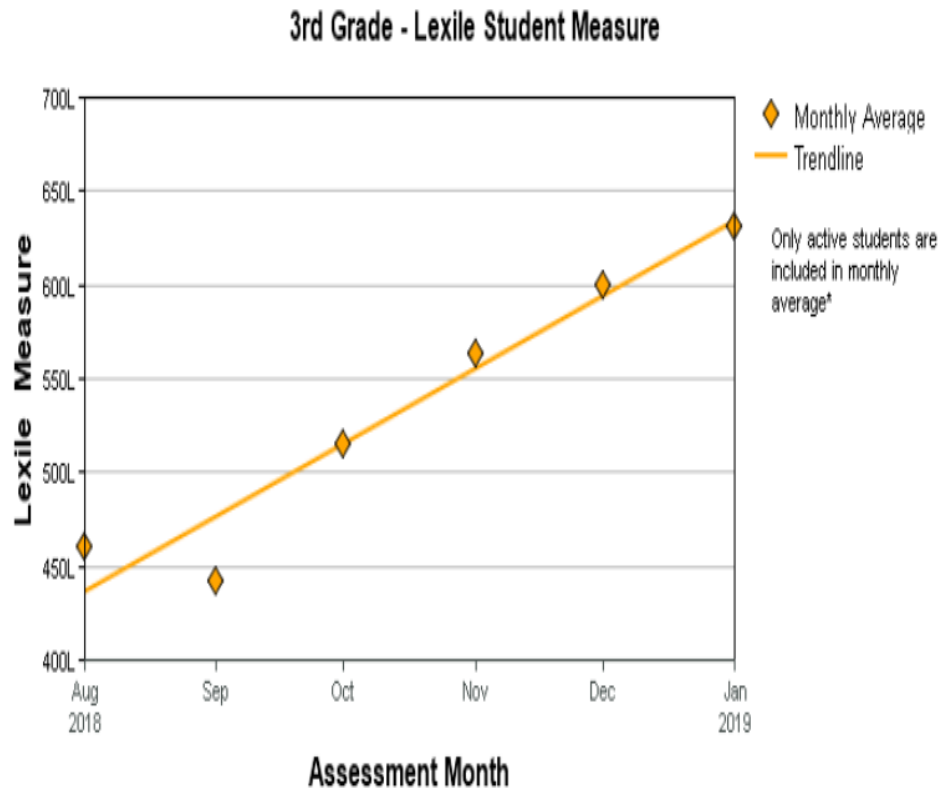
Text Fluency: Tier 3: At significant risk of not meeting grade level expectations.



LEXILE MEASURE: 3RD GRADE - DISTRICT

ISIP™ Early Reading results for Twin Falls School District 411

2018/2019 School Year



August - November

December - March

April - July

August (Lexile Student Measure)

View as CSV

Monthly Averages: 3rd Grade - Lexile Student Measure

School	August		September		October		November	
	Students	Lexile Measure	Students	Lexile Measure	Students	Lexile Measure	Students	Lexile Measure
Bickel Elementary	27	340L	26	325L	28	370L	30	350L
Harrison Elementary	64	380L	67	370L	67	445L	66	545L
Lincoln Elementary	64	400L	67	385L	68	440L	67	540L
Morningside Elementary	67	405L	68	380L	68	490L	68	575L
Oregon Trail Elementary	104	420L	104	355L	104	395L	104	445L
Perrine Elementary	91	310L	92	245L	94	310L	95	320L
Pillar Falls Elementary	100	550L	100	570L	101	630L	103	675L
Rock Creek Elementary	109	505L	112	510L	113	585L	113	635L
Sawtooth Elementary	94	615L	94	620L	94	735L	95	750L
Twin Falls Virtual School House					6	375L		
All Schools	684	460L	694	440L	698	515L	702	565L

*Only students who participated in the most recent assessment are considered active and included in the average for any month.

STANDARDS REPORT FOR INDIVIDUAL STUDENTS

Last Assessment: Tier: 1 Score: 2103 Percentile Rank: 77 Date: 01/09/2019

Comprehension 01/09/2019

↗ Improving ⓘ

Tier 1

On track to meet grade level expectations.

standards relating to this skill

[View History](#) [Take Action](#)

RI.5.1	RI.5.2	RL.5.1	RL.5.2	RL.5.4
RL.5.10	RI.5.3	RI.5.4	RI.5.5	RI.5.8
RI.5.10	RL.5.3			

Word Analysis 01/09/2019

↘ Declining ⓘ

Tier 1

On track to meet grade level expectations.

standards relating to this skill

[View History](#) [Take Action](#)

L.5.2.e	RF.5.3.a
---------	----------

Vocabulary 01/09/2019

↗ Improving ⓘ

Tier 1

On track to meet grade level expectations.

standards relating to this skill

[View History](#) [Take Action](#)

L.5.4	L.5.4.a	L.5.4.b	L.5.5	L.5.5.c
L.5.6	RF.5.4.c	RF.5.3.a	RL.5.4	RI.5.4

Last Assessment: Tier: 3 Score: 1517 Percentile Rank: 1 Date: 01/09/2019

Comprehension 01/09/2019

↗ Improving ⓘ

Tier 2

At some risk of not meeting grade level expectations.

standards relating to this skill

[View History](#) [Take Action](#)

RI.5.1	RI.5.2	RL.5.1	RL.5.2	RL.5.4
RL.5.10	RI.5.3	RI.5.4	RI.5.5	RI.5.8
RI.5.10	RL.5.3			

Word Analysis 01/09/2019

↘ Declining ⓘ

Tier 3

At significant risk of not meeting grade level expectations.

standards relating to this skill

[View History](#) [Take Action](#)

L.5.2.e	RF.5.3.a
---------	----------

Vocabulary 01/09/2019

↗ Improving ⓘ

Tier 3

At significant risk of not meeting grade level expectations.

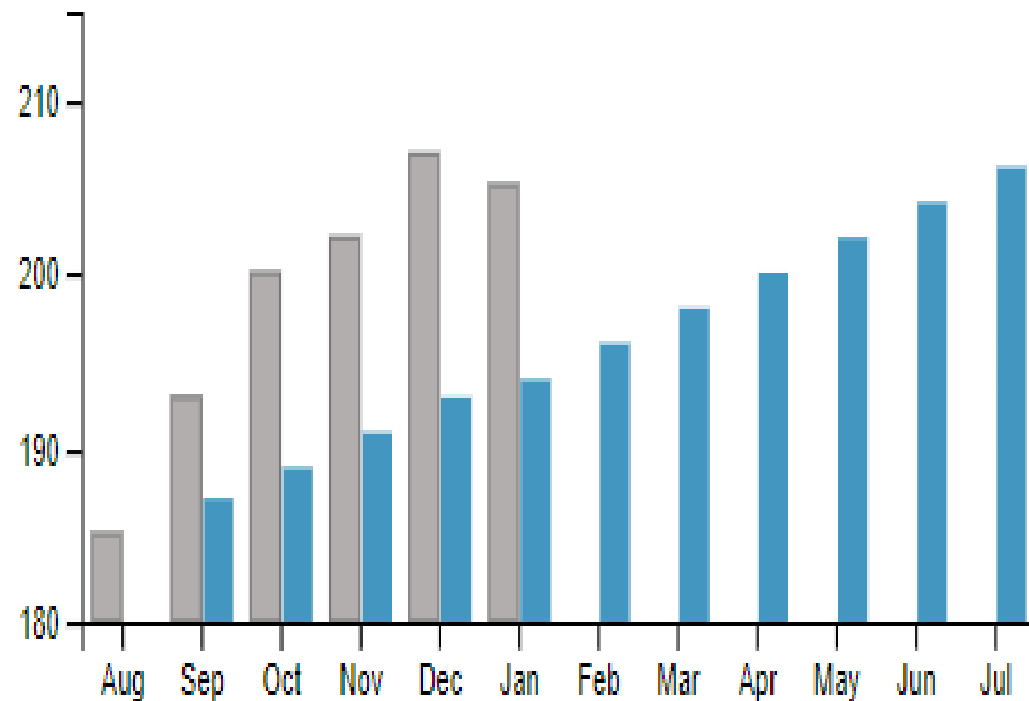
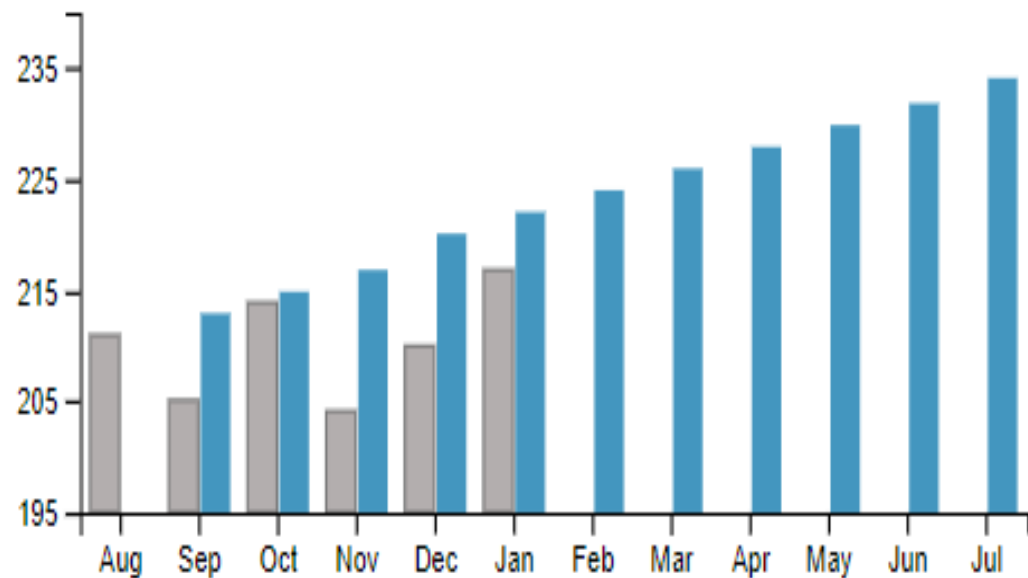
standards relating to this skill

[View History](#) [Take Action](#)

L.5.4	L.5.4.a	L.5.4.b	L.5.5	L.5.5.c
L.5.6	RF.5.4.c	RF.5.3.a	RL.5.4	RI.5.4

CLASSROOM GOAL REPORT

Goals



TEACHER RESOURCES



Welcome to Teacher Resources!

Searching Istation's Teacher Resources for additional lessons and instructional support is easy. Simply enter an educational skill, topic, or objective in the search field. Istation's site-based search engine lists all relevant materials and related resources. Use the filters to further narrow results according to skill, type of resource, student-ability level, and more to find the appropriate support to meet teaching objectives.

Suggested Search Terms

Expression phrasing traits Context Timeless Tales
essay writing realistic fiction Fiction Expository plot Word Analysis
Writing middle school Vocabulary Comprehension Intonation Fantasy
Book ISIP Fluency Passage reading for meaning Listening
summarization Phonics

TEACHER VIDEO SERIES FOR TRAINING



Idaho Reading Indicator

Idaho Part 2: Video Series

Dive deeper into Istation's reports and resources and take a quiz for certification.

0/2



Dive Deeper into Istation Reports & Resources

Learn how to use Istation data to form effective small groups and use Istation's Teacher Tools to support differentiated instruction.

[Show Me Now](#)



Take the Quiz

Have you watched the video? Now take the quiz to get a certificate!

[Take Me There](#)



MATH DOMAINS AND SKILLS TEACHER RESOURCE

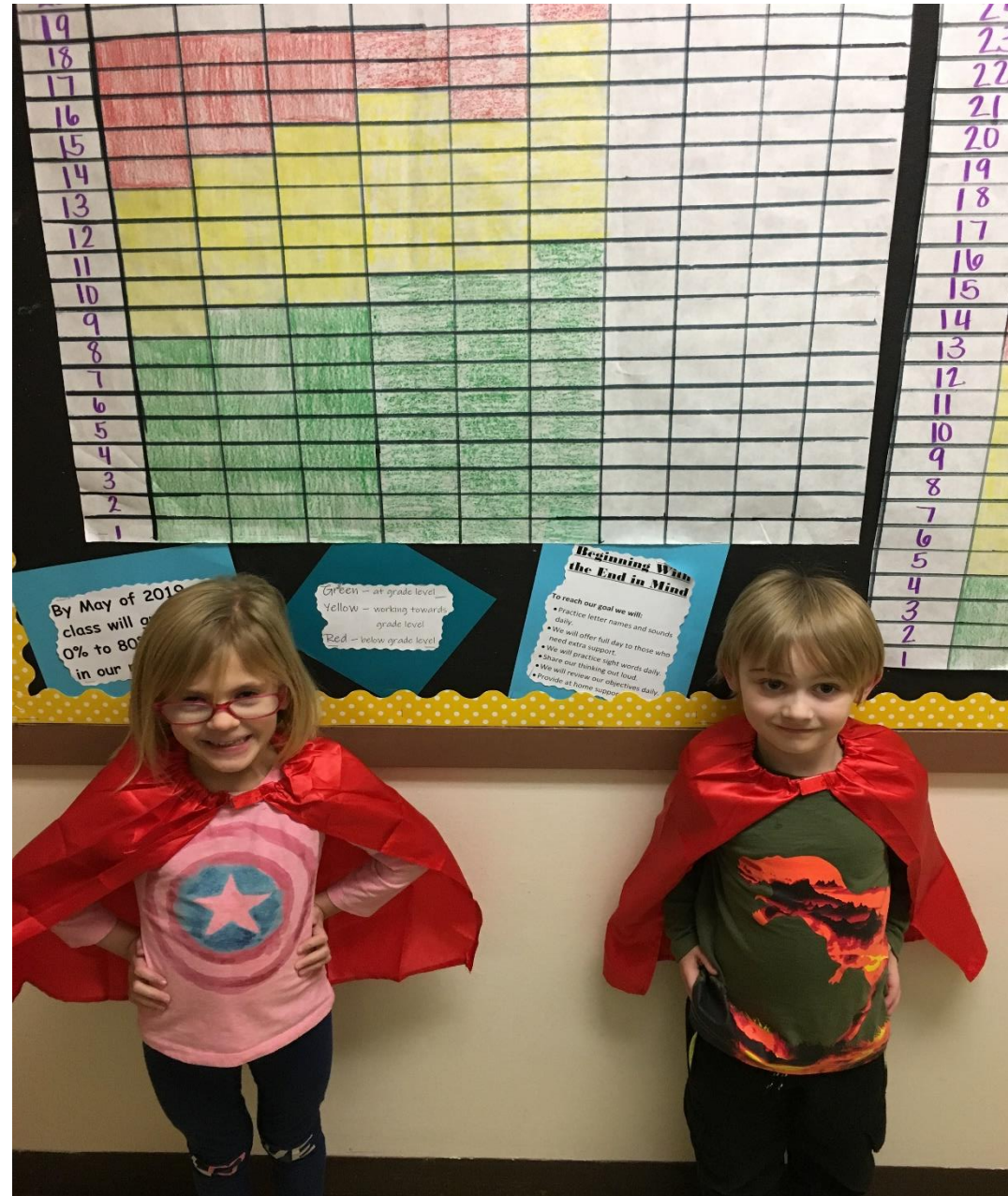
Math Domains and Skills

[Print](#)[2nd Grade](#)[3rd Grade](#)[4th Grade](#)[5th Grade](#)[6th Grade](#)[7th Grade](#)[8th Grade](#)

2nd Grade

Score Range	Domain	Suggested Skills to Review
1600 or lower	Geometry	<ul style="list-style-type: none">Reason with shapes and their attributesUnderstand symmetry and plane and solid figures
1600-1800	Number & Operations	<ul style="list-style-type: none">Work with equal groups of objects to understand multiplicationDevelop quick recall and fluency with addition and subtraction facts
1800-2000	Number & Operations - Fractions	<ul style="list-style-type: none">Reason with shapes and their attributesUnderstand and explain how to recognize, name, and represent fractional units as parts of a whole
2000-2200	Number & Operations - Base 10	<ul style="list-style-type: none">Understand the base-ten numeration system and place value conceptsUnderstand place value
2200-2400	Number & Operations - Algebra	<ul style="list-style-type: none">Use place value understanding and properties of operations to add and subtractRepresent and solve problems involving addition and subtraction
2400-2600	Measurement and Data	<ul style="list-style-type: none">Measure and estimate lengths in standard unitsUnderstand linear measurement and the process of measuring lengthsRepresent and interpret data

CELEBRATING SUCCESS: GROWTH AND ACHIEVEMENT



QUESTIONS/COMMENTS??



Day on the Hill Talking Points:

- Classified Staff
 - \$1.74 for every \$1 we receive from the State.
 - Competitive labor market – Under 3% unemployment
 - Necessary positions – Para educators, security, maintenance custodians, secretaries, food service.
- Teacher Salaries – Thank you for your efforts!
 - We need to reward our longtime educators to keep them in our schools.
 - The TFSD is supplementing the money supplied by the state to compensate the top end of the career ladder for their experience.
- School Safety
 - We are spending roughly half a million dollars to provide School Resource Officers at all secondary schools and unarmed security aids at all schools.
 - We have had to cut budgets in order to make this happen.
 - We are looking for solutions that would prevent incidents, like mental health support, but these kinds of initiatives are very expensive and we would need funding support from the state to implement them quickly.
- THANK YOU for literacy funding; college, career and advising funding; and leadership funding for teachers.

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Motion to go into executive session:

I move that after a five-minute break the Board retire into executive session pursuant to Idaho Code 74-206(1) subsection (b);

(b) to consider personnel issues

Action Items in open session:

(1) Personnel probation decisions