

**STATE DEPARTMENT OF EDUCATION
NOVEMBER 20, 2013**

SUBJECT

Idaho's Field Test Flexibility Waiver and Relevant Proposed Amendments to Idaho's ESEA Flexibility Waiver for public school students.

REFERENCE

February 16, 2012	State Board Approval of First Draft of ESEA Waiver
June 20, 2012	State Board Approval of College Entrance and Placement Exam benchmarks
August 15, 2013	State Board Approval of Proposed changes to IDAPA 08.02.03.105.06(d) – graduation requirements for the Class of 2016 allow for the field test waiver to be implemented in Idaho.
November 1, 2013	State Board Approval of Pending Rule Docket No. 08.0203.1306

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.112 Accountability

BACKGROUND/DISCUSSION

In the 2013–2014 school year, all Idaho students in grades 3-11 will take the new Smarter Balanced field test in math and English language arts instead of the Idaho Standards Achievement Tests (ISAT). Severely cognitive disabled students who currently take the ISAT-Alt Assessment will pilot the National Center and State Collaborative (NCSC) alternate assessments aligned to college- and career-ready standards in language arts and mathematics. Idaho is part of the Collaborative and may choose to use the assessment developed versus creating its own assessment independently.

Per Secretary Duncan's June 18, 2013 announcement, Idaho is requesting flexibility to not double-test students in any subject by requesting a one-year waiver of the following requirements in Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and their associated regulatory provisions:

- ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i), which require a State educational agency (SEA) to apply the same academic achievement standards, and to use the same academic assessments, for all public school children in the State.
- ESEA section 1111(b)(3)(C)(xii), which requires the provision of individual student interpretive, descriptive, and diagnostic reports that include information regarding achievement on State assessments to parents,

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teachers, and principals as soon as is practically possible after an assessment is given.

Per Secretary Duncan's announcement, Idaho is also requesting flexibility from making new accountability determinations for any public school in 2013-2014 by requesting a one-year waiver of ESEA sections 1111(h)(1)(C)(ii) and 1111(h)(2)(B), which require an SEA and the Local Educational Agency (LEA), respectively, to report on performance against annual measurable objectives (AMOs).

Along with its request for double-testing and determination waivers, Idaho is also seeking to amend its approved ESEA flexibility request to clarify that it will not identify new reward, priority, or focus schools following the 2013–2014 school year, but will resume identifying new lists of those schools following the 2014–2015 school year. Idaho is also seeking to amend its approved ESEA flexibility request to clarify that it will require schools to keep their 2013-2014 accountability determinations (Star Ratings and AMOs) for the 2014-2015 school year.

The State Department of Education received guidance on the flexibility waiver from the U.S. Department of Education on September 17, 2013.

The Department of Ed sought public comment and met with several stakeholder groups to receive feedback on the amendment. In addition, the proposal was reviewed by the Accountability Committee and approved.

IMPACT

It is important that Idaho receive both the double-testing and determination waivers for several reasons:

- It is important that Idaho provide all students with an opportunity to experience the new assessments before scores are tied to school accountability.
- It is important to avoid double-testing students in any single subject area to preserve critical student-teacher contact time.
- It is important to avoid requiring students to take a test that is not aligned to the new Idaho Core Standards.

If the State Board of Education does not approve Idaho's Field Test Waiver request and relevant amendments to Idaho's approved ESEA Flexibility Waiver, Idaho schools will continue to be held accountable using a test that is not aligned to the new Idaho Core Standards. In addition, up to 20% of Idaho's students will be required to double-test, meaning they will take both the Smarter Balanced field test and the ISAT in a single subject area in Spring 2014.

ATTACHMENTS

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BOARD ACTION

I move to approve Idaho's application for the ESEA Flexibility Waiver as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Dear Assistant Secretary Delisle:

In the 2013–2014 school year, the Idaho State Board of Education (SBOE) will be field testing the new Smarter Balanced assessments and the new National Center and State Collaborative (NCSC) alternate assessments aligned to college- and career-ready standards in language arts and mathematics. Per the Secretary’s June 18, 2013, announcement, I am writing on behalf of the Idaho SBOE to request the double-testing flexibility by requesting a one-year waiver of the following requirements in Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and their associated regulatory provisions:

- ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i), which require a State educational agency (SEA) to apply the same academic achievement standards, and to use the same academic assessments, for all public school children in the State. The Idaho SBOE requests these waivers so that any individual student within Idaho will be permitted to take only one assessment in each content area in 2013–2014 — either the current State assessment or the full form of the field test of the new assessment aligned to college- and career-ready standards.
- ESEA section 1111(b)(3)(C)(xii), which requires the provision of individual student interpretive, descriptive, and diagnostic reports that include information regarding achievement on State assessments to parents, teachers, and principals as soon as is practically possible after an assessment is given. The Idaho SBOE requests this waiver to permit the Idaho SBOE and its local educational agencies (LEAs) to refrain from producing or providing these reports for a student’s performance on the field test.

On behalf of Idaho SBOE, I am also requesting the determination flexibility by requesting a one-year waiver of the following ESEA requirements and their associated regulatory provisions:

- ESEA sections 1111(h)(1)(C)(ii) and 1111(h)(2)(B), which require an SEA and an LEA, respectively, to report on performance against annual measurable objectives (AMOs). The Idaho SBOE requests these waivers to permit the Idaho SBOE and its LEAs to refrain from reporting performance against AMOs for the subjects being field tested in any school or single-school LEA that participates in the field test of new assessments aligned to college- and career-ready standards. All Idaho schools and single-school LEAs will be participating in the field test of the Smarter Balanced assessments, so the Idaho SBOE and its LEAs will have no available data with which to report performance against AMOs for any subjects at any level.

The Idaho SBOE hereby assures that if it is granted the requested waivers:

- The Idaho SBOE and its LEAs will ensure that all students in the tested grades who do not take the field test in a particular subject will take the current State assessment in that subject, as required by the ESEA.

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- The Idaho SBOE and its LEAs will meet all reporting obligations with respect to reporting the achievement of students who take the current State assessments.
- The Idaho SBOE has properly notified all LEAs and schools that will participate in the field test of that participation.
- The Idaho SBOE has ensured that parents or guardians of students in each school participating in the field test have been notified of the school's participation, including by ensuring that the notification to parents includes a discussion of the implications of the school's participation in the field test and whether the parents' child will participate in the field test.
- In 2014–2015, the Idaho SBOE will administer the new reading/language arts and mathematics assessments aligned to college- and career-ready standards, as well as State science assessments, to all students in the grades required to be tested in accordance with the ESEA.

Enclosed with this waiver request is a list of all schools, including single-school LEAs, within Idaho that will participate in the field test of the new assessments aligned to college- and career-ready standards as well as an indication of which of those schools and single-school LEAs will not receive new accountability determinations in light of their participation in the field test.

Also enclosed with this waiver request is a request to amend Idaho's approved ESEA flexibility request. As indicated in the enclosed amendment request, the Idaho SBOE seeks to amend its approved ESEA flexibility request to clarify that it will not identify new reward, priority, or focus schools following the 2013–2014 school year but will resume identifying new lists of those schools following the 2014–2015 school year. The Idaho SBOE will also seek to amend its approved ESEA flexibility request to clarify that it will require schools to keep their 2013-2014 accountability determinations (Star Ratings and AMOs) for the 2014-2015 school year.

Prior to submitting this waiver request, the Idaho SBOE provided all LEAs in the State with notice and a reasonable opportunity to comment on this request. The Idaho SBOE provided such notice by sending an email to each LEA on October 15, 2013 (see copy of notice attached). Copies of all comments that Idaho SBOE received from LEAs in response to this notice are attached hereto. The Idaho SBOE has also provided notice and information regarding this waiver request to the public in the manner in which the Idaho SBOE customarily provides such notice and information to the public by posting information regarding the waiver request on its website (see attached copy of public notice).

Please feel free to contact me by phone or email at 208-332-6815 or trluna@sde.idaho.gov if you have any questions regarding this request. Thank you for your consideration.

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TABLE OF SCHOOLS PARTICIPATING IN THE FIELD TEST

<u>LEA¹</u>	<u>School Name</u>	<u>School NCES ID #</u>	<u>Determination Flexibility (yes/no)</u>	<u>Current School Identification</u>
WEST BONNER COUNTY DISTRICT	PRIEST RIVER LAMANNA HIGH	160000100084	Yes	None
WEST BONNER COUNTY DISTRICT	PRIEST RIVER JR HIGH SCHOOL	160000100085	Yes	None
WEST BONNER COUNTY DISTRICT	IDAHO HILL ELEMENTARY SCHOOL	160000100613	Yes	None
WEST BONNER COUNTY DISTRICT	PRIEST RIVER ELEMENTARY SCHOOL	160000100619	Yes	None
WEST BONNER COUNTY DISTRICT	PRIEST LAKE ELEMENTARY SCHOOL	160000100620	Yes	None
WEST BONNER COUNTY DISTRICT	PRIEST RIVER EDUCATIONAL PROGRAM	160000100771	Yes	None
LAKE PEND OREILLE DISTRICT	CLARK FORK JR-SR HIGH SCHOOL	160000200082	Yes	None
LAKE PEND OREILLE DISTRICT	SANDPOINT HIGH SCHOOL	160000200087	Yes	None
LAKE PEND OREILLE DISTRICT	KOOTENAI ELEMENTARY SCHOOL	160000200603	Yes	None
LAKE PEND OREILLE DISTRICT	SANDPOINT JUVENILE DETENTION	160000200604	Yes	None
LAKE PEND OREILLE DISTRICT	HOPE ELEMENTARY SCHOOL	160000200614	Yes	None
LAKE PEND OREILLE DISTRICT	FARMIN STIDWELL ELEMENTARY SCH	160000200615	Yes	None
LAKE PEND OREILLE DISTRICT	SOUTHSIDE ELEMENTARY SCHOOL	160000200616	Yes	None
LAKE PEND OREILLE DISTRICT	WASHINGTON ELEMENTARY SCHOOL	160000200617	Yes	None
LAKE PEND OREILLE DISTRICT	SAGLE ELEMENTARY SCHOOL	160000200618	Yes	None
LAKE PEND OREILLE DISTRICT	NORTHSIDE ELEMENTARY SCHOOL	160000200621	Yes	None
LAKE PEND OREILLE DISTRICT	LAKE PEND OREILLE ALT HIGH SCH	160000200691	Yes	Priority
LAKE PEND OREILLE DISTRICT	SANDPOINT MIDDLE SCHOOL	160000200724	Yes	None
LAKE PEND OREILLE DISTRICT	FORREST M. BIRD CHARTER SCHOOL	160000200772	Yes	None
VICTORY CHARTER SCHOOL*	VICTORY CHARTER SCHOOL	160000300858	Yes	None
IDAHO VIRTUAL ACADEMY	IDAHO VIRTUAL ACADEMY	160000400859	Yes	None
IDAHO VIRTUAL ACADEMY	Idaho Virtual Academy Alt HS	160000401035	Yes	None
Richard McKenna Charter High School	RICHARD McKENNA CHARTER HIGH	160000500862	Yes	None
Richard McKenna Charter High School	RICHARD McKENNA ALT CHARTER HIGH	160000501056	Yes	None
ROLLING HILLS CHARTER SCHOOL*	ROLLING HILLS PUBLIC CHARTER	160000600863	Yes	None
COMPASS CHARTER SCHOOL*	COMPASS PUBLIC CHARTER SCHOOL	160000700864	Yes	None
FALCON RIDGE CHARTER SCHOOL*	FALCON RIDGE PUBLIC CHARTER	160000800865	Yes	None
TROY SCHOOL DISTRICT	TROY ELEMENTARY SCHOOL	160000900581	Yes	None

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TROY SCHOOL DISTRICT	TROY JR-SR HIGH SCHOOL	160000900582	Yes	None
WHITEPINE JT SCHOOL DISTRICT	BOVILL ELEMENTARY SCHOOL	160001000578	Yes	None
WHITEPINE JT SCHOOL DISTRICT	DEARY SCHOOL	160001000579	Yes	None
WHITEPINE JT SCHOOL DISTRICT	IDAHO DISTANCE EDUCATION ACAD	160001000846	Yes	None
INSPIRE VIRTUAL CHARTER*	INSPIRE VIRTUAL CHARTER SCHOO	160001100866	Yes	None
LIBERTY CHARTER*	LIBERTY CHARTER SCHOOL	160001200867	Yes	None
THE ACADEMY [ARC]*	THE ACADEMY AT ROOSEVELT CNTR	160001400891	Yes	None
TAYLORS CROSSING CHARTER SCHOOL*	TAYLORS CROSSING CHARTER SCHOO	160001500892	Yes	None
IDAHO DEPT JUVENILE CORRECTION	JUVENILE CORRECTION - ST ANTHONY	160001600920	Yes	None
IDAHO DEPT JUVENILE CORRECTION	JUVENILE CORRECTIONS - NAMPA	160001600926	Yes	None
IDAHO DEPT JUVENILE CORRECTION	Juvenile Corrections - Lewiston	160001600990	Yes	None
IDAHO DEPT CORRECTION	ROBERT JANSS SCHOOL	160001700921	Yes	None
ABERDEEN DISTRICT	ABERDEEN HIGH SCHOOL	160003000002	Yes	None
ABERDEEN DISTRICT	ABERDEEN ELEMENTARY SCHOOL	160003000828	Yes	None
ABERDEEN DISTRICT	ABERDEEN MIDDLE SCHOOL	160003000829	Yes	None
AMERICAN FALLS JOINT DISTRICT	AMERICAN FALLS HIGH SCHOOL	160006000003	Yes	None
AMERICAN FALLS JOINT DISTRICT	HILLCREST ELEMENTARY SCHOOL	160006000005	Yes	None
AMERICAN FALLS JOINT DISTRICT	WILLIAM THOMAS MIDDLE SCHOOL	160006000589	Yes	None
AMERICAN FALLS JOINT DISTRICT	AMERICAN FALLS (ALT.) ACADEMY	160006000768	Yes	None
AMERICAN FALLS JOINT DISTRICT	AMERICAN FALLS INTERMEDIATE SCHOOL	160006000816	Yes	None
ARBON ELEMENTARY DISTRICT*	ARBON ELEMENTARY SCHOOL	160009000006	Yes	None
SALMON RIVER JOINT SCHOOL DIST	SALMON RIVER JR-SR HIGH SCHOOL	160013800944	Yes	None
SALMON RIVER JOINT SCHOOL DIST	RIGGINS ELEMENTARY SCHOOL	160013800959	Yes	None
MOUNTAIN VIEW SCHOOL DISTRICT	ELK CITY PUBLIC SCHOOL	160013900933	Yes	None
MOUNTAIN VIEW SCHOOL DISTRICT	CLEARWATER VALLEY JR-SR	160013900936	Yes	None
MOUNTAIN VIEW SCHOOL DISTRICT	GRANGEVILLE HIGH SCHOOL	160013900937	Yes	None
MOUNTAIN VIEW SCHOOL DISTRICT	GRANGEVILLE ELEM/MIDDLE SCHOOL	160013900946	Yes	None
MOUNTAIN VIEW SCHOOL DISTRICT	CLEARWATER VALLEY ELEMENTARY	160013900961	Yes	None
XAVIER CHARTER SCHOOL*	XAVIER CHARTER SCHOOL	160014000949	Yes	None
VISION CHARTER SCHOOL*	VISION CHARTER SCHOOL	160014100942	Yes	None
WHITE PINE CHARTER SCHOOL*	WHITE PINE CHARTER SCHOOL	160014200809	Yes	None
NORTH VALLEY ACADEMY*	NORTH VALLEY ACADEMY	160014300968	Yes	None

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iSUCCEED VIRTUAL HIGH SCHOOL*	iSUCCEED VIRTUAL HIGH SCHOOL	160014400967	Yes	None
Idaho Science & Technology Charter*	Idaho Science & Technology Charter School	160014500996	Yes	None
Wings Charter Middle School*	Wings Charter Middle School	160014600997	Yes	Priority
Idaho Connects Online School*	Idaho Connects Online School	160014800993	Yes	None
Idaho Connects Online School*	Idaho Connects Online School (Alt)	160014801023	Yes	None
Kootenai Bridge Academy*	Kootenai Bridge Academy School	160014900992	Yes	None
AVERY SCHOOL DISTRICT*	Calder Elementary Jr High	160015001010	Yes	None
Palouse Prairie Charter*	Palouse Prairie Charter School	160015100994	Yes	Focus
Canyon-Owyhee Special Services Agency*	COSSA Academy	160015200304	Yes	None
Blackfoot Charter Community Learning Center*	Blackfoot Charter Community	160015300796	Yes	None
Monticello Montessori Charter School*	Monticello Montessori Charter School	160015401014	Yes	Focus
Another Choice Virtual Charter District*	ANOTHER CHOICE VIRTUAL CHARTER	160015501008	Yes	Priority
Sage International School of Boise*	Sage International School of Boise	160015601007	Yes	None
The Village Charter School District*	The Village Charter School	160015701018	Yes	None
Legacy Charter School District*	Legacy Charter School	160015801019	Yes	None
Heritage Academy District*	Heritage Academy	160015901017	Yes	Focus
North Idaho STEM Charter Academy District*	North Idaho STEM Charter Academy	160016001020	Yes	None
Heritage Community Charter District*	Heritage Community Charter	160016101021	Yes	Focus
American Heritage Charter District*	American Heritage Charter School	160016201044	Yes	None
Chief Tahgee Elementary Academy District*	Chief Tahgee Elementary Academy	160016301040	Yes	None
Odyssey Charter District*	Odyssey Charter School	160016401054	Yes	None
BASIN SCHOOL DISTRICT	BASIN ELEMENTARY SCHOOL	160018000334	Yes	None
BASIN SCHOOL DISTRICT	IDAHO CITY HIGH SCHOOL	160018000350	Yes	None
BEAR LAKE COUNTY DISTRICT	A J WINTERS ELEMENTARY SCHOOL	160024000016	Yes	None
BEAR LAKE COUNTY DISTRICT	BEAR LAKE MIDDLE SCHOOL	160024000017	Yes	None
BEAR LAKE COUNTY DISTRICT	BEAR LAKE HIGH SCHOOL	160024000018	Yes	None
BEAR LAKE COUNTY DISTRICT	PARIS ELEMENTARY SCHOOL	160024000019	Yes	None
BEAR LAKE COUNTY DISTRICT	GEORGETOWN ELEMENTARY SCHOOL	160024000021	Yes	None
BEAR LAKE COUNTY DISTRICT	CLOVER CREEK HIGH SCHOOL ALT	160024000827	Yes	None
BLACKFOOT DISTRICT	BLACKFOOT HIGH SCHOOL	160027000022	Yes	None
BLACKFOOT DISTRICT	MOUNTAIN VIEW MIDDLE SCHOOL	160027000023	Yes	None
BLACKFOOT DISTRICT	RIDGE CREST ELEMENTARY SCHOOL	160027000025	Yes	None

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BLACKFOOT DISTRICT	FORT HALL ELEMENTARY SCHOOL	160027000026	Yes	Priority
BLACKFOOT DISTRICT	GROVELAND ELEMENTARY SCHOOL	160027000027	Yes	None
BLACKFOOT DISTRICT	I T STODDARD ELEMENTARY SCHOOL	160027000028	Yes	None
BLACKFOOT DISTRICT	BLACKFOOT SIXTH GRADE ELEM	160027000030	Yes	None
BLACKFOOT DISTRICT	DONALD D. STALKER ELEMENTARY	160027000031	Yes	None
BLACKFOOT DISTRICT	WAPELLO ELEMENTARY SCHOOL	160027000032	Yes	None
BLACKFOOT DISTRICT	INDEPENDENCE ALTERNATE HIGH	160027000689	Yes	Focus
BLACKFOOT DISTRICT	SUMMIT ALT MIDDLE SCHOOL	160027000761	Yes	None
BLAINE COUNTY DISTRICT	BELLEVUE ELEMENTARY SCHOOL	160030000033	Yes	Focus
BLAINE COUNTY DISTRICT	CAREY PUBLIC SCHOOL	160030000034	Yes	None
BLAINE COUNTY DISTRICT	ERNEST HEMINGWAY ELEMENTARY	160030000035	Yes	None
BLAINE COUNTY DISTRICT	HAILEY ELEMENTARY SCHOOL	160030000036	Yes	None
BLAINE COUNTY DISTRICT	WOOD RIVER HIGH SCHOOL	160030000038	Yes	None
BLAINE COUNTY DISTRICT	SILVER CREEK HIGH SCHOOL	160030000197	Yes	None
BLAINE COUNTY DISTRICT	WOOD RIVER MIDDLE SCHOOL	160030000493	Yes	None
BLAINE COUNTY DISTRICT	WOODSIDE ELEMENTARY SCHOOL	160030000908	Yes	None
BLISS JOINT DISTRICT*	BLISS SCHOOL	160033000040	Yes	None
BOISE INDEPENDENT DISTRICT	RIVERSIDE ELEMENTARY SCHOOL	160036000004	Yes	None
BOISE INDEPENDENT DISTRICT	HORIZON ELEMENTARY SCHOOL	160036000009	Yes	None
BOISE INDEPENDENT DISTRICT	ADAMS ELEMENTARY SCHOOL	160036000042	Yes	None
BOISE INDEPENDENT DISTRICT	BOISE SENIOR HIGH SCHOOL	160036000044	Yes	None
BOISE INDEPENDENT DISTRICT	BORAH SENIOR HIGH SCHOOL	160036000045	Yes	None
BOISE INDEPENDENT DISTRICT	CAPITAL SENIOR HIGH SCHOOL	160036000047	Yes	None
BOISE INDEPENDENT DISTRICT	COLLISTER ELEMENTARY SCHOOL	160036000049	Yes	None
BOISE INDEPENDENT DISTRICT	FAIRMONT JUNIOR HIGH SCHOOL	160036000051	Yes	None
BOISE INDEPENDENT DISTRICT	GARFIELD ELEMENTARY SCHOOL	160036000053	Yes	None
BOISE INDEPENDENT DISTRICT	HAWTHORNE ELEMENTARY SCHOOL	160036000054	Yes	None
BOISE INDEPENDENT DISTRICT	HIGHLANDS ELEMENTARY SCHOOL	160036000055	Yes	None
BOISE INDEPENDENT DISTRICT	HILLCREST ELEMENTARY SCHOOL	160036000056	Yes	None
BOISE INDEPENDENT DISTRICT	HILLSIDE JUNIOR HIGH SCHOOL	160036000057	Yes	None
BOISE INDEPENDENT DISTRICT	JEFFERSON ELEMENTARY SCHOOL	160036000059	Yes	None
BOISE INDEPENDENT DISTRICT	KOELSCH ELEMENTARY SCHOOL	160036000060	Yes	None

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BOISE INDEPENDENT DISTRICT	LONGFELLOW ELEMENTARY SCHOOL	160036000062	Yes	None
BOISE INDEPENDENT DISTRICT	LOWELL ELEMENTARY SCHOOL	160036000063	Yes	None
BOISE INDEPENDENT DISTRICT	MAPLE GROVE ELEMENTARY SCH	160036000065	Yes	None
BOISE INDEPENDENT DISTRICT	MONROE ELEMENTARY SCHOOL	160036000067	Yes	None
BOISE INDEPENDENT DISTRICT	MOUNTAIN VIEW ELEMENTARY SCH	160036000068	Yes	None
BOISE INDEPENDENT DISTRICT	NORTH JUNIOR HIGH SCHOOL	160036000069	Yes	None
BOISE INDEPENDENT DISTRICT	OWYHEE ELEMENTARY SCHOOL	160036000070	Yes	None
BOISE INDEPENDENT DISTRICT	PIERCE PARK ELEMENTARY SCHOOL	160036000071	Yes	None
BOISE INDEPENDENT DISTRICT	ROOSEVELT ELEMENTARY SCHOOL	160036000072	Yes	None
BOISE INDEPENDENT DISTRICT	SOUTH JUNIOR HIGH SCHOOL	160036000073	Yes	None
BOISE INDEPENDENT DISTRICT	WILLIAM HOWARD TAFT ELEMENTARY	160036000074	Yes	None
BOISE INDEPENDENT DISTRICT	VALLEY VIEW ELEMENTARY SCHOOL	160036000075	Yes	None
BOISE INDEPENDENT DISTRICT	WASHINGTON ELEMENTARY SCHOOL	160036000076	Yes	None
BOISE INDEPENDENT DISTRICT	WHITNEY ELEMENTARY SCHOOL	160036000078	Yes	Focus
BOISE INDEPENDENT DISTRICT	WHITTIER ELEMENTARY SCHOOL	160036000079	Yes	None
BOISE INDEPENDENT DISTRICT	LES BOIS JUNIOR HIGH SCHOOL	160036000183	Yes	None
BOISE INDEPENDENT DISTRICT	TRAIL WIND ELEMENTARY	160036000590	Yes	None
BOISE INDEPENDENT DISTRICT	SHADOW HILLS ELEMENTARY	160036000591	Yes	None
BOISE INDEPENDENT DISTRICT	AMITY ELEMENTARY SCHOOL	160036000592	Yes	None
BOISE INDEPENDENT DISTRICT	BOISE EVENING SCHOOL	160036000611	Yes	None
BOISE INDEPENDENT DISTRICT	RIVERGLEN JR HIGH SCHOOL	160036000632	Yes	None
BOISE INDEPENDENT DISTRICT	TIMBERLINE HIGH SCHOOL	160036000643	Yes	None
BOISE INDEPENDENT DISTRICT	LIBERTY ELEMENTARY SCHOOL	160036000650	Yes	None
BOISE INDEPENDENT DISTRICT	WHITE PINE ELEMENTARY SCHOOL	160036000706	Yes	None
BOISE INDEPENDENT DISTRICT	CYNTHIA MANN ELEMENTARY SCHOOL	160036000707	Yes	None
BOISE INDEPENDENT DISTRICT	ADA COUNTY JUVENILE CENTER	160036000708	Yes	None
BOISE INDEPENDENT DISTRICT	ANSER CHARTER SCHOOL	160036000758	Yes	None
BOISE INDEPENDENT DISTRICT	MARIAN PRITCHETT MEMORIAL SCH	160036000791	Yes	None
BOISE INDEPENDENT DISTRICT	MORLEY NELSON ELEMENTARY	160036000980	Yes	None
BOISE INDEPENDENT DISTRICT	GRACE JORDAN ELEMENTARY	160036000982	Yes	None
BOISE INDEPENDENT DISTRICT	FRANK CHURCH HIGH (ALTERN)	160036000984	Yes	Priority
BOISE INDEPENDENT DISTRICT	WEST JUNIOR HIGH	160036000987	Yes	None

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BOISE INDEPENDENT DISTRICT	EAST JUNIOR HIGH SCHOOL	160036001002	Yes	None
BOISE INDEPENDENT DISTRICT	HIDDEN SPRINGS ELEMENTARY SCHOOL	160036001004	Yes	None
BOUNDARY COUNTY DISTRICT	BOUNDARY COUNTY MIDDLE SCHOOL	160042000029	Yes	None
BOUNDARY COUNTY DISTRICT	BONNERS FERRY HIGH SCHOOL	160042000089	Yes	None
BOUNDARY COUNTY DISTRICT	MOUNT HALL ELEMENTARY SCHOOL	160042000091	Yes	None
BOUNDARY COUNTY DISTRICT	NAPLES ELEMENTARY SCHOOL	160042000092	Yes	None
BOUNDARY COUNTY DISTRICT	VALLEY VIEW ELEMENTARY SCHOOL	160042000094	Yes	None
BRUNEAU-GRAND VIEW JOINT DIST	BRUNEAU ELEMENTARY SCHOOL	160045000098	Yes	Focus
BRUNEAU-GRAND VIEW JOINT DIST	GRAND VIEW ELEMENTARY SCHOOL	160045000099	Yes	None
BRUNEAU-GRAND VIEW JOINT DIST	RIMROCK JR-SR HIGH SCHOOL	160045000100	Yes	Focus
BUHL JOINT DISTRICT	POPPELWELL ELEMENTARY SCHOOL	160048000101	Yes	None
BUHL JOINT DISTRICT	BUHL HIGH SCHOOL	160048000102	Yes	None
BUHL JOINT DISTRICT	BUHL MIDDLE SCHOOL	160048000103	Yes	None
BUTTE COUNTY JOINT DISTRICT	ARCO ELEMENTARY SCHOOL	160049000007	Yes	None
BUTTE COUNTY JOINT DISTRICT	BUTTE COUNTY HIGH SCHOOL	160049000008	Yes	None
BUTTE COUNTY JOINT DISTRICT	HOWE ELEMENTARY SCHOOL	160049000011	Yes	None
BUTTE COUNTY JOINT DISTRICT	BUTTE COUNTY MIDDLE SCHOOL	160049000062	Yes	None
CALDWELL DISTRICT	CANYON SPRINGS ALT HIGH SCH	160051000041	Yes	Priority
CALDWELL DISTRICT	SOUTHWEST IDAHO JUVENILE DET	160051000043	Yes	None
CALDWELL DISTRICT	CALDWELL SENIOR HIGH SCHOOL	160051000104	Yes	None
CALDWELL DISTRICT	JEFFERSON MIDDLE SCHOOL	160051000105	Yes	Priority
CALDWELL DISTRICT	LINCOLN ELEMENTARY SCHOOL	160051000106	Yes	None
CALDWELL DISTRICT	VAN BUREN ELEMENTARY SCHOOL	160051000107	Yes	None
CALDWELL DISTRICT	WASHINGTON ELEMENTARY SCHOOL	160051000108	Yes	Focus
CALDWELL DISTRICT	SYRINGA MIDDLE SCHOOL	160051000109	Yes	None
CALDWELL DISTRICT	WILSON ELEMENTARY SCHOOL	160051000609	Yes	None
CALDWELL DISTRICT	SACAJAWEA ELEMENTARY SCHOOL	160051000731	Yes	Focus
CALDWELL DISTRICT	LEWIS AND CLARK ELEMENTARY	160051000835	Yes	None
CAMAS COUNTY DISTRICT	CAMAS COUNTY ELEM-JR HIGH SCH	160054000110	Yes	None
CAMAS COUNTY DISTRICT	CAMAS COUNTY HIGH SCHOOL	160054000111	Yes	None
CAMBRIDGE JOINT DISTRICT	CAMBRIDGE ELEMENTARY SCHOOL	160057000112	Yes	None
CAMBRIDGE JOINT DISTRICT	CAMBRIDGE JR-SR HIGH SCHOOL	160057000113	Yes	None

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VALLIVUE SCHOOL DISTRICT	CENTRAL CANYON ELEMENTARY SCH	160060000083	Yes	None
VALLIVUE SCHOOL DISTRICT	EAST CANYON ELEMENTARY SCHOOL	160060000115	Yes	None
VALLIVUE SCHOOL DISTRICT	VALLIVUE HIGH SCHOOL	160060000118	Yes	None
VALLIVUE SCHOOL DISTRICT	WEST CANYON ELEMENTARY SCHOOL	160060000119	Yes	None
VALLIVUE SCHOOL DISTRICT	VALLIVUE MIDDLE SCHOOL	160060000539	Yes	None
VALLIVUE SCHOOL DISTRICT	BIRCH ELEMENTARY SCHOOL	160060000778	Yes	None
VALLIVUE SCHOOL DISTRICT	SAGE VALLEY MIDDLE SCHOOL	160060000838	Yes	None
VALLIVUE SCHOOL DISTRICT	THOMAS JEFFERSON CHARTER	160060000839	Yes	None
VALLIVUE SCHOOL DISTRICT	VALLIVUE ACADEMY (ALT)	160060000914	Yes	Focus
VALLIVUE SCHOOL DISTRICT	DESERT SPRINGS ELEMENTARY SCHO	160060000935	Yes	None
VALLIVUE SCHOOL DISTRICT	LAKEVUE ELEMENTARY SCHOOL	160060000976	Yes	None
VALLIVUE SCHOOL DISTRICT	VALLIVUE VIRTUAL ACADEMY	160060001011	Yes	None
VALLIVUE SCHOOL DISTRICT	RIVERVUE ACADEMY ALTERN	160060001016	Yes	None
CASCADE DISTRICT	CASCADE ELEMENTARY SCHOOL	160063000120	Yes	None
CASCADE DISTRICT	CASCADE JR-SR HIGH SCHOOL	160063000121	Yes	None
CASSIA COUNTY JOINT DISTRICT	ALBION ELEMENTARY SCHOOL	160066000122	Yes	None
CASSIA COUNTY JOINT DISTRICT	ALMO ELEMENTARY SCHOOL	160066000123	Yes	None
CASSIA COUNTY JOINT DISTRICT	BURLEY SENIOR HIGH SCHOOL	160066000124	Yes	None
CASSIA COUNTY JOINT DISTRICT	BURLEY JUNIOR HIGH SCHOOL	160066000125	Yes	Focus
CASSIA COUNTY JOINT DISTRICT	DECLO ELEMENTARY SCHOOL	160066000126	Yes	Focus
CASSIA COUNTY JOINT DISTRICT	DECLO SENIOR HIGH SCHOOL	160066000127	Yes	None
CASSIA COUNTY JOINT DISTRICT	DWORSHAK ELEMENTARY SCHOOL	160066000128	Yes	None
CASSIA COUNTY JOINT DISTRICT	RAFT RIVER ELEMENTARY SCHOOL	160066000129	Yes	None
CASSIA COUNTY JOINT DISTRICT	MOUNTAIN VIEW ELEMENTARY	160066000130	Yes	None
CASSIA COUNTY JOINT DISTRICT	OAKLEY ELEMENTARY SCHOOL	160066000131	Yes	None
CASSIA COUNTY JOINT DISTRICT	OAKLEY JR-SR HIGH SCHOOL	160066000132	Yes	None
CASSIA COUNTY JOINT DISTRICT	RAFT RIVER JR-SR HIGH SCHOOL	160066000134	Yes	None
CASSIA COUNTY JOINT DISTRICT	WHITE PINE ELEMENTARY	160066000387	Yes	None
CASSIA COUNTY JOINT DISTRICT	CASSIA HIGH SCHOOL (ALT)	160066000540	Yes	None
CASSIA COUNTY JOINT DISTRICT	DECLO JR HIGH SCHOOL	160066000610	Yes	None
CASTLEFORD DISTRICT*	CASTLEFORD SCHOOL	160069000137	Yes	None
CHALLIS JOINT DISTRICT	CHALLIS ELEMENTARY SCHOOL	160072000139	Yes	Focus

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CHALLIS JOINT DISTRICT	CHALLIS JR-SR HIGH SCHOOL	160072000140	Yes	None
CHALLIS JOINT DISTRICT	CLAYTON ELEMENTARY SCHOOL	160072000141	Yes	None
CHALLIS JOINT DISTRICT	PATTERSON ELEMENTARY SCHOOL	160072000142	Yes	None
CHALLIS JOINT DISTRICT	STANLEY ELEM-JR HIGH SCHOOL	160072000143	Yes	None
CLARK COUNTY DISTRICT	CLARK COUNTY JR-SR HIGH SCHOOL	160075000144	Yes	None
CLARK COUNTY DISTRICT	LINDY ROSS ELEMENTARY SCHOOL	160075000145	Yes	None
COEUR D'ALENE DISTRICT	HAYDEN MEADOWS ELEMENTARY SCH	160078000114	Yes	None
COEUR D'ALENE DISTRICT	BORAH ELEMENTARY SCHOOL	160078000146	Yes	None
COEUR D'ALENE DISTRICT	BRYAN ELEMENTARY SCHOOL	160078000147	Yes	None
COEUR D'ALENE DISTRICT	CANFIELD MIDDLE SCHOOL	160078000148	Yes	None
COEUR D'ALENE DISTRICT	COEUR D'ALENE HIGH SCHOOL	160078000149	Yes	None
COEUR D'ALENE DISTRICT	DALTON ELEMENTARY SCHOOL	160078000150	Yes	None
COEUR D'ALENE DISTRICT	ATLAS ELEMENTARY SCHOOL	160078000152	Yes	None
COEUR D'ALENE DISTRICT	LAKES MAGNET SCHOOL	160078000153	Yes	None
COEUR D'ALENE DISTRICT	RAMSEY MAGNET SCHOOL OF SCIENCE	160078000155	Yes	None
COEUR D'ALENE DISTRICT	SORENSEN MAGNET SCHOOL OF THE ARTS AND HUMANITIES	160078000156	Yes	None
COEUR D'ALENE DISTRICT	WINTON ELEMENTARY SCHOOL	160078000157	Yes	None
COEUR D'ALENE DISTRICT	FERNAN ELEMENTARY SCHOOL	160078000208	Yes	None
COEUR D'ALENE DISTRICT	LAKE CITY HIGH SCHOOL	160078000291	Yes	None
COEUR D'ALENE DISTRICT	VENTURE ALT HIGH SCHOOL	160078000694	Yes	Focus
COEUR D'ALENE DISTRICT	CDA JUVENILE DETENTION CENTER	160078000704	Yes	None
COEUR D'ALENE DISTRICT	WOODLAND MIDDLE SCHOOL	160078000747	Yes	None
COEUR D'ALENE DISTRICT	COEUR D'ALENE CHARTER ACADEMY	160078000765	Yes	None
COEUR D'ALENE DISTRICT	SKYWAY ELEMENTARY SCHOOL	160078000799	Yes	None
COTTONWOOD JOINT DISTRICT	PRAIRIE ELEMENTARY SCHOOL	160081000160	Yes	None
COTTONWOOD JOINT DISTRICT	PRAIRIE JR-SR HIGH SCHOOL	160081000161	Yes	None
PLUMMER-WORLEY JOINT DISTRICT	LAKESIDE MIDDLE SCHOOL	160081500647	Yes	None
PLUMMER-WORLEY JOINT DISTRICT	LAKESIDE ELEMENTARY SCHOOL	160081500719	Yes	Priority
PLUMMER-WORLEY JOINT DISTRICT	LAKESIDE HIGH SCHOOL	160081500720	Yes	None
COUNCIL DISTRICT	COUNCIL ELEMENTARY SCHOOL	160084000162	Yes	None
COUNCIL DISTRICT	COUNCIL JR-SR HIGH SCHOOL	160084000163	Yes	None

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CULDESAC JOINT DISTRICT*	CULDESAC SCHOOL	160087000164	Yes	None
DIETRICH DISTRICT*	DIETRICH SCHOOL	160090000165	Yes	None
BONNEVILLE JOINT DISTRICT	HILLCREST HIGH SCHOOL	160093000024	Yes	None
BONNEVILLE JOINT DISTRICT	AMMON ELEMENTARY SCHOOL	160093000167	Yes	None
BONNEVILLE JOINT DISTRICT	ROCKY MOUNTAIN MIDDLE SCHOOL	160093000168	Yes	None
BONNEVILLE JOINT DISTRICT	BONNEVILLE HIGH SCHOOL	160093000169	Yes	None
BONNEVILLE JOINT DISTRICT	FAIRVIEW ELEMENTARY SCHOOL	160093000172	Yes	None
BONNEVILLE JOINT DISTRICT	FALLS VALLEY ELEMENTARY SCHOOL	160093000173	Yes	None
BONNEVILLE JOINT DISTRICT	HILLVIEW ELEMENTARY SCHOOL	160093000175	Yes	None
BONNEVILLE JOINT DISTRICT	IONA ELEMENTARY SCHOOL	160093000176	Yes	None
BONNEVILLE JOINT DISTRICT	UCON ELEMENTARY SCHOOL	160093000178	Yes	None
BONNEVILLE JOINT DISTRICT	LINCOLN HIGH SCHOOL (ALT)	160093000361	Yes	None
BONNEVILLE JOINT DISTRICT	CLOVERDALE ELEMENTARY SCHOOL	160093000630	Yes	None
BONNEVILLE JOINT DISTRICT	TELFORD ACADEMY (ALT)	160093000649	Yes	Priority
BONNEVILLE JOINT DISTRICT	SANDCREEK MIDDLE SCHOOL	160093000651	Yes	None
BONNEVILLE JOINT DISTRICT	TIEBREAKER ELEMENTARY SCHOOL	160093000670	Yes	None
BONNEVILLE JOINT DISTRICT	TETON PEAKS ACADEMY BHC (ALT)	160093000832	Yes	None
BONNEVILLE JOINT DISTRICT	RIMROCK ELEMENTARY	160093000909	Yes	None
BONNEVILLE JOINT DISTRICT	WOODLAND HILLS ELEMENTARY	160093000910	Yes	None
BONNEVILLE JOINT DISTRICT	DISCOVERY ELEMENTARY SCHOOL	160093000971	Yes	None
BONNEVILLE JOINT DISTRICT	BRIDGEWATER ELEMENTARY SCHOOL	160093000975	Yes	None
BONNEVILLE JOINT DISTRICT	Bonneville Online Elementary	160093000999	Yes	None
BONNEVILLE JOINT DISTRICT	MOUNTAIN VALLEY ELEMENTARY SCH	160093001015	Yes	None
BONNEVILLE JOINT DISTRICT	Bonneville Online High School	160093001050	Yes	None
BONNEVILLE JOINT DISTRICT	Summit Hills Elementary	160093001062	Yes	None
PRESTON JOINT DISTRICT	OAKWOOD ELEMENTARY SCHOOL	160096000181	Yes	None
PRESTON JOINT DISTRICT	PRESTON HIGH SCHOOL	160096000182	Yes	None
PRESTON JOINT DISTRICT	PRESTON JR HIGH SCHOOL	160096000612	Yes	None
PRESTON JOINT DISTRICT	PIONEER ELEMENTARY SCHOOL	160096000709	Yes	None
PRESTON JOINT DISTRICT	FRANKLIN COUNTY (ALT) HIGH	160096000764	Yes	None
SEI TEC Charter*	SouthEast Idaho Professional Technical School	160096001045	Yes	None
EMMETT INDEPENDENT DIST	BLACK CANYON HIGH SCHOOL	160102000095	Yes	Priority

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EMMETT INDEPENDENT DIST	EMMETT HIGH SCHOOL	160102000187	Yes	None
EMMETT INDEPENDENT DIST	OLA ELEMENTARY SCHOOL	160102000190	Yes	None
EMMETT INDEPENDENT DIST	EMMETT MIDDLE SCHOOL	160102000191	Yes	None
EMMETT INDEPENDENT DIST	SWEET MONTOUR ELEMENTARY SCHOOL	160102000192	Yes	None
EMMETT INDEPENDENT DIST	KENNETH J. CARBERRY ELEMENTARY	160102000797	Yes	None
EMMETT INDEPENDENT DIST	SHADOW BUTTE ELEMENTARY SCH	160102000798	Yes	None
EMMETT INDEPENDENT DIST	PATRIOT CENTER (AT MATR)	160102000923	Yes	None
EMMETT INDEPENDENT DIST	Payette River Technical Academy	160102001009	Yes	None
FILER DISTRICT	FILER ELEMENTARY SCHOOL	160105000193	Yes	None
FILER DISTRICT	FILER HIGH SCHOOL	160105000194	Yes	None
FILER DISTRICT	HOLLISTER ELEMENTARY SCHOOL	160105000195	Yes	None
FILER DISTRICT	FILER MIDDLE SCHOOL	160105000631	Yes	None
FILER DISTRICT	FILER INTERMEDIATE SCHOOL	160105001006	Yes	None
FIRTH DISTRICT	A W JOHNSON ELEMENTARY SCHOOL	160108000196	Yes	None
FIRTH DISTRICT	FIRTH HIGH SCHOOL	160108000198	Yes	None
FIRTH DISTRICT	FIRTH MIDDLE SCHOOL	160108000326	Yes	None
FREMONT COUNTY JOINT DISTRICT	ASHTON ELEMENTARY SCHOOL	160111000200	Yes	None
FREMONT COUNTY JOINT DISTRICT	NORTH FREMONT JR-SR HIGH SCH	160111000203	Yes	None
FREMONT COUNTY JOINT DISTRICT	PARKER-EGIN ELEMENTARY SCHOOL	160111000204	Yes	None
FREMONT COUNTY JOINT DISTRICT	SOUTH FREMONT HIGH SCHOOL	160111000205	Yes	None
FREMONT COUNTY JOINT DISTRICT	TETON ELEMENTARY SCHOOL	160111000207	Yes	None
FREMONT COUNTY JOINT DISTRICT	HENRYS FORK ELEMENTARY	160111000622	Yes	None
FREMONT COUNTY JOINT DISTRICT	SOUTH FREMONT JR HIGH	160111000625	Yes	None
FREMONT COUNTY JOINT DISTRICT	FIVE-COUNTY DETENTION CENTER	160111000912	Yes	None
FRUITLAND DISTRICT	FRUITLAND ELEMENTARY SCHOOL	160114000211	Yes	None
FRUITLAND DISTRICT	FRUITLAND HIGH SCHOOL	160114000212	Yes	None
FRUITLAND DISTRICT	FRUITLAND MIDDLE SCHOOL	160114000213	Yes	None
FRUITLAND DISTRICT	FRUITLAND ALTERNATIVE SCHOOL	160114000988	Yes	None
GARDEN VALLEY DISTRICT	LOWMAN ELEMENTARY SCHOOL	160117000216	Yes	None
GARDEN VALLEY DISTRICT	GARDEN VALLEY SCHOOL	160117000830	Yes	None
GENESEE JOINT DISTRICT*	GENESEE SCHOOL	160120000845	Yes	None
GLENNS FERRY JOINT DISTRICT	GLENNS FERRY ELEMENTARY SCHOOL	160123000219	Yes	None

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GLENNS FERRY JOINT DISTRICT	GLENNS FERRY HIGH SCHOOL	160123000220	Yes	None
GLENNS FERRY JOINT DISTRICT	GLENNS FERRY MIDDLE SCHOOL	160123000744	Yes	None
GOODING JOINT DISTRICT	GOODING MIDDLE SCHOOL	160126000222	Yes	None
GOODING JOINT DISTRICT	GOODING ELEMENTARY SCHOOL	160126000223	Yes	None
GOODING JOINT DISTRICT	GOODING HIGH SCHOOL	160126000224	Yes	None
GRACE JOINT DISTRICT	GRACE ELEMENTARY SCHOOL	160129000225	Yes	None
GRACE JOINT DISTRICT	THATCHER ELEMENTARY SCHOOL	160129000228	Yes	None
GRACE JOINT DISTRICT	GRACE JR/SR HIGH SCHOOL	160129000742	Yes	None
HAGERMAN JOINT DISTRICT	HAGERMAN SCHOOL	160138000840	Yes	None
HAGERMAN JOINT DISTRICT	HAGERMAN VALLEY LEARNING CENTR	160138000973	Yes	None
HANSEN DISTRICT	HANSEN ELEMENTARY SCHOOL	160141000241	Yes	Focus
HANSEN DISTRICT	HANSEN JR/SR HIGH SCHOOL	160141000757	Yes	None
HIGHLAND JOINT DISTRICT	HIGHLAND SCHOOL	160144000849	Yes	None
HOMEDALE JOINT DISTRICT	HOMEDALE HIGH SCHOOL	160147000248	Yes	None
HOMEDALE JOINT DISTRICT	HOMEDALE ELEMENTARY SCHOOL	160147000250	Yes	None
HOMEDALE JOINT DISTRICT	HOMEDALE MIDDLE SCHOOL	160147000767	Yes	None
HORSESHOE BEND SCHOOL DISTRICT	HORSESHOE BEND ELEMENTARY	160150000506	Yes	None
HORSESHOE BEND SCHOOL DISTRICT	HORSESHOE BEND MIDDLE-SR HIGH	160150000831	Yes	None
IDAHO FALLS DISTRICT	A H BUSH ELEMENTARY SCHOOL	160153000252	Yes	None
IDAHO FALLS DISTRICT	DORA ERICKSON ELEM SCHOOL	160153000256	Yes	Focus
IDAHO FALLS DISTRICT	EAGLE ROCK MIDDLE SCHOOL	160153000257	Yes	None
IDAHO FALLS DISTRICT	EDGEMONT GARDENS ELEMENTARY	160153000258	Yes	None
IDAHO FALLS DISTRICT	ETHEL BOYES ELEMENTARY SCHOOL	160153000260	Yes	None
IDAHO FALLS DISTRICT	HAWTHORNE ELEMENTARY SCHOOL	160153000261	Yes	None
IDAHO FALLS DISTRICT	IDAHO FALLS SENIOR HIGH SCHOOL	160153000262	Yes	None
IDAHO FALLS DISTRICT	LINDEN PARK ELEMENTARY SCHOOL	160153000263	Yes	Focus
IDAHO FALLS DISTRICT	LONGFELLOW ELEMENTARY SCHOOL	160153000264	Yes	None
IDAHO FALLS DISTRICT	SKYLINE SENIOR HIGH SCHOOL	160153000268	Yes	None
IDAHO FALLS DISTRICT	TEMPLE VIEW ELEMENTARY SCHOOL	160153000269	Yes	None
IDAHO FALLS DISTRICT	THERESA BUNKER ELEMENTARY	160153000270	Yes	None
IDAHO FALLS DISTRICT	3-B DETENTION CENTER	160153000605	Yes	None
IDAHO FALLS DISTRICT	WESTSIDE ELEMENTARY SCHOOL	160153000633	Yes	None

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IDAHO FALLS DISTRICT	EMERSON HIGH SCHOOL ALTERN	160153000697	Yes	None
IDAHO FALLS DISTRICT	SUNNYSIDE ELEMENTARY SCHOOL	160153000725	Yes	None
IDAHO FALLS DISTRICT	FOXHOLLOW ELEMENTARY SCHOOL	160153000726	Yes	None
IDAHO FALLS DISTRICT	TAYLORVIEW MIDDLE SCHOOL	160153000727	Yes	None
IDAHO FALLS DISTRICT	COMPASS ACADEMY	160153001043	Yes	None
JEFFERSON COUNTY JT DISTRICT	MIDWAY ELEMENTARY SCHOOL	160157000274	Yes	None
JEFFERSON COUNTY JT DISTRICT	JEFFERSON ELEMENTARY SCHOOL	160157000276	Yes	None
JEFFERSON COUNTY JT DISTRICT	RIGBY HIGH SCHOOL	160157000277	Yes	None
JEFFERSON COUNTY JT DISTRICT	ROBERTS ELEMENTARY SCHOOL	160157000278	Yes	None
JEFFERSON COUNTY JT DISTRICT	JEFFERSON ALTERNATIVE HIGH	160157000626	Yes	None
JEFFERSON COUNTY JT DISTRICT	HARWOOD ELEMENTARY SCHOOL	160157000634	Yes	None
JEFFERSON COUNTY JT DISTRICT	Rigby Middle School	160157000672	Yes	None
JEFFERSON COUNTY JT DISTRICT	South Fork Elementary School	160157001001	Yes	None
JEFFERSON COUNTY JT DISTRICT	Philo T. Farnsworth Elementary School	160157001064	Yes	None
JEROME JOINT DISTRICT	NORTHSIDE JR/SR HIGH SCHOOL	160159000097	Yes	None
JEROME JOINT DISTRICT	HORIZON ELEMENTARY SCHOOL	160159000272	Yes	None
JEROME JOINT DISTRICT	JEFFERSON ELEMENTARY SCHOOL	160159000283	Yes	None
JEROME JOINT DISTRICT	JEROME HIGH SCHOOL	160159000284	Yes	None
JEROME JOINT DISTRICT	JEROME MIDDLE SCHOOL	160159000285	Yes	None
JEROME JOINT DISTRICT	DAY TREATMENT PROGRAM	160159000289	Yes	None
JEROME JOINT DISTRICT	SUMMIT ELEMENTARY	160159000972	Yes	Focus
KAMIAH JOINT DISTRICT	KAMIAH ELEMENTARY SCHOOL	160162000286	Yes	None
KAMIAH JOINT DISTRICT	KAMIAH HIGH SCHOOL	160162000457	Yes	None
KAMIAH JOINT DISTRICT	KAMIAH MIDDLE SCHOOL	160162000458	Yes	None
KELLOGG JOINT DISTRICT	CANYON ELEMENTARY SCHOOL	160165000290	Yes	None
KELLOGG JOINT DISTRICT	KELLOGG MIDDLE SCHOOL	160165000292	Yes	None
KELLOGG JOINT DISTRICT	KELLOGG HIGH SCHOOL	160165000293	Yes	None
KELLOGG JOINT DISTRICT	PINEHURST ELEMENTARY SCHOOL	160165000294	Yes	None
KELLOGG JOINT DISTRICT	SUNNYSIDE ELEMENTARY SCHOOL	160165000297	Yes	None
KENDRICK JOINT DISTRICT	JULIAETTA ELEMENTARY SCHOOL	160168000298	Yes	None
KENDRICK JOINT DISTRICT	KENDRICK JR-SR HIGH SCHOOL	160168000299	Yes	None
KIMBERLY DISTRICT	KIMBERLY MIDDLE SCHOOL	160171000179	Yes	None

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KIMBERLY DISTRICT	KIMBERLY ELEMENTARY SCHOOL	160171000300	Yes	None
KIMBERLY DISTRICT	KIMBERLY HIGH SCHOOL	160171000635	Yes	None
KOOTENAI DISTRICT	HARRISON ELEMENTARY SCHOOL	160174000302	Yes	Focus
KOOTENAI DISTRICT	KOOTENAI JR-SR HIGH SCHOOL	160174000303	Yes	None
KUNA JOINT DISTRICT	KUNA MIDDLE SCHOOL	160177000306	Yes	None
KUNA JOINT DISTRICT	KUNA HIGH SCHOOL	160177000307	Yes	None
KUNA JOINT DISTRICT	HUBBARD ELEMENTARY SCHOOL	160177000596	Yes	None
KUNA JOINT DISTRICT	FREMONT H TEED ELEMENTARY SCH	160177000805	Yes	None
KUNA JOINT DISTRICT	REED ELEMENTARY SCHOOL	160177000904	Yes	None
KUNA JOINT DISTRICT	INDIAN CREEK ELEMENTARY	160177000913	Yes	None
KUNA JOINT DISTRICT	ROSS ELEMENTARY SCHOOL	160177000915	Yes	None
KUNA JOINT DISTRICT	CRIMSON POINT ELEMENTARY SCHOO	160177000951	Yes	None
KUNA JOINT DISTRICT	Initial Point High School	160177000962	Yes	None
KUNA JOINT DISTRICT	SILVER TRAIL ELEMENTARY SCHOOL	160177001029	Yes	None
LAKELAND DISTRICT	BETTY KIEFER ELEMENTARY SCHOOL	160180000295	Yes	None
LAKELAND DISTRICT	ATHOL ELEMENTARY SCHOOL	160180000309	Yes	None
LAKELAND DISTRICT	JOHN BROWN ELEMENTARY SCHOOL	160180000310	Yes	None
LAKELAND DISTRICT	LAKELAND SENIOR HIGH SCHOOL	160180000311	Yes	None
LAKELAND DISTRICT	LAKELAND JUNIOR HIGH SCHOOL	160180000312	Yes	None
LAKELAND DISTRICT	SPIRIT LAKE ELEMENTARY SCHOOL	160180000313	Yes	None
LAKELAND DISTRICT	MOUNTAINVIEW ALTERNATIVE HIGH	160180000437	Yes	None
LAKELAND DISTRICT	GARWOOD ELEMENTARY SCHOOL	160180000734	Yes	None
LAKELAND DISTRICT	TIMBERLAKE JUNIOR HIGH SCHOOL	160180000842	Yes	None
LAKELAND DISTRICT	TIMBERLAKE SENIOR HIGH SCHOOL	160180000843	Yes	None
LAKELAND DISTRICT	TWIN LAKES ELEMENTARY SCHOOL	160180000956	Yes	None
LAPWAI DISTRICT	LAPWAI ELEMENTARY SCHOOL	160183000317	Yes	Priority
LAPWAI DISTRICT	LAPWAI HIGH SCHOOL	160183000854	Yes	Focus
LEWISTON INDEPENDENT DISTRICT	REGION 2 JUVENILE DET CENTER	160186000170	Yes	None
LEWISTON INDEPENDENT DISTRICT	CAMELOT ELEMENTARY SCHOOL	160186000320	Yes	None
LEWISTON INDEPENDENT DISTRICT	CENTENNIAL ELEMENTARY SCHOOL	160186000321	Yes	None
LEWISTON INDEPENDENT DISTRICT	JENIFER JUNIOR HIGH SCHOOL	160186000322	Yes	None
LEWISTON INDEPENDENT DISTRICT	LEWISTON SENIOR HIGH SCHOOL	160186000323	Yes	None

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LEWISTON INDEPENDENT DISTRICT	MC GHEE ELEMENTARY SCHOOL	160186000324	Yes	None
LEWISTON INDEPENDENT DISTRICT	MC SORLEY ELEMENTARY SCHOOL	160186000325	Yes	None
LEWISTON INDEPENDENT DISTRICT	ORCHARDS ELEMENTARY SCHOOL	160186000327	Yes	None
LEWISTON INDEPENDENT DISTRICT	SACAJAWEA JUNIOR HIGH SCHOOL	160186000328	Yes	None
LEWISTON INDEPENDENT DISTRICT	WEBSTER ELEMENTARY SCHOOL	160186000329	Yes	None
LEWISTON INDEPENDENT DISTRICT	WHITMAN ELEMENTARY SCHOOL	160186000330	Yes	None
LEWISTON INDEPENDENT DISTRICT	TAMMANY ALTER LEARNING CENTER	160186000711	Yes	None
MACKAY JOINT DISTRICT	MACKAY ELEMENTARY SCHOOL	160190000331	Yes	None
MACKAY JOINT DISTRICT	MACKAY JR-SR HIGH SCHOOL	160190000332	Yes	None
MADISON DISTRICT	MADISON MIDDLE SCHOOL	160192000210	Yes	None
MADISON DISTRICT	CENTRAL ALTERNATIVE HIGH	160192000296	Yes	None
MADISON DISTRICT	ADAMS ELEMENTARY SCHOOL	160192000333	Yes	None
MADISON DISTRICT	BURTON ELEMENTARY SCHOOL	160192000336	Yes	None
MADISON DISTRICT	HIBBARD ELEMENTARY SCHOOL	160192000337	Yes	None
MADISON DISTRICT	KENNEDY ELEMENTARY SCHOOL	160192000338	Yes	None
MADISON DISTRICT	LINCOLN ELEMENTARY SCHOOL	160192000339	Yes	None
MADISON DISTRICT	MADISON JUNIOR HIGH SCHOOL	160192000340	Yes	None
MADISON DISTRICT	MADISON SENIOR HIGH SCHOOL	160192000341	Yes	None
MADISON DISTRICT	MADISON ACADEMY	160192000852	Yes	None
MADISON DISTRICT	SOUTH FORK ELEMENTARY	160192000974	Yes	None
MARSH VALLEY JOINT DISTRICT	DOWNEY ELEMENTARY SCHOOL	160195000344	Yes	None
MARSH VALLEY JOINT DISTRICT	INKOM ELEMENTARY SCHOOL	160195000345	Yes	None
MARSH VALLEY JOINT DISTRICT	LAVA ELEMENTARY SCHOOL	160195000346	Yes	None
MARSH VALLEY JOINT DISTRICT	MARSH VALLEY HIGH SCHOOL	160195000347	Yes	None
MARSH VALLEY JOINT DISTRICT	MARSH VALLEY MIDDLE SCHOOL	160195000348	Yes	None
MARSH VALLEY JOINT DISTRICT	MOUNTAIN VIEW ELEMENTARY SCH	160195000349	Yes	None
MARSING JOINT DISTRICT	MARSING ELEMENTARY SCHOOL	160198000351	Yes	None
MARSING JOINT DISTRICT	MARSING HIGH SCHOOL	160198000352	Yes	None
MARSING JOINT DISTRICT	MARSING MIDDLE SCHOOL	160198000636	Yes	None
MC CALL-DONNELLY DISTRICT	MC CALL-DONNELLY HIGH SCHOOL	160203000354	Yes	None
MC CALL-DONNELLY DISTRICT	BARBARA R MORGAN ELEMENTARY	160203000356	Yes	None
MC CALL-DONNELLY DISTRICT	DONNELLY ELEMENTARY	160203000583	Yes	None

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MC CALL-DONNELLY DISTRICT	PAYETTE LAKES MIDDLE SCHOOL	160203000584	Yes	None
MC CALL-DONNELLY DISTRICT	VALLEY CO JUVENILE DETENTION	160203000713	Yes	None
MC CALL-DONNELLY DISTRICT	HEARTLAND HIGH SCHOOL (ALT)	160203000740	Yes	None
MEADOWS VALLEY DISTRICT*	MEADOWS VALLEY SCHOOL	160206000826	Yes	None
MELBA JOINT DISTRICT	MELBA ELEMENTARY SCHOOL	160207000359	Yes	None
MELBA JOINT DISTRICT	MELBA HIGH SCHOOL	160207000836	Yes	Priority
MELBA JOINT DISTRICT	Melba Alternative High School	160207001027	Yes	None
MERIDIAN JOINT DISTRICT	PIONEER SCHOOL OF THE ARTS	160210000010	Yes	None
MERIDIAN JOINT DISTRICT	EAGLE HIGH SCHOOL	160210000318	Yes	None
MERIDIAN JOINT DISTRICT	EAGLE MIDDLE SCHOOL	160210000319	Yes	None
MERIDIAN JOINT DISTRICT	EAGLE ELEMENTARY SCHOOL of the ARTS	160210000362	Yes	None
MERIDIAN JOINT DISTRICT	Gateway School of Language & Culture	160210000363	Yes	Focus
MERIDIAN JOINT DISTRICT	SUMMERWIND ELEMENTARY SCHOOL OF MATH AND SCIENCE	160210000364	Yes	None
MERIDIAN JOINT DISTRICT	LAKE HAZEL ELEMENTARY SCHOOL	160210000365	Yes	None
MERIDIAN JOINT DISTRICT	CHRISTINE DONNELL SCH OF ARTS	160210000366	Yes	None
MERIDIAN JOINT DISTRICT	LOWELL SCOTT MIDDLE SCHOOL	160210000367	Yes	None
MERIDIAN JOINT DISTRICT	MARY MC PHERSON ELEMENTARY	160210000368	Yes	None
MERIDIAN JOINT DISTRICT	MERIDIAN MIDDLE SCHOOL	160210000370	Yes	None
MERIDIAN JOINT DISTRICT	MERIDIAN ELEMENTARY SCHOOL	160210000371	Yes	Focus
MERIDIAN JOINT DISTRICT	MERIDIAN HIGH SCHOOL	160210000372	Yes	None
MERIDIAN JOINT DISTRICT	STAR ELEMENTARY SCHOOL	160210000373	Yes	None
MERIDIAN JOINT DISTRICT	USTICK ELEMENTARY SCHOOL	160210000374	Yes	Focus
MERIDIAN JOINT DISTRICT	EAGLE ACADEMY	160210000466	Yes	None
MERIDIAN JOINT DISTRICT	CECIL D ANDRUS ELEMENTARY	160210000593	Yes	None
MERIDIAN JOINT DISTRICT	Eliza Hart Spalding STEM Academy	160210000595	Yes	None
MERIDIAN JOINT DISTRICT	CHAPARRAL ELEMENTARY	160210000597	Yes	None
MERIDIAN JOINT DISTRICT	JOPLIN ELEMENTARY SCHOOL	160210000598	Yes	None
MERIDIAN JOINT DISTRICT	SEVEN OAKS ELEMENTARY	160210000601	Yes	None
MERIDIAN JOINT DISTRICT	CROSSROADS MIDDLE SCHOOL	160210000602	Yes	None
MERIDIAN JOINT DISTRICT	EAGLE HILLS ELEMENTARY SCHOOL	160210000624	Yes	None
MERIDIAN JOINT DISTRICT	FRONTIER ELEMENTARY SCHOOL	160210000637	Yes	None

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MERIDIAN JOINT DISTRICT	LAKE HAZEL MIDDLE SCHOOL	160210000638	Yes	None
MERIDIAN JOINT DISTRICT	Barbara Morgan STEM Academy	160210000639	Yes	None
MERIDIAN JOINT DISTRICT	SILVER SAGE ELEMENTARY SCHOOL	160210000640	Yes	None
MERIDIAN JOINT DISTRICT	CENTENNIAL HIGH SCHOOL	160210000674	Yes	None
MERIDIAN JOINT DISTRICT	MERIDIAN ACADEMY	160210000714	Yes	None
MERIDIAN JOINT DISTRICT	CHIEF JOSEPH SCHOOL OF THE ARTS	160210000717	Yes	Focus
MERIDIAN JOINT DISTRICT	MERIDIAN TECHNICAL CHARTER HIGH	160210000759	Yes	None
MERIDIAN JOINT DISTRICT	PONDEROSA ELEMENTARY SCHOOL	160210000770	Yes	None
MERIDIAN JOINT DISTRICT	RIVER VALLEY ELEMENTARY SCHOOL	160210000793	Yes	None
MERIDIAN JOINT DISTRICT	PEREGRINE ELEMENTARY SCHOOL	160210000794	Yes	Focus
MERIDIAN JOINT DISTRICT	LEWIS & CLARK MIDDLE SCHOOL	160210000795	Yes	None
MERIDIAN JOINT DISTRICT	DISCOVERY ELEMENTARY SCHOOL	160210000801	Yes	None
MERIDIAN JOINT DISTRICT	MOUNTAIN VIEW HIGH SCHOOL	160210000802	Yes	None
MERIDIAN JOINT DISTRICT	NORTH STAR PUBLIC CHARTER SCHO	160210000803	Yes	None
MERIDIAN JOINT DISTRICT	MERIDIAN MEDICAL ARTS CHARTER	160210000804	Yes	None
MERIDIAN JOINT DISTRICT	PEPPER RIDGE ELEMENTARY	160210000818	Yes	None
MERIDIAN JOINT DISTRICT	SAWTOOTH MIDDLE SCHOOL	160210000819	Yes	None
MERIDIAN JOINT DISTRICT	HUNTER ELEMENTARY SCHOOL	160210000824	Yes	None
MERIDIAN JOINT DISTRICT	DESERT SAGE ELEMENTARY SCHOOL	160210000901	Yes	Focus
MERIDIAN JOINT DISTRICT	PROSPECT ELEMENTARY SCHOOL	160210000902	Yes	None
MERIDIAN JOINT DISTRICT	CENTRAL ACADEMY (ALT)	160210000903	Yes	None
MERIDIAN JOINT DISTRICT	PATHWAYS MIDDLE SCHOOL	160210000931	Yes	None
MERIDIAN JOINT DISTRICT	GALILEO MAGNET SCHOOL	160210000945	Yes	None
MERIDIAN JOINT DISTRICT	PARAMOUNT ELEMENTARY SCHOOL	160210000955	Yes	None
MERIDIAN JOINT DISTRICT	HERITAGE MIDDLE SCHOOL	160210000958	Yes	None
MERIDIAN JOINT DISTRICT	ROCKY MOUNTAIN HIGH SCHOOL	160210000985	Yes	None
MERIDIAN JOINT DISTRICT	SIENA ELEMENTARY	160210000989	Yes	None
MERIDIAN JOINT DISTRICT	Renaissance High School	160210001000	Yes	None
MERIDIAN JOINT DISTRICT	Rebound School of Opportunity ALT	160210001025	Yes	None
MERIDIAN JOINT DISTRICT	Willow Creek Elementary School	160210001060	Yes	None
MIDDLETON DISTRICT	MIDDLETON MILL CREEK ELEMENTAR	160213000376	Yes	None
MIDDLETON DISTRICT	MIDDLETON HIGH SCHOOL	160213000377	Yes	None

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MIDDLETON DISTRICT	MIDDLETON MIDDLE SCHOOL	160213000378	Yes	None
MIDDLETON DISTRICT	MIDDLETON HEIGHTS ELEMENTARY	160213000675	Yes	None
MIDDLETON DISTRICT	THE ATLAS SCHOOL	160213000777	Yes	None
MIDDLETON DISTRICT	PURPLE SAGE ELEMENTARY	160213000812	Yes	None
MIDVALE DISTRICT	MIDVALE SCHOOL	160216000857	Yes	None
MIDVALE DISTRICT	MIDVALE ALTERNATIVE SCHOOL	160216000939	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	MT HARRISON JR/SR HIGH ALT SCHOOL	160219000158	Yes	Priority
MINIDOKA COUNTY JOINT DISTRICT	MINI-CASSIA JUVENILE DET CTR	160219000166	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	ACEQUIA ELEMENTARY SCHOOL	160219000380	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	EAST MINICO MIDDLE SCHOOL	160219000381	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	HEYBURN ELEMENTARY SCHOOL	160219000382	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	MINICO SENIOR HIGH SCHOOL	160219000385	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	WEST MINICO MIDDLE SCHOOL	160219000389	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	PAUL ELEMENTARY SCHOOL	160219000641	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	RUPERT ELEMENTARY SCHOOL	160219000666	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	ARTEC CHARTER SCHOOL	160219000883	Yes	None
MINIDOKA COUNTY JOINT DISTRICT	Day Treatment Elementary	160219001028	Yes	None
MOSCOW DISTRICT	PARADISE CREEK REGIONAL ALT	160222000154	Yes	None
MOSCOW DISTRICT	A.B. MC DONALD ELEMENTARY SCH	160222000390	Yes	None
MOSCOW DISTRICT	J. RUSSELL ELEMENTARY SCHOOL	160222000391	Yes	None
MOSCOW DISTRICT	LENA WHITMORE ELEMENTARY SCHOOL	160222000392	Yes	None
MOSCOW DISTRICT	MOSCOW MIDDLE SCHOOL	160222000393	Yes	None
MOSCOW DISTRICT	MOSCOW HIGH SCHOOL	160222000394	Yes	None
MOSCOW DISTRICT	WEST PARK ELEMENTARY SCHOOL	160222000395	Yes	None
MOSCOW DISTRICT	MOSCOW CHARTER SCHOOL	160222000749	Yes	None
MOUNTAIN HOME DISTRICT	PINE ELEM-JR HIGH SCHOOL	160225000266	Yes	None
MOUNTAIN HOME DISTRICT	EAST ELEMENTARY SCHOOL	160225000396	Yes	None
MOUNTAIN HOME DISTRICT	MOUNTAIN HOME SR HIGH SCHOOL	160225000397	Yes	None
MOUNTAIN HOME DISTRICT	MTN HOME AFB PRIMARY SCHOOL	160225000400	Yes	None
MOUNTAIN HOME DISTRICT	MOUNTAIN HOME JUNIOR HIGH SCH	160225000401	Yes	None
MOUNTAIN HOME DISTRICT	NORTH ELEMENTARY SCHOOL	160225000402	Yes	None
MOUNTAIN HOME DISTRICT	WEST ELEMENTARY SCHOOL	160225000403	Yes	None

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MOUNTAIN HOME DISTRICT	HACKER MIDDLE SCHOOL	160225000745	Yes	None
MOUNTAIN HOME DISTRICT	BENNETT MOUNTAIN HIGH ALT	160225001041	Yes	None
MULLAN DISTRICT	JOHN MULLAN ELEMENTARY SCHOOL	160228000404	Yes	None
MULLAN DISTRICT	MULLAN JR-SR HIGH SCHOOL	160228000405	Yes	None
MURTAUGH JOINT DISTRICT*	MURTAUGH SCHOOLS	160231001034	Yes	Priority
NAMPA SCHOOL DISTRICT	IOWA ELEMENTARY	160234000375	Yes	None
NAMPA SCHOOL DISTRICT	SHERMAN ELEMENTARY	160234000379	Yes	None
NAMPA SCHOOL DISTRICT	PARK RIDGE ELEMENTARY	160234000383	Yes	None
NAMPA SCHOOL DISTRICT	CENTENNIAL ELEMENTARY SCHOOL	160234000409	Yes	None
NAMPA SCHOOL DISTRICT	CENTRAL ELEMENTARY	160234000410	Yes	None
NAMPA SCHOOL DISTRICT	SOUTH MIDDLE SCHOOL	160234000419	Yes	None
NAMPA SCHOOL DISTRICT	WEST MIDDLE SCHOOL	160234000422	Yes	Focus
NAMPA SCHOOL DISTRICT	SNAKE RIVER ELEMENTARY	160234000507	Yes	None
NAMPA SCHOOL DISTRICT	NAMPA SENIOR HIGH SCHOOL	160234000514	Yes	None
NAMPA SCHOOL DISTRICT	SKYVIEW HIGH SCHOOL	160234000515	Yes	None
NAMPA SCHOOL DISTRICT	Parkview Alternative High School	160234000669	Yes	Priority
NAMPA SCHOOL DISTRICT	GREENHURST ELEMENTARY SCHOOL	160234000677	Yes	None
NAMPA SCHOOL DISTRICT	RIDGELINE HIGH SCHOOL (Alt)	160234000762	Yes	Priority
NAMPA SCHOOL DISTRICT	ROOSEVELT ELEMENTARY SCHOOL	160234000773	Yes	None
NAMPA SCHOOL DISTRICT	OWYHEE ELEMENTARY SCHOOL	160234000774	Yes	None
NAMPA SCHOOL DISTRICT	REAGAN ELEMENTARY SCHOOL	160234000775	Yes	None
NAMPA SCHOOL DISTRICT	EAST VALLEY MIDDLE SCHOOL	160234000811	Yes	None
NAMPA SCHOOL DISTRICT	WILLOW CREEK ELEMENTARY	160234000833	Yes	None
NAMPA SCHOOL DISTRICT	IDAHO ARTS CHARTER SCHOOL	160234000834	Yes	None
NAMPA SCHOOL DISTRICT	COLUMBIA HIGH SCHOOL	160234000870	Yes	None
NAMPA SCHOOL DISTRICT	NAMPA ALTERNATIVE NIGHT SCHOOL	160234000871	Yes	None
NAMPA SCHOOL DISTRICT	NEW HORIZON MAGNET SCHOOL	160234000941	Yes	None
NAMPA SCHOOL DISTRICT	ENDEAVOR ELEMENTARY SCHOOL	160234000947	Yes	Focus
NAMPA SCHOOL DISTRICT	LONE STAR MIDDLE SCHOOL	160234000969	Yes	None
NAMPA SCHOOL DISTRICT	LAKE RIDGE ELEMENTARY	160234000986	Yes	Focus
NAMPA SCHOOL DISTRICT	EAST VALLEY ALTERNATIVE MIDDLE SCHOOL	160234001038	Yes	None
NEW PLYMOUTH DISTRICT	NEW PLYMOUTH ELEMENTARY	160237000423	Yes	None

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NEW PLYMOUTH DISTRICT	NEW PLYMOUTH MIDDLE SCHOOL	160237000580	Yes	None
NEW PLYMOUTH DISTRICT	NEW PLYMOUTH HIGH SCHOOL	160237000736	Yes	None
NEZPERCE JOINT DISTRICT*	NEZPERCE SCHOOL	160240000848	Yes	None
NORTH GEM DISTRICT	NORTH GEM ELEM/JR HIGH	160243000427	Yes	None
NORTH GEM DISTRICT	NORTH GEM SENIOR HIGH SCHOOL	160243000428	Yes	None
NOTUS DISTRICT	NOTUS ELEMENTARY SCHOOL	160246000430	Yes	None
NOTUS DISTRICT	NOTUS JR-SR HIGH SCHOOL	160246000431	Yes	None
ONEIDA COUNTY DISTRICT	MALAD ELEMENTARY SCHOOL	160249000432	Yes	None
ONEIDA COUNTY DISTRICT	MALAD SENIOR HIGH SCHOOL	160249000433	Yes	None
ONEIDA COUNTY DISTRICT	STONE ELEMENTARY SCHOOL	160249000434	Yes	None
ONEIDA COUNTY DISTRICT	MALAD MIDDLE SCHOOL	160249000629	Yes	None
ONEIDA COUNTY DISTRICT	ONEIDA (ALT) HIGH SCHOOL	160249000856	Yes	None
OROFINO JOINT DISTRICT	CAVENDISH-TEAKEAN ELEM SCHOOL	160252000436	Yes	None
OROFINO JOINT DISTRICT	OROFINO ELEMENTARY SCHOOL	160252000439	Yes	None
OROFINO JOINT DISTRICT	OROFINO HIGH SCHOOL	160252000440	Yes	None
OROFINO JOINT DISTRICT	PECK ELEMENTARY SCHOOL	160252000442	Yes	None
OROFINO JOINT DISTRICT	TIMBERLINE HIGH SCHOOL	160252000445	Yes	None
OROFINO JOINT DISTRICT	TIMBERLINE ELEMENTARY	160252000983	Yes	None
OROFINO JOINT DISTRICT	Idaho National Guard Youth Spring ChalleNge Academy	160252001059	Yes	None
PARMA DISTRICT	PARMA MIDDLE SCHOOL	160255000080	Yes	None
PARMA DISTRICT	MAXINE JOHNSON ELEMENTARY	160255000449	Yes	None
PARMA DISTRICT	PARMA HIGH SCHOOL	160255000451	Yes	None
PAYETTE JOINT DISTRICT	PAYETTE PRIMARY SCHOOL	160258000171	Yes	None
PAYETTE JOINT DISTRICT	PAYETTE HIGH SCHOOL	160258000454	Yes	None
PAYETTE JOINT DISTRICT	MC CAIN MIDDLE SCHOOL	160258000455	Yes	Focus
PAYETTE JOINT DISTRICT	WESTSIDE ELEMENTARY SCHOOL	160258000456	Yes	None
PAYETTE JOINT DISTRICT	PAYETTE ALTERNATIVE CENTER	160258001051	Yes	None
PLEASANT VALLEY ELEM DIST*	PLEASANT VALLEY ELEM-JR HIGH	160261000459	Yes	None
POCATELLO DISTRICT	POCATELLO JUVENILE DETENTION	160264000186	Yes	None
POCATELLO DISTRICT	CHUBBUCK ELEMENTARY SCHOOL	160264000464	Yes	None
POCATELLO DISTRICT	CLAUDE A WILCOX ELEM SCHOOL	160264000465	Yes	None
POCATELLO DISTRICT	EDAHOW ELEMENTARY SCHOOL	160264000467	Yes	None

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POCATELLO DISTRICT	NEW HORIZONS HIGH SCHOOL (ALT)	160264000468	Yes	None
POCATELLO DISTRICT	FRANKLIN MIDDLE SCHOOL	160264000469	Yes	None
POCATELLO DISTRICT	GREENACRES ELEMENTARY SCHOOL	160264000470	Yes	None
POCATELLO DISTRICT	HAWTHORNE MIDDLE SCHOOL	160264000471	Yes	None
POCATELLO DISTRICT	HIGHLAND HIGH SCHOOL	160264000472	Yes	None
POCATELLO DISTRICT	INDIAN HILLS ELEMENTARY SCHOOL	160264000473	Yes	None
POCATELLO DISTRICT	IRVING MIDDLE SCHOOL	160264000474	Yes	None
POCATELLO DISTRICT	JEFFERSON ELEMENTARY SCHOOL	160264000475	Yes	None
POCATELLO DISTRICT	LEWIS & CLARK ELEMENTARY SCH	160264000476	Yes	None
POCATELLO DISTRICT	POCATELLO HIGH SCHOOL	160264000478	Yes	None
POCATELLO DISTRICT	SYRINGA ELEMENTARY SCHOOL	160264000481	Yes	None
POCATELLO DISTRICT	TENDOY ELEMENTARY SCHOOL	160264000482	Yes	None
POCATELLO DISTRICT	TYHEE ELEMENTARY SCHOOL	160264000483	Yes	None
POCATELLO DISTRICT	WASHINGTON ELEMENTARY SCHOOL	160264000484	Yes	None
POCATELLO DISTRICT	GATE CITY ELEMENTARY SCHOOL	160264000642	Yes	None
POCATELLO DISTRICT	CENTURY HIGH SCHOOL	160264000646	Yes	None
POCATELLO DISTRICT	RULON M ELLIS ELEM SCHOOL	160264000659	Yes	None
POCATELLO DISTRICT	KINPORT ACADEMY	160264000686	Yes	Priority
POCATELLO DISTRICT	POCATELLO COMMUNITY CHARTER	160264000760	Yes	None
POCATELLO DISTRICT	ALAMEDA MIDDLE SCHOOL	160264001047	Yes	None
POST FALLS DISTRICT	PRAIRIE VIEW ELEMENTARY	160267000209	Yes	None
POST FALLS DISTRICT	FREDERICK POST KINDER CENTER	160267000448	Yes	None
POST FALLS DISTRICT	PONDEROSA ELEMENTARY SCHOOL	160267000487	Yes	None
POST FALLS DISTRICT	POST FALLS HIGH SCHOOL	160267000488	Yes	None
POST FALLS DISTRICT	POST FALLS MIDDLE SCHOOL	160267000489	Yes	None
POST FALLS DISTRICT	SELTICE ELEMENTARY SCHOOL	160267000490	Yes	None
POST FALLS DISTRICT	NEW VISION ALTERNATIVE	160267000705	Yes	None
POST FALLS DISTRICT	MULLAN TRAIL ELEMENTARY SCHOOL	160267000800	Yes	None
POST FALLS DISTRICT	RIVER CITY MIDDLE SCHOOL	160267000844	Yes	None
POST FALLS DISTRICT	WEST RIDGE ELEMENTARY SCHOOL	160267000970	Yes	None
POTLATCH DISTRICT	POTLATCH ELEMENTARY SCHOOL	160270000494	Yes	None
POTLATCH DISTRICT	POTLATCH JR-SR HIGH SCHOOL	160270000495	Yes	None

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PRAIRIE ELEMENTARY DISTRICT*	PRAIRIE ELEM-JR HIGH SCHOOL	160273000496	Yes	None
RICHFIELD DISTRICT*	RICHFIELD SCHOOL	160276000497	Yes	None
RIRIE JOINT DISTRICT	RIRIE HIGH SCHOOL	160279000429	Yes	None
RIRIE JOINT DISTRICT	RIRIE MIDDLE SCHOOL	160279000435	Yes	None
ROCKLAND DISTRICT*	ROCKLAND PUBLIC SCHOOL	160282000501	Yes	None
SALMON DISTRICT	SALMON MIDDLE SCHOOL	160285000502	Yes	None
SALMON DISTRICT	SALMON PIONEER PRIMARY SCHOOL	160285000503	Yes	None
SALMON DISTRICT	SALMON HIGH SCHOOL	160285000504	Yes	None
SALMON DISTRICT	SALMON ALTERNATIVE SCHOOL	160285000700	Yes	None
SALMON DISTRICT	SALMON JUVENILE DETENTION CTR	160285000750	Yes	None
SALMON DISTRICT	Upper Carmen Public Charter School	160285000847	Yes	None
SHELLEY JOINT DISTRICT	SUNRISE ELEMENTARY SCHOOL	160291000508	Yes	None
SHELLEY JOINT DISTRICT	SHELLEY SENIOR HIGH SCHOOL	160291000510	Yes	None
SHELLEY JOINT DISTRICT	HAZEL STUART ELEMENTARY SCHOOL	160291000511	Yes	None
SHELLEY JOINT DISTRICT	DONALD J HOBBS MIDDLE SCHOOL	160291000723	Yes	None
SHELLEY JOINT DISTRICT	RIVERVIEW ELEMENTARY SCHOOL	160291001012	Yes	None
SHOSHONE JOINT DISTRICT	SHOSHONE ELEMENTARY SCHOOL	160294000512	Yes	Priority
SHOSHONE JOINT DISTRICT	SHOSHONE MIDDLE SCHOOL	160294000850	Yes	Priority
SHOSHONE JOINT DISTRICT	SHOSHONE HIGH SCHOOL	160294000851	Yes	None
SHOSHONE JOINT DISTRICT	Shoshone Alternative High School	160294001026	Yes	None
SNAKE RIVER DISTRICT	MORELAND ELEMENTARY SCHOOL	160297000516	Yes	None
SNAKE RIVER DISTRICT	RIVERSIDE ELEMENTARY SCHOOL	160297000518	Yes	None
SNAKE RIVER DISTRICT	ROCKFORD ELEMENTARY SCHOOL	160297000519	Yes	None
SNAKE RIVER DISTRICT	SNAKE RIVER JR HIGH SCHOOL	160297000520	Yes	Priority
SNAKE RIVER DISTRICT	SNAKE RIVER HIGH SCHOOL	160297000521	Yes	None
SNAKE RIVER DISTRICT	SNAKE RIVER MIDDLE SCHOOL	160297000644	Yes	None
SODA SPRINGS JOINT DISTRICT	HOWARD E THIRKILL PRIMARY SCH	160300000525	Yes	Focus
SODA SPRINGS JOINT DISTRICT	SODA SPRINGS HIGH SCHOOL	160300000526	Yes	None
SODA SPRINGS JOINT DISTRICT	TIGERT MIDDLE SCHOOL	160300000527	Yes	None
SOUTH LEMHI DISTRICT	LEADORE SCHOOL	160303000528	Yes	None
SOUTH LEMHI DISTRICT	TENDROY ELEMENTARY SCHOOL	160303000529	Yes	None
ST MARIES JOINT DISTRICT	HEYBURN ELEMENTARY SCHOOL	160306000485	Yes	None

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ST MARIES JOINT DISTRICT	ST MARIES COMMUNITY ED (ALT)	160306000491	Yes	None
ST MARIES JOINT DISTRICT	ST MARIES HIGH SCHOOL	160306000532	Yes	None
ST MARIES JOINT DISTRICT	ST MARIES MIDDLE SCHOOL	160306000534	Yes	None
ST MARIES JOINT DISTRICT	UPRIVER ELEMENTARY SCHOOL	160306000536	Yes	Focus
SUGAR-SALEM JOINT DISTRICT	CENTRAL ELEMENTARY SCHOOL	160309000537	Yes	None
SUGAR-SALEM JOINT DISTRICT	SUGAR-SALEM HIGH SCHOOL	160309000538	Yes	None
SUGAR-SALEM JOINT DISTRICT	KERSHAW INTERMEDIATE SCHOOL	160309000645	Yes	None
SUGAR-SALEM JOINT DISTRICT	SUGAR-SALEM JUNIOR HIGH SCHOOL	160309000702	Yes	None
SUGAR-SALEM JOINT DISTRICT	VALLEY VIEW ALTERNATIVE HIGH	160309000853	Yes	None
SWAN VALLEY ELEMENTARY DIST*	SWAN VALLEY ELEMENTARY SCHOOL	160312000541	Yes	None
TETON COUNTY DISTRICT	TETON HIGH SCHOOL	160318000543	Yes	None
TETON COUNTY DISTRICT	TETON MIDDLE SCHOOL	160318000544	Yes	None
TETON COUNTY DISTRICT	TETONIA ELEMENTARY SCHOOL	160318000545	Yes	None
TETON COUNTY DISTRICT	VICTOR ELEMENTARY SCHOOL	160318000547	Yes	None
TETON COUNTY DISTRICT	DRIGGS ELEMENTARY SCHOOL	160318000754	Yes	Focus
TETON COUNTY DISTRICT	BASIN JR/SR HIGH SCHOOL (ALT)	160318000884	Yes	None
TETON COUNTY DISTRICT	Rendezvous Upper Elementary School	160318001022	Yes	Focus
THREE CREEK JT ELEM DISTRICT*	THREE CREEK ELEM-JR HI SCHOOL	160321000546	Yes	None
TWIN FALLS DISTRICT	OREGON TRAIL ELEMENTARY SCHOOL	160324000316	Yes	None
TWIN FALLS DISTRICT	BICKEL ELEMENTARY SCHOOL	160324000548	Yes	None
TWIN FALLS DISTRICT	HARRISON ELEMENTARY SCHOOL	160324000549	Yes	Focus
TWIN FALLS DISTRICT	LINCOLN ELEMENTARY SCHOOL	160324000550	Yes	Focus
TWIN FALLS DISTRICT	MORNINGSIDE ELEMENTARY SCHOOL	160324000551	Yes	None
TWIN FALLS DISTRICT	VERA C O'LEARY JR HIGH SCHOOL	160324000552	Yes	None
TWIN FALLS DISTRICT	ROBERT STUART JR HIGH SCHOOL	160324000553	Yes	None
TWIN FALLS DISTRICT	SAWTOOTH ELEMENTARY SCHOOL	160324000554	Yes	None
TWIN FALLS DISTRICT	TWIN FALLS SENIOR HIGH	160324000555	Yes	None
TWIN FALLS DISTRICT	I B PERRINE ELEMENTARY SCHOOL	160324000660	Yes	None
TWIN FALLS DISTRICT	MAGIC VALLEY ALTERNATIVE HIGH	160324000703	Yes	None
TWIN FALLS DISTRICT	SNAKE RIVER JUVENILE DETENTION	160324000739	Yes	None
TWIN FALLS DISTRICT	TWIN FALLS BRIDGE ACADEMY	160324000755	Yes	Focus
TWIN FALLS DISTRICT	CANYON RIDGE HIGH SCHOOL	160324000998	Yes	None

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<u>LEA¹</u>	<u>School Name</u>	<u>School NCES ID #</u>	<u>Determination Flexibility (yes/no)</u>	<u>Current School Identification</u>
VALLEY DISTRICT*	VALLEY SCHOOL	160327000558	Yes	None
WALLACE DISTRICT	SILVER HILLS ELEMENTARY SCHOOL	160330000562	Yes	None
WALLACE DISTRICT	WALLACE JR/SR HIGH SCHOOL	160330000565	Yes	None
WEISER DISTRICT	PARK INTERMEDIATE SCHOOL	160333000566	Yes	None
WEISER DISTRICT	PIONEER PRIMARY SCHOOL	160333000567	Yes	None
WEISER DISTRICT	WEISER HIGH SCHOOL	160333000568	Yes	None
WEISER DISTRICT	WEISER MIDDLE SCHOOL	160333000569	Yes	None
WEISER DISTRICT	INDIANHEAD ACADEMY	160333001049	Yes	None
WENDELL DISTRICT	WENDELL HIGH SCHOOL	160336000271	Yes	None
WENDELL DISTRICT	WENDELL ELEMENTARY SCHOOL	160336000570	Yes	None
WENDELL DISTRICT	WENDELL MIDDLE SCHOOL	160336000571	Yes	Focus
WENDELL DISTRICT	Hub City Alternative HS	160336001058	Yes	None
WEST JEFFERSON DISTRICT	HAMER ELEMENTARY SCHOOL	160340000273	Yes	None
WEST JEFFERSON DISTRICT	TERRETON ELEMENTARY SCHOOL	160340000280	Yes	None
WEST JEFFERSON DISTRICT	WEST JEFFERSON HIGH SCHOOL	160340000281	Yes	None
WEST JEFFERSON DISTRICT	West Jefferson Junior High School	160340001053	Yes	None
WEST SIDE JOINT DISTRICT	WEST SIDE SENIOR HIGH SCHOOL	160342000388	Yes	None
WEST SIDE JOINT DISTRICT	BEUTLER MIDDLE SCHOOL	160342000412	Yes	None
WEST SIDE JOINT DISTRICT	HAROLD B LEE ELEMENTARY SCH	160342000563	Yes	None
WILDER DISTRICT	WILDER MIDDLE/HIGH SCHOOL	160348000530	Yes	None
WILDER DISTRICT	WILDER ELEMENTARY SCHOOL	160348000585	Yes	None
IDAHO SCHOOL FOR THE DEAF AND BLIND	IDAHO SCHOOL FOR THE DEAF AND BLIND	160351100685	Yes	None

¹ Indicate with an * any single-school LEA for which the SEA will be implementing the determination flexibility.

**STATE DEPARTMENT OF EDUCATION
NOVEMBER 20, 2013**

**ESEA FLEXIBILITY
Amendment Submission Template**

Dear Assistant Secretary:

I am writing on behalf of the Idaho State Board of Education to request approval to amend the State's approved ESEA flexibility request. The relevant information, outlined in the *ESEA Flexibility Amendment Submission Process* document, is provided in the table below.

Flexibility Element(s) Affected by the Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale	Process for Consulting with Stakeholders, Summary of Comments, and Changes Made as a Result
Principle 2.A-E	Description of Idaho's system of differentiated recognition, accountability and support, with approved timelines	A statement of clarification was included on the introduction on p. 71 describing Idaho's intent to seek double-testing and determination flexibility. Also describes Idaho's intent to retain lists of reward, priority, and focus schools and retain school accountability determinations (Star Ratings and AMOS) through 2014-2015.	If Idaho is granted the double-testing and determination waiver, nearly all students in all Idaho schools will participate in the Smarter Balanced field test. Some schools and students will also participate in the NCSC Pilot. As such, no student-level achievement data will be available with which to make accountability determinations.	The amended waiver will be posted on the Idaho State Department of Education website along with the Field Test Waiver Request for public comment and review. Idaho will seek ongoing input from teachers, school administrators, parents and others in the community through in-person and electronic communication. The public website will be advertised to Idaho's public schools and school districts through the state's Weekly E-Newsletter, e-mails to superintendents, e-mails to the leaders of key educational stakeholder groups, and e-mails to focus group participants. The public website will be advertised to the public through a news release, newspaper stories and briefs, and the ISDE's social media outlets.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581.

**STATE DEPARTMENT OF EDUCATION
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Attached to this letter is a redlined version of the pages from our approved ESEA flexibility request that would be impacted with strikeouts and additions to demonstrate how the request would change with approval of the proposed amendment. Please contact Roger Quarles at rquarles@sde.idaho.gov or by phone at 208-332-6954 if you have any questions regarding this proposed amendment.

The Idaho State Board of Education acknowledges that the U.S. Department of Education may request supplementary information to inform consideration of this request.

Chief State School Officer

Date

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2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

2.A.i.a. Did the SEA propose a differentiated recognition, accountability, and support system, and a high-quality plan to implement this system no later than 2012 school year, that is likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction of students?

a. Does the SEA's accountability system provide differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in those LEAs based on (1) student achievement in reading/language arts and mathematics, and other subjects at the State's discretion, for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); (2) graduation rates for all students and subgroups; and (3) school performance over time, including the performance and progress of all subgroups?

Idaho's single accountability system is one that has a foundation in rewarding schools and districts for not only excellent performance but also strong growth and measures that indicate preparation for postsecondary and career readiness. Idaho's focus on building local capacity to improve achievement over the course of ESEA, has illustrated that schools can make significant progress and yet are still considered failing under a restrictive definition. Safe harbor calculations do not go far enough to illustrate the kind of growth achieved by many of these schools.

An achievement-only based system provides a disincentive for focus on seemingly unachievable goals for many students and subgroups with low achievement. Conversely, the growth measures to achievement included in Idaho's system provide a stronger focus on the possibilities for subgroups and, in turn, serve as an incentive for schools to focus on increasing subgroup performance. Idaho's plan not only addresses achievement gaps among subgroups, but also for students who may not be members of any one of the designated groups who are low achieving. Through calculations to address growth to proficiency (see Adequate Student Growth Percentile description), students who are not making growth sufficient to get to proficiency within three years or by 10th grade, whichever comes first, are identified and schools are rated accordingly.

Idaho's Accountability System includes four measures and plus the rate of participation in State assessments. The four measures are outlined in [Table 4](#).

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students¹³
3. Growth and growth toward proficiency for all students and subgroups over time; and
4. For schools with grade 12, increasing advanced opportunities and ensuring college-readiness through college entrance and placement exams.

The details that follow are organized into two main sections. First, a full description of the measures, standards, and accountability system are outlined in *Differentiated Recognition and Accountability*. Second, the *Rewards and Sanctions* section articulates the core support components to provide differentiated support systems and details the rewards, recognition, and required improvement actions.

PART I: DIFFERENTIATED RECOGNITION AND ACCOUNTABILITY

Idaho's accountability metric is based on a Five-Star rating system. Idaho chose to use the star system for several reasons. First, the State believes it is important to provide easily understood information to parents and constituents about the performance of the schools and district in their community. A star rating system has been used in numerous venues with broad understanding across constituencies. Second, a system, like grading, that has become too widely associated with percentages would confine Idaho in setting its specific goals for the targets a high-achieving school and district must meet (i.e. a Five-Star school is not one that meets 90 percent of the benchmarks; the typical cut point for an A). Third, Idaho wanted a system that rewards schools and districts and creates an incentive for improvement. With a star rating system, schools deemed to be a Three-Star school can demonstrate the achievement and growth areas of exceptional performance but also focus on what it takes to reach a Four-Star and Five-Star rating without the stigma of being labeled failing overall.

Idaho has built a single system that seamlessly identifies Priority and Focus Schools as One- and Two-Star schools, respectively. The rationale and explanation of how this single identification protocol works is detailed in Sections 2D and 2E.

In the 2013–2014 school year, Idaho will be field testing the new Smarter Balanced assessments and the new National Center and State Collaborative (NCSC) alternate assessments aligned to college- and career-ready standards in language arts and mathematics. Idaho is seeking double-testing and determination flexibility from the U.S. Department of Education for the 2013-2014 school year. With this flexibility, Idaho will retain its 2013-2014 lists of reward, priority, and focus schools for the 2014-2015 school year. This means that Idaho will neither identify new schools nor allow previously identified schools to exit priority or focus status.- Idaho will also

¹³ Idaho was granted a waiver due to late implementation of its longitudinal data system. The 4-year, cohort-based graduation rate will be fully implemented by 2013-14. At that time, Idaho will also be able to report subgroup graduation rates. See Attachment 13

require schools to keep their 2013-2014 Star Rating and AMO determinations for the 2014-2015 school year. Idaho will resume determinations and reward designations for the 2015-2016 school year.

Idaho will continue to deliver targeted interventions during the 2013-2014 and 2014-2015 school years.

Idaho will continue to implement sanctions as outlined in this approved waiver request for schools that do not meet the 95% participation rate for tested grades. Schools that do not meet the 95% participation rate during the 2013-2014 school year will receive a 1-star reduction in Star Rating, with a maximum of 3 stars possible.

Idaho will meet all reporting obligations with respect to reporting the achievement of any students who take current State assessments and do not participate in the Smarter Balanced Field Test or NCSC Pilot.

In 2014-2015, Idaho will administer new reading/language arts and mathematics assessments aligned to college- and career-ready standards, as well as State science assessments, to all students in all grades required to be tested in accordance with the ESEA.

Table 4
Idaho Accountability Measures

Idaho's Accountability Measures					
	Achievement	Growth to Achievement	Growth to Achievement Subgroups	Post-secondary and Career Readiness	Participation
Points/Weight <i>Schools with Grade 12</i> <i>All other Schools</i>	20 points 25 points	30 points 50 points	20 points 25 points	30 points N/A	Star Rating Change
Measure	Idaho Standards Achievement Tests (ISAT) Idaho Standards Achievement	Idaho Growth Model • Reading (33.3%) • Language Usage (33.3%) • Mathemati	Idaho Growth Model • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	Graduation Rates (50%) College Entrance/Placement Exams (25%)	Participation rate (100%)

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Key Policy Letters from the Education Secretary and Deputy Secretary

June 18, 2013

Dear Chief State School Officers:

Over the last four years, state and local leaders and educators across America have embraced an enormous set of urgent and long-overdue challenges: raising standards and upgrading curricula to better prepare students to compete in the global economy, developing new assessments, rebuilding accountability systems to meet the unique needs of each state and better serve at-risk students, and adopting new systems of support and evaluation for teachers and principals. Meeting this historic set of challenges all at once asks more of everybody throughout the education sector, and it is a tribute to the quality of educators, leaders, and elected officials across this country that so many have stepped up.

Throughout this process, states and districts have established high goals for themselves: college- and career-ready standards for all; higher graduation rates and college enrollment rates; high expectations for critical thinking, problem-solving, and other 21st century skills; ambitious and achievable performance targets that really move the needle for kids at risk; and useful, rigorous systems of evaluation and support for teachers and principals based on multiple measures, including student growth. The Department has offered flexibility to enable states and districts to meet these goals. In a country as diverse as ours, where schools and students have different educational challenges, one-size-fits-all solutions have not worked. We have also aligned our grant programs to support states willing to lead this important work, and the result is that some states are further along than others, but all states are engaged in significant improvement efforts and students are better off for it.

In recent months, we have heard from many of you and from thousands of teachers, principals, and education advocates. While there is a broad sense that these far-reaching changes carry enormous promise for schools, children, and the future of our country, there is caution that too much change all at once could undermine our collective progress. I fully appreciate both the courage to tackle so many challenges at once and the burdens this imposes on front-line educators & teachers, principals, school boards, and administrators & who are committed to doing this work well.

With that in mind, the Department is open to additional flexibility for states in two critical areas: the first relates to one particular element of teacher and leader evaluation and support system implementation, and the second addresses "double-testing" during the transition to new assessments aligned with college- and career-ready standards.

First, I want to address the implementation of teacher and leader evaluation and support systems. States that have received a Race to the Top grant or flexibility under the Elementary and Secondary Education Act (ESEA) are responsible for working with districts to develop systems to evaluate and support principals and teachers based on multiple measures, including student growth. States have committed to different deadlines to implement these systems: some are implementing now; others will begin over the coming years. Given the move to college- and career-ready standards, the dramatic changes in curricula that teachers and principals are now starting to teach, and the transition to new assessments aligned to those standards, the Department will consider, on a state-by-state basis, allowing states up to one additional year before using their new evaluation systems to inform personnel determinations. To be specific, states that request and are given this flexibility may delay any personnel consequences, tied in part to the use of student growth data, until no later than 2016&2017. We recognize that, for many states, it will not make sense to request this flexibility because they are already well ahead in successfully implementing these changes or have requirements in state law.

States interested in this extension may request this change, before September 30, 2013, through the current ESEA flexibility amendment process. Details about the amendment process are available on the ESEA flexibility Web page (<http://www2.ed.gov/esea-flexibility>). As each state implements college- and career-ready standards, it must have a robust plan for supporting teachers and principals as they transition to the new standards and assessments. States will need to lay out those plans in detail in the ESEA flexibility renewal process, along with indicators of teacher and principal familiarity and comfort with

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STATE DEPARTMENT OF EDUCATION
NOVEMBER 20, 2013



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

October 15, 2013

Dear Principal,

The State Department of Education is officially notifying you that your school will be expected to participate in the Smarter Balanced Field Test in Spring 2014.

Participation in the Smarter Balanced Field Test means:

- All students in your school, grades 3 -11 (except 11th graders who have not yet passed the Grade 10 ISAT), will be required to participate in the Field Test in both math and English language arts between April 1 – May 16, 2014.
- By November 15, 2013, your district should notify parents/guardians that their students will be participating in the Field Test and explain what participation in the Field Test means. Your district will be asked to provide assurance to the State Department of Education that all parents/guardians have been notified. Attached is a template that may be used by your district in the notification process.
- 10th graders who did not pass the Grade 10 ISAT in 9th grade should be placed on an alternate path to graduation.
- Students eligible to take an alternate assessment will take either the ISAT Alt or the National Center and State Collaborative (NCSC) Alternate Assessment Pilot Test in math, reading, or language usage, instead of the Smarter Balanced Field Test.
- Students in Grades 5, 7, and 10 will be required to take the Science ISAT or ISAT Alt this spring, as usual.

Additional information about the Smarter Balanced Field Test and NCSC Pilot Test has been and will continue to be sent by the State Department of Education and the Smarter Balanced Assessment Consortium.

In order for Idaho to receive double-testing and accountability flexibility from the United States Department of Education, we are required to provide you with this official notice. A similar notice has been sent to your superintendent.

Sincerely,

A handwritten signature in black ink, appearing to read "TJ Bliss", with a stylized flourish at the end.

TJ Bliss, Ph.D.
Director of Assessment and Accountability
Idaho State Department of Education

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Dear Parent,

In the 2014-15 school year, Idaho will roll out new assessments in mathematics and English Language Arts that are aligned to the new Idaho Core Standards. These new assessments will be used to gauge how well students are mastering these new, higher academic standards. In high school grades, these assessments will ultimately be used to determine how ready students are for education after high school and the workforce.

These new assessments are the next-generation of assessments and will differ from the previous Idaho Standards Achievement Tests (ISAT) in several ways. Whereas the ISAT only measured student knowledge based on multiple-choice questions, the new test will include different question types – open-ended response, technology-enhanced items, and performance tasks – to better measure what a student truly knows and is able to do at the end of each grade level. In addition, the new test will adapt to your child's ability so your local school can better measure how much academic growth your child has demonstrated in a given school year.

While this new test will not be officially administered to all students until spring 2015, all of Idaho's public schools will be participating in a field test this spring to ensure that the testing process runs smoothly when new tests are administered next year. This means that **your child will take the field tests in math and English language arts this spring 2014**, instead of taking the ISAT in math, reading, and language usage.

The purpose of the field test is to “test the test” and help prepare schools, teachers, and students for the full implementation of the new assessments in spring 2015. Because this is a field test, similar to a pilot, no scores will be sent home for your child from the field test. However, taking this field test will still greatly benefit your child because he or she will experience the new test a year in advance and become more familiar with the different types of questions.

To see the different types of test questions that will be on the new assessments, go to <https://sbacpt.tds.airast.org/student/> and click the “sign-in” button or go to <http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm>

Please note, if your child is in 5th, 7th, or 10th grade, he or she will still be required to take the statewide ISAT in science this spring. In addition, your child will also be required to take *[insert any district or school-specific assessments students will be asked to take this year]*.

If you have any questions about the field test of the new assessments aligned to the Idaho Core Standards or the other information provided in this letter, please contact your school principal or district superintendent at *[insert school or district contact information]*.

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Special Education Advisory Panel (SEAP)

November 4, 2013 Meeting Minutes

Attendees: Stephanie Hoffman, Alicia Caiola, Therese Varela, Ted Oparnico, Wendy Fitch, Robin Greenfield, Donna Farmer, Richard Henderson, Amanda Pena, Brian Darcy, Beth Eloer-Reep, Angela Lindig, Lisa Colon, Darleen Banks

SEAP Welcome and Update, Minutes Review and Approval : (Donna Farmer, SEAP Chair)

- Introductions were made by Panel members and Lisa Colon, the new Family and Community Engagement Coordinator at the SDE was introduced as a new SEAP member
- Due to the late start of the meeting the Panel decided to review and approve the last meeting minutes during the afternoon session

Results Driven Accountability and State Performance Plan Update (Richard Henderson, SDE Special Education Director)

- Rich reported on the outcomes of the OSEP meeting on RDA that took place in Eugene, Oregon on October 29- Nov 2. The goal of the meeting was on OSEP's vision on RDA is and the vision Idaho has to accomplish its' goals.
- Indicator 15 which focused on "compliance" has been removed from the federal list of Indicators
- In 2011 Idaho was part of the results initiative pilot initiated by OSEP and selected Indicator 3 (academic achievement) as an area of emphasis. Data from the pilot indicated a 25% point increase in student achievement and as a result OSEP wants to continue on with this kind of work using Idaho as a model.
- Idaho has been chosen to participate in an OSEP project to look at what the State Systematic Improvement Plan (SSIP) will look like around the country. The goal is to look at what SEA's and OSEP needs to be looking at with regards to outcomes (e.g., academic achievement) – OSEP is struggling with how to support states.
- Idaho has also been selected to be one of two states to represent a "roundtable" discussion to look at what SLD (specific learning disability) is going to look like when IDEA is reauthorized. Students categorized as SLD was the population that Idaho focused on during the pilot in 2011.



- New Indicator 17 relates to results accountability. Idaho has now decided that after the pilot results work that it should continue to focus on efforts on Indicator B3 which is – academic achievement.
- Indicator B5 targets LRE. State data is suggesting that the core curriculum is not meeting the academic needs of students with disabilities and they are sent them back to special education classrooms when academics are presented in general education classroom - the shift for the SDE is now trying to figure out how students with disabilities can stay in the general education class and what needs to happen to accomplish that goal
- Indicator B14 focuses on transition and post school outcomes. A survey is sent to graduates at one year after graduation and again after three years. It is a voluntary survey to be completed by students or family members. A tool has been created by a regional resource center network that analyzes data a state collects to look at transition, graduation rate, dropout rate, and post school outcomes
- The goal of the SDE is to triangulate the three indicators related to academic achievement, LRE, and transition to get a better idea of outcomes for students with disabilities in Idaho and what can be done to improve those outcomes.– 3, 13, 5 – will get a good picture of what program looks like with regards to outcomes for students with disabilities.
- MTSS - mutli-tiered system of supports –is a set of evidence based practices implemented across a system to meet the needs of all learners. It differs from RTI in that the system is designed around student needs versus an establish program needs
- The goal is to develop a student PLOP around good instruction. It is the intention of the SDE to assist districts in accomplishing that goal and not just focus on compliance monitoring. The SDE must now understand more about instruction and coaching and not just compliance rules.
- The SDE would like each district to have a District Improvement plan and look at three primary indicators (3, 5,14) and complete self- assessment. This process will be done over the current five year cycle with districts.
- Targets still need to be met in a timely manner with regards to compliance issues but ultimately the goal for the SDE is to determine a school achievement by instructional outcomes and not compliance



Dispute Resolution Annual Report (Dr. Melanie Reese, SDE Dispute Resolution Coordinator)

- Dr. Reese began by defining the “creed” of dispute resolution and the different dispute resolution options for parents
- The “facilitation” option began in 2005. Since that time formal hearings have declined with an expectation of 1-2 per year. Complaints have leveled out nationally at around 20 per year per state. Using mediation as an option is trending up in Idaho with hearings/complaints going down as people choose a more inclusive process. As of October 29, 2013, the facilitation option has jumped 91%. There are currently 18 facilitators across Idaho. Eleven of the facilitators are also mediators and seven of those individuals are complaint officers. There are four facilitators in the Panhandle region of the state, two on the east side of the state, and the remainder are in the Treasure Valley area.
- The request for facilitation or mediation is about 50-50 between parents and school districts. IPUL has played a role in sending parents to the SDE to try and initiate the facilitation process. CADRE is funded by OSEP and is the national TA group that provides advice and training. They work with parent organizations like IPUL to promote facilitation with teams and provide support to states.

Parent Survey (SEAP Members)

- A discussion was facilitated by Rich and Donna on the Idaho Part B Parent Survey.
- In June 2012, 2581 surveys were sent out with 349 returned at a 13.5% rate.
- In 2013 a 1000 additional surveys were sent to parents with an additional 100 surveys returned at approximately the same return rate of 13.5% rate.
- The discussion focused on the “working draft” of a revision to the survey that was developed by one of the SEAP committees in May-June 2013. Questions for the draft were taken from similar surveys from Wyoming, South and North Dakota.
- Donna suggested the committee also revise the letter that is sent to parents with the survey. Additional suggestions were made to have both the SDE and the IPUL logos on the letter as well as a signature from Rich and Angela and a positive theme as to the contribution of parents to their children’s education.
- The target for questions regarding “parent involvement” is 51% per question.
- Donna discussed distributing the survey every other year which would not be an additional cost according to TAESE
- The group discussed inserting a “neutral” category to the response choices. TAESE has suggested that a neutral category be added to the current survey. The group agreed to keep the neutral response and add N/A to the survey as well
- The group also decided to add a questions regarding “transition” which would impact students above the 8th grade. The number of questions will be limited in an effort to keep the survey to one page.



- The group agreed it is necessary to add a question to the survey about “cultural diversity” and to assure it is translated into Spanish.
- The following suggestions were made for revisions to the survey:
- Wendy Finch suggested taking out the word “equal” before partners in Question 1
- Beth Elloe-Reep commented that Question 13/14/15 and 1 are similar and should be revised into one question or group them together per topic
- Question 3 – delete the “s” from the word “teacher”
- A suggestion was made to add the word “students” to the Question 4
- There is a discussion on the similarity of questions 2 and 6. A decision was made to keep both as is.
- Question 7 will be removed from the survey
- Question 8 – Rich will ask Susan from TAESE if there is a word that could replace “appropriate”
- Question 14 has been removed from the survey
- The word “developing” replaced the word “writing” in Question 15
- An “s” was added to the word “teachers” and “any” was taken out of Question 17
- The language of “general education” was inserted to replace “regular” in Question 25
- Rich will ask Susan from TAESE regarding answers to open ended questions that were submitted in the past surveys. The questions and answers will be reviewed at the next meeting. Additional questions for TAESE are if they think there should be a certain order to the questions on the survey and if questions should be “blocked” according to topic.
- A draft will be sent to SEAP members before a final submission to the SDE.

Approval of Minutes (Donna Farmer, SEAP Chair)

- The minutes for the September 17, 2013 meeting were reviewed and corrections to the spelling of SDE personnel names were made. Brian Darcy moved to accept the minutes and Wendy Finch seconded the motion. The minutes were approved.

Field Test Waiver – Public Comment Notice (Richard Henderson, SDE Special Education Director)

- Idaho will be using Smarter Balance as the new assessment measure for the Idaho Core Standards.
- Students will still be required to take the ISAT as the new assessment goes into place. As such, a waiver is needed to do this process.
- Parents of students with disabilities need to be advised and can file public comments about the process.
- The first year of the new assessment will be a “pilot” year and appropriate accommodations



may not be in place. If a student with a disability needs a certain accommodation that is not available on the new assessment then the IEP will rule and the accommodation will be provided. Data will be accounted for but not included in the overall national research study.

- The SDE wants comments and concerns on Idaho using a field test version of the new assessment and not using ISAT for the current year.
- Rich is asking that the SEAP committee approve the field test waiver
- A motion was made by Stephanie Hoffman to endorse the field test waiver and Wendy Finch seconded the motion. The motion was carried.

Manual Revision SEAP Additional Discussion Items (Donna Farmer, SEAP Chair)

- Donna directed the members to review the language of three action items in the revisions of the Special Education Manual. The items include: 1) IEP Transition age change from 16 to 14; 2) Intellectual Disability vs. Cognitive Impairment; and, 3) Executive Function Deficit disability category.

SEAP Manual Review, Portal Access, and Timeline (Richard Henderson, SDE Special Education Director)

- The SDE will provide the Panel members with an email to access the private portal link. Comments regarding the above noted revisions to the special education manual should be sent to Rich Henderson by the close of business on December 4, 2013. Rich will bring comments and Panel recommendations for review at the January SEAP meeting.

Review of Indicators and Timeline Recommendations (Richard Henderson, SDE Special Education Director)

- Rich reviewed the current 20 indicators for the Idaho SPP and discussed how the indicators are differentiated into three sections. The SDE usually sets targets for the indicators the performance expected in relation to the targets. Any "slippage" in performance is addressed in a state action plan.
- It is the intent of the SDE to have the SEAP committee review the current indicators and make recommendations as to targets for the next five year cycle.

Next Meeting

- The meeting was adjourned at 3:45 pm. The next meeting is scheduled for January 27, 2014.



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ESEA FLEXIBILITY FIELD TEST WAIVER PUBLIC COMMENTS

1. Test for accountability are needed every year, including when transitioning to the Common Core Standards. The accountability waived means that no one will make an effort to get the right textbook in front of students, or in the hands of teachers. For mathematics, right textbooks & Workbook in KG-6 are Singapore Math, Primary Mathematics, Standards Edition. State refuses to evaluate them. State and District wants to delay the accountability so their well connected friends can sell textbooks that are less rigorous than Primary Mathematics, Standard Edition. School District are not serious about evaluating rigorous textbooks that are available. Do keep ISAT as an accountable standard this year for both English & Math. This is needed to demonstrate to the parents how Idaho had cheated its students by using low level exams to evaluate them. Two extra days for testing is worth the effort since the test tells the parents what the schools need to do to help educate its students, and what parents need to do on their side to ensure that their children are educated by schools (i.e., homework, discipline, etc.) Parent – District 91 - Gandhi@q.com

2. I think that the ISAT's are currently overly emphasized and I worry that this assessment will be the same. I would prefer my children spend more time on a project than on a test. I think project based assessments work extremely well for assessing what a student really knows and can do. The only issue I have with them is that many, many parents just do the project for their kids instead of having the child do it themselves. We need to find a better way to assess students without taking so much time unless the time is spent really assessing what they really know. Another thing. I understand that with the new common core adoption, which this assessment is for, students in high school must now choose to take summer school to ensure they get their additional math and science classes completed IF they also want to continue to study at the Daryl Dennis Center or Renaissance. This tells me loud and clear that students who would benefit from what they teach at these professional technical centers are not valued. I understand that only about 1/4 of all of the US population gets and uses a 4 year college degree. That means that the other 3/4 have to find an alternate route to their careers. Um, these professional technical centers provide that route AND STUDENTS CAN GET JOBS RIGHT OUT OF HIGH SCHOOL!!!! So why do they have to now choose one over the other in order to graduate on time???? Seems to me that this is a huge issue because it affects the two largest school districts in Idaho and 3/4 of our population. If we want to ensure our students have more math and science AND ensure they also have jobs, maybe we should look at the math and science they are learning at these centers and, possibly, give them credit in these subjects for these classes. I don't know about you but the math requirement in an electronics or

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welding or construction or machining program is no laughing matter. Parent – District 02 -
beckadingo@yahoo.com

3. I strongly support the waiver for this school year. I would add though that the SBAC be administered 3 -
8 and replace it at the HS level with the PSAT and SAT. Administrator – District 131

4. I believe that the Common Core Standards are the stupidest thing around. I have never heard the words dumb, stupid, and I hate in a classroom as much I have these last few months of school. I would have to agree with students on this one. You would not do math in the "real" world like you are wanting students to do. English teachers are saying it's no longer fun to be teaching with all the new garbage you're having them teach in the classroom. If a petition comes out to put this to a vote to get rid of it I know of hundreds of people that would be waiting in line to sign. This includes almost an entire staff from a local school in the Treasure Valley. Also, I have informed my children to just mark/write random answers on the SBAC test this year and from here on out. This garbage is of no use to students, parents, teachers, and the real world. It does NOT help put us on the global market for education. This all being said my children ranging from elementary to high school have always scored Advanced on ISATs and are in the Gifted programs and think school is totally useless now and HATE it. Parent

5. Parents and school staff are worried about the field testing for the SBAC We would like to opt out at Madison for the following reasons: We are hearing predictions that our students, state wide, will likely fall down on this test. If so, the test seems too hard. What teacher would develop a test knowing that only 60% or so of their class will be proficient?, and the other 40% will fail? Students and parents will doubt thier own intelligence and self esteem when they are used to seeing "advanced", and now they see "below basic" or "proficient" Assessments should drive instruction. This field test will not give us any information on how well our students are learning, where their deficiencies are, or what to focus on for review or acceleration. Even when we do get results (spring of 2015), those results won't be delivered quickly, and therefore we won't be able to use them to monitor progress or diagnose areas of concern. Once our schools and districts recieve worst test scores, then what? Will the media and the state department of Education use that data to build up our education system or to step on it? Our teachers have been through a lot lately (pay decreases each year since 2008, luna laws mandates, over turning of luna laws, albertson's foundation negative commercials, negative press in newspapers, low morale, stress from implementing the common core and SBAC testing, etc). They need a break, not another put down or new and untested program. Administrator – District 321 - cookb@msd321.com

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6. The only thing that concerns me on this assessment is the amount of time it takes students to complete it. We piloted the Field Test last year for math and it took over twice as long to administer as an ISAT. We intend to continue to pilot these tests this year and are aware they will take much class time for students to complete. This is a concern! Because we already go far beyond the Meridian school district requirements for the senior project, we already have assessments in place at each grade level which assess students on higher levels of Bloom's Taxonomy but we still use the ISAT as an incoming measure of student ability at the Freshmen level to identify students who may struggle with our more rigorous academic classes. It will take time to understand this assessment better in order to use it as a tool to identify students who may struggle. In my humble opinion, performance assessments and project based assessments are far more useful in determining a student's actual ability than any written test, even well formulated ones. Students also put more effort into these tests and commit more of themselves to them if they are presented in a positive way and they can be very exciting and rewarding to students because they can show exactly how much they know and learn more at the same time. Performance assessments which are project based also teach students more about life because most of them will have to take on a project at home or work during their lives and research and synthesize what they learn into something useful. These assessments also tend to be team based, and most jobs require teamwork to be successful. Again, life skills, not just academic skills are assessed with performance or project based assessments. I would like to see more of these at every grade level in high school if students are going to spend so much time on an assessment. Teacher – District 768 - rebecca.torek@mtchs.org

7. I am not concerned about the waiver. I am, however, concerned about the proposed new testing. 7 hours of testing on 2 subjects is onerous, even for an adult. Though the website (<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Preliminary-Summative-Blueprints-Supporting-Document.pdf>) says the test will be given in the last 12 weeks of school, and shows "CAT" and "Perf Task Only" categories for both math and english (I can't find what these stand for), it is unclear if there is a maximum length for a testing session. I hope there is. Probably 30-45 minutes of testing in a sitting is really all we should ask of kids in grades 3 - 5. Parent – District 61 - cathytf@msn.com

8. Appreciate that we are not having to test students twice and that our students have the opportunity to take the field test as a means of professional development for teachers and providing feedback to students and teachers about this new test. Administrator – District 61 - amartinez@blaineschools.org

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9 I think it is important to realize that transition periods are going to require flexibility. This crucial time when we are transitioning to the SBAC is a great example. The need to apply for flexibility so students are not double tested is a necessary step to help this transition go smooth. Our district completely supports this waiver. Administrator – District 202 - sbarzee@wssd.k12.id.us

10. I do not feel a complete move from ISAT to SBAC is the most appropriate move for our students. Many students are still having trouble moving from "traditional or average" way of learning and quickly being pushed to critical thinking processing. These students are stressed, anious, and over worked and I feel that this test is only setting up many of the students for failure and decreased confidence. They have been taught and prepared for ISAT's. The students that still need to retake because they did not score proficient in some areas therefore unable to 'bank' their last year ISAT's are not ready for SBAC. These students should only have to retake ISAT's. The wording to my understanding is that this amendment would then require these students to "pass" a partial bias grading test to graduate when they have not had enough practice or understanding to move strictly to this test for graduation requirements. They should again be given opportunity to take the ISAT which they have been taught t perform instead of a test that still does not have all the finalities and details worked out. Parent – District 191 - jheitm@yahoo.com

11. To whom it may concern, I am opposed to the SBAC test as the CCSS "standards" are unproven, non piloted or field tested and had zero parent and precious little educator input in the development phase. There is no empirical evidence to demonstrate that the CCSS or SBAC will help more children matriculate into college. Any test with a 60-70 percent built in failure rate is frankly cruel to children and says much more about the nature of the test makers (and enforcers)than it does about a child's ability. There have been no statewide or district cost projections provided for this test and no assurances that the SDE or the legislature will provide for any deficit incurred by districts. So, with no research based evidence to support the effort and no cost projections the SDE is embarking yet once again with an experiment using children as guinea pigs. I am an educator, but more importantly, I am a father of two children enrolled in the Idaho public school system and I stand adamantly opposed to the implementation of SBAC. Please reconsider administering this ill advised implementaion of yet another iteration of corporate driven "reform."

Sincerely, Dr. Geoffrey M. Thomas Parent – District 321 - gmt@msd321.com

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12. I am in support of our district doing the SBAC test starting in 2014. We have a student in junior high and one in high school. Parent – District 272 - Slpointer5@gmail.com

13. I fully support: 1) Flexibility to not double test students. Double testing students would be detrimental to the future of all standardized testing given the push-back we are currently receiving. It is also unfair to have students take a test (ISAT) that is not aligned with the Idaho Core Standards currently being taught. 2) One year ESEA waiver for accountability determinations since student won't have scores from the SBAC. Administrator – District 786 - lauriewolfe@idahoidea.org

14. I am in favor of the amendment and the waiver. Thank you. Parent – District 139 - susanjames60@gmail.com

15. This is best for my son. I give it my highest support. Parent – District 02 - akhemingway@hotmail.com

16. The new SBAC is a sham. It throws all good teaching techniques out the window. Any assessment, with knowledge that before it's given, will have at least half the students fail is not diagnostic, or a true measure - it is cruel. A vast number of students will finish the test and (falsely) believe they are stupid. Human reaction to information that they are inadequate leads to an aversion toward whatever they are being told they are poor at completing. In this case, students will acquire an aversion toward learning. This will seriously damage our society in the future. I challenge the State Legislature of Idaho, and every employee of the State Dept. of Ed. to take even the lowest level (3rd grade) of the SBAC test. It will become quickly apparent that the test does not take into account the developmental stages of the human brain. Eight year old children do not have the physiological capability of abstract thought that is required in this test. Along with the advent of the SBAC test you will have highly intelligent students begin to abhor learning. In the SDE letter about the Field Test Waiver it is stated, "Through this waiver, Idaho now has a school accountability system based on multiple measures, including academic growth." This is not true. Students / schools / districts will still only be judged on ONE measure, the SBAC. Looking at that one measure in different ways does not constitute multiple measures. Additionally, placing all the emphasis on growth (current system) places great pressure on teachers to NOT teach students well in the early grades so they 'look good' on growth. The SDE should never put pressure on any student to perform poorly. This is our society we're dealing with, our children should not be treated as 'guinea pigs' with a poorly

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designed test that discourages children from becoming life long learners. Citizen – District 321 -
sgentile5@hotmail.com

17. I think parents should be able to walk in a school and see if it is functioning properly. We have amazing schools and I don't need a test with a fancy name to tell me that. Please stop making us take tests that do not enhance education. All they do is give someone somewhere data to take more money away from public education. It doesn't seem to make sense. Take the millions of dollars spent on testing and spend it on educating students. Parent – District 321 - landon_fevre@yahoo.com

18. First of all, I do not appreciate my children having to read "source documents" that are all slanted with the "government knows best" attitude, as given in the SBAC test sample for 11th grade English. The writing assignment only allows the child to use the 4 source documents presented by SBAC. Three source documents lean toward the government knows best as to what artwork should be placed in a public spot and the fourth document is that private funds should be used because the government might curtail creativity. What about the option of local citizens voting on the artwork since it's their tax dollars being used? Second, a young child is not developmentally ready for the test questions given in the younger grades. The SBAC test does not provide the guideline if a child is smart, the test is inappropriate for our children. Scrap the SBAC and stick with the Iowa test. Parent – District 101 -
fioravantiproperty@yahoo.com

19. The current ISAT are a joke. In 4th grade Math ISAT, my child found an error in the test: Question asked for how many lines of symmetry are in a rectangle. The multiple choice test lacked any correct answer. The answer the question was expecting to be correct were 2. Instead the correct answer to this question is infinity. The reason for this is that there are infinite lines of symmetry based on rotational symmetry. (This is well known to those who understand mathematics.) Thus, any reliance on ISAT is meaningless. I have read sample questions from SBAC (the new name for the proposed standardized test). The questions are serious, but not enough questions were challenging. Taking SBAC test this year means that both parents and students will know how prepared or ill prepared are the students. This will motivate teachers, schools and the Board of Education to move faster so they would not be stigmatized into producing low level of education (but advertising high level of education). Students should not take test by learning how the game works. They should take the test based on the subject matter maturity. Idaho has been informed of this fact, in the area of mathematics, since 2008. Unfortunately, the people with power have not paid attention to the people with knowledge. Thus, better approach would be to add

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one extra day of school so that students can take the test. It should be done especially for those schools that are on 4 day per week schedule. Do not seek the waiver at all. It will harm students in tangible way. When seeking waiver, it will give temporary relief that students are doing very well, but in reality they are hurt by poor quality education delivered in classroom. This is certainly the case with mathematics education. Parent – District 91 - Gandhi@q.com

20. SBAC has been advertised to be at a higher level than ISAT, but the results from those states that have administered equivalent standardized test found that student's scores significantly lower on the newer than on the older standardized test. To hide this fact, the scores will not be reported to the parents. I strongly object to not reporting the score. When parents look at the score on the standardized tests, it reveals significant information, even when the standards are low. For example, I have determined that ISAT Math is a joke. ISAT have too easy questions, and did not provide a correct answer (on a multiple choice question) to a reasonable question. The information revealed on the number of students who score at the Below Basic, Basic, Proficient levels. The test scores provide a confirmation to parents on a gap between what students should know and what they actually know. It is easy to attribute poor performance to lack of parental involvement. However, there are many other elements that have contributed to the poor quality in the delivery of education. For example, problems with mathematics education result from inferior curriculum, incoherent sequences of topics, poor teaching methods, lack of proper classroom engagements, and deficiency in quality exercises. The standardized test results reveal the information on the availability of the needed resources for the teachers to deliver quality of education. If a very large number of students whose parents are engaged do very well, then all of the elements are in place to deliver quality education. If poor performance of the students occurs when their parents are actively engaged, then the problem lies with the schools: Teaching methods, textbooks/workbooks, classroom engagement, prior year's preparation, etc. Based on the demographics, it is easy to discern which schools have actively engaged parents. Scoring high on the standardized test is not the objective, but consequences of outstanding teaching qualities. Surest way to score high (at the advanced level) without examination preparation results from the students attaining the needed subject matter maturity. Subject matter maturity means that students have developed fluency to solve complex problems systematically, read passages with the familiarity with the vocabularies, identify implicit information contained in the text, or recognize incorrect English grammar. Right type of teaching in the classrooms and homework assignments provide the needed practice that reinforces the lessons learned. When this is put into practice, the confidence builds and the learning goals are achieved. How would the parents use the results of the test at different grades to push for structural change? I express my views and illustrate

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my actions. (I do express for others, or describe their action.) I use the results from both ISAT & SAT to determine the magnitude of the problem, and act to remove the structural problems. For example, the SAT Math results from grade 11 have revealed significant problems with mathematics education. I have made representation to the Board to allow the knowledgeable public be given a right to participate as a member of the textbooks selection committee. This way, the issues are discussed at the textbook selection deliberation. I have discussed with teachers at my child's school on the contents and source of quality problems and classroom engagement. In addition, I have lectured the Board on the specific strategies to improve education. This ensures that every decision makers (e.g., the Board, the superintendent & other administration officials, principals/teachers in the audiences) along with the interested parents at the Board meeting hear the problems, and learn about the credible solutions. For this reason, providing the raw data to the public is very important. This will allow the interested public to understand their child's school performance in select subjects. Through these results, both for the individual child's score and combined data separated by schools correlated by demographics reveal the strengths & weakness in the teaching and the parental involvement. We all know that successful learning by those students who don't have proper preparations and parental involvement has always been a challenge to the schools. However, it has not been the case when the students fit the profile of successful learners. The sample questions on SBAC showed that there is an admixture of complex and simple problems. The types of questions asked provided reveal that SBAC is serious. Thus, the results from these tests would be very informative to the parents, the partners in their child's. Parent – District 91 - Gandhi@q.com

21. I oppose the SBAC or ANY assessment that 1) has not been proven to be valid and reliable 2) only teaches to the test and does not show the student's general knowledge of a subject. 3) will be used to rate teachers in an non-objective manner 4) has not been tested against a set of "standards" with a controversial curriculum that is just being introduced and is opposed by many parents in Idaho 5) is expected to test students who are NOT a part of the public school system - such as home schoolers - and therefore will put them in an unwanted position 6) costs much more than the ISAT and will require equipment that some school do not have, must install, and will cost the taxpayers even more 7) was designed by a small group of people with NO transparency and questionable input from real educators 8) is really nothing more than a regurgitated form of the Washington State assessment that is tolerated but mostly ignored in that state 9) will NOT prove College or career readiness for Idaho students 10) will include data collection that is opposed by many parents, none of the government's business, and will be

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shared with agencies outside of Idaho no matter what promises Luna or the "State" make. Parent –
District 83 - stuartchristianacademy@yahoo.com

22. We are concerned that, especially at the senior high level, the SBAC testing is an unnecessary addition to the menu of tests given to students. We already administer the SAT to all juniors, and the PSAT to all sophomores. The data returned from the PSAT informs actions districts can take to improve performance on the SAT through use of an item analysis. In effect, the SAT has provided information about the college readiness of our students, and allows us to move forward in preparing our students for post-secondary pursuits. We do not need another assessment to tell us about college preparedness. Also, one of the reasons the SBAC is to be used at grades 9-11 is to provide growth information for individual students. By the time students reach 11th grade, what we really need is information about results of student achievement. The SAT already provides this information. Further, the SBAC testing will interfere with Advanced Placement testing in our district and others, which will be of concern to parents and students. Each year, hundreds of students in our district earn college credit by passing Advanced Placement tests. Please consider using the SBAC at grades 3-8 to measure growth, and the PSAT/SAT at grades 10 and 11 to give us an idea of results and improvement over time. Thank you. Administrator –
District 01 - don.coberly@boiseschools.org

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