

**Idaho Consolidated State Plan**  
The Elementary and Secondary Education Act of 1965, as  
amended by the Every Student Succeeds Act

**Fifth Draft (5.17.2017)**

## Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),<sup>1</sup> requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

## Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

## Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

## Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

## Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor or appropriate officials from the Governor's office, including during the development and prior to

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<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

### **Assurances**

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., [OSS.Alabama@ed.gov](mailto:OSS.Alabama@ed.gov)).

## Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position):	Telephone:
Mailing Address:  Idaho Department of Education PO Box 83720 Boise ID 83720	Email Address:
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name)  Superintendent Sherri Ybarra	Telephone:  208.332.6815
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

## Programs Included in the Consolidated State Plan

*Instructions:* Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

## Instructions

*Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.*

## A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)<sup>2</sup>
2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
  - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
    - Yes
    - No

Idaho encourages LEAs to provide advanced opportunities in math during middle school. In Idaho, “advanced opportunities” are defined as options for students to individualize their high school learning plan to get a jump-start on their future. These options include dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs. However, the state does not have statewide EOC assessments. LEAs have the option of creating their own districtwide assessments.

- ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
    - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
    - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
    - c. In high school:
      1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
      3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
- Yes

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<sup>2</sup> The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

□ No

iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

N/A

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):

i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Idaho’s CSPR data for SY 14-15 shows the following language spoken by our English Learners:

Language	# of EL Students
Spanish	10,741
Arabic	354
Somali	159
Swahili	143
Nepali	142

Spanish is the dominant language used other than English in our state.

In Idaho, the only other language that is spoken at a “significant extent in the participating student population” is Spanish. All assessments for accountability are provided in Spanish as well as English.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Idaho administers the Idaho Standards Achievement Test (ISAT) developed by Smarter Balanced in grades 3–8 and 10. The state follows the guidelines set forth by Smarter Balanced related to translation, including translated test directions in a students’ native language. Currently, Idaho’s ISAT offers translated test directions available in 14 languages. In addition supports for English Learners include stacked translation in Spanish and translation glossaries in an additional 7 languages.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

N/A

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

- a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
  - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
  - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.
4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

i. Subgroups (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Within Idaho’s accountability system, all required historically underperforming subgroups are included in both federal reporting as well as comprehensive and targeted school identifications: Economically disadvantaged are students with a free or reduced-price lunch status. English learners are those who have not yet tested as English proficient. Minority subgroups will be disaggregated for American Indian or Alaskan Native; Asian; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino. Students with disabilities are all students that meet criteria outlined in Idaho’s eligibility evaluation. This is further described in the Idaho Special Education Manual at <http://www.sde.idaho.gov/sped/sped-manual/>

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners) used in the Statewide accountability system.

N/A

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student’s results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

- Yes
- No



- d. If applicable, choose one of the following options for recently arrived English learners in the State:
- Applying the exception under ESEA section 1111(b)(3)(A)(i); or
  - Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
  - Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ISDE and the Title III English Learner workgroup prefers option 3, however the workgroup would prefer not to make decisions about exceptions for recently arrived English Learners because of the limited ACCESS 2.0 data. March 2016 was the first year of administering the ACCESS 2.0 assessment. However, in October 2016 WIDA released new English language proficiency cut scores for use with the March 2017 ACCESS 2.0 administration. Therefore, Idaho only has 1 year of scores from the March 2017 administration that are aligned to revised English language proficiency cut scores.

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The minimum number of students required for a given group to be included in the school identification accountability system is  $N \geq 25$ . This minimum number is required for the “all students” group as well as subgroups listed in Section A(4)(1)(a).

- b. Describe how the minimum number of students is statistically sound.

Using statewide testing data from the two most recent years, ISDE confirmed that using 25 for the minimum number of students required to be included in the accountability system provided reliable indicators of school performance at the indicator level. Additionally, throughout the design process, options for data aggregation were chosen that maximized the number of students represented in school accountability performance. For example, at the indicator-school level, the statewide accountability system will aggregate at least two, and up to three, years of data (the maximum allowable) to determine student achievement for the purposes of school identification.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining

such minimum number.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.<sup>3</sup>

The State of Idaho places a high value on preserving the privacy of students and safeguarding their personally identifiable information (PII). To ensure that student data is treated with the utmost security, Idaho has enacted statutory protections found in Idaho Code § 33-133. As part of this protection, the statute permits the release of student data in aggregate. It requires that “the minimum number of students shall be determined by the state board of education.” To provide oversight and guidance over the collection, retention, and security of student data, the State Board of Education created the Data Management Council (DMC). This controlling body has set rules on minimum numbers reported in aggregate. These minimums supersede any other minimums that may be defined elsewhere unless expressly permitted by the DMC. *Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum **cell size of 10**, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of less than 10 students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.*

- e. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

Idaho ensures that no single student is identifiable either through reporting (cases where the minimum cell size < 10 is not shown) or in Title I school identification processes.

Performance of student groups that are too small to be included in the Title I school identification will still be reported on the state website so long as the cell size includes 10 or more students. Enrollment numbers and percentages will be displayed so long as there is at least one

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<sup>3</sup> Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report “[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

student within the subgroup.

- iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
  - a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))
    - 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

The long-term goals for Idaho are based on the state's vision for educating all students and a thorough review of the two years<sup>4</sup> of ISAT data. The goals follow the state's projected trajectory similar to the goals in the ESEA waiver. Idaho wants to ensure that LEAs and schools are focused on goals that are both ambitious and achievable. Idaho's long-term goals seek to reduce the percentage of all non-proficient students by half over six years. The long-term goals are set for the State, districts, and schools and are based on achievement from the previous school year.

Calculation:

**Long-term Goal** (Growth goal for 6 years) = Previous Year % Proficient/Advanced + (100 – % Proficient/Advanced in Previous Year) X 50%

**Interim Progress Goal** (Growth goal for each year) = Growth goal for 6 years /6

Baseline and long-term goals:

**Baseline and long-term goals for academic achievement**

Student group	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>Goal: Reduce the percentage of all non-proficient students by half over six years. The baseline year is 2016.</b>				
<b>All students</b>	<b>53.0</b>	<b>76.5</b>	<b>41.6</b>	<b>70.8</b>
<b>Economically disadvantaged students</b>	<b>40.6</b>	<b>70.3</b>	<b>30.3</b>	<b>65.1</b>
<b>Students with disabilities</b>	<b>15.0</b>	<b>57.5</b>	<b>15.2</b>	<b>57.6</b>
<b>English learners</b>	<b>6.9</b>	<b>53.5</b>	<b>7.1</b>	<b>53.5</b>

<sup>4</sup> As of May 2017, ISDE has administered the ISAT two times.

Student group	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
<b>Goal: Reduce the percentage of all non-proficient students by half over six years. The baseline year is 2016.</b>				
Minority students (non-white)*	37.4	68.7	25.8	62.9

\* Data for the minority subgroup will be further disaggregated for the purpose of report card reporting. for American Indian or Alaskan Native; Asian; ; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

See Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

The long-term goals reduce the percentage of non-proficient students by half over a period six years. For schools with subgroups with varying levels of achievement, the goal to reduce the percentage of non-proficient students in this way requires *faster growth* for student groups that are farther behind. In this way, goal-setting aims to reduce the achievement gap between proficient and non-proficient students in the State.

b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho's long-term goals seek to reduce the percent of non-graduating students by half over six years. The long-term goals are set for the state, districts, and schools and are based on graduation rates from the previous school year.

**Calculation:**

Long-term Goal (Growth goal for 6 years) = Previous Year % Graduating + (100 – % Graduating in Previous Year) X 50%

**Interim Progress Goal** (Growth goal for each year) = Growth goal for 6 years /6

**Baseline and long-term goals for the four year adjusted cohort graduation rate**

Student group	Baseline (Data and Year)	Long-term Goal (Data and Year)
<b>Goal: Reduce the percentage of all non-graduating students by half over six years. The baseline year is 2016.</b>		
All students	78.9	89.5
Economically disadvantaged students	72.0	86.0
Students with disabilities	58.4	79.2
English learners	72.3	86.1
Minority students*	72.3	86.1

\* Data for the minority subgroup will be further disaggregated for the purpose of report card reporting. for American Indian or Alaskan Native; Asian; ; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The long term goals for the extended graduation rate will be developed after Idaho establishes the reporting necessary to calculate extended cohort graduation rate.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

See Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As with goals for reading/language arts and mathematics assessments, by reducing the number of non-graduating students by half over six years, student groups with lower rates of graduating students will be required to increase number of graduates at a faster rate in order to meet the state’s goals.

- c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

Idaho establishes a student's English language proficiency level using WIDA's ACCESS Placement Test (W-APT). The student's results on this screener determine the level of English language proficiency. The date of the screener provides a baseline to track this information over time..

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

Idaho will use the 2017 Access 2.0 data to develop long term goals as required by the U.S. Department of Education. These goals will be calculated by June 30, 2017.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

As with long-term goals, Idaho use the 2017 Access 2.0 data to develop long term goals as required by the U.S. Department of Education. These goals will be calculated by June 30, 2017.

iv. Indicators (ESEA section 1111(c)(4)(B))

- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Idaho's Accountability Framework was approved by the Legislature in 2017 and includes the full range of Idaho's structure for ensuring students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students. The indicators that will be publicly reported in our online dashboard reflect Idaho's state values and will further empower educators and families to make good decisions about their children.

School district, charter school district and public charter school accountability will be based on multiple measures aimed at

providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state Accountability Framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education.

**01. School Category.**

- a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
- b. High Schools, not designated as alternative high schools, as defined in Subsection
- c. Alternative High Schools

**02. Academic Measures by School Category.**

- a. K-8:
  - i. Idaho Standards Achievement Tests (ISAT) Proficiency.
  - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
  - iii. ISAT proficiency gap closure.
  - iv. Idaho statewide reading assessment proficiency.
  - v. English Learners achieving English language proficiency.
  - vi. English Learners achieving English language growth toward proficiency.
- b. High School:
  - i. ISAT proficiency.
  - ii. ISAT proficiency gap closure.
  - iii. English Learners achieving English language proficiency.
  - iv. English Learners achieving English language growth toward proficiency.
  - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
  - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
- c. Alternative High School:
  - i. ISAT proficiency.
  - ii. English learners achieving English language proficiency.

- iii. English learners achieving English language growth towards proficiency.
- iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
- v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

**03. School Quality Measures by School Category.**

**a. K-8:**

- i. Students in grade 8 enrolled in pre-algebra or higher.
- ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
- iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

**b. High School:**

- i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
- ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
- iii. Students in grade 9 enrolled in algebra I or higher.
- iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

**c. Alternative High School:**

- i. Credit recovery and accumulation.
- ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
- iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
- iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

School identification is just one part of Idaho's Accountability Framework. The purpose of Title I school identification as described in the following sections is to guarantee that schools with the most need



receive support from ISDE. Therefore, the elements of Idaho’s school identification model that are specifically chosen for this purpose are also intentionally aligned with the supports and interventions provided by ISDE. Further, it is critical for school identification calculations to be transparent and clear so that all stakeholders understand why a school is or is not designated to receive support.

*Used for all schools in state:* The academic achievement indicators in this section are used for all schools in the state according to the school categories as outlined in Idaho’s Accountability Framework.

*Same calculation for all schools:* The same calculation is used for all schools in the state for the academic achievement indicator. This is further described in the process of annual meaningful differentiation methods later in this section.

*Validity and reliability:* Achievement indicators are calculated using statewide test scores in Mathematics and English Language Arts. The ISAT has met validity and reliability criteria as outlined in the Federal Assessment Peer Review.

*Based on long-term goals:* Please see annual meaningful differentiation of schools methodology for how long-term goals are incorporated into the school identification.

*Proficiency on statewide reading/language arts and mathematics assessments:* The achievement indicator is based on the percentage of proficient students on these tests. Please see annual meaningful differentiation of schools methodology for further explanation.

*95% participation:* Please see annual meaningful differentiation of schools methodology for how participation in testing is incorporated into the school accountability system.

**Academic achievement indicators**

<b>Indicator</b>	<b>Measure</b>	<b>Description</b>
Academic Achievement	Idaho Student Achievement Test (ISAT) 3–8 Mathematics	These measures represent the proficiency on statewide mathematics and ELA/Literacy tests. In the school identification system, academic achievement is the current year percentage of students scoring proficient or above within a school.
	ISAT 3–8 English Language arts (ELA)/Literacy	
	ISAT High School Mathematics	
	ISAT High School ELA/Literacy	
Academic Growth	Idaho Student Achievement Test (ISAT) 3–8 Mathematics	Academic progress on the ISAT will be measured by the difference in percentage of student scoring proficient or above in the current year of testing and either the percent proficient in the prior year (for schools with only two years of data), or the percent proficient two years in the past (for schools with three years of data or more).
	ISAT 3–8 English Language arts (ELA)/Literacy	
	ISAT High School Mathematics	
	ISAT High School ELA/Literacy	

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic Indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic Indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Idaho's Other Academic Indicator is Academic Growth as defined in the table above.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Please see the methodology for the annual meaningful differentiation of schools methodology later in this section for further explanation. Idaho uses the four-year adjusted cohort graduation rate for the graduation indicator.

### Graduation rate indicators

Indicator	Measure	Description
Graduation Rate	The four-year cohort graduation rate	The percent of students graduating using the four-year graduation cohort rate calculation within a school reporteds in the current school year.
Graduation Rate Growth	The four-year cohort graduation rate	The difference between the percent of students reported graduating in the current year and the prior year (for schools with only two years of data), or the percent reporting graduating two years in the past (for schools with three years of data or more).

<sup>5</sup> Graduation rate lags by one school year.

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

The state has defined the English Language Proficiency as 5.0 composite proficiency level with 4.0 or higher on listening, speaking, reading, and writing. Idaho will use data from the 2017 Access 2.0 administration to define the progress for achieving English Language Proficiency. This calculation will be determined by June 30, 2017.

**School Quality indicator**

Indicator	School Category	Measure
School Quality or Student Success	K-8	Students in grade 8 enrolled in pre-algebra or higher.
	High School	College and career readiness as determined by students participating in advanced opportunities.
	Alternative High School	College and career readiness as determined by students participating in advanced opportunities.

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Idaho will use the indicators outlined in the Accountability Framework for which data is available. Idaho plans to move to a statewide school climate survey as its school quality indicator. The survey used will developed in collaboration with the State Board of Education and Idaho’s education stakeholders. The State Department will determine a process by which the survey will be piloted and implemented into school identification.

- v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))
- a. Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Idaho will meaningfully differentiate all schools annually using the state's report card, which will show school progress on the indicators listed in section A(iv) of this plan. A subset of these indicators will then be used every three years to determine schools for comprehensive support and improvement, and each year to determine schools for and targeted support and improvement, as required by law.

Idaho's philosophy is to create a system of annual meaningful differentiation that allows ISDE to identify schools for improvement only if they are both the lowest performing in the state and not improving. To lay the foundation for this approach, the system for annual meaningful differentiation will allow schools to be recognized for either achievement, growth in achievement, or both. Using the methodology in this plan, ISDE avoids two common challenges associated with school accountability:

**Growth Ceiling Issue:** Within Idaho's previous star rating system, it was possible for very high-performing schools to receive low ratings due to lack of growth, despite there being little room available for progress.

**Low Baseline Issue:** Previously, even if schools were growing at a fast rate, they could receive poor ratings due to low baseline performance.

This system will incorporate achievement and growth for the five federally required indicators:

- Mathematics (statewide test)
- English Language Arts/Literacy (statewide test)
- Graduation Rate
- English Language Proficiency
- School Quality

ISDE will group schools by K-8, high school, and alternative schools. In Idaho rule, alternative schools are defined as, "Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours."

Stakeholder feedback on school category approach was positive. Feedback also included a proposal to group schools using

concentration of low-income students; however, ISDE will use the K-8, high school, and alternative school groupings because Title I school identification itself applies only to schools with a high concentration of low-income students.

The steps below describe how hypothetical School X’s performance results in annual meaningful differentiation in Idaho’s school report card. Additionally, the report card will note whether a school has been identified for improvement or not identified.

**Step 1:** For the first indicator, identify *Achievement* and *Growth* for School X.

**School X math performance**

Prior year(s) Proficient/Advanced	Current year Proficient/Advanced
55%	75%

*Achievement* is the percentage of students proficient or advanced.

School X’s math *achievement* is 75.

*Growth* is the difference between the percent proficient or above in either the prior year (for schools with only two years of data) or two years in the past (for schools with three years of data or more). School X’s math *Growth* is 75 minus 55, or 20.

**Step 2:** Determine rank of *Achievement* and *Growth* relative to all other public schools in the state.

	Achievement	Rank
School P	99	1
School F	98	2
School AA	96	3
School S	94	4
	●	●
	●	●
<b>School X</b>	<b>75</b>	<b>197</b>
	●	●
	●	●
School G	32	378

School X’s math *Achievement* was about in the middle relative to other schools in the state, ranking 197 of 378 schools.

There are 181 schools with lower *Achievement* than School X and 196 that have higher *Achievement* than School X.

	<b>Growth</b>	<b>Rank</b>
School T	22	1
<b>School X</b>	<b>20</b>	<b>2</b>
School C	12	3
School L	11	4
	●	●
	●	●
	●	●
School P	0	378

School X’s math *Growth* was higher than all schools but one in the state, ranking second in *Growth*.

There are 376 schools with lower *Growth* than School X.

**Step 3:** Calculate percentile for *Achievement* and *Growth*.

The percentile is a simple calculation: divide the number of schools below School X by the total number of public schools in the state. This number is then multiplied by 100. This calculation reveals the percent of schools in the state that fall below School X in *Achievement* and *Growth*.

**Achievement percentile**

$$\frac{\text{Number of schools below School X (161)}}{\text{Total number of schools (378)}} * 100 = 48$$

48 percent of schools in the state fall below School X in *Achievement*.

**Growth percentile**

$$\frac{\text{Number of schools below School X (376)}}{\text{Total number of schools (378)}} * 100 = 99$$

99 percent of schools in the state fall below School X in *Growth*.

The results of these percentile calculations will be displayed in the school report card, allowing viewers to see both achievement and growth for each indicator at each school.

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

When identifying comprehensive and targeted support and

improvement schools as described below, ISDE will apply equal weights to any of the indicators used. Using this methodology, academic indicators will receive 80 percent weighting for high schools and alternative schools (4 of the 5 indicators used in School X's indicator scores above) and 75 percent weighting for K–8 for schools (3 of the 4 required indicators). Stakeholder feedback indicated a desire to avoid assigning artificial weights to each indicator because the weights may appear arbitrary.

- c. If the State uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

N/A

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Idaho will identify schools in 2017 and every three years thereafter.

Using the percentile calculations described in section A(v)(a) of this plan as the foundation, ISDE will use additional, simple calculations to identify the lowest-performing 5% of schools for comprehensive support and improvement.

**Step 4:** The value for each indicator defaults to the higher of *Achievement* or *Growth*.

In the example in section A(v)(a), because 99 is higher than 48, 99 will represent the score for School X's math indicator. 48 will *not* be used to determine whether the school will receive comprehensive support.

**Step 5:** Repeat for all indicators, and take the average.

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**School X's indicator results**

Math	English Language Arts	Graduation Rate	EL Proficiency	School Quality	Average
99	Higher of either <i>Growth</i> or <i>Achievement</i> percentile	Higher of either <i>Growth</i> or <i>Achievement</i> percentile	Higher of either <i>Growth</i> or <i>Achievement</i> percentile	To be Determined (see Section A(iv)(e))	<b>Average of all indicator scores</b>

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**Step 6:** Repeat for all Title I schools in the state and rank schools from highest to lowest.

**Step 7:** Choose the bottom 5 percent as comprehensive schools within the K-8, high school, and alternative school categories.

- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Beginning in 2017, Idaho will identify all public high schools in the state with graduation rates less than 67% as comprehensive support and improvement schools every three years. Graduation rates will be reported annually.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

ISDE will identify comprehensive support and improvement schools with historically low-performing subgroups after the first year of identification of comprehensive schools.

- d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.



Idaho will begin identifying comprehensive support and improvement schools for the 2017-18 school year and every three years thereafter.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

The methodology for identifying targeted support and improvement schools will mirror that of identifying comprehensive support and improvement schools. In addition to percentile calculations for the all students group described in Section A(v)(a), percentiles will be calculated for each historically underperforming student group. The lowest performing five percent of schools for each student group will be used to determine targeted support and intervention schools using the same procedure described in Section A(vi)(a). In the event that a school is identified as both a targeted and comprehensive school, that school will receive only the comprehensive designation and count toward the number of schools in the state identified as a comprehensive support and improvement school.

The definitions of the historically underperforming student groups that will be used to determine targeted support and intervention schools are:

1. Economically disadvantaged are students with a free or reduced-price lunch status.
2. English learners are those who have not yet tested as English proficient.
3. Minority students include American Indian or Alaskan Native; Asian; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino
4. Students with disabilities are all students that meet criteria outlined in Idaho’s eligibility evaluation. This is further described in the Idaho Special Education Manual.

Each targeted support and improvement school will be required to develop and implement an improvement plan approved by the LEA.

If a targeted support and improvement school does not show any improvement for three consecutive years in reducing the achievement gap for its identified subgroup, the ISDE will notify the LEA that the school is moving into the comprehensive support and improvement identification for historically low-performing subgroup.

- f. Additional Targeted Support. Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D),

including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Idaho will identify the lowest performing 5% of schools for economically disadvantaged, students with disabilities, English learners, and each minority student group historically underperforming subgroups on an annual basis as described above. Each year, Idaho will re-run the methodology.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

N/A

- vii. Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95% student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Idaho understands that in order to provide a fair and accurate picture of school success, and to help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them, the state must ensure high participation in statewide assessments.

According to current Idaho Administrative Code (IDAPA 08.02.03.112(e)), “failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency.”

Additionally, “If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation.”

Should a school or LEA not meet the 95% participation minimum standard, the local school board will be notified by ISDE that the school or district has failed to meet the minimum standard of reporting and that this will be reflected on the state report card.

All schools must develop a parent outreach plan to ensure high participation in statewide assessments. However, if a school has at least 95% participation in any year, the school will not be required to submit a parent outreach plan for the following year.

Parent outreach materials and other resources are available on the [ISDE's website](#).

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

a. Exit Criteria for Comprehensive Support and Improvement Schools.

Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

If a comprehensive school meets the outcomes criteria defined in its improvement plan during the first or second year of identification and would not be identified in the lowest performing 5% of schools, the LEA may opt to exit that school. In this case, the school would not be eligible for school improvement funding.

Comprehensive support and improvement schools will be identified every three years. The first year of a comprehensive school's identification will be a planning year. The planning year will include a comprehensive needs assessment and development of a school improvement plan, as required by ESSA. The LEA may choose to implement its own comprehensive needs assessment for the school or the LEA may opt to ask the state to conduct the school's needs assessment. After the needs assessment, the planning year will also include completion of a school improvement plan, which will also identify resource inequities. The plan is first approved by the LEA and then submitted to the ISDE.

The LEA will oversee the implementation of the school's improvement plan for the next two years (years 2 and 3), with support from ISDE where appropriate, unless the school exits comprehensive designation earlier. LEA and school leadership will participate in regular State Technical Assistant Team (STAT) discussions where all of the school's stakeholders, including ISDE staff, are involved in the school's success. This group will meet regularly to track progress, discuss data, and identify needs and resources. Idaho is committed to supporting comprehensive support and improvement schools with all possible resources.

b. Exit Criteria for Schools Receiving Additional Targeted Support.

Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Each year, if a targeted school is not re-identified in the subsequent identification process, it will exit targeted designation.

The State Technical Assistance Team (STAT) will annually evaluate and redirect resources for these schools as needed. More rigorous support may include participation in Idaho Building Capacity, Idaho

Principals Network, increased use of Math and ELA coaches, etc. If the targeted designation continues at the end of the three year cycle, the school will be designated as a comprehensive support and improvement school.

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

If a school identified for comprehensive support and improvement fails to meet ISDE's exit criteria after three years, ISDE will require a state-led Comprehensive and Integrated Field Review (CIFR), to take place during the fall following the third year of identification. The CIFR team will be created by ISDE, not the LEA of the identified school. The purpose of the CIFR team is to determine existing capacity within the LEA and offer specific recommendations to the LEA and ISDE.

The CIFR team will comprise both ISDE staff and representatives from LEAs and schools in the region with similar demographics but higher levels of student achievement. ISDE will seek nominations from the Idaho Association of School Administrators, Idaho School Board Association, Idaho Association of Special Education Directors, and the Idaho Education Association. ISDE will also request applications from LEAs and high-achieving schools.

The CIFR will collect evidence of practices associated with substantial school improvement. The team will observe a stratified sample of teachers, including teachers of special populations, using a standard protocol. The standard observation protocol will include a subset of the indicators that align with the state's current teacher evaluation system. The CIFR process will also include focus groups with teachers, parents, students, and noncertified staff (e.g., food service, custodians, and paraprofessionals). Interviews will be conducted with the administrators of the school. All data will then be analyzed to describe the practices of the system and possible areas of improvement.

CIFRs are conducted to maintain a balance of positive support and mutual accountability and to help determine further state supports and interventions. Recommendations will tie back to the school and LEA improvement plans and processes. The inclusion of representatives from within the region is essential. It is the desire of ISDE to continue ongoing discussion and collaboration between LEAs at the local level. ISDE will ensure connections to programs, technical assistance, and training opportunities that match the needs of the school at the state level.

The results of the review will determine what recommendations the CIFR the team, in collaboration with the LEA, will pursue.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The STAT will meet regularly with leadership from each LEA and its school in comprehensive or targeted support and improvement. LEA and school leadership are part of the STAT for that comprehensive or targeted school. Particular attention will be given to those LEAs with 50% or more schools identified as comprehensive support and improvement or targeted support and improvement. As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. Resource inequities may be identified through interviews, a fiscal review, and a root cause analysis of each school's achievement needs to help plan supports and interventions for improving practices.

Following the comprehensive needs assessment, the LEA will work with stakeholders to develop a comprehensive support and improvement plan for the school to improve student outcomes. The plan will include measurable objectives linked to the school's prioritized needs, and will address any resource inequities.

After the resource inequities are determined, the STAT will identify and prioritize the resources needed that will align with achievement proficiency gaps. In addition to reviewing the funds granted to each LEA, other areas will also be reviewed. This includes how the funds are spent and whether expenditures align with comprehensive/targeted support and improvement plan activities.

ISDE has access to a wide variety of resources, including funding, expertise, math and ELA coaches, leadership training, and assessment development. The allocation of these resources will first be applied to those comprehensive and targeted schools, especially the LEAs that have more than 50% of schools identified for comprehensive or targeted support.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho is committed to a robust statewide system of support. It is designed to pair local issues with local solutions and draws from a variety of resources and programs to build the capacity of schools and LEAs for continuous and sustainability improvement. The statewide

system of support is managed and coordinated by the STAT. This team is responsible for overseeing all school improvement grants for targeted and comprehensive schools. The STAT works with LEAs and the Idaho Capacity Builders to ensure that improvement plans are evidence-based and managed for high performance.

Plan implementation and management support may be provided by the STAT if specifically requested by the LEA or school. The assistance may be in the form of conducting a comprehensive needs assessment, drafting a comprehensive plan, defining evidenced-based interventions, defining key indicators to measure and monitor, conducting periodic data collection, evaluating the data, and making necessary corrections in the interventions.

As shown in the table below, the statewide system of support includes a breadth of strategies and activities that LEAs and schools can select based on need. Schools identified for comprehensive support and improvement will likely need to draw on multiple strategies, whereas schools identified for targeted support and improvement may apply focused resources on meeting the needs of particular groups of students. This could include drawing on the English Learner Program to support EL students or providing extended learning time to help accelerate learning for specific groups of students. All funded activities and programs are evaluated regularly for evidence of effective implementation and to assess the degree to which services and activities are evidence-based. Programs draw on guidance from the U.S. Department of Education’s What Works Clearinghouse and expertise from the Northwest Comprehensive Center and Regional Education Lab Northwest. The STAT will ensure that school improvement plans meet evidence-based requirements under ESSA.

State-led school improvement activities are funded through the state administrative set-aside for 1003(a) funds. Services are provided directly to schools identified for improvement, when requested by the LEA as an optional part of the 1003(a) funding formula.

**Strategies used in the Idaho statewide system of support**

<b>Strategy</b>	<b>Activity</b>	<b>Provider/program</b>	<b>Funding source</b>
Managing comprehensive and targeted school improvement	Diagnostic evaluation/needs assessment to determine key challenges and root causes	ISDE or approved vendor	Title I-A School improvement funds
	Comprehensive school improvement and leadership coaching	Idaho Capacity Builders or approved vendor	

<b>Strategy</b>	<b>Activity</b>	<b>Provider/program</b>	<b>Funding source</b>
Improving leadership effectiveness	Leadership coaching	Idaho Building Capacity Network	School improvement funds
	Mentoring and support for principals	Idaho Principals Network Idaho Principal Mentoring Project	School improvement funds Title II-A
	Mentoring and support for superintendents	Idaho Superintendents Network	School improvement grant
Aligning curriculum and improving instruction	Professional development and technical assistance in curriculum and standards development and alignment, and research-based instructional improvement	Approved vendors; state regional mathematics or ELA specialists	School improvement funds and State funds
	Content Standards/ literacy coaching	Idaho Coaching Network, ELA/Literacy	State funds
	Training on the Idaho Content Standards and technical assistance with how to align curriculum, instruction, and assessment practices.	Idaho Coaching Network/ELA/Literacy Coaches, Idaho Math Centers	State funds
	Educator evaluation training and coaching	ISDE Educator Effectiveness Coordinator	State funds
	Training to the school or LEA regarding the Smarter Balanced Consortium Assessments	ISDE	State and federal funds
Supporting English learners	Technical assistance with ELL program design	Idaho English Learner Program	State and federal funds
	Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices	Idaho English Learner Program	State and federal funds

Strategy	Activity	Provider/program	Funding source
Multi-tiered Systems of Support and special education	Response to Intervention training and coaching	Special Education Division	State funds, Special education funds (SPDG)
	Training on intensive interventions, assessments and strategies related to special education	Idaho Center on Disabilities and Human Development	Special Education funds
Extended learning time	Technical assistance on how to redesign the school day using extended learning and/or other opportunities (e.g., 21st Century Community Learning Centers)	ISDE or external vendor	Title IV
Family and community engagement	Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process	ISDE- Family Engagement Coordinator	State funds
	Access to and support with the Family Engagement Tool (FET)		
Fiscal management	Technical assistance on the alignment of state funds (e.g., technology funds, advanced opportunities) and the policies necessary to ensure their success	ISDE	State funds

The following describes each of these strategies and activities in greater detail:

**Management of Comprehensive and Targeted School Improvement**

LEAs and schools need guidance and support in conducting needs assessments, prioritizing goals and needs, and developing improvement plans that are actionable and effective. ISDE partners with local and regional organizations to provide this assistance.

***Comprehensive needs assessment and action plan:*** As part of the state’s support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. The needs assessment



may include an examination of four key components of each school: climate and culture, student engagement, leadership, and stakeholder perspectives and experiences. Data will be collected and analyzed using key performance and improvement indicators for school quality and learner outcomes. Areas of improvement will include a root-cause analysis to determine appropriate solutions. Improvement areas will be prioritized based on the information collected. This information will help guide LEAs in writing their comprehensive support and improvement plans and will help the STAT provide ongoing support assistance. If the LEA would like assistance from ISDE in either conducting the diagnostic evaluation or recommending an external provider, the School Improvement Coordinator will provide the information and resources.

Action plans from the diagnostic evaluation will address the why, who, what, when, and resource allocation for making improvement changes. A vision for the school will be developed and the school's strategic direction—setting short-term (one year) and long-term (3–5 years) goals—will be identified. An important component of the plan will include external stakeholder involvement in the development process and during the implementation of the plan. External stakeholders will include, at a minimum, the principal and other school leaders, teachers, and parents. The LEA will address in the plan how it will monitor and oversee the plan's implementation, as well as how the effectiveness of the plan will be evaluated. Title I-A school improvement funds may be used to fund a comprehensive needs assessment if the LEA chooses to use an external provider. Additionally, grant funds will be available for all schools identified as comprehensive support and improvement for the purpose of implementing system changes, strategies, and interventions as identified in the school's improvement plan based on the results of the comprehensive needs assessment.

The STAT will provide a network approach to improving instruction and achievement for each school identified as comprehensive support and improvement. The STAT will include the deputy superintendent of academic performance, community relations officer, federal programs director, associate deputy of federal programs, director of special education, director of Title III, director of curriculum and instruction, director of assessment, and school improvement coordinator. Depending upon the needs of the schools identified for comprehensive or targeted assistance, other specialists will be asked to provide input.

The STAT will meet no less frequently than once per quarter. Meetings will be either in person, web-based, or a combination (depending on where team members are located) with LEA and school leaders. The state school improvement coordinator will develop the agenda with input from STAT member stakeholders and will facilitate the meetings. One of the key responsibilities of this group will be to review data to inform strategies for improvement. Data from each of the stakeholders

will be provided to the STAT members ahead of the meeting time. The purpose of the meeting will be to review progress from the last meeting and identify action plan supports and next steps for the following meeting. All stakeholder members are mutually responsible for the improvement of the school.

Given that the STAT will have members who are part of ISDE's executive team, ISDE will have an internal system of control with regular feedback provided to the superintendent and cabinet. The STAT members will also be responsible for continuing to convene regular meetings of the Core Team. ISDE, the STAT, and the Core Team will have access to technical assistance from external providers and will reach out to staff from other state education agencies to brainstorm challenges.

The community relations officer will provide regular updates and seek input from the various stakeholder groups such as the Regional Superintendents, Idaho Association of School Administrators, Idaho Education Association, Idaho School Boards Association, Idaho Business for Education, as well as the Idaho State Board of Education (SBOE) and the Idaho Legislature. Individual directors and coordinators (e.g., Title I, Indian Education, Migrant, McKinney-Vento, Title IV-A, Title III, Migrant) will include ESSA updates and seek input at all stakeholder meetings.

The Idaho School Boards Association and Idaho Association of School Administrators, which represent local education leaders, will be a particularly important thought partner to ISDE and LEAs in order to ensure improved outcomes. A goal of ISDE is mutual accountability.

The STAT will use the LEA and school improvement plans as a component of analysis of school progress. This team will work with LEAs to examine school data in an iterative process that includes an initial benchmark of student achievement levels, delivery of the prescribed intervention, a second assessment of progress, continued intervention, and a third assessment of progress.

If the monitoring of data demonstrates *no improvement in student progress* toward desired outcome(s) after two cycles within one year of the initial grant, the STAT, in collaboration with the LEA, should determine modification to the intervention(s) or a redefinition of the intervention. The new or modified intervention should be implemented and the monitoring process should begin again.

If the school no longer falls in the category of comprehensive support due to the *significant increase in achievement and/or growth* or it is the conclusion of the STAT that the school's processes and procedures will result in higher levels of student outcomes, ISDE and the LEA will discuss termination of designation and a plan for interim measures of

progress, student data, and scaffolded support. The school will be considered exited, but funding may continue for the length of the grant to make sure the improvement efforts can be continued.

***Idaho Building Capacity Project:*** Central to the strategy of providing assistance with the management of school improvement is the Idaho Building Capacity (IBC) Project. The project began in 2008 and is now a cornerstone of ISDE's statewide system of support and its approach to school improvement. Idaho Capacity Builders are experienced educators who have in-depth knowledge of school improvement processes and demonstrated experience implementing change processes. All schools identified for comprehensive or targeted support will receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or LEA system. Capacity Builders are provided with a toolkit of evidence-based school improvement resources and, in partnership with school and LEA leaders, help create and implement a customized school improvement plan. The Capacity Builders are managed by regional school improvement coordinators at Boise State University, Idaho State University, and the University of Idaho.

#### **Improving Leadership Effectiveness**

The statewide system of support includes several activities aimed at increasing the effectiveness of LEA and school leadership. The following activities draw on the strengths and assets of Idaho's educators while providing focused support to leaders of schools identified for comprehensive or targeted support and improvement.

***Idaho Principals Network (IPN):*** The IPN brings school principals together in a professional learning community that is singularly focused on improving outcomes for all students by improving the quality of instruction in all schools. Through the IPN, principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the instructional core. For example, the network has worked on improving classroom observations, building turnaround leadership competencies, and instructional rounds. For schools in comprehensive and targeted designation, the IPN provides coaching and support unique to the leadership needs of each principal.

***Idaho Superintendents Network (ISN):*** The ISN was developed by ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of LEA leaders in improving outcomes for all students by focusing on the quality of instruction. The network comprises committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and

learning. The superintendents support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their LEAs. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues. The ISN is a key resource for superintendents in LEAs with schools that are in comprehensive and targeted designation in order to support and build their capacity in specific aspects of leadership. Areas of support provided by the ISN include transforming district central offices for learning improvements, using data to improve teacher effectiveness and instruction, and creating strong stakeholder relationships.

***The Idaho Principal Mentoring Project (IPMP):*** The IPMP is designed for early career principals in Idaho. This project is voluntary and will provide new to position principals multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction.

### **Aligning Curriculum and Improving Instruction**

***Professional development and technical assistance from state regional content specialists:*** Idaho has a network of local teacher leaders and content specialists who provide high-quality professional development across the state. In partnership with Idaho State University, the regional mathematics centers provide support to K–12 teachers, schools, and LEAs. The centers work directly with schools and teachers to create individualized support plans, including in-class feedback and modeling of lessons, schoolwide workshops, and guidance on creating professional learning communities. The Idaho Content Literacy Coaches are a group of more than 600 teacher leaders who provide professional development on the Idaho Content Standards, along with lessons, units, and assessments aligned to the Idaho Content Standards. For schools identified as in need of comprehensive or targeted support and improvement, regional mathematics and literacy specialists provide job-embedded coaching.

***Educator effectiveness coordinator:*** Educator effectiveness is a program that provides LEAs with standards, tools, resources, and support to increase teacher and principal effectiveness and

consequently increase student achievement. The educator effectiveness coordinator integrates educator effectiveness policies and resources within Idaho's statewide system of support. Schools identified for comprehensive or targeted support and improvement may utilize the educator effectiveness program for the following: integrating observation and evaluation into continuous school and LEA improvement; technical assistance and professional development on effective instructional strategies and interventions; and creating school and LEA improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

### **Supporting English Learner Students**

Schools identified for comprehensive or targeted support and improvement may serve disproportionately high percentages of EL students compared with other schools in the state. ISDE is part of the WIDA Consortium and provides:

#### ***Technical assistance with EL program design and implementation:***

The Idaho English Learner Program assists school districts with federal and state requirements of ELs. Program staff works with LEAs to create, implement, and maintain language development programs that provide equitable learning opportunities for ELs. The Idaho EL and Title III Program also provides support for all Idaho educators of EL students through professional learning opportunities that are intentionally designed based on evidence about student and teacher needs.

***Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices:*** The Idaho State EL and Title III Program partners with the WIDA consortium to provide training and technical assistance in implementing the WIDA standards and assessments for English language development and in using data to design and manage instruction and support for EL students.

### **Extended Learning Time**

Adjusting dosage and intensity of interventions can be facilitated by the provision of extended learning time for students and educators. ISDE will encourage LEAs to assess school schedules for efficient use of available time and to ensure that available time is effectively used for instruction and academic intervention. LEAs will be encouraged to determine how—within existing frameworks and resources—schools can provide interventions and supports beyond scheduled instructional time and how they might use school improvement funds to extend learning time beyond the school day. Additionally, LEAs will be encouraged to evaluate and determine how extended professional learning time can be made available for educators within schools identified for comprehensive improvement.

### **Family and Community Engagement**

ISDE believes family and community engagement is essential for student success and for creating effective, quality schools. LEAs and schools are expected to include family and community engagement strategies in their improvement plans. ISDE provides the following resources to support LEAs and schools in taking an evidence-based approach to involving families and the community in improving student outcomes.

***Family and community engagement coordinator:*** ISDE has built a system to engage parents within the improvement process as well. The family and community engagement coordinator identifies, plans, and implements methods that would support LEA leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

***Family engagement tool:*** Idaho has collaborated with the Academic Development Institute, the parent organization for the Center on Innovation and Improvement, to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. As described on the FET website ([www.families-schools.org/FETindex.htm](http://www.families-schools.org/FETindex.htm)), the tool provides: a structured process for school teams working to strengthen family engagement through the school improvement plan; rubrics for improving LEA and school family engagement policies, the home-school compact, and other policies connected to family engagement; documentation of the school's work for the LEA and state; and a reservoir of family engagement resource for use by the school.

### ***Fiscal Management***

Idaho's Public School Finance Department provides technical support to LEAs. Finance department staff also prepares reports about revenues, expenditures, budgets, attendance and enrollment, staffing, and school property taxes with information provided by LEAs. For LEAs seeking support on fiscal management and budgetary issues, the State Assistance Team will help coordinate support from the finance department.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

N/A

5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.<sup>6</sup>

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it did identify a shortage of personnel across all areas, including areas not previously identified. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

The first step in this effort was to verify with LEAs that they were experiencing shortages. ISDE again collaborated with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, "*We are one teacher away from losing several programs.*" LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

These findings have led ISDE to make *recruitment and retention of effective educators* a cornerstone of both school improvement (using state funds, supplemented by Title I-A school improvement funds) as well as Effective Educators (Title II-A set-aside funds). The goal is to support educators at every level of the system.

Information on rates at which low-income and minority students are taught by inexperienced, unqualified, and/or out-of-field teachers is published on the ISDE website at <http://www.sde.idaho.gov/topics/ed-equity/index.html>

Additionally, data are reviewed during monitoring visits to determine if low-income and minority students are taught at higher rates than other students by out-of-field or inexperienced teachers. These data are discussed with LEA leadership. When data suggest a disproportionately higher rate of low-income and minority students taught by out-of-field and/or inexperienced teachers, the LEA develops and submits an action plan to the ISDE with a timeline and an action plan for change.

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<sup>6</sup> Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

- School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Existing state supports will be leveraged to increase the impact of Title IV-A funds. After multiple years of stakeholder organizing and working with the Idaho Legislature, a law was passed during the 2015 session that increased the requirements of LEAs to address bullying and harassment including: ongoing professional development for all staff at the school building level, the expectation that all staff intervene when bullying/harassment occurs, the implementation of a graduated series of consequence for policy violators, and annual reporting of bullying incidents to ISDE

The Idaho Legislature has also appropriated \$4 million ongoing in formula funds to establish safe and drug free schools. These funds can be leveraged to establish optimal conditions for learning, improve school climate, implement special programs, and explore alternatives to suspension and expulsion. In an effort to maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference*. Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing bullying/harassment and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, ISDE won a Garret Lee Smith grant focused on youth suicide prevention from the Substance Abuse and Mental Health Services Administration and implemented Sources of Strength (an evidence-based youth suicide prevention program) in select schools from 2014 through 2016. The grant closed on September 30, 2016, and partially as a result of this effort, the Idaho Legislature established the state's first Office of Suicide Prevention in the Department of Health and Welfare with an appropriation of \$1 million and four new full-time staff positions to continue implementing the Sources of Strength program in schools. This program has demonstrated efficacy not only in preventing suicide but also a wide range of risk behaviors, as it focuses on developing internal strengths such as grit, resilience, hope, and connectedness.

These supports will be used to increase the impact of Title IV-A funds appropriated for LEA and ISDE efforts to address bullying and harassment. The following programs and strategies already have a presence and existing supports in Idaho, and ISDE will encourage LEAs to use Title IV-A funds for these purposes if local data merits the need:

ISDE will also access—and encourage LEAs to access—the expertise of the regional Equity Assistance Center funded by the U.S. Department of Education to promote greater understanding of equity and to ensure equal access to educational opportunities for all students, regardless of race, ethnicity, gender, or national origin.



## Strategies for addressing behavior, discipline, and bullying/harassment

Strategy	Timeline	Funding sources
Idaho Prevention and Support Conference	Spring 2017	Title IV-A
Support LEAs with existing initiatives: <ul style="list-style-type: none"> <li>• Positive Behavior Interventions and Supports (schoolwide, systemic approach to improved culture and supports based on data)</li> <li>• Restorative justice practices</li> <li>• Mentoring programs such as Big Brothers, Big Sisters</li> <li>• Alternatives to suspension/expulsion (special programs)</li> <li>• Sources of Strength (secondary level)</li> <li>• Good Behavior Game (primary level)</li> <li>• Suicide Prevention Gatekeeper Training</li> <li>• Youth Mental Health First Aid (mental health awareness)</li> <li>• Mental Health assessment and referral</li> <li>• Crisis response/de-escalation training for school staff</li> <li>• School nurse position with accompanying student health room</li> <li>• Wellness programs (Coordinated School Health)</li> <li>• Multi-tiered systems of support</li> <li>• Development of risk/threat assessment protocols and policies</li> <li>• Parenting programs such as Nurturing Parenting</li> <li>• Child sexual abuse prevention initiatives such as Stewards of Children</li> </ul>	Ongoing	Title IV-A

6. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The ISDE was deliberate in including a wide range of stakeholders in informing this consolidated state plan, in particular, the Title IV part A section includes feedback from representatives focused on suicide prevention, foster youth, homeless youth, families living in poverty, drop-out prevention, children of military families, disability rights, Native American advocacy, neglected youth, migratory families and English learners. *Increasing Opportunities and Outcomes for College and Career Idaho* has a single State Board of Education that oversees its entire P–20 education system. This structure promotes consistency and allows for strategic planning<sup>7</sup> across the entire P–20 education continuum, from kindergarten through college or career attainment. The SBOE sets benchmarks for the percentage of Idaho students graduating from high school, attending postsecondary institutions, and completing college and/or being ready to assume careers. Examples of the implementation of these goals include the support for advanced opportunities (with specific goals for the percentages of students completing advanced opportunities), Next Steps Idaho, which provides web-based guidance through the

<sup>7</sup> [https://boardofed.idaho.gov/policies/documents/strategic\\_plan](https://boardofed.idaho.gov/policies/documents/strategic_plan)

admissions process and funding streams, as well as efforts at the high school level, such as Idaho College Application Week.<sup>8</sup>

**Transition to School** Idaho does not currently offer state-sponsored prekindergarten, although some LEAs use their Title I and local funds to support this effort. Transitions from prekindergarten to kindergarten are clearly articulated in the *State Special Education Manual*<sup>9</sup> for students with disabilities. This guidance also addresses student progress through the grade continuum.

Idaho assesses all K–3 students on foundational literacy skills at least twice per year. Any student who is identified as “at risk” must receive a minimum of 30 hours (if slightly below grade level) or 60 hours (if below grade level) of additional intervention. The intervention must meet the evidence-based standard, and LEAs must write plans and identify progress annually to the state. During the 2016 session of the Idaho Legislature, funding for the intervention was increased from approximately \$2 million to \$9.3 million.

**Middle Level** Idaho recognizes that decisions about college and career are often made prior to high school. To this end, the *Middle-Level Credit System* was instituted in May 2007 with the purpose of improving rigor, relevance, and relationships in the middle grades; identifying pockets of success throughout Idaho to develop best practices for all middle schools; and ensuring every Idaho student is prepared to be successful in high school and beyond. The Middle-Level Credit System focuses on five key areas: student accountability, middle-level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades. This system provides the flexibility for LEAs to meet the unique needs of their students while maintaining quality and rigor.

**High School** ISDE supervises K–12 education and has identified priorities that are aligned with the vision of SBOE. The first goal of ISDE’s plan is ensure that all Idaho students persevere in life and are ready for college and careers.<sup>10</sup> Every high school student is required to take a set of required courses, and every junior has the opportunity to take a nationally recognized college admission assessment, currently the Scholastic Aptitude Test, which is paid for by the state.

**Alternative Schools.** Idaho’s alternative schools help students find success through a personalized approach. The supports and flexibility provided to alternative schools emphasize the specific needs of at-risk students. The alternative schools specifically work with students who are transitioning from elementary to middle/junior high and middle/junior high to high school in order to help them be successful at the next level.

Students enrolled in alternative schools in Idaho receive additional support not always found in traditional secondary schools. This may include assigning fewer classes per day and tailoring instruction to students’ individual needs. Students are provided the opportunity to attend summer school in order to make up credits or to get a head start on the coming school year. In addition to the academic requirements, alternative schools are

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<sup>8</sup> <https://nextsteps.idaho.gov/>

<sup>9</sup> <https://www.sde.idaho.gov/sped/shared/2016-Special-Education-Manual.pdf>

<sup>10</sup> <http://www.sde.idaho.gov/topics/legislative/files/SDE-Strategic-Plan-Summary.pdf>

required to provide services based on student needs, including daycare centers for students who are parents and direct social services such as social workers and specialized counselors and psychologists.

ISDE provides specific support for alternative schools, in addition to what is provided to traditional secondary schools. In order to provide specialized instruction and additional supports, alternative schools are provided more funding per student than a traditional secondary school. Alternative schools are also reimbursed for the cost of providing summer school. Alternative schools are invited to participate in the *Idaho Prevention and Support Conference* and are encouraged to participate in a strand of workshops specifically focused on alternative school best practices and needs. They have also been specifically targeted to participate in programs that provide innovative instructional practices, such as the *Idaho Mastery Education Network*.

ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

**Students with Disabilities** The ISDE Special Education Department works collaboratively with LEAs, agencies, and parents to ensure students with disabilities receive quality, meaningful, and needed services. The department has program coordinators for dispute resolution, funding, program monitoring, results-driven accountability, special populations, secondary transition, and data management. The department also works collaboratively with the Special Education Support and Technical Assistance (SESTA) project through Boise State University. SESTA provides statewide professional development, training, and support to LEA leaders, teachers, and paraprofessionals who support students with disabilities.

**Next Steps** Despite the significant steps taken to create purposeful alignment from preschool to college, the state recognizes the need for additional supports at critical transitions, such as elementary to middle school and middle school to high school. During the 2017–18 school year a task force comprising LEA leaders with transition plans in place, SBOE staff, and ISDE program coordinators will be convened to provide guidance to all LEAs, schools, and families on creating systems of support for students.

## **B. Title I, Part C: Education of Migratory Children**

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
  - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
  - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
  - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
  - iv. Measurable program objectives and outcomes.

State Comprehensive Needs Assessment Process: As part of the continuous improvement cycle, Idaho has just completed a new Comprehensive Needs Assessment (CNA) based on the Office of Migrant Education Comprehensive Needs Assessment Toolkit. This process included stakeholders, appropriate ISDE and LEA staff, and parents. Results of the needs assessment surveys for staff, parents, and secondary students provided a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children and from the children themselves. Intensive analysis of student performance data also informed the process. Finally, Parent Advisory Council (PAC) feedback throughout the process provided ongoing parent insight into student and family needs, especially those of preschool students and out-of-school youth. The CNA is the base of the Service Deliver Plan (SDP) and its measurable program objectives.

District Comprehensive Needs Assessment Process and Toolkit ISDE provides tools to the LEAs for performing local needs assessments. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho District Migrant Education Program (MEP) Comprehensive Needs Assessment Toolkit. LEAs are provided with technical assistance in performing the CNA process and are monitored to ensure that local needs assessments are taking place.

- i. The state provides ongoing training for LEA migrant staff on the supplement/supplant provisions and helps LEAs to determine the services available to migrant students and how migrant funds can supplement those services.
- ii. The state models the collaboration on joint planning of Title IC and Title III. We encourage LEAs to coordinate parent outreach, parent involvement activities, and afterschool programming. For example, LEAs are encouraged to include migrant program staff in planning and implementing of non-migrant programs to ensure that migrant students are a priority for those programs and that those programs meet migrant students' needs.

- iii. After identifying the needs of migrant students, migrant staff also assesses the availability of non-migrant programming to meet those needs and use migrant funds to provide supplement programs that meet unmet needs. For example, Idaho does not provide state-funded preschool, so migrant districts have implemented a variety of preschool programs to meet the school readiness needs of our migrant children.
- iv. This section outlines how Idaho’s Measurable Program Outcomes (MPOs) will produce statewide results through specific educational or educationally-related services. The MPOs will allow the Migrant Education Program (MEP) to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the Comprehensive Needs Assessment (CNA). It should be noted that the strategies and MPOs in bolded typeface in the chart below are required of all projects, whereas the strategies and MPOs in regular typeface are optional. This determination is made by the SEA staff in order to accommodate funded Local Operating Agencies (LOAs) that serve very few students through mainly providing non-instructional support services.

<b>School Readiness</b>	
Key Strategies	Measurable Program Outcomes (MPOs)
1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books, and activities).	1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.
1.2) Provide migrant funded site-based preschool services to migrant children ages 3-5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).	1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.
1.3) Participate in the activities of the Preschool Initiative Consortium Incentive Grants (CIG) and share materials, strategies, and resources with migrant families.	1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.
<b>English Language Arts Achievement</b>	
Key Strategies	Measurable Program Outcomes (MPOs)
2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school, expeditionary opportunities, tutoring, after school programs).	2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.

<p>2.2 Use highly qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by Institutes of Higher Education (IHEs), Portable Assisted Study Sequence (PASS), after school tutoring, home-based instruction).</p>	<p>2.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.</p> <p>2.2b) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.</p>
<p>2.3) Provide opportunities for migrant staff to attend district, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p>2.3) By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.</p>
<p>2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.</p>	<p>2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.</p>

**Mathematics Achievement**

Key Strategies	Measurable Program Outcomes (MPOs)
<p>3.1) Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).</p>	<p>3.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.</p>
<p><b>3.2) Use highly qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, Idaho National Lab, math camps, academies offered by IHEs).</b></p>	<p><b>3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.</b></p> <p><b>3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12.</b></p>

<p>3.3) Provide opportunities for migrant staff to attend district, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p>3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.</p>
<p>3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).</p> <p>3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.</p>	<p>3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.</p>
<p><b>High School Graduation</b></p>	
<p><b>Key Strategies</b></p>	<p><b>Measurable Program Outcomes (MPOs)</b></p>
<p>4.1) Develop and implement a student monitoring system to follow migrant secondary students' progress toward grade promotion and graduation.</p>	<p>4.1) By the end of 2017-2018 program year, 100% of migrant secondary students will be monitored using a student tracking system.</p>
<p>4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).</p> <p>4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).</p>	<p>4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).</p>
<p>4.3) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students toward grade promotion and graduation for 7<sup>th</sup> – 12<sup>th</sup> grades.</p>	<p>4.3) By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant student promotion and graduation.</p>
<p>4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at Parent Advisory Committee (PAC) meetings, College Assistance Migrant Program (CAMP) collaborations, leadership institutes, career fairs/speakers, Career Information System (CIS) software training).</p>	<p>4.4) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.</p>

Non-instructional Support Services	
Key Strategies	Measurable Program Outcomes (MPOs)
5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).	5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.
5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).	5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.
5.3) Establish partnerships and/or agreements among the school district and community healthcare providers and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school district and community healthcare providers and public health agencies will be established to provide health services to migrant families.
5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).	5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

ISDE continues to participate in the Migrant Student Information Exchange (MSIX) Data Quality Initiative and is continuing to improve the quality of data reported to MSIX. Ensuring that accurate and complete records are being uploaded to MSIX allows liaisons everywhere to access up-to-date information on students’ academic risk and progress. Further, training has been provided and will continue to be provided in using MSIX information to better serve migrant students. As part of its consolidated plan, each LEA is now asked to “Describe the LEA’s coordination efforts with other agencies, including the timely transfer of student records.” As part of this question LEAs must describe “How does the LEA ensure that students who move are served right away in their new LEA (i.e., MSIX, phone calls)?” Acceptable responses must include both MSIX notifications and direct communications with receiving LEAs. For migrant children who move within Idaho, the receiving LEA can access the student’s record, including immunizations and health alerts, through the Idaho Migrant Student Information System (MSIS). LEAs are encouraged to use MSIX to receive more information on course history and move history.



Migrant funds are to be used for programs that result in high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. Programs are to ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards.

3. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Title I, Part C Funds are used for implementing the strategies identified in our service delivery plan in order to meet the measurable performance outcomes. Funding is also used to support parent advisory councils and other parent involvement activities at both the state and local level. Finally, funds are used for statewide efforts in identification and recruitment of migrant children and youth. The state's comprehensive needs assessment completed in 16-17 outlines concerns and proposed solutions. The service delivery plan responded to the concerns and incorporated proposed solutions to create strategies and measurable performance outcomes to address these needs.

## **C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The ISDE assures that it will establish procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program. Procedures will be written based on the needs of the student, including the transfer of credits that such student earns during placement; and opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming. The state will place a priority for such children to attain a regular high school diploma, to the extent feasible.

All Title I, Part D, Subpart 1 programs (State agency programs) will annually identify in the Consolidated Federal and State Grant Application (CFSGA) application transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. The application sent to State-run facilities will require an itemized budget indicating that 15 to 30 percent of the grant will go toward transition related services. Also required will be a detailed explanation on how the facility will coordinate with counselors, school districts, and/or postsecondary educational institutions or vocational/technical training programs in assisting students' transition. In addition, Subpart 2 programs (local agencies' programs) will be required to provide transitional services (although no specific funding percentage is outlined in the law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent. In the fall of 2017, ISDE will have best practices and tools on the state web site for youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Upon a student's entry into the Neglected, Delinquent or At-Risk facility, the staff will work with the youth's family members and the local educational agency that most recently provided services to the student (if applicable). This process will include ensuring that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the facility and LEA in order to facilitate the transition of such children and youth between the LEA and the correctional facility. The facility will consult with the LEA for a period jointly determined necessary by the facility and LEA upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

**Objective 1:** Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student’s academic strengths and weaknesses in reading and math. *Outcome:* Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards.

**Objective 2:** Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation. *Outcome:* Each Title I, Part D program will pre and post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program.

**Objective 3:** Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. *Outcome:* Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

**Objective 4:** Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs. *Outcome:* Title I, Part D programs will annually report on the number of neglected and delinquent students who were given the opportunity to participate in postsecondary education and job training programs.

<b>Goals</b>	<b>Objectives</b>	<b>Performance measures</b>
Goal 1: All students will have the opportunity to reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	<p>Over the next six years, students will show at least a 5% increase in pre-posttest reading scores among long-term students served</p> <p>Over the next six years, students will show at least a 5% increase in pre-posttest math scores among long-term students served</p>	<p><b>Consolidated State Performance Report (CSPR)</b> Transition data and services</p> <p>Number of students who earned high school course credits, enrolled in GED program, earned GED, and obtained high school diploma</p> <p>Number of students who accepted/enrolled in postsecondary education, enrolled in job training, and obtained employment</p>

<i>Goals</i>	<i>Objectives</i>	<i>Performance measures</i>
		<p>Pretests/posttests for long-term students (reading/math)</p> <p><b>GPRAMA-Data Results</b> High school course credits; high school diploma or GED</p> <p>Improvement in reading and math</p>
<p>Goal 2: Provide neglected or delinquent children and youth with services to enable them to transition successfully from institutionalization to further schooling or employment</p> <p>Percentage of youth who complete secondary school or equivalency requirements and obtain employment after leaving the correctional facility (Subpart 1)</p> <p>Percentage of students who enrolled in school after exit (Subpart 2)</p> <p>Percentage of students earning high school course credits (Subpart 2)</p>	<p>Over the next six years, increase number of students who enrolled in school after exit by 5%</p> <p>Over the next six years, increase number of students earning high school course credits by 5%</p>	<p>Using the annual evaluation created by the State, feedback from local and state Neglected or Delinquent institutions</p>
<p>Goal 3: Prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support</p>	<p>Over the next six years, increase number of students who graduate from high school by 5%</p>	<p>Using the annual evaluation created by the State, feedback from local and state Neglected or Delinquent institutions</p>

<b><i>Goals</i></b>	<b><i>Objectives</i></b>	<b><i>Performance measures</i></b>
<p>system to ensure their continued education</p> <p>Data will show a consistent increase of students who:</p> <p>Graduate from high school each year with a regular diploma. (Subpart 2)</p>		

## D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

**Support for New Leaders: Idaho Principal Mentoring Project** The Idaho Principal Mentoring Project (IPMP) is a new program designed for early career principals. The project is voluntary and will provide another level of support to those entering a leadership position. While participation is voluntary, in schools eligible for comprehensive or targeted support it will be an expectation that their leadership takes advantage of the program. While IBC is designed to build local capacity at a systems level, IPMP is designed to provide one-on-one mentorship to new leaders. The mentors are highly distinguished principals or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Each mentor/mentee team will create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation techniques, teacher observation and feedback, effective school-level and classroom-level practices, and the use of data to improve instruction. The program has two main objectives: to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

**Support for Teachers: Recruit and Retain** *Recruit: Grow Your Own* Idaho is experiencing teacher shortages in all areas of the state and most especially in rural areas. To ensure that LEAs with schools identified for comprehensive and targeted support are fully staffed by effective educators ISDE will use Title II-A funds to develop two programs. The first will help local agencies develop Grow Your Own programs. Grow Your Own programs will include active recruitment of current classified staff (paraprofessionals) into the teaching profession who have strong ties to the community and demonstrated ability to provide high-quality assistance to struggling students. Title II-A funds will be used by ISDE to create model programs between LEAs and institutes of higher education to provide virtual coursework to paraprofessionals interested in pursuing their certification. Outreach to high school students is another element of the Grow Your Own program. Idaho currently provides financial support for concurrent high school and college credit, but no courses are offered in education. In partnership with public universities, Idaho Digital Learning Academy, and LEAs, undergraduate courses in education will be offered to secondary students. ISDE is researching scholarship possibilities for students who are willing to teach in high-need areas for a designated amount of time after completing the program.

*Retain: Mentorship and Coaching* Due to the rural nature of the state, many schools in greatest need of mentorship and coaching are located far from population centers. While university- and state-supported opportunities exist for ongoing support and professional development, access is an issue. The state will use part of the Title II-A state funds to recruit and train mentors within those LEAs with schools identified for comprehensive and targeted support. The goal of the mentors will be to build on the knowledge and skills

of teachers within their area, provide mentorship and coaching to new teachers, and create a community of practice within their LEA.

***Support for School Libraries*** Title II-A funds will be used to partner with the Idaho Commission for Libraries to expand the annual Idaho School Libraries professional development. In schools where full-time school librarians are properly trained and supported, students achieve at significantly higher levels than students in schools with no full-time librarian (see: *School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries*).

***Support for the Idaho Instructional Framework*** Title II-A funds will be used to support training and deepen understanding of Idaho's Instructional Framework through in-person workshops delivered around the state. A new approach under the flexibility of ESSA will be to deliver more of this training directly to LEAs in rural parts of the state. Workshop topics may include but will not be limited to the following:

- Advanced Instructional Coaching Using the Framework for Teaching
- Calibration and Collaborative Self-Assessment of Observation Skills
- Data Literacy Using Assessment in Instruction
- Designing a Quality Teacher Evaluation Model
- Engagement for Student Learning
- Exploring Domains 1 and 4 of the Framework for Teaching
- Introduction to the Framework for Teaching and Deeper Understanding
- Instructional Coaching Using the Framework for Teaching
- Instructional Rounds
- Learning-Focused Conversations
- Mentoring Using the Framework for Teaching
- Observation Skills Using the Framework for Teaching
- Special Education: Introduction to the Framework for Teaching
- Special Education: Observation Skills Using the Framework for Teaching
- State of Idaho Framework Facilitators, Level 1
- Talk About Teaching: Clustering the Components

When teachers, instructional coaches, mentors, peer coaches, consulting teachers, preservice teachers, cooperating teachers, administrators, observers, evaluators, teacher leaders, superintendents, human resource administrators, specialists, and other school leaders are all trained in the state's instructional framework, it means they are all speaking the same language, which can have a much greater impact on teacher growth and ultimately on student achievement.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it

did identify a shortage of personnel across all areas, including areas not previously identified. The findings became part of Idaho’s Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

ISDE again partnered with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, “*We are one teacher away from losing several programs.*” LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

### Proposed programs for supporting educators

Strategy	Timeline	Funding sources
Idaho Building Capacity Network	July 2017 to September 2022	Title I: School improvement
Idaho Superintendents Network	July 2017 to September 2022	Title I: School improvement
Idaho Principals Network	July 2017 to September 2022	Title I: School improvement
Idaho Principal Mentoring Project	July 2017 to September 2022	Title II-A
Grow Your Own	July 2017 to September 2022	Title II-A
Mentorship and Coaching	July 2017 to September 2022	Title II-A
School Libraries	July 2017 to September 2022	Title II-A
Instructional Framework	July 2017 to September 2022	Title II-A

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.

Educator certification in the state of Idaho is a clearly defined within the Idaho Code (IDAPA). This code puts forth rigorous expectations for teachers, principals, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. The IDAPA ensures that educators are prepared not only with the necessary knowledge gained through course work, but through clinical field experiences as well. Alternative routes of certification are also clearly defined and available to those who wish to enter the education profession through non-traditional means. The IDAPA specifically outlines alternative routes to ensure all educators within Idaho, regardless of certification route, are prepared to the fullest extent. In addition, the certification process is reviewed annually by the Idaho Professional Standards Commission in an effort to continuously maintain rigor and improve upon current practice. Specifics within the IDAPA detailing specific requirements for educator certification are described in the following paragraphs:

**A Standard Elementary Certificate** requires: A minimum of 24 semester credit hours, or 36 quarter credit hours, in the philosophical, psychological, and methodological



foundations and in the professional subject matter of elementary education, which shall include at least 6 semester credit hours, or 9 quarter credit hours, in developmental reading and its application to the content area. [IDAPA [08.02.02 \(18\)](#)]

**An Early Childhood/Early Childhood Special Education Blended Certificate** requires: A minimum of 30 semester credit hours, or 45 quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade 3 in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and application of technologies.

**A Standard Secondary Certificate** requires: A minimum of 20 semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three semester credit hours or four quarter credit hours of reading in the content area. [IDAPA [08.02.02.020](#)]

**Clinical Requirements** The [Idaho Administrative Code](#) articulates clinical requirements for teacher candidates. There are no specific state requirements with regard to preservice teaching experience in diverse settings or with special student populations. For elementary education, at least six semester credit hours, or nine quarter credit hours, of elementary student teaching or two years of satisfactory experience as a teacher in grades K–8. [IDAPA [08.02.02.018](#)] For Early Childhood/Early Childhood Special Education, the required 30 semester credit hours, or 45 quarter credit hours, shall include not less than six semester credit hours, or nine quarter credit hours, of early childhood student teaching. [IDAPA [08.02.02.019](#)] For secondary education, the required credit hours must also include at least six semester credit hours, or nine quarter credit hours, of secondary student teaching or two years of satisfactory experience as a teacher in grades six through twelve. Preparation in at least two fields of secondary teaching include the following: 1) a first teaching field of at least 30 semester credit hours, or 45 quarter credit hours; 2) a second teaching field of at least 20 semester credit hours, or 30 quarter credit hours. Preparation of not less than 45 semester credit hours, or 67 quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. [IDAPA [08.02.02.020](#)]

**Administrator Certification** requires at least 30 semester credit hours, or 45 quarter credit hours of graduate study in school administration. The program must include the competencies of the Idaho Foundation Standards for School Administrators.

**Alternative Routes to Certification** When a professional position cannot be filled by an LEA with someone who has the correct endorsement/certification, the LEA may request an alternative certification. An alternative certification in this area is valid for up to three years and is nonrenewable. Prior to application, a candidate must hold a Bachelor’s degree and a valid Idaho teacher certificate without full endorsement in the content area of need. The LEA must provide supportive information attesting to the ability of the candidate to fill the position.

*Alternative Route Preparation Programs Teacher to New Certification/Endorsement:* Candidates will work toward completion of the alternative route preparation program through a participating college/university and the employing LEA. Candidates must complete a minimum of nine semester credits annually to be eligible for extension of up to a total of three years. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. Additionally, the alternative authorization allows teachers to use the National Board Certification process to gain an endorsement in a corresponding subject area or by obtaining a graduate degree in a content specific area.

Two pathways are also available to some teachers, depending upon endorsement(s) already held. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of certification in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. This pathway requires the successful completion of a one-year state-approved mentoring component. Pathway 2 – Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the certification. This pathway requires the successful completion of a one-year state-approved mentoring component and passing a final pedagogy assessment.

*Alternative Certification: Content Specialist:* The purpose of this alternative certification is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in an LEA with an identified need for teachers in that area. Alternative certification in this area is valid for three years and is not renewable. Prior to application, a candidate must hold a bachelor's degree. The candidate shall meet enrollment qualifications of the alternative route preparation program. Upon entry a consortium comprised of a designee from the college/university to be attended, a representative from the LEA, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one classroom observation per month until certified. Prior to entering the classroom, the candidate must complete 8 to 16 weeks of accelerated study in education pedagogy.

**Content Knowledge, Pedagogy, and Performance** As per [IDAPA 08.02.02 Rules Governing Uniformity](#), all certification and endorsement areas require the candidate to demonstrate content knowledge, pedagogy, and performance. The state approved assessment for demonstration of content knowledge is the Praxis II assessment. Candidates must have a passing score on the Praxis II assessment for the content area they are seeking certification and endorsement.

**Teacher Standards** All Idaho teacher preparation programs are guided by the *Idaho Core Teacher Standards* (see Table 5.1). These standards provide guidelines for what all Idaho teachers must know and be able to do.

**Foundation and Enhancement Standards** Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a

certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the standard. In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

**Pupil Personnel and Administrator Certification Standards** There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes. These include School Administrators, School Counselors, School Nurses, School Psychologists, School Social Workers: Because of the unique role of these professionals, their standards are independent of the Idaho Content Teaching Standards but are still written in the same performance-based format: Knowledge and Performances.

### Idaho content teaching Standards

Standard category	Standard number and title	Standard description
<b>The Learner and Learning</b>	Standard 1: Learner Development.	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	Standard 2: Learning Differences.	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	Standard 3: Learning Environments.	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
<b>Content Knowledge</b>	Standard 4: Content Knowledge.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	Standard 5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<b>Instructional Practice</b>	Standard 6: Assessment.	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	Standard 7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	Standard 8: Instructional Strategies.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of

Standard category	Standard number and title	Standard description
		content areas and their connections, and to build skills to apply knowledge in meaningful ways.
<b>Professional Responsibility</b>	Standard 9: Professional Learning and Ethical Practice.	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	Standard 10: Leadership and Collaboration.	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Current Work Regarding Certification of Educators**

The Professional Standards Commission (PSC) annually reviews 20 percent of the preparation standards to align with national standards and best practices. This process allows Idaho to keep up to date with standards and best practices. In addition, the Office of the State Board of Education has convened a Teacher Certification Workgroup to look at the current certification requirements. The purpose of the workgroup is to maintain high standards to assure that all students have access to highly effective, learner-ready teachers and other LEA staff to ensure academic achievement for all students. The identified areas of focus for the workgroup are:

- To bring current certification practices in alignment with Idaho statute and administrative code. In those areas where current practice is best practice, amend administrative code to align with practice. Areas where current practice is not aligned with state law:
    - Individuals teaching outside of grade ranges authorized by certificate (certificate limits the grade level range individuals can teach, regardless of the endorsement).
    - Active certificates with attached endorsements that are not authorized in IDAPA.
    - Positions reported as pupil service staff for which no corresponding endorsement exists (e.g. physical therapist).
  - To review alternate routes to certification. (Are they adequate? Do they provide flexibility when standard certificated candidates are not available while still assuring qualified individuals are in classrooms that are capable of advancing student learning?)
  - To review the mechanism for individuals with specialized skills (or from industry) to teach one or two classes (this could be under the supervision of a certificated individual).
4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy

levels, and provide instruction based on the needs of such students.

Title II-A is focused on the needs of educators in high-poverty and high-minority schools. LEAs are required to assure that they are coordinating professional development to ensure that their teachers, principals, and other school leaders have skills to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

5. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

Meaningful consultation was conducted with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in the development of this program plan. ISDE will seek advice, based on statewide data review, and consult with stakeholders regularly on how to best improve the activities to meet the purpose of this program. As evident in the plan, activities under this part are coordinated with other related strategies, programs, and activities being conducted by ISDE.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Idaho will not use Title II-A funds for the improvement of Teacher Preparation programs. Title II-A is focused on the needs of educators in rural, high-poverty, and high-minority schools.

## E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Idaho has always implemented standardized procedures for identifying and exiting EL students. ISDE is working with the EL workgroup to revise the state's procedures for entrance and exiting students from EL services to comply with revisions to the law.

**Entrance Procedures:** Idaho's EL workgroup has created a statewide home language survey that all Idaho LEAs will use to identify potential English learners. The workgroup has created a HLS "Decision to Assess Matrix" to assist districts and schools with guidance on whether or not to proceed with administering the English language proficiency screener. If a student meets the criteria for screening, the LEA will proceed with the screener. The students' score will determine whether or not the student has qualified to receive English Language Development (ELD) services. As indicated in the law, LEAs will have 30 days to complete this process and to notify parents of placement in ELD services within 14 days or 30 days, depending on time of enrollment. The EL workgroup is also working on a statewide process for identifying students whose parents may have indicated "English Only" on their Home Language Survey but who have exhibited characteristics of second language learners. In addition, the workgroup is developing a statewide process to remove the EL designation if a student was erroneously identified. Lastly, the workgroup has assisted the ISDE with revising the parental notification form which includes an option to waive ELD services.

**Exit Procedures:** When students score proficient on the English language proficiency assessment, LEA staff members redesignate students to "exited year 1" status in their school information systems. LEAs are required to complete the exiting process for eligible students before the end of the school year. In other words, LEAs must use the results from the spring ACCESS 2.0 assessment to update students' EL status in their school information system and inform parents before the end of the school year. ACCESS 2.0 data is available for LEA use the first week in May. LEAs will use a statewide exit form that is shared and explained to parents/families in a language they can understand. As in years past, Idaho will continue to use the same criteria under Title III for Title I reporting and accountability.

2. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
  - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
  - ii. The challenging State academic standards.

ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state

academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

3. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:
- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
  - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

i. Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. ISDE disseminates funds to LEAs and other eligible entities as outlined in the law. LEAs are responsible for meeting the requirements of the Federal programs, and the Idaho State Department of Education is charged with verifying that grantees comply with these federal requirements and are held accountable for using resources wisely. More importantly, it is ISDE's intent to provide leadership and guidance to LEAs through technical assistance and relationship building for the purpose of helping LEAs achieve high-quality implementation of educational programs to increase student achievement in Idaho.

#### Review of Risk Posed by Applicants

##### *Risk Factors from ESEA*

In determining the list of LEAs to be monitored, there are several considerations:

1. The basic list of LEAs considered to be monitored for the upcoming year come from the Ongoing LEA List Master, which identifies the year each LEA was last monitored based on a cycle;

2. Each program identifies risk factors for this list of LEAs identified for the upcoming school year and ranks the LEAs based on these risk factors;
3. Additional LEAs may be added based on information the team knows about a LEA that may include serious challenges or chronic compliance issues;
4. If one program identifies a LEA to be monitored, then that LEA is monitored for all its Federal programs (there may be some exceptions);
5. Annually, approximately 35 LEAs are identified to be monitored;
6. Additional LEAs beyond the top 35 are moved to the following year on the ongoing LEA list Master sheet.

Risk factors may include the following:

1. State assessment performance data;
2. Date the last time the LEA was monitored;
3. Number of findings
4. Type of findings, i.e. programmatic, fiscal, policy, repeat findings
5. Results of previous findings – were all findings satisfied and visit closed
6. Personnel turnover – new or inexperienced Federal Programs Director; new Superintendent;
7. Audit Findings – missing audits or no single audit; type of findings;
8. Significant and/or regular carryover balances;
9. Other “high-risk” factors identified by the program coordinators.

Technical assistance for Title III programs is provided in the following manners:

1. Phone, email, and site visits
2. The EL website <http://sde.idaho.gov/el-migrant/el/index.html>
3. District visits – SDE federal programs monitoring, technical assistance, and district invitations for assistance
4. Webinars

The factors that influence when districts and schools will be visited are listed below (not in any particular order):

1. Coordination with Title I-A, Title I-C, Title II, and Title V program reviews.
2. District requests for program evaluation.
3. School improvement designation
4. Annual Measurable Achievement Objectives (AMAOs) and/or Adequate Yearly Progress (AYP). (This will be updated once we finalized our accountability plan.
5. Sudden and/or significant increase in number of Limited English Proficient students.
6. Formal compliance complaint filed with the ISDE, SBOE, and/or U.S. Department of Education - Office for Civil Rights



## F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The State will support LEAs in providing equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, students with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education. Existing state supports will be leveraged to increase the impact of Title IV-A funds on strengthening the instructional core and increasing access to a broad range of educational opportunities. Idaho currently has robust supports in place focused on a well-rounded education that includes professional development for teachers, instructional coaches and mastery education funded by state dollars. Because of the limitations of Title IV-A funds available for state-level activities, which is estimated at \$97,000, the ISDE will focus on areas of greatest need to support LEAs. The ISDE provides support for LEAs utilizing state funds for students earning advanced opportunities in the form of training and technical assistance around program parameters, advising and 4 year learning plan creation. Title IV-A funds will be used to expand these efforts by increasing the frequency of local trainings hosted by the ISDE around college and career advising and expanding the audience attending an annual conference focused on Advanced Opportunities. Title IV-A funds will also be used to convene and facilitate collaboration meetings between Idaho postsecondary institutions and the ISDE to streamline the process of dual credit registration and clarify how dual credits transfer from one institution to another. Regarding supporting safe and healthy students, Title IV-A funds will increase existing efforts to equip LEAs with best practices around crisis intervention, school violence prevention, suicide prevention and alternatives to suspensions and expulsions. Federal funds will be used to increase participation in an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference*. Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing cyberbullying, digital citizenship, suicide prevention, bullying/harassment, and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, state-level activities include regional and local trainings focused on the prevention of risk behaviors identified by LEA data; Title IV-A funds will enable increased frequency of these activities. Title IV-A state funds will also support ISDE staff in providing technical assistance for LEAs in the creation of local Title IV-A plans and applying for funding as well as monitoring for compliance with federal rules and regulations. While compliance monitoring visits focus on adherence to the rules and regulations, the ISDE aims to use these visits as opportunities to provide technical assistance in addressing deficiencies and offering best practices in supporting students.

Strategy	Timeline	Funding sources
Advanced opportunities in secondary schools – Advising training to LEAs	Statewide conference in early fall (annual), regional trainings ongoing	Title IV-A State Administrative Funds

Strategy	Timeline	Funding sources
Collaboration between ISDE and dual credit providers	Three formal gatherings per year/ongoing	Title IV-A State Administrative Funds
Student Readiness Symposiums	May 15 - May 30, 2018	Title IV-A State Administrative Funds & State funds
Idaho Prevention and Support Conference	Annually- April	Title IV-A State Administrative Funds & State Funds
LEA Title IV-A plan development and application assistance workshops	Annually	Title IV-A State Administrative Funds
Compliance monitoring and technical assistance to LEAs	Ongoing	Title IV-A State Administrative Funds
Local trainings around preventing suicide, bullying and the promotion of healthy school climates	Ongoing / as requested	Title IV-A State Administrative Funds

2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The ISDE established an estimate for each LEA based on the prior year Title 1 part A allocation and a hold harmless amount of \$10,000. As such, the calculations for LEA awards are a combination of \$10,000 and a proportional amount based on Title 1 part A.

## G. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21<sup>st</sup> Century Community Learning Centers program, including funds reserved for State-level activities.

ISDE will use Title IV, part B, to support those LEAs and Community Based Organizations (CBOs) that are targeting students from schools that are in need of further support and improvement. Title IV, part B, provides subgrants for LEAs and CBOs to provide academic enrichment activities for students during non-school hours to help boost and maintain learning that occurs during the school day. Furthermore, 21<sup>st</sup> Century Community Learning Centers implement Idaho Content Standards in academic enrichment in order to complement the regular academic program and help students succeed in Math and ELA. Title IV, part B, funds are also used to support services for pre-kindergarten children (*21st Century Community Learning Centers Non-Regulatory Guidance*, 2003, p.27), which provides LEAs “options and opportunities for students to attend pre-kindergarten” as outlined in Strategy 1.2 of the Idaho State Department of Education Strategic Plan Summary.

2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21<sup>st</sup> Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

ISDE’s priorities used to award subgrants are based on those outlined in in Sec. 4203(a)(3), which states that “*State educational agencies will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvements activities under section 1111(d); and other schools determined by the local educational agency to be in need of intervention and support; and the families of such students.*” Furthermore, Title IV, part B, will prioritize its awards according to those applications that meet ISDE’s strategic plan, “all Idaho students persevere in life and are ready for college and careers.” Therefore, Title IV, part B, will also prioritize funds to those with the greatest needs based on factors such as challenges identified in school improvement plans (Sec. 1111(d)), including students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models (Sec. 4204(i)(1)(A)(II)).

## H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The majority (113 of 153) of Idaho's LEAs and schools meet the state's definition of rural. The goal for students in rural schools is the same for all students—to achieve at the same level of proficiency and have access to higher education resources to be successful after high school. In order to achieve equity for rural students, the state has designated staff to support rural and low-income school programs and has created a working state plan for these programs <http://www.sde.idaho.gov/federal-programs/rural/index.html>. The plan was created in consultation with LEAs. The process for grant applications includes the CFSGA online reporting system for LEAs to submit an application that includes budget, selected activities for use of funds, and measurable goals. The state also has an electronic evaluation report that is due in June each year. Objective 1: Rural school students achieve at the same level of proficiency as all other students, and have access to higher education resources to be successful after high school. Outcomes: Each Rural Low Income School (RLIS) grantee program will provide educational services for children and youth as described in the CFSGA to ensure that they have the opportunity to meet challenging State academic content and achievement standards. Objective 2: ISDE has a method and annual timeline for providing annual technical assistance to RLIS eligible LEAs. Outcomes: All RLIS LEA Federal Program directors and business managers attend training on RLIS requirements and eligibility at annual regional meeting.

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The state coordinator collaborates with Title I, Title II, Title III, and family and community coordinators; the charter school coordinator; and 21st Century Learning Center division to ensure program alignment and access to resources as well as in-person training at least twice per year with LEA technical assistance as needed. In addition, Idaho rural LEAs have the opportunity to be part of Northwest Rural Innovation and Student Engagement (NW RISE), a multi-state project that creates learning communities among schools in the rural northwest. Educators from Alaska, Idaho, Oregon, and Washington participate in NW RISE.

The project is part of the Northwest Comprehensive Center and includes two face-to-face meetings per year as well as monthly opportunities for members to collaborate through video conference and a dedicated social media account through Schoology. In addition, consultation and technical assistance is provided through the state's system of support which includes both on-site support through projects like Idaho Building Capacity, Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through the Idaho Superintendents Network and Idaho Principals Network.

## **I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B**

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

All LEAs are required to have a board-approved homeless policy that describes how the LEA will implement the following: definitions, identification, school selection, enrollment, transportation, services, disputes, free meals, eligibility for Title I services, training, coordination, and preschool. To assist in the identification of children and youth without housing, public notice of the education rights of homeless children and youth are to be disseminated and posted where such children and youth receive services. ISDE provides free brochures and posters. The state coordinator and Local Liaison contact information is listed on each poster to provide technical assistance regarding enrollment, identification, and other issues affecting students in homeless situations. Liaisons are also provided from the National Center for Homeless Education toll-free help line. ISDE requires a Student Residency Questionnaire in which the nighttime living status of every student is assessed by enrollment documentation. This living status form is disseminated twice per year. Each LEA has an identified liaison responsible for conducting the assessment and verification of homeless children and youth. Once the liaison verifies eligibility of the child or youth they are reported in the LEA student management system that uploads to the Idaho System for Educational Excellence (ISEE) K–12 longitudinal data management system. Samples are available at <http://www.sde.idaho.gov/federal-programs/homeless/index.html>

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

All LEA liaisons are familiar with the ISDE dispute resolution policy posted on the ISDE website ([www.sde.idaho.gov/federal-programs/homeless/index.html](http://www.sde.idaho.gov/federal-programs/homeless/index.html)). All LEAs must have a dispute resolution policy that aligns with the state policy. This requirement is checked during federal program monitoring visits, and LEAs submit assurances when they submit their Consolidated Federal and State Grant Application (CFSGA). All LEAs must have a written notice of decision, also part of our monitoring process. Sample letters are provided on the ISDE website. Homeless children and youth are provided all services during the dispute resolution process.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

ISDE provides staff development to Homeless Liaisons, including: provisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and

strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others. All liaisons are required to attend an annual face to face meeting for up-to-date training on McKinney-Vento and Homeless Education. Webinars and trainings are offered by the state and the National Center for Homeless Education throughout the year. Local designated liaisons are required to have annual training for all staff including transportation, nutrition, custodial, and secretarial on their roll and specific needs of homeless children and youth. Idaho is beginning a partnership with Edify who has developed an online training and professional development model for the credentialing of Homeless Education Liaisons. The model consists of Beginning, Intermediate and Advanced levels of specific topics, units, and lessons. Liaisons who pass assessments for each level's lessons receive a certificate of achievement. This technology will allow the State Coordinator to assess Liaison learning outcomes in real time to target technical assistance and resources.

4. Access to Services. (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
  - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
  - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
  - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
    1. Public preschool programs: ISDE's Student Residency Questionnaire (nighttime living status of every student) includes questions about siblings in the family and assists with students eligible for secondary education who may not be currently identified. LEA liaisons collaborate with various agencies and service providers who work with homeless youth and youth separated from the public schools, such as the Idaho Department of Health & Welfare, Salvation Army, area shelters, and Community Action Partnership Association of Idaho to make them aware of protections available to homeless, unaccompanied youth. LEA liaisons collaborate with service providers to advocate on behalf of these children and youth to ensure that the students have the opportunity to return to school and participate in these programs. ISDE has established collaboration with Head Start, and the ISDE state coordinator has been appointed to the Idaho Infant and Toddler Council.
    2. Equal Access to Appropriate Secondary Education and Support Services ISDE coordinator includes training with LEA liaisons pertaining to the critical element of identification of youth who are separated from public schools with equal access, without barriers to full or partial credit .

Training and resources are being developed for school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. Partnerships with Title I-A and other federal programs are used when available to access online courses, summer school, and tutoring for credit recovery.

3. Eligible Children and Youth Do Not Face Barriers Every effort is made by all Homeless Liaisons and the State Coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate in extracurricular activities. ISDE is actively coordinating and collaborating with state athletic associations to ensure access and opportunity for students.
5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
  - i. requirements of immunization and other required health records;
  - ii. residency requirements;
  - iii. lack of birth certificates, school records, or other documentation;
  - iv. guardianship issues; or
  - v. uniform or dress code requirements.

Idaho state and local policies prohibit LEAs from denying a child enrollment for lack of records and include short timelines for obtaining needed records, certifications, and other documents. LEAs are required to set aside a minimum of a quarter of 1 percent of the Title I allocation for homeless students. This can be used for all the above, as needed. For all subgrants and beginning in 2016–2017, a needs assessment must be completed for the set-aside. ISDE and LEAs use the results of surveys, focus groups, and training evaluations to identify additional barriers caused by enrollment delays. ISDE disseminates information and provides technical assistance about how to remove barriers to school access throughout the state in its resource documents, trainings, and articles for publication. ISDE encourages LEAs to seek aid from local service or charitable organizations to help provide assistance that helps meet these needs. The State Coordinator is working in partnership with the Idaho Volunteer Lawyers Program to assist liaisons and youth across the state with issues and barriers that cannot be resolved at the local level. LEA's requiring uniforms must provide these items to enrolled homeless or foster youth. Also MV Homeless Education Grant funds and homeless set aside funds can be used to provide necessary clothing for school dress codes or school activities.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The State Coordinator provides training and technical assistance to LEA Liaisons and staff on all provisions of the law including those related to fees, fines, and absences. The ISDE and all LEAs must have a current homeless education policy that removes barriers including those due to enrollment and retention due to outstanding fees or fines, or absences. This is monitored at the LEA level through the federal program monitoring process.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The ISDE coordinator works with LEA liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. A new indicator has been added to the 17-18 monitoring tool to address how youth will receive assistance from counselors to prepare and improve the readiness for college. It is a requirement and an expectation from the ISDE that counselors/liaisons will inform unaccompanied homeless youth of their status as independent students under section 480 of the Higher Education Act of 1965, and that they may obtain assistance from the liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid. SDE training will be offered to counselors as well as training in collaboration with Higher Education program staff.



## Appendix A: Measurements of interim progress

*Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.*

### A. Academic Achievement

ELA	Baseline	Interim Progress					Long-Term
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students	53.0%	56.9%	60.8%	64.7%	68.6%	72.6%	76.5%
Economically disadvantaged students	40.6%	45.6%	50.5%	55.5%	60.4%	65.4%	70.3%
Children with disabilities	15.0%	22.1%	29.2%	36.2%	43.3%	50.4%	57.5%
English learners	6.9%	14.6%	22.4%	30.1%	37.9%	45.7%	53.5%
Minority students (non-white)	37.4%	42.6%	47.8%	53.0%	58.2%	63.5%	68.7%

Math	Baseline	Interim Progress					Long-Term
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students	41.6%	46.5%	51.4%	56.2%	61.1%	66.0%	70.8%
Economically disadvantaged students	30.3%	36.1%	41.9%	47.7%	53.5%	59.3%	65.1%
Children with disabilities	15.2%	22.3%	29.4%	36.4%	43.5%	50.6%	57.6%
English learners	7.1%	14.8%	22.6%	30.3%	38.1%	45.8%	53.5%
Minority students (non-white)	25.8%	32.0%	38.2%	44.4%	50.5%	56.7%	62.9%

### B. Graduation Rates

Graduation	Baseline	Interim Progress					Long-Term
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students	78.9%	80.7%	82.4%	84.2%	85.9%	87.7%	89.5%
Economically disadvantaged students	72.0%	74.3%	76.7%	79.0%	81.3%	83.7%	86.0%
Children with disabilities	58.4%	61.9%	65.3%	68.8%	72.3%	75.7%	79.2%
English learners	72.3%	74.6%	76.9%	79.2%	81.5%	83.8%	86.1%
Minority students (non-white)	72.3%	74.6%	76.9%	79.2%	81.5%	83.8%	86.1%

### C. Progress in Achieving English Language Proficiency

Using data from the 2017 administration of the ACCESS 2.0 assessment, this table will be populated by June 30, 2017.

## Appendix B: GEPA 427 Statement

### Information Regarding Equitable Access to and Participation in the Programs included in the Idaho Consolidated State Plan

The Idaho State Department of Education (ISDE) adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Idaho State Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The ISDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities. For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, ISDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The ISDE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken to ensure equitable access may include, but are not limited to the following; developing and administering a pre-participation survey to all potential participants in order to identify special accommodation needs (i.e., wheelchair access, assistive technology, transportation assistance); holding program related sessions/activities in Americans with Disabilities Act (ADA) accessible and compliant facilities; printing materials in multiple languages, when appropriate; offering multi-lingual services for participants and others as needed and appropriate; responsiveness to cultural differences; fostering a positive school climate through restorative practices; conducting outreach efforts and target marketing to those not likely to participate; making program materials available in braille or via audiotapes, when appropriate; providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations; using technologies to convey content of program materials; using materials that include strategies for addressing the needs of all participants; pre-program gender and cultural awareness training for participants; development and/or acquisition and dissemination of culturally relevant and sensitive curriculum and informational materials; use of transportation services that include handicapped accommodations; transportation vouchers or other forms of assistance, on an as needed basis, to members (including teachers, students, and families) who must use public transportation to attend program activities.