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Every Student Succeeds Act (ESSA) Consolidated Plan Summary changes in 5th draft

All states must submit a Consolidated Plan to the U.S. Department of Education in order to receive funding for disadvantaged students. The State Department of Education is committed to developing a plan that reflects the priorities and needs of the students and educators of Idaho.

Idaho's Consolidated Plan describes how the state will use its allocated federal funds to support districts and schools serving disadvantaged children, including how the State Department of Education will help improve Idaho's lowest performing schools. The State Department of Education receives about \$82 million in federal support tied to ESSA, compared with \$1.68 billion from the state's general fund. Idaho's plan, if approved by the U.S. Department of Education, would take effect in the 2017-18 school year.

The fifth draft of the Consolidated Plan includes the following changes. There are additional areas of consideration where changes may be made, but have not yet been finalized.

Changes made to the fifth draft

- Revised the identification process to reflect that the value for each indicator will default to the highest of achievement or growth, rather than the school or LEA choosing the value. (page 23)
- Clarified that the five-year cohort graduation rate will be calculated for all schools once SDE has developed the capability, not just alternative schools. (page 13)
- Stated explicitly that the report card will note whether a school has been identified or not identified in the Annual Meaningful Differentiation section. (page 21)
- Added a citation to Idaho Code regarding 95% participation and added language stating that the local school board will be notified by the department when a school or district has failed to meet the 95% requirement and that this will be noted on the school report card. (page 26)
- Changed most dual credit references to advanced opportunities, also defined advanced opportunities (page 6).
- Included more detail about which school quality measures in the Accountability Framework can be considered for use in school improvement identification (page 19)
- Clarified that "minority students" are students in the five racial/ethnic categories currently reported to the U.S. Department of Education. (page 25)
- Added full text of the Accountability Framework to the plan. (page 15)



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- Clarified that high schools with a graduation rate below 67% will be identified every three years as will be done other comprehensive schools, not every year. (page 24)

Additional feedback with changes pending

- Consider revising the goal setting methodology, either by setting targets that are more attainable within the six-year timeframe or use a method that evaluates improvement in the state compared to the top 75th percentile of historical growth. (page 12-13)
- Based on feedback from the U.S. Department of Education to states who have already submitted plans, will add rough goals for English learners despite only baseline data being available this year. (page 14)
- Emphasize components of the plan that support programs or areas of emphasis important to Idaho, such as STEM, mastery education, and CTE, such as Title IV, Part A funds. (page 65)
- Clarify that 5% of Title I school will be identified, but that non-Title I schools with comparable results will also be identified and supported using state-appropriated funds. (page 23)
- Add to the state's more rigorous interventions for schools that are not able to exit comprehensive status after three years that this would be noted on their school report card and that the Superintendent of Public Instruction will notify the State Board of Education that the school has not made sufficient progress. The State Board of Education may choose to take action based on this information. (page 28)

For more resources related to Idaho's Consolidated Plan, please visit:

<http://sde.idaho.gov/topics/consolidated-plan/index.html>.