STATE DEPARTMENT OF EDUCATION
FEBRUARY 14, 2018

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SUBJECT
　　Developments in K-12 Education

BACKGROUND/DISCUSSION
　　Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

- Certification Look Up Tool

ATTACHMENTS
　　Attachment 1 – Certification Look Up Tool　　　　　　　　　　　Page 3

BOARD ACTION
　　This item is for informational purposes only. Any action will be at the Board's discretion.

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Certification Lookup Tool

District access to the following information regarding certified individuals:

- Certification status
- Professional endorsement status
- Any past violations of the Idaho Code of Ethics
- Application status
- Endorsement information, which includes assignments that can be taught with current endorsements
- Contract information

Developments in K-12 Education | 1

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SUBJECT

Every Student Succeeds Act Consolidated State Plan

REFERENCE

December 2015	The Board was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
April 2016	Board received an update on the work of the Board's Teacher Pipeline Workgroup and preliminary recommendation for developing and supporting effective teachers in Idaho.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

Idaho Administrative code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective A, Access, Objective C, Higher Level of Educational Attainment, and Objective D, Quality Education.

Goal 3: Data-informed Decision Making, Objective A, Data Access and Transparency.

Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaces the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind expired in 2014.

ESSA requires each state to submit a consolidated plan to the USDOE to reapply to federal education funds and explain to the USDOE how the state will be in compliance with ESSA. The first deadline for plan submission was in April 2017, and the second deadline was in September 2017. The required components of Idaho's consolidated plan have gone through several changes as Obama-era regulations were finalized and then repealed by the Trump administration, which has also released new guidance to states.

The State Department of Education (Department) brought the draft consolidated plan to the State Board of Education (Board) for preliminary discussion in June. In July, the department continued to seek public input through a final public comment period. During this time, the Department continued to receive feedback from the USDOE and monitored how plans submitted by other states were assessed by federal peer reviewers and USDOE staff. These discussions led to several substantive changes in Idaho's final plan.

The board approved Idaho's Consolidated Plan on August 10, 2017, and the plan was submitted to USDOE on September 16, 2017, signed by Superintendent Ybarra, Board President Clark, and Governor Otter. On December 28, 2017, representatives from the Department and the Board joined USDOE representatives on a conference call to receive feedback on the submitted plan. The USDOE shared the desire to see several technical corrections and additional detail added to Idaho's state plan.

Within the USDOE's feedback, three (3) issues emerged as items of discussion as the plan was revised. Those were the state's N-size for school accountability, how the student engagement survey would be used in identification of schools, and how Idaho would ensure that both the achievement indicator and other academic indicator would be used for identification for every school.

Since then, the representatives from the Department and the Board have collected feedback on those three most significant items while Department staff have made technical edits. Feedback events included a meeting with stakeholders on January 8, 2018 and a webinar on January 18, 2018. Department and Board representatives met twice to review progress – on January 16, 2018 and January 24, 2018. On January 29, 2018, the revised "redline" version of the plan was finalized for approval by the Board.

IMPACT

Idaho's consolidated plan must be approved by USDOE in order for Idaho to receive approximately $82 million from the federal government to support public K-12 education. Approval by the Board, as the State Educational Agency will allow the plan to be resubmitted to USDOE.

ATTACHMENTS

Attachment 1 - Every Student Succeeds Act Consolidated State Plan   Page 5
Attachment 2 - N Size Analysis for ESSA Feedback   Page 123
Attachment 3 - Accountability Options Survey Responses and
                Comments   Page 124
Attachment 4 – List of requested corrections/amendments   Page 128

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plant. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting.

Following the initial submittal of Idaho's Consolidated State Plan, USDOE provided feedback to the Department of Education in late December, requesting amendments be made to add more specificity in some areas and to bring the plan into alignment with all of the provisions of ESSA in other areas, along with additional technical changes. In addition to adding greater clarification of the original plan provisions, substantive changes include:

- A single defined N size for all indicators used – the new proposed N-size is N>=20
- Identifying baseline, long-term goals, and interim targets for all subgroups
- Both ISAT proficiency and growth must be used as academic achievement indicators, not either/or. This change is in alignment with the requirements in IDAPA 08.02.03.
- The 4 year adjusted cohort graduation rate must be used. This change is in alignment the requirements in IDAPA 08.02.03.

A complete list of the requested changes from the USDOE is listed in Attachment 4. Due to the late submittal of the plan Board staff were unable to review and provide a complete summary of amendments.

BOARD ACTION

I move to approve revisions to Idaho's Every Student Succeeds Act Consolidated Plan and to authorize the Department of Education to submit the plan to the U.S. Department of Education on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho's Consolidated State Plan

IDAHO STATE DEPARTMENT OF EDUCATION
IDAHO STATE BOARD OF EDUCATION

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702

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WWW.SDE.IDAHO.GOV/TOPICS/CONSOLIDATED--PLAN

Idaho's Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

~~August 10, 2017~~February 15, 2018

Revised Final

INTRODUCTION

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

COMPLETING AND SUBMITTING A CONSOLIDATED STATE PLAN

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

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

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

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

Alternative Template

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

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

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[1] *Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by ESSA.*

Individual Program State Plan

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

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

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

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

COVER PAGE
Contact Information and Signatures

SEA Contact (Name and Position):

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sybarra@sde.idaho.gov

Dr. Linda Clark, President, Idaho State
Board of Education
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Idaho State Department of Education
PO Box 83720
Boise ID 83720

By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.

The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.

Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

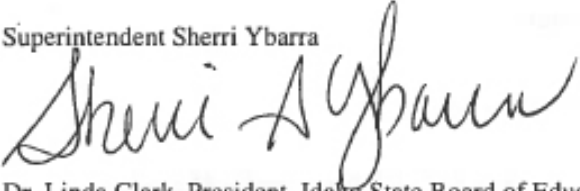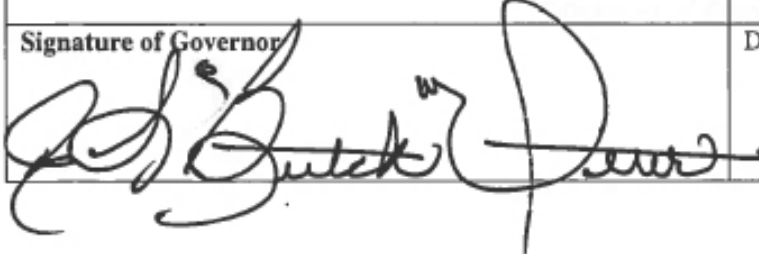| **Authorized SEA Representative** (Printed Name)	
Superintendent Sherri Ybarra (208) 332-6815	Printed Name:
Dr. Linda Clark, President, Idaho State Board of Education (208) 334-2270	Printed Name:
Signature of Authorized SEA Representatives	
Superintendent Sherri Ybarra	Signature and Date:
Dr. Linda Clark, President, Idaho State Board of Education	Signature and Date:
Governor (Printed Name) C.L. "Butch" Otter	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor C.L. "Butch" Otter	Signature and Date:

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Sherri Ybarra, State Superintendent of Public Instruction Dr. Linda Clark, President, Idaho State Board of Education	**Telephone:** (208) 332-6815 (208) 334-2270
Mailing Address: Idaho State Department of Education PO Box 83720 Boise ID 83720	**Email Address:** sybarra@sde.idaho.gov clarklindaid@gmail.com

By signing this document, I assure that:
To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.
Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative (Printed Name)	**Telephone:**
Superintendent Sherri Ybarra	(208) 332-6815
Dr. Linda Clark, President, Idaho State Board of Education	(208) 334-2270

Signature of Authorized SEA Representatives	**Date:**
Superintendent Sherri Ybarra *[signature]* Dr. Linda Clark, President, Idaho State Board of Education *[signature]*	8-16-17 8-16-17

Governor (Printed Name) C.L. "Butch" Otter	**Date SEA provided plan to the Governor under ESEA section 8540:** 8-16-17
Signature of Governor *[signature]*	**Date:** 9-13-17

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

Instructions

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

☒ Check this box if the SEA has included <u>all</u> of the following programs in its consolidated State plan.

Or

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

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

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

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

1. **Challenging State Academic Standards and Assessments** *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)*[2]

2. **Eighth Grade Math Exception** *(ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):*

   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

   ☐ Yes
   ☒ No

   ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

   a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

   b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

   c. In high school:

   1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

   2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

   3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

   ☐ Yes
   ☒ No

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

   Not applicable.

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

3. **Native Language Assessments** (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):
   i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

   Idaho's definition for languages other than English that are present to a significant extent in the participating student population, is a language spoken by 5% or more of all students, or 20% or more of English Learners.

   Over 150 different language and dialects are native to Idaho students. To identify specific languages other than English that are present to a significant extent, we referenced our data from the SY1516 Consolidated State Performance Report, which captures the top five (5) commonly spoken languages shown in Table 1 below.

   Table 1: Idaho's top five languages spoken by ~~our~~ English Learner populations

Language	# of EL Students
Spanish	11,124
Arabic	389
Swahili	196
Somali	148
Chinese	133

   Spanish is the most predominant language, representing nearly 80% of our English Language learners~~, and just under 7% of our students in tested grade levels~~.

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

   Currently the Idaho Standards Achievement Test (ISAT) in Science, administered in grades 5 and 7, is offered in both English and Spanish. The statewide mathematics assessment, developed by Smarter Balanced and administered in grades ~~5~~3-8 and high school, is offered in a Spanish/English stacked translation format. Neither the ISAT English Language Arts by Smarter Balanced or the English Language Proficiency Assessment developed by WIDA, are offered in translated versions because English language is a critical component of the measured constructs of these two required statewide assessments.

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

   At this time, there are no other languages of origin for students that constitute a large enough percentage of the statewide student population to require additional translated versions of any Idaho Statewide assessment.

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

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

4. **Statewide Accountability System and School Support and Improvement Activities** *(ESEA section 1111(c) and (d))*:

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

Within Idaho's accountability system, all required historically underperforming subgroups are included in both federal reporting, as well as comprehensive and targeted school identifications.
 - Economically disadvantaged are students with a free or reduced-price lunch status.
 - English learners are those who have not yet tested as English proficient.
 - Minority students include American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, ~~White,~~ Hispanic or Latino.
 - Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).

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

Not applicable.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.
☒ Yes
☐ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

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

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

The minimum number of students required for the all-students group and each student group listed in section A(4)(i)(a) of this plan to be included for accountability is N >= 20. Previously, Idaho used N >= 25, however after Idaho's Data Management Council (DMC) changed its policy to reduce the minimum number of students for reporting purposes from 10 to 5, the ISDE will reduce the minimum number of students for accountability purposes by a commensurate 5 students.

~~The minimum number of students in each student group listed in section A(4)(i)(a) of this plan required to be included for accountability is N >= 10. Idaho has many small rural or remote school districts with small student populations. Including student groups with 10 students or more for accountability purposes will allow Idaho to capture results for more student groups in the calculations for targeted support and improvement designation, which will benefit students in Idaho who are members of historically disadvantaged populations.~~

The minimum number of students required for graduation rate to be included for accountability is N >= ~~1~~20. ~~Initially, ISDE proposed using the same N-size for graduation rate as is used for the all-students group. However, feedback from stakeholders indicated concern that N >= 20 or 25 would leave too many high schools out of Idaho's school identification calculations for graduation rate. Further analysis revealed that moving from N >= 20 to N >= 10 included 27 additional high schools and 7 additional alternative high schools in Idaho's school improvement calculations for graduation rate. Including these additional schools will ensure that Idaho is able to support as many high schools with low graduation rates as possible. Because graduation rate addresses just one cohort of students and not multiple grade spans as achievement result do, ISDE believes it is appropriate to use N >= 10 for graduation rate accountability.~~

Idaho rule IDAPA 08.02.03.112(5)(d)(i), describes the number of days students must be enrolled in school for accountability purposes: "A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not

transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students."

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

ISDE's analysis showed that the difference in the number of K-8 and high schools captured in Idaho's school identification system changed very little between N >=25, N >= 20, and N >= 15. ~~The t~~Table ~~below~~ 2 shows how many of Idaho's Title I schools meet the N-size requirement with N >= 20.
~~However, as shown in Table 2 below, reducing Idaho's N from N >= 25 to N >= 20, commensurate with the DMC's reduction in minimum number of students required for reporting, results in more schools for which the all-students group met the N for all indicators in Idaho's school identification system (and can therefore be used for comprehensive support and improvement designation).~~

Table 2: Approximate Number of Title I schools included in identification system ~~when~~ N >= 20

School type	Achievement	Student growth	English Prof.	Graduation rate
K-8 (3~~49~~ total)	337	~~333~~314	137	NA
High school (67 total)	64	~~64~~NA	8	43
Alternative high school (1~~6~~ total)	11	NA~~10~~	1	13

~~Schools meeting all student N in at least one indicator~~Schools	~~N >= 25~~	~~N >= 20~~
~~K-8 (351 total)~~	~~330~~	~~333~~
~~High schools (67 total)~~	~~61~~	~~64~~
~~Alternative high schools(19 total)~~	~~13~~	~~14~~

~~Schools meeting all student N for all indicators~~

~~Schools~~	~~N >= 25~~	~~N >= 20~~
~~K-8 (351 total)~~	~~135~~	~~150~~
~~High schools (67 total)~~	~~5~~	~~7~~
~~Alternative high schools(19 total)~~	~~0~~	~~2~~

~~Schools~~	~~N >= 25~~	~~N >= 20~~
	~~N >= 20~~	~~N >= 10~~
~~Using as many data points as possible for school identification increases the robustness of the methodology, and therefore creates a more statistically sound identification system.~~ ~~For student groups, using N >= 10 is necessary because Idaho has many small schools with relatively few students in these groups. Moving from all students N >= 20 to N >= 10 does not result in a significant increase in the number of schools included in comprehensive support and improvement calculations (8 additional K-8 schools, 1 additional high school), yet greatly increases the variability in Idaho's school identification results. However, moving to N >= 10 for student groups (aside from the all-students group) does allow the state to include many more of these populations, especially students with disabilities and English learners, for identification of targeted support and improvement schools as shown in Table 3 below.~~ ~~**Table 3: Number of Title I schools included in identification system** Schools meeting student group N in at least one indicator~~ ~~*Students with Disabilities*Schools~~		
~~K-8 (351 total)~~	~~216~~	~~297~~
~~High schools (67 total)~~	~~17~~	~~41~~
~~Alternative high schools(19 total)~~	~~0~~	~~3~~

~~*English Learners*Schools~~	~~N >= 20~~	~~N >= 10~~
~~K-8 (351 total)~~	~~88~~	~~150~~
~~High schools (67 total)~~	~~1~~	~~7~~
~~Alternative high schools(19 total)~~	~~0~~	~~0~~

~~Using N >= 20 does not enable Idaho to ensure that schools are accountable for results among these student groups, and therefore N >= 10 is appropriate.~~

~~Similarly, Idaho's graduating students should themselves be considered a student group for accountability purposes because graduating cohorts are much smaller than the combination of all tested grades. For this reason, using a small N-size is warranted but should not impact the statistical propriety of Idaho's accountability results. Using N >= 10 will require a high school fail to graduate 4 of 10 high school students in order to be identified for comprehensive support.~~

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

Idaho solicited feedback on the state's minimum N-size for accountability purposes through our online feedback opportunities as well as our in-person feedback forums, which were attended by education stakeholders of all types. Minimum N-size was brought up specifically to understand whether stakeholders had concerns about continuing to use the N-size as determined under the NCLB flexibility waiver.

Feedback from stakeholders, including teachers, administrators, school board members, indicated that N >= 20 is preferred in order to ensure that the performance of each student alone does not have an unreasonable impact on whether the school is identified for comprehensive support and improvement.

However, legislators specifically indicated a desire for Idaho's N-size to avoid leaving very small schools out of school improvement results. Due to this feedback, Idaho's original plan called for the N-size for all students to be N >= 20, but for student groups and graduation rate Idaho would use N >= 10. Feedback from the U.S. Department of Education indicated that this approach was not in compliance with ESSA.

Because there is broad agreement among stakeholders that an N-size smaller than N >= 20 introduces too much noise into comprehensive support and improvement results, Idaho will use N >= 20 for the all students group as well as each student subgroup. However, achievement results for smaller groups of students will still be reported on the school report card as long as they meet state N-size requirements described in section A(4)(2)(e) of this plan.

c.d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

The State of Idaho places a high value on preserving the privacy of students and

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[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "*Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information*" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

safeguarding their personally identifiable information (PII). To ensure that student data is treated with the utmost security, Idaho has enacted statutory protections found in Idaho Code § 33-133.

As part of this protection, the statute permits the release of student data in aggregate. It requires that "the minimum number of students shall be determined by the state board of education."

To provide oversight and guidance over the collection, retention, and security of student data, the State Board of Education created the Data Management Council (DMC). This controlling body has set rules on minimum numbers reported in aggregate. These minimums supersede any other minimums that may be defined elsewhere unless expressly permitted by the DMC.

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

DMC policy page 5 states:

Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum cell size of 5, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of less than 5 students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.

In order to protect student privacy, we must redact data in any cells of less than 5 students or where the difference between the total of one or more cells of categorical data is less than 5 of the total student population. In addition, Data Management Council Policies and Procedures call for at least two cells to be redacted in most cases in order to prevent any cell required for redaction to be derived. Under DMC policy additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

Performance of student groups that are too small to be included in school identification will still be reported on the state website and on the state report card so long as ~~the cell size includes 5 or more students~~the reporting meets the redaction rules detailed above. Enrollment numbers and percentages will be displayed so long as there is at least one student within the subgroup.

iii. **Establishment of Long-Term Goals** *(ESEA section 1111(c)(4)(A))*:

a. **Academic Achievement** *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho's long-term goal for English/Language Art and Mathematics will be to reduce the percentage of non-proficient students by 33% over six years. "Proficient" means that a student has met or exceeded grade level standards in a specific subject as determined by performance on the associated assessment. Robust stakeholder feedback took place to set long-term goals for the state that achieve a balance of both ambitious and achievable. While several options were considered, the below long-term goals were agreed upon by all stakeholders due to the following:
- The goals result in closing achievement gaps, especially for student groups that currently show the lowest achievement.
- The target year – 6 years from 2017 – encompasses half of a student's K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.

Historical data analysis indicates that, had these goals been set in the 2015 school year, a substantial number of schools would have achieved their school-level goal in 2016.

Calculation:
Long-term goal = 2016 % proficient/advanced + ~~33%~~((1/3) x (100 – ~~previous year~~2016 % proficient/advanced))
Interim progress goal = Difference between the long-term goal and the baseline / 6

Table 3: Mathematics - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%
~~Minority Students*~~	~~25.8%~~	~~29.8%~~	~~33.8%~~	~~37.8%~~	~~41.8%~~	~~45.8%~~	~~49.8%~~
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%

Mathematics	2016	2017	2018	2019	2020	2021	2022
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%

Table 45: English Language Arts/Literacy - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%
~~Minority Students*~~	~~37.4%~~	~~40.9%~~	~~45.4%~~	~~45.4%~~	~~49.9%~~	~~54.4%~~	~~58.9%~~
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%

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

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

   Interim progress goals are in Appendix A.

   Tables 4 3 and 45 above provide the interim progress goals towards meeting the state's long-term goals for academic achievement in English Language Arts/Literacy and Mathematics.

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

    By reducing the percentage of non-proficient students by one-third over the next six years, the students in subgroups whose baseline is farther behind the all-students group have a more ambitious long term goal, and interim measures to reach that goal, which will close achievement gaps for all student subgroups, using attainable targets.

b. **Graduation Rate.** *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*
1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

    The Idaho State Board of Education has established a goal that Idaho's 4-year cohort graduation rate will be 95% by 2023. In seeking to align the long-term goal to this established goal, the state will reduce non-graduates by 75% over six years.

    The long-term goals are set for the state, districts, and schools and are based on graduation rates from the previous school year.

    Calculation:
    Long-term goal = 2016 % graduating + (75% x (100 – ~~previous year % proficient/advanced~~2016 % graduating)) ~~+ previous year % graduating~~
    Interim progress goal = Difference between the long-term goal and the baseline / 6
    Note: the all students graduation rate long-term goal has been rounded up to align with the Idaho State Board of Education's existing graduation rate goal.

    Table 5~~6~~: Graduation rate - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Graduation Rate	2016	2017	2018	2019	2020	2021	2022
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%
~~Minority Students*~~	~~72.3%~~	~~75.3%~~	~~78.2%~~	~~81.2%~~	~~84.2%~~	~~87.1%~~	~~90.1%~~
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%

Graduation Rate	2016	2017	2018	2019	2020	2021	2022
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%

c. ~~* Data for the minority subgroup will be further disaggregated for the purpose of reporting for American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, and Hispanic or Latino.~~

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

The long-term goals for the extended graduation rate will be developed and reported for all high schools after Idaho establishes the business rules necessary to calculate extended cohort graduation rate.

~~2.~~3.   Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate.

Interim progress goals are in Appendix A.

Table ~~6~~ 5 above provides the interim progress goals towards meeting the state's long-term goals for graduation rate.

~~3.~~4.   Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As with goals for reading/language arts and mathematics assessments, by reducing the number of non-graduating students by 75% over six years, student groups with lower rates of graduating students will be required to increase the number of graduates at a faster rate in order to meet the state's goals.

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

Idaho determines a student's eligibility as an English Learner in a multi-step process, beginning with an initial home language survey, completed at registration. If the home language survey indicates a language other than English is the primary language spoken at home, the student is then screened using the English language proficiency level using WIDA's ACCESS Placement Test (W-APT). The student's results on from this screener determine eligibility and inform the students plan for developing English language skills. the level of English language proficiency. The date of the screener provides a baseline to track this information over time.

Eligible students are then assessed annually for English Language proficiency using the WIDA Access 2.0. This assessment provides an overall composite score and scores in the domains of Reading, Writing, Speaking and Listening.
A student is considered proficient when they receive a 5 composite score.

After analysis of the limited data from the WIDA Access 2.0 assessment, Idaho's measure of expected progress will be a student growth to proficiency calculation for using a trajectory of 7 years. This growth to proficiency trajectory model mirrors that of ELA/Math, and takes a student's initial scale score and determines the growth a student will need to reach the proficiency scale score 7 years in the future. That total growth needed is divided by the number of years in the target.

The student growth measure captures students that may make tremendous improvement in a single year, but are unable to increase one performance level. Teachers will also be able to use the growth to proficiency target as a tool to inform student goals in their language develop plan and measure the outcomes, a more empowering and student centered method that engages students in their learning outcomes.   This methodology also encourages schools and districts to look at critical transition periods for English learners and identify strategies to close instructional gaps that negatively affect student growth when moving from elementary to middle school and middle to high school.

Table 8: Expect progress for English learners

Entry year performance	Year 2 performance	Year 3 performance	Year 4 performance	Year 5 performance
1	2	3	4	Proficient
2	3	4	Proficient	--
3	4	Proficient	--	--
4	Proficient	--	--	--
5 (Proficient)	--	--	--	--
6 (Proficient)	--	--	--	--

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

   Idaho will reduce the number of English learners who are not making expected progress to~~ward~~ English proficiency, as defined above by ~~33~~1/3~~% in~~ over five years. This five-year long-term goal, ending in 2022, aligns with the long-term goals in academic achievement and graduation rate, with 2017 serving as the baseline. Because this goal is based on ~~just~~ one available year of historical data, it may be revised once additional data are available.

   Table 6~~7~~: Percent of Students Making Expected Progress Toward English proficiency – 2017 baseline, 2022 long-term goal, and 2018-2021 interim targets

2017 Baseline	2018	2019	2020	2021	2022 Goal
~~33.2%~~48%	~~36.9%~~ 51.46%	~~40.6%~~54.9 2%	~~44.3%~~58.3 8%	~~48.1%~~61.8 4%	~~51.8%~~65.3 0%

   ~~Idaho's measure of expected progress is an increase of one performance level per year, up to Level 5. A student who starts at Level 1 is expected to reach Level 2 in his or her 2nd year, Level 3 in his or her 3rd year, and so on. Once a student reaches Level 5, he or she is considered proficient for the purposes of this calculation (which is not the state's exit criteria). Expected progress for a student at Level 5 or 6 is to maintain that level. Idaho's definition of expected progress is illustrated in Table 8 below.~~

   Idaho's measure of expected progress is an increase of one performance level per year, up to Level 5. A student who starts at Level 1 is expected to reach Level 2 in his or her 2nd year, Level 3 in his or her 3rd year, and so on. Once a student reaches Level 5, he or she is considered proficient for the purposes of this calculation (*which is not the state's exit criteria*). Expected progress for a student at Level 5 or 6 is to maintain that level. Idaho's definition of expected progress is illustrated in Table 6~~8~~ ~~below~~above.

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

   Interim progress goals are in Appendix A.

   Table ~~7~~6 above provides the interim progress goals towards meeting the state's long-term goals for English Language proficiency.

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

Idaho will annually and publicly report progress on all measures in the state's Accountability Framework (Appendix B), approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed upon by Idaho's stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students. All measures in the Accountability Framework reflect Idaho's state values and will further empower educators and parents to engage in educational decisions about their children.

The Accountability Framework will be used to meet both state and federal school accountability requirements and will be broken up by school categories.

A subset of the measures in the Accountability Framework will be used as the accountability indicators required by ESSA, and described in this section. Idaho will use these indicators every three years to determine schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in sections A(4)(v) and A(4)(vi) of this plan.

The indicators that Idaho will use for school identification as required by ESSA are as follows:
It should be noted that the state accountability framework groups schools into three categories so meaningful differentiation can be made between like schools. The following school categories are outlined in the state accountability framework:

School Categoryies
- Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in IDAPA Rule 08.02.03Subsection .112.05.f.
- High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- Alternative High Schools

The indicators Idaho will use for school identification as required by ESSA are listed by school category.

Academic Measures by School Category
K-8:
- Achievement on Idaho Standards Assessments in English Language Arts and Math Idaho Standards Achievement Tests (ISAT) Proficiency and Growth.
- Growth – as determined by the percentage of Sstudents on track to be proficient within three years.
- English Learners making progress towards English language proficiency.

High School:

- Achievement on Idaho Standards Assessments in English Language Arts and Math ~~ISAT proficiency.~~
- English Learners ~~achieving~~ making progress towards English language proficiency.
- Four (4) year cohort graduation rate

Alternative High School:
- Achievement on Idaho Standards Assessments in English Language Arts and Math ~~.~~
- English learners making progress towards English language proficiency.
- Four (4) year cohort graduation rate

School Quality Measures by School Category
K-8:
- Satisfaction and Engagement survey administered to students in grades K-8.

High School:
- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

Alternative High School:
- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

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

Idaho's Academic Achievement Indicator is achievement on the statewide tests in Mathematics and English Language Arts/Literacy ~~as listed below~~ and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

Academic achievement indicator measures:
- K-8 Schools
    - Idaho Student Achievement Test (ISAT) ~~3-8~~ Mathematics grades 3-8
    - ISAT ~~3-8~~ English Language arts (ELA)/Literacy grades 3-8
- High Schools
    - ISAT ~~High School~~ Mathematics – High School
    - ISAT ELA/Literacy – High School/
    - ~~ISAT High School ELA/Literacy – High School~~
- Alternative High School

o ISAT Mathematics – High School
o ISAT ELA/Literacy – High School

The academic achievement indicator represents the proficiency on statewide mathematics and ELA/Literacy tests. In the school identification system, academic achievement is the actual, non- averaged achievement in that school year. The state administers the grade level assessments to all students annually and provides comparative data across subgroups.

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

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

Validity and reliability: The academic indicators are calculated using statewide test scores in Mathematics and English Language Arts. The Idaho Standard Achievement Tests, developed by Smarter Balanced, have met validity and reliability criteria as outlined in the Federal Assessment Peer Review.

Based on long-term goals: Both academic indicators are aligned directly to Idaho's long-term goals.

Proficiency on statewide reading/language arts and mathematics assessments: The academic indicators are based on the percentage of students scoring proficient or advanced on these assessments. Results from both content areas will be weighted equally. Please see annual meaningful differentiation of schools methodology for further explanation.

Disaggregation: Each academic indicator can be disaggregated for each student group.

95% participation: Both academic indicators measure the performance of at least 95% of all students and 95% of all students in each student group, unless an LEA fails to meet the 95% required participation rate as described in section A(4)(vii) of this plan.

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

Idaho's Other Academic Indicator is Academic Growth as defined below and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan. Separate growth measurements are also a component of the indicators discussed in sections c, d, and e. These measures are discussed in more detail in their individual sections and in our

~~summary of the school identification process.~~

Other Academic indicator measures:
- Student Growth to proficiency in English Language Arts/Literacy using a 3 year trajectory model
- Student Growth to proficiency in Mathematics using a 3 year trajectory model
- ~~ISAT High School Mathematics~~
- ~~ISAT High School ELA/Literacy~~

The state will determine the gap between a student's most recent scale score and the scale score necessary to reach proficiency in 3 years. From there, a linear path is created and the minimum score needed to be proficient in three years. A student will be considered 'on-track' if they meet their annual target on the path to proficiency. For example, a fourth grade student scored 2420 in 3rd grade mathematics and requires 120 scale score points to reach proficiency in mathematics by sixth grade. The student must increase his or her scale score by at least 40 points in the current year to be on track. Student growth targets will be calculated annually.

The percentage of students 'on track' to be proficient in three years will be calculated for English Language Arts/Literacy and Mathematics separately and weighted equally.

Disaggregation: The other academic indicator can be disaggregated for each student group. Student growth can be disaggregated for each student group.

Validity and reliability: Student growth calculations are a valid and reliable measure and have been used by the U.S. Department of Education to understand and measure the growth of schools and districts.

95% participation: The growth rate indicator measures the performance of at least 95% of all students and 95% of all students in each student group, unless an LEA fails to meet the 95% required participation rate as described in section A(4)(vii) of this plan.

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

Table ~~9~~7 below describes Idaho's graduation rate indicators. Idaho uses the four-year adjusted cohort graduation rate for the graduation rate indicator, which follows federal

guidelines. See section A(4)(v) for how the graduation rate indicator will be used for meaningful differentiation of schools. Idaho does not award a state-defined alternate diploma. Based on stakeholder feedback, Idaho is developing a five-year cohort graduation rate calculation.

Table 7~~9~~: Graduation rate indicators

Indicator	Measure	Description
Graduation Rate	The four-year cohort graduation rate	The percent of students graduating using the four-year graduation cohort rate calculation within a school reported[4] in the current school year. In the school identification system, graduation rate is the actual, non-averaged of the graduation rate in that school year. ~~Schools are identified for comprehensive support every three years.~~
~~Graduation Rate Growth~~	~~The four-year cohort graduation rate~~	~~The difference between the percent of students reported graduating in the current year and the prior year (for schools with only two years of data), or the percent reporting graduating two years in the past (for schools with three years of data or more).~~

Used for all high schools in state: The graduation rate indicator is used for all high schools in the state.

Same calculation for all high schools: The same calculation is used for all schools in the state for the graduation rate indicator.

Based on long-term goals: The graduation rate indicator is aligned directly to Idaho's long-term goals.

Disaggregation: The graduation rate indicator can be disaggregated for each student group. The graduation rate indicator can be disaggregated for each student group.

Validity and reliability: The federally-required four-year cohort graduation rate has been shown to be valid and reliable.

~~95% participation:~~ ~~The graduation rate indicator measures the performance of at least 95% of all students and 95% of all students in each student group, unless an LEA fails to meet the 95% required participation rate as described in section A(4)(vii) of this plan.~~

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[4] *Graduation rate lags by one school year.*

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

Idaho ~~will~~administers the Access 2.0 developed by WIDA as our English Language Proficiency Assessment. Idaho will use data from the 2017 Access 2.0 administration to serve as our baseline in defin~~ing~~e student ~~the~~progress in ~~for~~ achieving English Language Proficiency.

~~The state has defined the English Language Proficiency as receiving a 5.0 composite score and minimum proficiency level with of 4.0 or higher in the domain scores for on listening, speaking, reading, and writing. Idaho will use data from the 2017 Access 2.0 administration to define the progress for achieving English Language Proficiency.~~ Idaho's measure of progress in achieving English proficiency will be the calculated as a percentage of English Learners that are on track to reach proficiency in 7 years, as measured by reaching the scale score necessary to score~~ing~~ a 5 or higher on the ACCESS 2.0 overall composite score. Student targets will be calculated annually.

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

Table 8~~10~~: School Quality Indicators

School Category	Measure
K-8	Satisfaction and Engagement survey administered to students in grades K-8.
High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.
Alternative High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

~~Table 11: School Quality Growth~~

~~School Category~~	~~Measure~~
~~K-8~~	~~Difference in results from satisfaction and engagement survey administered to students in grades K-8 in comparative years of the school identification cycle.~~

School Category	Measure
High School	Difference between percent of College and Career Ready students, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs, in comparative years of the school identification cycle.
Alternative High School	Difference between percent of College and Career Ready students, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs, in comparative years of the school identification cycle.

Disaggregation: Each school quality indicator can be disaggregated for each student group.

95% participation: Because the school climate survey will be delivered through Idaho's assessment vendor during the statewide assessment, we expect at least 95% participation unless an LEA fails to meet the 95% required participation rate as described in section A(4)(vii) of this plan. All graduating students will be counted in the denominator for the college and career readiness indicator, meaning all students will be included in the results.

Validity and reliability: Administering the school climate survey through Idaho's assessment vendor will enable the collection of valid and reliable data The school climate survey will be administered through AdvancED's online platform to every student in grades 3-12. Schools will be expected to ensure that all student groups are adequately represented in the results by maintaining a 90% participation rate or above. The survey is designed to provide quick access to meaningful and actionable data at the school and district level to improve teaching and learning practices, while also providing valid and reliable results at the state level for purposes of statewide reporting and accountability.   Please refer to Appendix E for more information.

The college and career readiness indicator will be calculated for every student using data collected by the ISDE, State Board of Education, or the Idaho Division of Career and Technical Education (ICTE).

Idaho's high school students have equitable access to Advanced Opportunities. Idaho requires that all high schools offer Advanced Opportunities. Idaho rule 08.02.03.106.01 states: "All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Section 007, or provide opportunities for students to take courses at the postsecondary campus."

In addition, each student in Idaho has $4,125 available to them to cover costs associated with Advanced Opportunities. These funds may be used to pay for dual credits, overload courses, or certificate exams.

v. **Annual Meaningful Differentiation** *(ESEA section 1111(c)(4)(C))*

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

Idaho will annually and publicly report progress on all measures in the state's Accountability Framework (Appendix B), approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed upon by Idaho's stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students.

All measures in the Accountability Framework reflect Idaho's state values and will further empower educators and parents to engage in educational decisions about student achievement. Idaho will report results for each indicator disaggregated by all student subgroups for all schools. Idaho's stakeholders were outspoken in their opposition to a summative rating for each school. It was felt that the complex calculations required to produce a summative score are not transparent, sometimes misleading, and result in a system that is not useful for parents and educators. In order to produce a meaningful report card, Idaho is developing a user-friendly report card that allows for data to be summarized and visualized in ways most useful to parents and community members. The state also plans to incorporate tools for comparing schools to each other. This will allow all education stakeholders to use the multiple measures in the Accountability Framework to differentiate schools.

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

The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the student who previously attended that feeder school. IDAPA 08.02.03.112.05.f.v specifies that, "The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school." Schools with this unique configuration would be reported with K-8 schools.
A subset of the measures in the Accountability Framework will be used as accountability indicators as required by ESSA, described in section A(4)(iv) of this plan. Idaho will use these indicators every three years to determine schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in this section and section A(4)(vi) of this plan.

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

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

Low Baseline Issue: Previously, even if schools were growing at a fast rate, they could receive poor ratings due to low baseline performance.
This system will incorporate achievement and growth for the five federally required indicators, all of which included in Idaho's Accountability Framework:
Mathematics (statewide test)
English Language Arts/Literacy (statewide test)
Graduation Rate
English Language Proficiency
School Quality

ISDE will group schools by K-8, high school, and alternative high schools for comparison.

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

Stakeholder feedback on school category approach has been positive. Representatives from alternative high schools felt strongly that alternative high schools and high schools should be treated the same in Idaho's accountability system — that the indicators used for school identification for high schools and alternative should be identical. Feedback also included a proposal to group schools using concentration of low-income students; however, ISDE will use the K-8, high school, and alternative high school groupings because Title I school identification itself applies to schools with a high concentration of low-income students.

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

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

School X math performance

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

Achievement is the percentage of students proficient or advanced.

School X's math *achievement* is 75.

Growth is the difference between the percent proficient or above in either the prior year (for schools with only two years of data) or two years in the past (for schools with three years of data or more).

School X's math *Growth* is 75 minus 55, or 20.

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

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

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

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

School	Growth	Rank
T	22	1
X	20	2
C	12	3
L	11	4
	●	●
	●	●
P	0	375

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

There are 376 schools with lower Growth than School X.

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

The percentile rank is a simple calculation: divide the number of schools below School X by

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

Achievement Percentile Rank

$$\frac{\text{Number of schools below School X (181)}}{\text{Total Number of schools (378)}} * 100 = 48$$

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

Growth Percentile Rank

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

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

This calculation will be repeated for all indicators and for all student subgroups. The results of these percentile rank calculations will be displayed in the school report card, allowing viewers to see both achievement and growth for each indicator at each school.

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

For the purposes of annual meaningful differentiation on the school report card, each indicator will be reported on its own and without weighting or combining to allow for maximum transparency.

When identifying comprehensive and targeted support and improvement schools as described below, ISDE will apply equal weights the indicators used, with the exception of the school quality indicator. The school quality indicator will be weighted at 10% for all schools, with the remaining indicators weighted evenly across the remaining 90%. See Table 12 below for an outline of indicator weights for Idaho's most common school configurations. Stakeholder feedback indicated a desire to avoid assigning artificial weights to each indicator because the weights may appear arbitrary. However, because the school quality indicators are new to Idaho, ISDE has determined that weighting this indicator at 10% is appropriate during the first years of implementation.

Table 12: Indicator weights for Idaho's most common Title I school configurations (percent)

~~School Type (Title 1 Schools)~~	~~Math~~	~~ELA/ Literacy~~			~~English Learner Proficiency~~	~~Graduation Rate~~	~~School Quality~~
~~K-8 (190)~~	~~30~~	~~30~~			~~30~~		~~10~~
~~K-8 (no ELs) (161)~~	~~45~~	~~45~~					~~10~~
~~High school (19)~~	~~22.5~~	~~22.5~~			~~22.5~~	~~22.5~~	~~10~~
~~High school (no ELs) (48)~~	~~30~~	~~30~~				~~30~~	~~10~~
~~Alternative high school (7)~~	~~22.5~~	~~22.5~~			~~22.5~~	~~22.5~~	~~10~~
~~Alternative high school (no ELs) (12)~~	~~30~~	~~30~~				~~30~~	~~10~~

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

~~Not applicable. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the student who previously attended that feeder school. IDAPA 08.02.03.112.05.f.v specifies that, "The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school."~~

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

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

Idaho will identify schools in <u>the beginning of the </u>2018-19 <u>school year,</u> using data from 2015-16, 2016-17, and 2017-18. <u>In the case of the new school climate survey, only data from the end of the 2017-18 school year will be used.</u> Idaho will then identify schools every three years thereafter, using the same review of three prior years' data. Feedback from stakeholders strongly emphasized a three-year identification cycle in order to build a system that supports the development of sustainable school improvement strategies. School leaders will be able to dedicate time to planning and early implementation in the first year of identification and will have an additional two full years to implement their school improvement strategies, with the intent of generating sustainable change at the school.

ISDE will review identification data annually to determine whether schools would be identified during an off-cycle year. If schools are found that are not currently identified but would have been identified if the current year were on-cycle will be notified and offered support and thought partnership from staff. Those schools will be added to a watch list and this will be noted on the school report card.

A subset of the measures in the Accountability Framework will be used as accountability indicators as required by ESSA, described in section A(4)(iv) of this plan. Idaho will use these indicators every three years to identify schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in this section and section A(4)(vi) of this plan.

Idaho's philosophy is to create a system of school identification that allows ISDE to identify schools for improvement if they are both the lowest performing in the state and not improving student outcomes as measured by the student growth to proficiency trajectory model. ISDE desires to avoid two common challenges associated with school accountability:

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

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

The steps below describe the calculation steps the state will use in identifying the lowest-performing five percent of all schools receiving Title I, Part A funds.

Step 1: Select a school and identify the value of the first indicator (among the academic and school quality indicators described in section iv.)

As an example, the academic achievement indicator for Math, which is the percentage of students scoring at proficient or advanced. Let us assume this value is 75% for a hypothetical school – School X.

School X math performance

Current year Proficient/Advanced
75%

Step 2: Determine the school's rank on that indicator relative to all other public schools in the state in the same school category.

School	Achievement	Rank
P	99%	1
F	98%	2

School	Achievement	Rank
AA	96%	3
S	94%	4

School	Achievement	Rank
• •	• •	• •
X	75%	197
• •	• •	• •
G	32%	378

To continue our example, assume School X's math achievement was about in the middle relative to other schools in the state, ranking 197 of 378 schools.

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

Step 3: Calculate the school's percentile rank for the indicator. The percentile rank is a simple calculation: divide the number of schools below the school in question by the total number of public schools in the state in the same school category. This number is then multiplied by 100. This calculation provides the percent of schools in the state that fall below the target school in that indicator.

For our hypothetical school X, the calculation would be as follows:

Math Achievement Percentile Rank

$$\frac{\text{Number of schools below School X (181)}}{\text{Total Number of schools (378)}} \times 100 = 48$$

Using this calculation, we determine that 48 percent of schools in the state fall below School X in the math academic achievement indicator.

Step 4: Repeat steps 1-3 for all indicators.

Step 5: Calculate a composite value for the school based on the available indicators. The composite value is calculated by applying the weights described in section b (below) to the percentile ranks for each indicator (determined at the end of step 3) and summing these values.

Step 6: Repeat steps 1-5 for all schools in the state.

Step 7: Rank schools from highest to lowest within their school category based on their composite value.

Step 8: Identify the composite value that would capture the bottom 5% of Title I schools within the K-8, high school, and alternative high school categories.

Idaho will designate both Title I and Non-Title I schools with composite scores at or below the relevant 5% threshold value as comprehensive schools.

Step 9: Idaho will also celebrate schools for their work to meet the needs of their students by recognizing:

- Schools that meet or exceed the interim progress goals for each indicator.
- Schools that fall into the 90th percentile rank or above using the school identification methodology for each of the indicators in the framework.

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

When identifying comprehensive and targeted support and improvement schools as described above, the school quality indicator will be weighted at 10% for all schools, with the remaining indicators weighted evenly across the remaining 90%.

See Table 9 below for an outline of indicator weights for Idaho's most common school configurations. Stakeholder feedback indicated a desire to avoid assigning artificial weights to each indicator because the weights may appear arbitrary. However, because the school quality indicators are new to Idaho, ISDE has determined that weighting this indicator at 10% is appropriate during the first years of implementation. With this weighting, the academic indicators receive substantial weight both individually and in aggregate, much greater than the weight of the School Quality/Student Success indicator.

Table 9~~12~~: Indicator weights for Idaho's most common Title I school configurations (percent)

School Type (Title 1 Schools)	Math	ELA/ Literacy	Student Growth – Math	Student Growth – ELA/Literacy	English Learner Proficiency	Graduation Rate	School Quality
K-8	18	18	18	18	18	NA	10
K-8 (no ELs)	22.5	22.5	22.5	22.5	NA	NA	10
High school	22.5	22.5	NA	NA	22.5	22.5	10
High school (no ELs)	30	30	NA	NA	NA	30	10
Alternative high school	22.5	22.5	NA	NA	22.5	22.5	10
Alternative high school (no ELs)	30	30	NA	NA	NA	30	10

~~Using the percentile rank calculations described in section A(4)(v)(a) of this plan as the foundation, ISDE will use additional, simple calculations to identify the lowest-performing 5% of Title I schools for comprehensive support and improvement.~~

~~Academic achievement is the actual, non-averaged achievement in that school year. Schools are identified for comprehensive support every three years.~~

~~Non-Title I schools will be designated as comprehensive schools if the results of their calculation fall within the performance range of the 5% of designated Title I schools.~~

~~The following steps pick up from the sequence left off at the conclusion of the previous section of this plan. They show how the state's system of annual meaningful differentiation will build to school identification.~~

~~*Step 4:* Take the higher of *Achievement* or *Growth* for each indicator.~~

~~In the example in section A(4)(v)(a), because 99 is higher than 48, 99 will represent the score for School X's math indicator. Forty-eight will *not* be used to determine whether the school will receive comprehensive support.~~

~~*Step 5:* Repeat for all indicators, and take the average.~~
~~*Step 6.*~~

~~**School X's Indicator Results**~~

~~Math~~	~~Math Growth~~	~~ELA/Literacy~~	~~ELA Growth~~	~~Graduation Rate~~	~~English Learner Proficiency~~	~~School Quality (always 10% weight)~~	~~Average~~
~~Achievement percentile rank99~~	~~Growth percentile rank~~	~~Higher of either *Growth* or *Achievement* percentile rank~~	~~Growth Percentile rank~~	~~Higher of either *Growth* or *Achievement* percentile rank~~	~~Percent of students making expected progress toward proficiency Higher of either *Growth* or *Achievement* percentile rank~~	~~Higher of either *Growth* or *Achievement* in sSchool climate survey absenteeism (K-8) or college and career readiness (high school)~~	~~Average of all indicator scores other than school quality (always 10%)~~

~~Table 12 above indicates the weights for each indicator used in school identification.~~

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

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

Beginning in 2018, Idaho will identify all public high schools in the state with a four-year cohort graduation rate less than 67% as averaged over three years for comprehensive support and improvement. Graduation rates will be reported annually.

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

If a Title 1 school is identified for additional targeted support under section A(4)(vi)(f) of this plan for three consecutive years (i.e., the school has not met the statewide exit criteria for two consecutive years immediately after the year in which it was identified for additional targeted support), that school will be identified as a comprehensive support and improvement school.

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

Idaho will begin identifying comprehensive support and improvement schools for the 2018-19 school year and every three years thereafter.

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

Idaho will identify targeted support and improvement schools based on student group achievement gaps. The percent proficient/advanced for each student group will be compared to the percent proficient/advanced for all students not in that group for English/Language Arts and Mathematics. This will be done for each school and each student group that meets Idaho's n-size requirement.

A consistently underperforming student group in Idaho is any student group that has an achievement gap, relative to with its non-group peers, of 35 percentage points or more in

English/Language Arts or Mathematics, averaged over three years for three consecutive years in any of the indicators. A school with a consistently underperforming student group will be identified for targeted support and improvement.

For example, a school with a tested Hispanic population that meets or exceeds Idaho's n-size requirement will have the percent of Hispanic students who are proficient/advanced in English/Language Arts and Mathematics compared with the percent of non-Hispanic students who are proficient/advanced in English/Language Arts and Mathematics. If this achievement gap is 35 percentage points or more in Mathematics for three consecutive years, the school would be identified for targeted support and improvement. The same would be the case if the calculation revealed a 35 percentage point achievement gap in English/Language Arts averaged over the most recent three years.

Targeted support and improvement schools will first be identified in the 2018-19 school year and each year thereafter.

The definition of the historically underperforming student groups used to determine targeted support and improvement schools are:
1. Economically disadvantaged are students with a free or reduced-price lunch status.
2. English learners are those who have not yet tested as English proficient.
3. Minority students include American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Hispanic or Latino.
4. Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).

Each targeted support and improvement school will be required to develop and implement an improvement plan that is aligned to the long-term goals for the state, and approved by their LEA.

f. **Additional Targeted Support.** Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

While the lowest-performing five percent of schools will be identified as comprehensive support and improvement schools every three years, Tthe methodology for identifying comprehensive support and improvementthese schools will be applied to student subgroupscalculated annually for the purpose of identifying schools for additional targeted support, in comparison to the all-students group of comprehensive schools.

The comprehensive support and improvement calculations will be run for all students to identify the lowest-performing five percent of schools. The same calculations will then be run for schools using each of the historically underperforming student groups (when meeting the n size requirements). The final, weighted composite value for each student

group will be compared with that for schools that are (or would be) identified for comprehensive support and improvement.

If the composite value for any of the historically underperforming student groups is below that for the highest performing school in the bottom 5% of the comprehensive identification schools, the school will be identified for targeted support and improvement ~~If any student group in any school's~~ that meets Idaho's n-size requirement ~~student subgroup performance is~~ demonstrates the same or lower ~~performance in English/Language Arts or Mathematics than the highest performing all-students group~~ that would be identified as described ~~above~~ amongst CSI schools, that school ~~would~~ will ~~be identified for additional targeted support. In other words, if results for any student group, on its own, would have resulted in the school being identified for comprehensive support, that school will be identified for additional targeted support. This calculation will be run every three years, beginning with the 2018-19 school year, to mirror comprehensive support and improvement identification as described in section A(4)(vi)(a) of this plan.~~

To exit additional targeted support, a school must not be identified using the methodology described above.

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

The state does not identify additional statewide categories of schools.

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

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

According to current Idaho Administrative Code (IDAPA 08.02.03.112(e)), "failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency." For the purposes of this plan, "measureable progress on ISAT proficiency" is defined as not having met the school's interim progress measure toward its long-term goals in any group where 95% participation is not attained.

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

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

card. The ISDE will support the school or LEA to write a parent outreach plan that addresses how it will engage parents and community members in order to meet the 95% participation minimum standard. In addition, ISDE will develop policies requiring the LEA to use a portion of its funds pursuant to 33-320, Idaho Code (Continuous Improvement Plans) for local school board and superintendent training on data-driven decision-making and assessment literacy.

If a school has at least 95% participation in any year, the school will not be required to submit a parent outreach plan for the following year.

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

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

Lowest performing 5% of schools:
To exit comprehensive support and improvement a school identified in the lowest performing 5% of schools must:
- ~~The school n~~No longer meet~~s~~ the eligibility criteria for comprehensive support and improvement (~~is~~ no longer be in the lowest 5%), and
- ~~The school has shown a consistent growth trajectory compared with the data in the year during which the school was identified,~~Achieve ELA and Math results above the 20th percentile within each school category for the all student group, and
- ~~The school has a~~Articulate~~d~~ in writing a plan for sustaining improved student achievement. The plan will be submitted to and approved by the State Technical Assistance Team (STAT). This plan will articulate measurable goals, aligned strategies, and a robust monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for students while addressing how the school intends to ensure sustainability without additional improvement funds.

~~In addition, if a school meets its second-year interim goals after the second year of identification (i.e., is on track to hit its three-year goals), the school may elect to exit comprehensive support and improvement status and forfeit any school improvement funds available in the final year in the improvement cycle.~~

Schools with graduation rate below 67%:
Schools identified for comprehensive support and improvement by failing to graduate two-thirds of its graduating cohort in any year may exit from comprehensive status if:
- The school's average graduation rate over the previous 3 years exceeds 67%, or
- The school's graduation rate for two consecutive years exceeds 67%.

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

Schools identified for additional targeted support will be assigned school improvement goals with a three-year timeline for the student group for which the school was identified for additional targeted support. These goals will be aligned with a long-term goal for that student group to reduce the gap to 100% proficiency in each indicator by half over 6 years with 2016 as the baseline year. To exit, a school must:

- ~~The school n~~No longer meet~~s~~ the eligibility criteria for additional targeted support, and
- ~~The school has shown a consistent growth trajectory compared with the data in the year during which the school was identified for the student group for which it was identified~~Achieve ELA and Math results above the 20th percentile within each school category, for all subgroups for which the school was identified for targeted support and improvement.
  ~~In addition, if a school meets its second-year interim goals for each student group for which it was identified after the second year of identification (i.e., is on track to hit its three-year goals), the school may elect to exit additional support and improvement status.~~

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

More rigorous interventions in a school failing to meet Idaho's exit criteria after three years will be led by the State Technical Assistance Team (or STAT, see section A(4)(viii)(e) for a complete description), who will facilitate the completion of a Comprehensive and Integrated Field Review (CIFR) that will lead to next steps for the school. Below is a description of the steps the STAT will complete to determine more rigorous interventions.

Notification of insufficient progress from the Superintendent of Public Instruction will go to:
- The Idaho State Board of Education
- The local school board
- The superintendent of the LEA with the building principal copied
- The public via the School Accountability Report Card

Next steps include:
- The ISDE conducts a Comprehensive and Integrated Field Review (CIFR) during the fall following the third year of identification (see below for membership and protocol).
- The State Board of Education may direct the use of some of the LEA's continuous improvement funds pursuant to 33-320, Idaho Code for local school board training in school improvement.
- A leadership coach may be assigned to the local school board and LEA leader to inform school improvement at the local level.

Membership of the Comprehensive and Integrated Field Review Team may include:
- ISDE representatives

- LEA/school administrators and teachers from the region with similar demographics, which may include a school librarian
- Persons nominated by Idaho School Boards Association, Idaho Association of School Administrators, Idaho Association of Special Education Directors, Idaho Education Association
- Administration/faculty applicants from high achieving schools chosen by the State Department of Education

Comprehensive and Integrated Field Review protocol:
- Observe a stratified sample of faculty including teachers of special populations, using a standard protocol. The protocol will include a subset of the indicators that align with the state's current teacher evaluation system.
- Interview focus groups with teachers, parents, students, and noncertified staff (e.g. food service, custodians and paraprofessional.
- Interview LEA and school administrators.
- Collect and interpret data.
- Recommend additional school interventions to school, LEA, and state leadership.
- School, LEA, and state leaders agree upon and implement new interventions for the school.

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

Idaho will identify all LEAs with 50% or more of comprehensive and targeted support and improvement schools every year.

For LEAs with 50% or more comprehensive and targeted support and improvement schools the state will annually review ESSA Federal program resource allocations from the LEA to the school through the Consolidated Federal and State Grant Application (CFSGA). Budget and expenditure information, supports and resources, and student performance will be analyzed to determine the effectiveness of those supports.

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

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

Idaho is committed to a robust statewide system of support. Our system of support is designed to pair local issues with local solutions and draws from a variety of resources and

programs to build the capacity of schools and LEAs for continuous and sustainable improvement. The statewide system of support is managed and coordinated by the State Technical Assistance Team (STAT). This team is responsible for overseeing all school improvement grants for comprehensive and targeted schools. The STAT works with LEAs to ensure that improvement plans are evidence-based and managed for high performance.

The STAT will provide a network approach to improving instruction and achievement for each school identified as comprehensive support and improvement. The STAT will include members of the executive team, federal programs director, associate deputy of federal programs, director of special education, director of Title III, director of curriculum and instruction, director of assessment, school improvement coordinator, a Career and Technical Education (CTE) representative, a state board of education representative, and members of the local LEA and school leadership teams. Depending upon the needs of the schools identified for comprehensive or targeted assistance, other specialists will be asked to provide input, such as school library or charter school representatives.

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

As shown in Table 10~~3~~ below, the statewide system of support includes strategies and activities that LEAs and schools can select based on need. Schools identified for comprehensive support and improvement will likely need to draw on multiple strategies, whereas schools identified for targeted support and improvement may apply focused resources on meeting the needs of particular groups of students. This could include drawing on the English Learner Program to support EL students or providing extended learning time to help accelerate learning for specific groups of students. All funded activities and programs are evaluated regularly for evidence of effective implementation and to assess the degree to which services and activities are evidence-based. Programs draw on guidance from the U.S. Department of Education's What Works Clearinghouse and expertise from the Northwest Comprehensive Center and Regional Education Lab Northwest.

The STAT will ensure that school improvement plans meet evidence-based requirements under ESSA, and that the state interventions being applied to schools are evaluated to ensure that they are high quality and resulting in improved outcomes for students.

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

Table **10**~~13~~: **Strategies used in the Idaho statewide system of support**

Strategy	Activity	Provider/program	Funding source
Creating/implementing comprehensive and	Diagnostic evaluation/needs	ISDE or approved provider	Title I-A

Strategy	Activity	Provider/program	Funding source
targeted school improvement	assessment to determine key challenges and root causes		School Improvement funds
Creating/implementing comprehensive and targeted school improvement	Comprehensive school improvement and leadership coaching	Idaho Capacity Builders	Title I-A School Improvement funds
Improving leadership effectiveness	Training/Mentoring for School Board Members	ISDE, Idaho School Boards Association, Idaho Building Capacity Project	School Improvement funds
Improving leadership effectiveness	Leadership coaching	Idaho Building Capacity Project	School improvement funds
Improving leadership effectiveness	Mentoring and support for principals	Idaho Principals Network Idaho Principal Mentoring Project	School improvement funds Title II-A
Improving leadership effectiveness	Mentoring and support for superintendents	Idaho Superintendents Network	School improvement grant
Improving leadership effectiveness	School improvement training for local school boards and superintendents	ISDE or contract vendor	State funds pursuant to 33-320, Idaho Code
Improving leadership effectiveness	Mentoring, training, and support for emerging CTE leaders and prospective CTE administrators	Leadership Institute	State funds (CTE)
Aligning curriculum and improving instruction	Professional development and technical assistance in curriculum and standards development and alignment and research-based	Approved providers; state regional mathematics or ELA specialists	State funds

Strategy	Activity	Provider/program	Funding source
	instructional improvement		
Aligning curriculum and improving instruction	Idaho Content Standards/Literacy coaching	Idaho Coaching Network, ELA/Literacy	State funds
Aligning curriculum and improving instruction	Training on the Idaho Content Standards and technical assistance with how to align curriculum, instruction, and assessment practices	Idaho Coaching Network/ELA/ Literacy Coaches, Idaho Math Centers	State funds
Aligning curriculum and improving instruction	Educator evaluation training and coaching	ISDE and SBOE Educator Effectiveness Coordinators	State funds
Aligning curriculum and improving instruction	Opportunities to implement STEM curriculum	STEM Action Center	State and federal funds
Aligning curriculum and improving instruction	Training on Assessment and Data Literacy	ISDE	State funds (CTE)
Aligning curriculum and improving instruction	Training on the Idaho Career Technical Content Standards and technical assistance with how to align programs and assessments.	ICTE Reach Professional Development Conference; Program Quality Managers	State funds
Aligning curriculum and improving instruction	Participating in the Idaho Mastery Education Network	ISDE	State funds
Supporting English learners	Technical assistance with EL program design	Idaho English Learner Program	State and federal funds
Supporting English learners	Training on WIDA standards and technical assistance on aligning WIDA standards with Response to	Idaho English Learner Program	State and federal funds

Strategy	Activity	Provider/program	Funding source
	Intervention (RTI) practices		
Supporting Special Education students	Multi-tiered instructional training and coaching	SESTA team of Special Education Idaho Center on Disabilities and Human Development	State funds, special education funds
Supporting Special Education students	Training on intensive interventions, assessments and strategies related to special education	SESTA team of Special Education Idaho Center on Disabilities and Human Development	Special education funds
Extended learning time	Technical assistance on how to redesign the school day using extended learning and/or other opportunities (e.g., 21st Century Community Learning Centers and school or public libraries)	ISDE and/or Idaho Universities	Title IV
Family and community engagement	Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process	ISDE-Family Engagement Coordinator	State funds
Family and community engagement	Access to and support with the Family Engagement Tool (FET)	ISDE-Family Engagement Coordinator	State funds
Family and community engagement	Career and Technical Student Organizations (CTSOs) provide	ICTE	

Strategy	Activity	Provider/program	Funding source
	student leadership opportunities and community engagement		
Family and community engagement	Career and Technical Program Advisory Committees provide community partnerships and industry input for CTE programs	ICTE	State funds (CTE)

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

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

Comprehensive needs assessment and action plan: As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. The needs assessment may include an examination of four key components of each school: climate and culture, student engagement, leadership, and stakeholder perspectives and experiences. Data will be collected and analyzed using key performance and improvement indicators for school quality and learner outcomes. Areas of improvement will include a root-cause analysis to determine appropriate solutions. Improvement areas will be prioritized, and this information will help guide LEAs in writing their comprehensive support and improvement plans and will help the STAT provide ongoing support assistance. If the LEA would like assistance from ISDE in either conducting the diagnostic evaluation or recommending an external provider, the school improvement coordinator will provide the information and resources.

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

interventions as identified in the school's improvement plan based on the results of the comprehensive needs assessment.

The STAT will meet regularly either in person or via web conference (depending on where team members are located). The state school improvement coordinator will develop the agenda with input from STAT member stakeholders and will facilitate the meetings. One of the key responsibilities of this group will be to review data to inform strategies for improvement. Data from each of the stakeholders will be provided to the STAT members ahead of the meeting time. The purpose of the meeting will be to review progress from the last meeting and identify action plan supports and next steps for the following meeting. All stakeholder members are mutually responsible for the improvement of the school.

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

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

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

If the school no longer falls in the category of comprehensive support due to the *significant increase in achievement and/or growth* or it is the conclusion of the STAT that the school's processes and procedures will result in higher levels of student outcomes, ISDE and the LEA will discuss termination of designation and a plan for interim measures of progress, student data, and scaffolded support. The school will be considered exited, but the additional funding allocated for support will no longer be distributed.

Idaho Building Capacity Project: Central to the strategy of providing assistance with the management of school improvement is the Idaho Building Capacity (IBC) Project. The project began in 2008 and is now a cornerstone of ISDE's statewide system of support and its approach to school improvement. Idaho Capacity Builders are experienced educators who have in-depth knowledge of school improvement processes and demonstrated experience implementing change processes. All schools identified for comprehensive or targeted support will receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or LEA system.

Capacity Builders are provided with a toolkit of evidence-based school improvement resources and, in partnership with school and LEA leaders, help create and implement a customized school improvement plan. The Capacity Builders are managed by regional school improvement coordinators at Boise State University, Idaho State University, and University of Idaho.

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

Idaho Principals' Network (IPN): The IPN brings school principals together in a professional learning community that is singularly focused on improving outcomes for all students by improving the quality of instruction in all schools. Through the IPN, principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the instructional core. For example, the network has worked on improving classroom observations, building turnaround leadership competencies, and instructional rounds. For schools identified for comprehensive support and improvement, the IPN is required and provides coaching and support unique to the leadership needs of each principal. Data collected in July 2017 indicated that IPN participants overwhelmingly indicated satisfaction with the program. Over 95% of participants would either recommend or strongly recommend the program and indicated that the workshops are useful and directly impact their work.

Idaho Superintendents' Network (ISN): The ISN was developed by ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of LEA leaders in improving outcomes for all students by focusing on the quality of instruction. The network comprises committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. The superintendents support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their LEAs. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues. The ISN is a key resource for superintendents in LEAs with schools that are in comprehensive and targeted designation in order to support and build their capacity in specific aspects of leadership. Areas of support provided by the ISN include transforming district central offices for learning improvements, using data to improve teacher effectiveness and instruction, and creating strong stakeholder relationships. The ISN is required for district superintendents with one or more schools identified for comprehensive support and improvement.

The Idaho Principal Mentoring Project (IPMP): The IPMP is designed for early career principals in Idaho. This project is voluntary and will provide new to position principals multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are

assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction. Data collected in July 2017 showed that 100% of IPMP participants indicated satisfaction with the program and that the it directly impacts their work. Moving forward, IPMP participation will be required for new principals serving in schools identified for comprehensive support and improvement.

Idaho Career & Technical Education (CTE) Leadership Institute: Leadership Institute was developed to foster professional development and provide leadership training and opportunities for Idaho professionals in career and technical education. The goal is to train individuals to become local, district, or state-level administrators of career and technical programs. CTE programs in Idaho exist at the middle, secondary, and postsecondary levels, and workforce training exists in noncredit settings such as community colleges and correctional facilities. Each year applicants for Leadership Institute are nominated by a peer, supervisor, or other CTE administrator who recognize the leadership potential of the nominee. New selected members are placed into a cohort to join other cohorts in a rolling 27-month professional development journey that includes training on state and national policy, CTE funding and governance, administration of CTE programs and schools, introduction to national CTE professional associations and advocacy, and personal leadership discovery and growth. Professional staff at ICTE lead the cohorts and act as mentors for the Leadership Institute participants throughout their time in the cohort and beyond.

Aligning Curriculum and Improving Instruction
Professional development and technical assistance from state content specialists: Idaho has a network of local teacher leaders and content specialists who provide high-quality professional development across the state. The Idaho Regional Mathematics Centers are housed within the colleges of education at each of Idaho's four-year institutions of higher education: Boise State University, Lewis Clark State College, Idaho State University and University of Idaho. The staff of each Regional Mathematics Center provides both regional, district and school-specific support in mathematics education. Each center has developed and utilizes a systematic method to gauge regional, district or school needs and readiness in order to provide equal opportunity to services. To ensure a lasting change in Idaho educators' instructional practice, center programs are of sufficient quality, duration and frequency.

The Idaho Content Literacy Coaches are a group of more than 600 teacher leaders who provide professional development on the Idaho Content Standards, along with lessons, units, and assessments aligned to the Idaho Content Standards. For schools identified as in need of comprehensive or targeted support and improvement, regional mathematics and literacy specialists provide job-embedded coaching.

For schools that are implementing mastery education, expertise from the Idaho Mastery Education Network will be a critical resource for implementing this important but challenging shift in how students learn and are assessed. In addition, mastery education

may be used as a strategy for school improvement in schools that are not yet implementing mastery education.

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

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

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

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

Extended Learning Time
Adjusting the frequency and intensity of interventions can be facilitated by the provision of extended learning time for students and educators. The state encourages LEAs to review school schedules for efficient use of available time and to ensure that available time is effectively used for instruction and academic intervention. LEAs are encouraged to determine how—within existing frameworks and resources—schools can provide interventions and supports beyond scheduled instructional time and how they might use school improvement funds to extend learning time beyond the school day. In particular, schools may leverage school or public libraries in order for students to access additional education resources outside of regular class time during the regular school day. Additionally, LEAs are encouraged to evaluate and determine how extended professional learning time can be made available for educators within schools identified for comprehensive improvement.

Family and Community Engagement

ISDE provides resources to support LEAs and schools in taking an evidence-based approach to involving families and the community in improving student outcomes.

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

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

Career & Technical Student Organizations (CTSOs): CTSOs are an integral, co-curricular part of all CTE programs. They provide opportunities for students to learn and practice leadership skills in the classroom, the school, the community, and within their organization. CTSO members perform community service projects. They may also engage with business and industry community leaders during board meetings, fundraising, and CTSO conferences where the community leaders attend to act as judges for competitive events. CTSOs are, in effect, the part of CTE programs that is visible to the community.

Technical Advisory Committees (TACs): TACs support CTE programs by providing input on curriculum and projects, collaborating on and/or securing equipment and other program needs, and supporting the educators and schools where CTE programs are housed, as practical and appropriate. TAC members become involved not only for CTE programs but also the school and the community to advocate for program improvement and student success.

Fiscal Management

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

ICTE provides technical assistance and oversight to administrators, managers, and teachers regarding the funding distributed through its office. This funding includes, but is not limited to, CTE added-cost funds, career technical school funds, and Idaho Quality Program

Standards (IQPS) grants for secondary programs, postsecondary program funding, and Perkins funding for middle, secondary, and postsecondary programs.

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

Not applicable.

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

ISDE created a cross-agency workgroup in 2015 to ~~study~~ measure the equitable distribution of educators across the state. ISDE work~~ed~~s to analyze educator experience, credentials, and need. The data analysis ~~did~~ does not point to disparities in terms of the distribution of personnel who are working with low-income or minority students. The data analysis did identify a shortage of personnel and a higher than desired amount of inexperienced teachers across all areas. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and sparked a statewide effort to study recruitment and retention. This workgroup continues to meet monthly to address various needs around teacher workforce strategies to recruit, retain, and equitably distribute teachers.
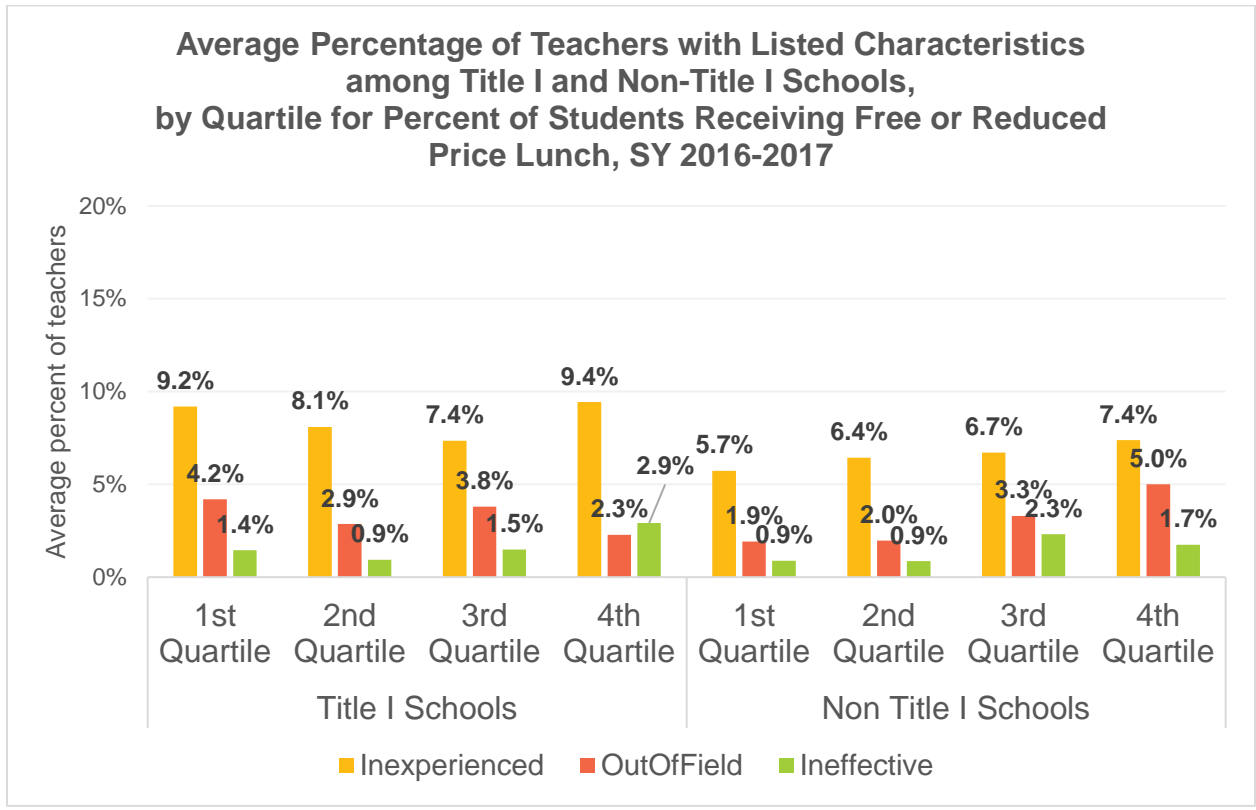
As illustrated in the approved Equity Plan, Idaho has found that there is little to no correlation between student group and educator quality in the state. Instead, Idaho is working to address a general challenge with teacher recruitment and retention statewide, especially in Idaho's rural and remote school districts. Recruitment and retention of effective educators is a cornerstone focus in both school improvement (using state funds, supplemented by Title I-A school improvement funds) and Effective Educators (Title II-A state activities and set-aside funds). The goal is to support educators at every level of the system.
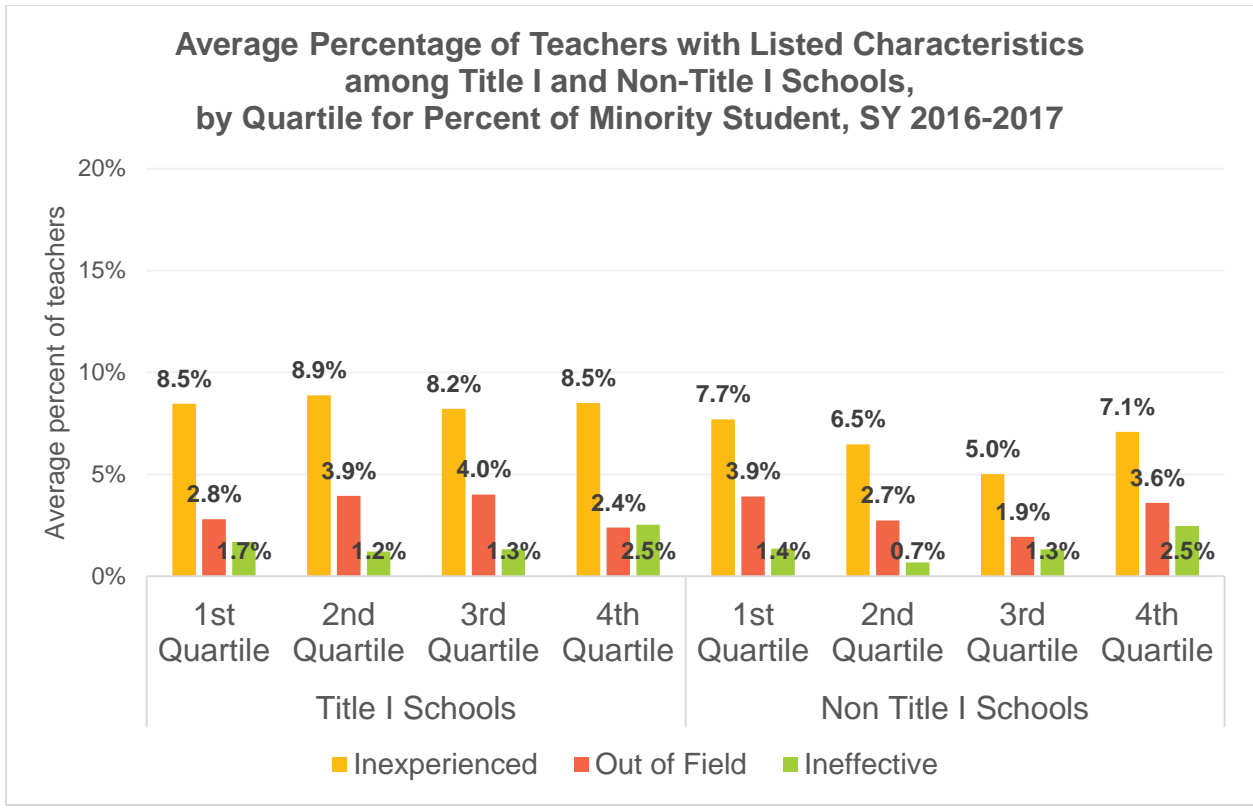
In addition, the State Board of Education convened an educator pipeline workgroup in 2016, which is working to release recommendations for addressing Idaho's teacher recruitment and retention challenge this year (2017). This workgroup has representation from diverse stakeholder groups, including ISDE, teachers, school administrators, school board members, parents, and the business community.

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[5] *Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.*

In 2017, the ISDE ran the data for inexperienced, out-of-field, and unqualified teachers in relation to minority and low-income students in Title I-A and non-Title I-A schools to determine to what extent, if any, there may be gaps. The results of this data for the 2016-2017 school year are included below. While this updated data shows some disparity in the distribution of teachers, the gaps are small and will be monitored annually.

Average Percentage of Teachers with Listed Characteristics among Title I and Non-Title I Schools, by Quartile for Percent of Students Receiving Free or Reduced Price Lunch, SY 2016-2017

Average Percentage of Teachers with Listed Characteristics among Title I and Non-Title I Schools, by Quartile for Percent of Minority Student, SY 2016-2017

	Title I Schools				Non Title I Schools			
	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile
Inexperienced	8.5%	8.9%	8.2%	8.5%	7.7%	6.5%	5.0%	7.1%
Out of Field	2.8%	3.9%	4.0%	2.4%	3.9%	2.7%	1.9%	3.6%
Ineffective	1.7%	1.2%	1.3%	2.5%	1.4%	0.7%	1.3%	2.5%

For the purpose of regularly analyzing the rates at which low-income and minority students are taught by ineffective, out-of-field, and/or inexperienced teachers, the following definitions are used:

- Ineffective teacher:
  - Majority (50% +1 student) of his/her students have NOT met their measurable student achievement targets (pursuant to 33-1001, Idaho Code), or
  - Has a summative evaluation rating of unsatisfactory.
- Out-of-field teacher: not appropriately certificated or endorsed for the area in which he/she is teaching
- Inexperienced teacher: in his/her first year of practice
- Low-income student: from economically disadvantaged families
- Minority student: identified as a member of a minority race or ethnicity

Note that Idaho's ineffective teacher definition is in alignment with the requirements in the state's salary apportionment law (Career Ladder) found in 33-1001, Idaho Code for educators to advance on the compensation table. The ineffective teacher definition went into effect July 1, 2017 so this data will not be officially in place until after the 2017-2018 school year.

Beginning with the 2017-2018 school year, ISDE will annually run data to analyze these rates and to assess whether or not low income and minority students are taught at a higher rate by teachers deemed to be ineffective, out-of-field, or inexperienced. If gaps arise or are identified, the ISDE will provide specific support and assistance to the building, LEA, and/or region where the disparity exists. Each LEA will identify and address any disparities that

result in low-income students and minority students being taught at higher rates than other students by ineffective, out-of-field, or inexperienced teachers. Progress will be evaluated annually, as described in Idaho's Educator Equity Plan.

~~Information~~ Progress on rates at which low-income and minority students in schools assisted under Title I, Part A are taught by ineffective, out-of-field, and/or inexperienced teachers will be publicly reported when published annually on the ISDE website at: http://www.sde.idaho.gov/topics/ed-equity/index.html.

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

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

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

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

These supports will be used to increase the impact of Title IV-A funds appropriated for LEA and ISDE efforts to address bullying and harassment. The strategies in Table 114 below already have a presence and existing supports in Idaho, and ISDE will encourage LEAs to use Title IV-A funds for these purposes if local data merits the need.

Table 114: Strategies for addressing behavior, discipline, and bullying/harassment

Strategy	Timeline	Funding sources
Idaho Prevention and Support Conference	Spring annually	Title IV-A
• Support LEAs with existing initiatives: • Positive Behavior Interventions and Supports (schoolwide, systemic approach to improved culture and supports based on data) • Restorative justice practices • Mentoring programs such as Big Brothers, Big Sisters • Alternatives to suspension/expulsion (special programs) • Sources of Strength (secondary level) • Good Behavior Game (primary level) • Suicide Prevention Gatekeeper Training • Youth Mental Health First Aid • Mental Health assessment and referral • Crisis response/de-escalation training for school staff • School nurse position with student health room • Wellness programs (Coordinated School Health) • Multi-tiered systems of support • Development of risk assessment protocols and policies • Parenting programs such as Nurturing Parenting • Child sexual abuse prevention initiatives such as Stewards of Children	Ongoing	Title IV-A

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

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

The ISDE was deliberate in including a wide range of stakeholders in informing this Consolidated State Plan, in particular, the Title IV part A section includes feedback from

representatives focused on suicide prevention, foster youth, homeless youth, families living in poverty, drop-out prevention, children of military families, rights of disabled students, Native American advocacy, neglected youth, migratory families and English learners.

Increasing Opportunities and Outcomes for College and Career: Idaho has a single State Board of Education that oversees its entire P–20 education system. This structure promotes consistency and allows for strategic planning across the entire P–20 education continuum, from kindergarten through college or career attainment. The SBOE sets benchmarks for the percentage of Idaho students graduating from high school, attending postsecondary institutions, and completing college and/or being ready to assume careers. Examples of the implementation of these goals include the support for advanced opportunities (with specific goals for the percentages of students completing advanced opportunities), Next Steps Idaho, which provides web-based guidance through the admissions process and funding streams, as well as efforts at the high school level, such as Idaho College Application Week.

Several committees and taskforces is Idaho are also working to create a seamless transition from high school to college and career. The Governor's Higher Education Taskforce and Workforce Development Taskforce, convened by the SBOE, which include representatives from diverse stakeholder groups, are working to generate recommendations to further improve Idaho's effort. The SBOE also adopted a statewide definition of college and career readiness in June 2017, which will be operationalized with college and career readiness standards for high school students that are now in development.

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

Idaho assesses all K–3 students on foundational literacy skills at least twice per year. Any student who is identified as "at risk" must receive a minimum of 30 hours (if slightly below grade level) or 60 hours (if below grade level) of additional intervention. The intervention must meet the evidence-based standard, and LEAs must write plans and identify progress annually to the state. During the 2016 session of the Idaho Legislature, funding for the intervention was increased from approximately $2 million to $9.3 million. During the 2017 legislative session, funding was increased again to $11.4 million.

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

the flexibility for LEAs to meet the unique needs of their students while maintaining quality.

In addition, 8th graders are required to complete learning plans for high school and beyond before transitioning to 9th grade. The state has developed a career information system for middle school and high school students that enables a student to learn about the skills and dispositions required in a wide range of jobs and professional fields. Eighth grade students also have access to college and career advisors, in which Idaho has invested heavily in recent years.

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

The legislature has appropriated state funds for students to offset costs associated with college entrance exams, dual credit, Advanced Placement, International Baccalaureate, and overload courses. Each student is eligible for $4,125.00 to use beginning in 8th grade. Idaho's dual credit participation has increased dramatically in recent years, with more students entering a two- or four-year university with transferable credits toward major or general education requirements. Thirty-two percent of high school students participated in Advanced Opportunities during the 2015-16 school year, which grew to 47% of high school students in 2016-17.

Career Technical School (CTS): ICTE oversees special CTE schools, referred to Career Technical Schools. These schools are designed to provide high-end, state-of-the-art technical programs and also meet certain other requirements in addition to the requirements of CTE programs in comprehensive high schools, such as field experiences and enrollment from multiple high schools. Career Technical Schools must also provide postsecondary alignment for all of their programs, giving students the opportunity to earn technical competency credits at Idaho postsecondary institutions with similar CTE programs.

Alternative Schools: Idaho's alternative schools help students find success through a personalized approach. The supports and flexibility provided to alternative schools emphasize the specific needs of at-risk students. The alternative schools specifically work with students in grades 6-12 who are transitioning from elementary to middle/junior high and middle/junior high to high school in order to help them be successful at the next level.

Students enrolled in alternative schools in Idaho receive additional support not always found in traditional secondary schools. This may include assigning fewer classes per day and tailoring instruction to students' individual needs. Students are provided the opportunity to attend summer school in order to make up credits or to get a head start on the coming school year. In addition to the academic requirements, alternative schools are required to provide services based on student needs, including daycare centers for students who are parents and direct social services such as social workers and specialized counselors and

psychologists.

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

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

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

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

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

The State Board of Education has set a goal that 60% of Idahoans ages 25-34 will have some sort postsecondary degree or certificate. While there is much work to be done to meet or exceed this goal, the state is committed to providing high quality educational opportunities and outcomes for all Idahoans.

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

1. **Supporting Needs of Migratory Children** *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

Planning

State Comprehensive Needs Assessment Process: As part of the continuous improvement cycle, Idaho completed a new Comprehensive Needs Assessment (CNA) spring 2016, based on the Office of Migrant Education Comprehensive Needs Assessment Toolkit. This process included stakeholders, appropriate ISDE and LEA staff, and parents. Results of the needs assessment surveys for staff, parents, and secondary students provided a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children and from the children themselves. Intensive analysis of student performance data also informed the process. Finally, Parent Advisory Council (PAC) feedback throughout the process provided ongoing parent insight into student and family needs, especially those of preschool students and out-of-school youth. The CNA is the foundation of the Service Delivery Plan (SDP) and its measurable program outcomes and objectives.

LEA Comprehensive Needs Assessment Process and Toolkit: ISDE provides tools to the LEAs for performing local needs assessments. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho LEA Migrant Education Program (MEP) Comprehensive Needs Assessment Toolkit. The toolkit can be found on the Migrant webpage under Resource File in Migrant Services http://www.sde.idaho.gov/el-migrant/migrant/index.html. LEAs are provided with technical assistance in performing the CNA process and are monitored to ensure that local needs assessments are taking place.

State Service Delivery Plan: Idaho completed a new Service Delivery Plan in the spring of 2017 based on concerns raised in the Comprehensive Needs Assessment that included migrant stakeholders. All migrant funded LEAs have received new Measurable Program Objectives (MPOs) and have provided assurances to the Idaho MEP through the consolidated grant application process that they will work to implement the strategies and evaluate the results as measured by the MPOs. Data is collected at the end of the performance period from every project LEA, showing their self-evaluation of their progress at meeting the MPOs. The Idaho MEP will aggregate this data to evaluate the progress of the Idaho MEP at serving the unique needs of migrant students.

Implementation

The State Department of Education implements the Service Delivery Plan through the Consolidated Federal and State Grant Application completed by LEAs each year, which includes the MPOs from the state Service Delivery Plan. In Idaho, one-third of LEAs have small migrant programs and receive minimal funding, therefore MPOs that are more appropriate to larger programs are optional for smaller programs. LEAs select which of the optional MPOs they will implement for the coming year. Required MPOs are pre-selected

for all LEAs. LEAs then briefly describe their plan for implementing each MPO selected in the grant application.

Evaluation

Idaho has a Migrant Student Information System, created by in-house developers. In this system, each LEA reports whether or not it has achieved the selected MPO from the submitted consolidated plan. They also report supporting information for each MPO. LEAs are required to submit this information in the fall so services delivered in the summer may be included. ISDE uses this data to evaluate the overall program success at meeting MPOs and for analyzing the Service Delivery Plan and data collection methods for needed revisions.

In addition, Idaho has a three-year cycle of monitoring that includes a site visit, interviews with parents, secondary students, teachers, the family liaison, administrators, the local migrant director and business manager. Monitoring occurs as a consolidated process with all federal programs represented. The migrant program also conducts informal monitoring of migrant summer school programs through site visits. Each LEA that offers a summer program is visited at least once every three years.

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

It is critical that migrant students in Idaho have equal access to all appropriate local State, and Federal programs in addition to supplemental MEP services designed to meet the Measurable Program Outcomes (MPOs) identified in the Service Delivery Plan (SDP).

In order to ensure that this takes place, the Idaho MEP has a two-pronged approach. First, ISDE MEP staff has provided, and continues to provide, intensive training and technical assistance to LEAs to ensure that they do not use migrant funds to provide services to migrant students that they would normally be eligible to receive, regardless of migrant status (supplanting). By ensuring that LEAs understand that migrant funds must be used after other programs provide services, we ensure that migrant students receive every service that they are entitled to under other programs, in addition to migrant services. Second, collaboration by migrant and other program staff at both a state and local level is a clear expectation shared with local migrant directors in training and is part of the ISDE monitoring process. State monitoring includes an indicator that requires proof that LEA migrant staff are in collaboration with other local, State and Federal educational programs, including Title I-A, III-A, McKinney-Vento and others. Indeed, many Idaho LEA migrant programs are small enough that the family liaison is the only migrant staff person. He or she often provides services through advocacy (support services) both within the school and in the community, ensuring that the children receive the services they need from school, health and other social services in the community (referred services). This collaboration ensures that migrant students' needs are addressed in schools by multiple programs.

Services provided to preschool-aged students are included in three MPOs in the category of School Readiness. Since Idaho does not have state-funded preschool, LEAs generally do not serve these students through local, State and other Federal programs. In Idaho, Migrant

funds may be used to pay fees for migrant students to attend developmental preschool programs as peer models, who would not otherwise be able to attend. Some LEAs with larger migrant populations provide preschool as a site-based migrant preschool. Other LEAs offer programs including home visits with materials and training provided to parents. Many LEAs offer preschool services through summer programming.

Out of School Youth (OSY)

Idaho uses materials developed by the Office of Migrant Education's Consortium Incentive Grant (CIG) "Solutions for Out of School Youth" (SOSY), including the OSY Profile adapted for Idaho. LEAs fill out this profile gathering data on the needs of the out of school youth and dropouts and provide referrals to other agencies, such as the High School Equivalency Program (HEP), agencies that can provide training opportunities, and social and health services to these youth. These profiles are submitted to the ISDE. In addition, the state provides MP3 players with intensive English curriculum for LEAs to use with out of school youth and dropouts who need help with learning English.

Drop-outs

Idaho's MEP strives for all migrant students to graduate. Our approach is to provide services and activities to keep students on track for graduation. For all migrant secondary students, including those who are at-risk for dropping out, we implement the services and activities mentioned above for out of school youth. In addition, ten of our Migrant-funded districts employee Migrant graduation specialists to prevent students from dropping out of school. Migrant graduation specialists have access to the Portable Assisted Support Sequence (PASS) courses for their students. They also connect students with local and state funded credit accrual and credit recovery opportunities. If a Migrant funded district does not have a migrant graduation specialist, the Migrant family liaison coordinates with the districts' counseling staff to ensure migrant students receive the necessary supports for academic success. Lastly, Idaho's State MEP hosts a Migrant Student Leadership Institute for migrant sophomores and juniors every July. Migrant students who are considered at-risk of dropping out are encouraged to apply for the Institute. The Institute is housed at Boise State University with a focus on college, career, and leadership skills. Services provided to secondary migrant students are focused at keeping students in school until they graduate.

If our efforts to keep students in school are unsuccessful, district migrant personnel attempt to contact the student to identify reasons for dropping out. Each situation is unique, thus assistance and support will vary with each student. At times, migrant staff are able to help students re-enroll in school. Other times, staff are able to help students by referring them to High School Equivalency (HEP) programs or other local GED programs, referrals to vocational training, and other health and social services if applicable. While dropouts are not mentioned specifically in all of Idaho's MPOs, all our strategies are geared towards preventing our migrant students from dropping out.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

The state models collaboration with joint planning of Title I-C and Title III. Title III, Title I-C, and State EL are part of one department at the ISDE. Starting fall of 2017-2018 the working group that collaborated on the recent Comprehensive Needs Assessment and Service Delivery Plan will continue as an advisory panel to the Idaho MEP. This group will be combined with the EL advisory panel as many of the members of each group work with overlapping populations. We will establish a method of rotating members over time and will include State and LEA federal programs staff, family liaisons, K-12 teachers, migrant preschool teachers, parents, and representatives from other agencies who work with migrant families, including the High School Equivalency program (HEP), College Assistance Migrant Program (CAMP) and Migrant Seasonal Head Start (MSHS). Other possible members include representatives from the Idaho Commission on Hispanic Affairs, Institutes of Higher Education, and the State Board of Education. This collaborative group will address concerns and provide advice to continue program development.

LEAs are trained to coordinate Title I-C with Title III in parent outreach, parent advisory councils (PACs), and afterschool programming. For example, LEAs are trained to include migrant program staff in planning and implementing of non-migrant programs to ensure that migrant students are a priority and that those programs meet migrant students' needs. Since many migrant families also use a language other than English in the home and have children who are designated as English learners, these families provide planning, implementing and evaluative feedback to LEAs for both programs.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

After identifying the needs of migrant students, migrant staff also assesses the availability of non-migrant programming to meet those needs and use migrant funds to provide supplemental programs that meet unmet needs. For example, Idaho does not provide state-funded preschool, so migrant LEAs have implemented a variety of preschool programs, including summer programs, to meet the school readiness needs of our migrant children. In cases where other programs offer services, the migrant programs in LEAs support migrant families by enhancing home school communication and by advocating for migrant students and families to participate in all other programs.

iv. Measurable program objectives and outcomes.

This section outlines how Idaho's Measurable Program Outcomes (MPOs) will produce statewide results through specific educational or educationally-related services. The MPOs will allow the Migrant Education Program (MEP) to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the Comprehensive Needs Assessment (CNA). It should be noted that some MPOs are required of all project LEAs, while others are optional. This determination is

made by the ISDE staff in order to accommodate funded LEAs that serve very few students through mainly providing non-instructional support and referred services.

School Readiness

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.	1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home- based family literacy opportunities (e.g., language acquisition, packets with school supplies, books, and activities).	Required
1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.	1.2) Provide migrant funded site-based preschool services to migrant children ages 3- 5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).	Optional
1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.	1.3) Participate in the activities of the Preschool Initiative Consortium Incentive Grants (CIG) and share materials, strategies, and resources with migrant families.	Optional

English Language Arts Achievement

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.	2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school expeditionary	Optional

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

Mathematics Achievement

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
3.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.	3.1) Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.	3.2) Use qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, Idaho National Lab, math camps, academies offered by IHEs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary math credit for students in grades 7-12.		Optional
3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.	3.3) Provide opportunities for migrant staff to attend LEA, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).	Optional
3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post	3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share	Required

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
survey that they have an increased ability to support math education at home.	information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world). 3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.	

High School Graduation and Dropout Prevention

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
4.1) By the end of 2017~~7~~9-201~~8~~20 program year, the migrants graduation rate will increase by 3%. ~~100% of migrant secondary students will be monitored using a student tracking system.~~	4.1a) Develop and implement a student monitoring system to follow migrant secondary students' progress toward grade promotion and graduation. 4.1b) Implement an individual plan for any migrant secondary student, who is at-risk for dropping out as demonstrated by lost credits. 4.1c) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7th – 12th grades.	Optional
4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).	4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).	Required

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
	4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).	
~~4.3) By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant student promotion and graduation.~~	~~4.3) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students toward grade promotion and graduation for 7th – 12th grades.~~	~~Optional~~
4.4~~3~~) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.	4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at Parent Advisory Committee (PAC) meetings, College Assistance Migrant Program (CAMP) collaborations, leadership institutes, career fairs/speakers, Career Information System (CIS) software training).	Required
4.4) By the end of the program year 2019-2020, 90% of migrant dropouts who can be located will receive educational, support, or referral services.	4.4a) Make every effort to contact every student who has not enrolled in school as expected (e.g. multiple attempts using all available resources, such as school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report, etc.). 4.4b) For any student who has dropped out of school in grades 7-12, conduct an exit interview with the student and the parents	Required

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
	to determine and alleviate barriers to re-enrollment. 4.4c) Providing educational counseling support services to provide students with multiple options for continuing their education (e.g. alternative schools, online opportunities, GED programs, job-training programs).	

Non-instructional Support Services

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.	5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).	Required
5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.	5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).	Required
5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school LEA and community healthcare providers	5.3) Establish partnerships and/or agreements among the school LEA and community healthcare providers (such as Lions Club and the regional health district) and	Required

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
and public health agencies will be established to provide health services to migrant families.	public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	
5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.	5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).	Required

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

ISDE continues to participate in the Migrant Student Information Exchange (MSIX) Data Quality Initiative. Idaho ensures that accurate and complete records are being uploaded to MSIX in order to give liaisons access to up-to-date information on students' academic risk and progress. Further, training has been provided and will continue to be provided in using MSIX information to better serve migrant students. LEAs also receive training in accessing data from Idaho's Migrant Student Information System (MSIS), which provides extensive information on Idaho migrant students, facilitating intrastate transfer of records.

Table 125: Migrant Student Information Exchange agreements

Intrastate Coordination and Records Transfer	Interstate Coordination and Records Transfer
• Idaho's MSIS includes individual immunization records with dates and health alerts • MSIS includes historical information on all Idaho assessments including the Idaho Reading Indicator, Idaho Standards Achievement Tests of English language arts and math and English language proficiency assessment (ACCESS)	• MSIX Consolidated Records report for assessments, course history, and move history • MSIX for Move Notifications • MSIX for Data Requests

Intrastate Coordination and Records Transfer	Interstate Coordination and Records Transfer
• MSIX Consolidated Records includes course history	

As part of its consolidated plan, each LEA must complete the following question: "Describe the LEA's coordination efforts with other agencies, including the timely transfer of student records." As part of this question, LEAs must describe "How does the LEA ensure that students who move are served right away in their new LEA (i.e., MSIX, phone calls)?" Acceptable responses must include both MSIX notifications and direct communications with receiving LEAs.

In the event that an MSIX Data Request is received at a time of year when the family liaison and regional ID&R coordinator are not available (school breaks), the request will escalate to the Idaho MEP and data will be provided directly to the requestor by state migrant staff.

Idaho's MEP promotes intrastate and interstate coordination by participating in the following:

- ISDE collaborates with the Community Council of Idaho, Idaho's Migrant Seasonal Head Start provider to create a Memorandum of Understanding completed by LEAs with the local Head Start every two years to promote recruiting and services provided to preschool students.
- ISDE MEP staff and many LEA staff participate in the National Association of State Directors of Migrant Education (NASDME) conference annually.
- ISDE MEP Director attends NASDME General Membership meetings to collaborate with other State MEP Directors.
- ISDE MEP Director and staff attend Migrant Annual Director's Meeting (ADM) to learn and collaborate from Office of Migrant Education (OME) and other State MEP Directors.
- The state provides statewide Parent Advisory Council (PAC) meetings six times per year in the fall and spring in three locations across the state.
- Idaho's MEP director is the northwest regional representative to the Collaboration Work Group (CWG) with the Office of Migrant Education. Although new to this role, she will share information from the CWG with MEP Directors in the northwest region and serve as an advocate for the needs of these states.
- The Idaho MEP provides training/collaboration meetings to migrant directors across the state three times per year.
- The ISDE organizes a biannual Federal Programs Conference that provides information, training, and opportunities for collaboration among LEA and ISDE staff regarding all federal programs and special education.
- The state participates in the Bi-National program and contracts with an experienced person to administer the program. LEAs use the Mexican Transfer Document to ensure that students leaving the United States to Mexico will be able to register their students in school.

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

   Title I, Part C Funds are used to implement the strategies identified in our service delivery plan in order to meet the Measureable Performance Outcomes. Funding is also used to support parent advisory councils and other parent involvement activities at both the state and local level. Finally, funds are used for statewide efforts in identification and recruitment of migrant children and youth.

   The State's Comprehensive Needs Assessment completed in 2016-2017 defines concerns and proposed solutions. The Service Delivery Plan responded to the concerns and incorporated proposed solutions to create appropriate strategies and Measurable Performance Outcomes.

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

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

Transitional services to support students transitioning from the LEA to the correctional facility enables students to continue their education. Transitional services to support the transition of students from correctional facilities to LEAs ensure a planned and smooth transition for students returning to school.

Participating schools coordinate with facilities working with delinquent children and youth to ensure that each student is participating in an education program comparable to the one operating in the student's school. Schools make every effort to ensure the correctional facility working with students are aware of a student's existing individualized education program.

Procedures based on the needs of the student, including the transfer of credits that such student earns during placement; and opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming for each of the two types of programs Title I-D Subpart 1 and 2 are outlined below. The state will place a priority for such children to attain a regular high school diploma, to the extent feasible. The ISDE has established the following procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program

Idaho has two state agency programs under Title I, Part D Subpart 1. The Idaho Adult Correctional Program and the Idaho Juvenile Correctional Program and both are required to annually identify in Idaho's yearly application (Consolidated Federal and State Grant Application, or CFSGA) transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. Both programs are required to provide a detailed explanation on how the facility will coordinate with counselors, school districts, and/or postsecondary educational institutions or vocational/technical training programs in assisting students' transition.

Under Title I, Part D Subpart 2 Idaho has twenty-four local programs, serving either neglected or delinquent students. Subpart 2 programs are required to provide transitional services (although no specific funding percentage like is described in Subpart 1 programs is required since it is not outlined in the law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent. These Subpart 2 programs are also required to annually identify in Idaho's CFSGA their transition services.

In the fall of 2017, ISDE will add information on best practices and tools on the state web site for youth returning from correctional facilities or institutions for neglected or delinquent children and youth. The tools and professional development for facilities to

implement a support system to ensure their continued education and the involvement of their families and communities will be conducted and completed by April 2018.

A new coordinator for the Neglected, Delinquent, and At-Risk program was hired January 16, 2018 and is in the process of reviewing transitional plans for facilities participating in Subpart 1 and Subpart 2 to determine the effectiveness of these plans and provide resources and tools on the ISDE website and onsite- training.

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

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

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

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

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

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

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

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

State Level Activities – Administrators and Libraries

Idaho Principal Mentoring Project: According to the 2012 Rand Corporation (Burkauser, et. al, 2012) study on first year principals, "improving the principal placement process to ensure that individuals are truly ready for and supported in their new roles could have important implications for student achievement—particularly in low-performing schools." The Idaho Principal Mentoring Project seeks to provide this support with the ultimate goal of principal retention and increased student achievement.

Title II-A funds are used to implement the Idaho Principal Mentoring Project (`), which was a new program in 2016-2017 and designed for early career principals. See section A(4)(viii)(e) of the plan for a complete description of the IMPM. The project provides another level of support to those entering a leadership position. While participation has been voluntary, new principals serving in schools identified for comprehensive support and improvement will be required to take advantage of the program. In 2016-17, 20 principals participated, and approximately 30 principals will participate in 2017-18.

Whereas the Idaho Building Capacity (IBC) project (see section A(4)(viii)(e) of this plan) is designed to build local capacity at a systems level, IPMP is designed to provide one-on-one mentoring to new leaders. The mentors are highly distinguished principals or superintendents, selected and trained by the state to mentor new school leaders. A needs assessment administered to mentees and principal mentors determines the assignment of principal mentors to mentees based on need and experience. Mentors coach new leaders through the tasks of improvement with regular structured virtual or in-person check-ins. Each mentor/mentee team creates a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation techniques, teacher observation and feedback, effective school-level and classroom-level practices, and the use of data to improve instruction. The program has two main objectives: to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

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

State Level Activities – Educators

The Idaho State Board of Education established an Educator Pipeline Work Group in 2016 to explore teacher pipeline issues across the state. Some of the early recommendations are aligned to allowable Title II-A projects. The Talent Development Systems graphic below, produced by American Institutes for Research (AIR), illustrates a three-pronged approach to addressing teacher shortages that guides Idaho's work.
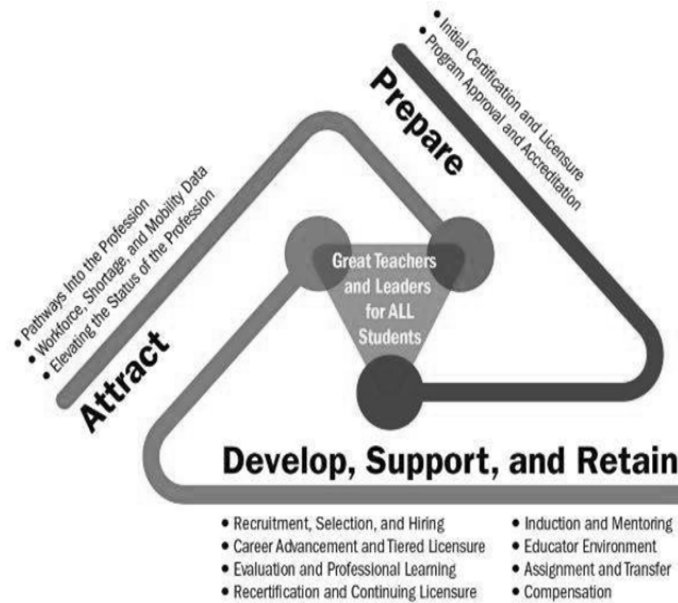
In order to address teacher retention the Work Group first recommends increased professional development opportunities and support for teachers across the continuum, including induction programs, evaluation feedback for the purpose of professional growth and learning, and teacher leadership pathways. The following state level activities are aligned with these goals:

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

- Advanced Instructional Coaching Using the Framework for Teaching
- Calibration and Collaborative Self-Assessment of Observation Skills
- Data Literacy Using Assessment in Instruction
- Designing a Quality Teacher Evaluation Model
- Engagement for Student Learning
- Exploring Domains 1 and 4 of the Framework for Teaching
- Introduction to the Framework for Teaching and Deeper Understanding
- Instructional Coaching Using the Framework for Teaching
- Instructional Rounds
- Learning-Focused Conversations
- Mentoring Using the Framework for Teaching

- Observation Skills Using the Framework for Teaching
- Special Education: Introduction to the Framework for Teaching
- Special Education: Observation Skills Using the Framework for Teaching
- State of Idaho Framework Facilitators, Level 1
- Talk About Teaching: Clustering the Components

Facilitated conversations around the state's instructional framework – dialogue among teachers, instructional coaches, mentors, peer coaches, consulting teachers, preservice teachers, cooperating teachers, administrators, higher education faculty, teacher leaders, superintendents, and other district leaders – creates opportunities for deeper collaboration in and across the education system, impacting teacher growth and ultimately student achievement.

Mentoring and Coaching: In 2013 the Governor's Task Force for Improving Education made 21 Recommendations creating a strategic plan for education systems across the state. One of these recommendations was that each district develop a mentoring and induction program for the support of new teachers based on the Idaho Mentor Program Standards. Recommendations put forth in 2017 from the Educator Pipeline Work Group echoed the call, and outlined an even greater need since moving to a certification system in which new teachers have three years to move from Residency to Professional status.

Comprehensive induction and mentoring programs have been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006). Though Title II-A funds alone will not be sufficient to establish robust mentoring and induction programs statewide, ISDE and the State Board of Education will investigate how we may use Title II-A funds to support and expand upon the foundation that is in place with the goal of increased student learning. See Appendix D for additional research supporting a focus on educator mentoring.

An AIR policy brief published in May 2014 (Potemski & Matlach, 2014) noted that effective state induction policies include program standards to establish consistent expectations for mentoring and induction activities across the state. In 2009 the State Board of Education, in conjunction with ISDE, established and published such standards. Using these standards to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentoring program for beginning teachers, the state hopes to increase the number of effective induction programs in every region of Idaho. Partnering with higher education institutions, Title II-A funds would allow university partners to facilitate induction support for new teachers in high need LEAs across the state of Idaho. Faculty from higher education institutions in Idaho (public and private, four-year and two-year) are interested in the performance of their graduates in their early years of teaching. Investigating new teacher performance serves two main goals: continuous improvement for educator preparation programs and the identification of key supports for new teachers in terms of induction communities, practice, strategies, and outcomes. This project would study how the structures of one induction program in identified high need LEAs influences teacher performance and PK-12 student learning to inform future programs.

Additionally, the state strongly encourages and supports LEAs using Title II-A funds to recruit and train mentors within those LEAs identified for comprehensive and targeted support.

LEA Optional Use of Funds Aligned with State Level Activities
The uses of funds described below are not required of LEAs but are encouraged as we work to attract and certify more teachers for Idaho's classrooms. The Educator Pipeline Work Group has supported the development of alternative paths to certification that will not sacrificing rigor.

Grow Your Own: Idaho is experiencing teacher shortages in various content areas and geographic areas, and especially in rural parts of the state. To ensure that LEAs with schools identified for comprehensive and targeted support are fully staffed by effective educators, ISDE encourages LEAs use of Title II-A funds to embrace Grow Your Own programs. LEAs can actively recruit current classified staff (paraprofessionals) into the teaching profession, using Title II-A funds to support them in their attainment of full certification. In addition, the state recognizes the need for more teachers and leaders of color, and is committed to increasing the number of American Indian and Hispanic/Latino teachers and recommends that LEAs support the full certification of teachers of color through available routes.

Idaho currently provides financial support for concurrent high school and college credit but, at present, no courses are offered that fulfill requirements for an education degree. While Idaho explores increasing the opportunities for high school students in this area, ISDE is investigating scholarship opportunities for high school students who commit to teaching in high-need areas for a designated amount of time.

Partnership Supports
Idaho Division of Career and Technical Education (ICTE) offers a program to recruit and retain career and technical education (CTE) teachers who have qualified for endorsements in a CTE area based on their professional work experience. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS), then after completion of coursework and/or teacher training, advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. The LOS certification is a three-year interim certificate, and during that time, ICTE provides statewide and regional training for the LOS teachers through the Inspire Cohort. The goal of the Inspire Cohort program is to not only recruit and train new occupationally endorsed teachers but also to assimilate them into the teaching profession with connections to other LOS colleagues and a fully supported first-year experience and beyond. Inspire faculty, personal mentors, and state-level program managers provide the foundation for these new teachers at no out-of-pocket expense to the teacher. Oversight of the Inspire Cohort is maintained by ICTE, thus ensuring consistent training and mentoring, with a goal to produce a greater impact on student achievement sooner in their teaching careers. The Inspire Cohort is open to all LOS teachers employed in a CTE program and is funded with state funds for the purpose of encouraging completion of the program.

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

funds will be used for this purpose.

Idaho does plan to use some Title II-A funds to improve equitable access to effective teachers, as described above. Idaho will target Title II-A funds to schools in comprehensive support and improvement through the IPMP, in addition to the Title I-A funds used for the Idaho Superintendents Network and Idaho Principals Network (as described in section A(4)(viii)(e) of this plan). Title II-A funds will also be used to train teachers in Idaho's instructional framework and address educator mentoring. These strategies will help to ensure that all students have access to effective teachers.

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

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

Table 136: Proposed programs for supporting educators

Timeline: July 2017 to September 2022

Strategy	Funding sources
Idaho Building Capacity Network	Title I: School improvement
Idaho Superintendents Network	Title I: School improvement
Idaho Principals Network	Title I: School improvement
Idaho Principal Mentoring Project	Title II-A
Mentoring and Coaching	Title II-A
School Libraries	Title II-A
Instructional Framework	Title II-A

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

Educator certification in the state of Idaho is clearly defined within Idaho Administrative Code (IDAPA). This code puts forth rigorous expectations for teachers, pupil personnel, principals, directors of special education, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. IDAPA ensures that educators are prepared not only with the necessary knowledge gained through course work, but through clinical field experiences as well. Alternative routes to certification are also clearly defined and available to those who wish to enter the education profession through non-traditional means. IDAPA specifically outlines alternative routes to ensure all educators within Idaho, regardless of certification route, are prepared to the fullest extent. In addition, twenty percent (20%) of Standards for Initial Certification of Professional School Personnel are reviewed annually by the Idaho Professional Standards Commission in an effort to continuously maintain rigor and improve upon current practice. Specifics within IDAPA detailing specific requirements for educator certification are described in the following paragraphs:

A Standard Instructional Certificate requires: A minimum of 20 semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter which shall include at least three semester credit hours or four quarter credit hours in reading and its application to the content area. [IDAPA 08.02.02.015.01.a.i] The certificate must include an endorsement area as well. Some endorsement requirements are as follows:

> **An All Subjects Endorsement** requires: Twenty (20) semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least 6 semester credit hours, or 9 quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum of one additional subject area endorsement allowing teaching of that subject through grade nine or kindergarten through grade 12. [IDAPA 08.02.02.022.03]

> **A Blended Early Childhood/Early Childhood Special Education Endorsement** requires: A minimum of 30 semester credit hours, or 45 quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and application of technologies. [IDAPA 08.02.02.022.07]

> **An Exceptional Child Generalist Endorsement** requires: Thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. [IDAPA 08.02.02.023.07]

A Secondary Content Area Endorsement requires: Preparation in at least two fields of teaching. One of the teaching fields must consist of at least 30 semester credit hours, or 45 quarter credit hours and a second field of teaching consisting of at least 20 semester credit hours, or 30 quarter credit hours. Preparation of not less than 45 semester credit hours, or 67 quarter credit hours, in a single subject area may be used in lieu of the two teaching field requirements. [IDAPA 08.02.02.015.01.c]

Clinical Requirements Idaho Administrative Code articulates clinical requirements for teacher candidates. There are no specific state requirements with regard to preservice teaching experience in diverse settings or with special student populations. For the Standard Instructional Certificate, which includes all instructional endorsements, at least six semester credit hours, or nine quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement are required. [IDAPA 08.02.02.015.01.a.ii]

Administrator Certification requires at least 30 semester credit hours, or 45 quarter credit hours of graduate study in school administration based on the specific administrator area (school principal, director of special education, or superintendent). The program must include the competencies of the Idaho Foundation Standards for School Administrators. [IDAPA 08.02.02.015.03]

Alternative Routes to Certification When a professional position cannot be filled by an LEA with someone who has the correct endorsement/certification, the LEA may request an alternative authorization for certification. An alternative authorization is valid for one year, and may be renewed for two additional years. Prior to application, a candidate must hold a Bachelor's degree. The LEA must provide supportive information attesting to the ability of the candidate to fill the position. [IDAPA 08.02.02.042]

> **Alternative Authorization – Teacher to New Certification/Endorsement** Candidates will work toward completion of the alternative route preparation program in conjunction with the employing LEA and the participating educator preparation program (college/university or non-traditional route). Candidates must complete a minimum of nine semester credits annually or make adequate progress to be eligible for extension of up to a total of three years. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. Additionally, the alternative authorization allows teachers to use the National Board Certification process to gain an endorsement in a corresponding subject area or by obtaining a graduate degree in a content specific area.
>
> Two pathways are also available to some teachers, depending upon endorsement(s) already held.
> - Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of certification in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. This pathway requires the successful completion of a one-year state-approved mentoring component.

- Pathway 2 – Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the certification along with the successful completion of a robust one-year state-approved mentoring component. [IDAPA 08.02.02.042.01]

Alternative Authorization – Content Specialist The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in an LEA with an identified need for teachers in that area. Alternative authorization in this area is valid for one year and renewable for up to two additional years. Prior to application, a candidate must hold a bachelor's degree. The candidate shall meet enrollment qualifications of the alternative route preparation program. A consortium comprised of a designee from the educator preparation program, a representative from the LEA, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one classroom observation per month until certified. [IDAPA 08.02.02.042.02]

Alternative Authorization – CTE Occupational Specialist The purpose of the occupational specialist certification is to permit individuals with several years of experience and often industry certification in a CTE-related occupation to teach secondary and postsecondary CTE students. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS) for individuals with 6,000 to 16,000 hours of full-time, recent, successful, and gainful employment. After completion of coursework and/or teacher training at each level, teachers advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. All occupationally certified teachers must meet the Idaho Standards for Initial Certification of Professional School Personnel. [IDAPA 08.02.036]

Content Knowledge, Pedagogy, and Performance As per IDAPA 08.02.02.018, all certification and endorsement areas require the candidate to demonstrate content knowledge, pedagogy, and performance. The state approved assessment for demonstration of content knowledge is the Praxis II assessment. Candidates must have a passing score on the Praxis II assessment for the content area they are seeking certification and endorsement.

Teacher Standards All Idaho teacher preparation programs are guided by the *Idaho Core Teacher Standards* (see Table 14‑7 below). These standards provide guidelines for what all Idaho teachers must know and be able to do.

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

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

Table 147: Idaho Content Teaching Standards

The Learner and Learning

Standard number and title	Standard description
Standard 1: Learner Development.	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences.	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3: Learning Environments.	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard number and title	Standard description
Standard 4: Content Knowledge.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard 5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard number and title	Standard description
Standard 6: Assessment.	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard 7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8: Instructional Strategies.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

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

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

- Bring current certification practices in alignment with Idaho statute and administrative code.
- In those areas where current practice is best practice, amend administrative code to align with practice.
- Areas where current practice is not aligned with state law:
  - Individuals teaching outside of grade ranges authorized by certificate (certificate limits the grade level range individuals can teach, regardless of the endorsement)
  - Active certificates with attached endorsements that are not authorized in IDAPA
  - Positions reported as pupil service staff for which no corresponding endorsement exists
- Review alternate routes to certification to determine whether Idaho's existing routes offer adequate flexibility for aspiring educators while also assuring qualified individuals capable of advancing student learning are in the classroom.
- Review the mechanism for individuals with specialized skills, or from industry, to teach one or two classes.

In addition, the State Board of Education's Teacher Pipeline Workgroup will make recommendations which may include rule or statute changes to remove barriers for effective teachers to enter and stay in Idaho's classrooms.

4. **Improving Skills of Educators** *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Idaho addresses the identification of high need students through a variety of supports.

The Special Education Department in partnership with the Special Education Support and Technical Assistance team, provides professional development to teachers and administrators in meeting the needs of students with disabilities. This professional development includes identifying and qualifying students for services under the Individuals with Disabilities in Education Act (IDEA).

Idaho has standardized procedures for identifying English (EL) students. Idaho recognizes that all educators are responsible for the language development and academic success of ELs, therefore, the ISDE Title III Department, provides professional development support for all educators in the area of language development through content instruction. Additional information is available at http://www.sde.idaho.gov/el-migrant/el/index.html.

Idaho law requires LEA's to identify and serve gifted students. The state provides funds to support the professional development in the area of identification. The funds also support services provided to students once identified. Under IDAPA 08.02.03.999, districts are required to write a three-year plan for each student identified as gifted and talented in the areas of academics, visual/performing arts, creativity, and leadership. Teachers of these students receive annual training through the Edufest summer conference featuring nationally recognized experts in the field of gifted and talented education. Additional

information is available at http://www.sde.idaho.gov/academic/gifted-talented.

Commissioned in December 2012 by Governor C.L. "Butch" Otter, the Task Force for Education recognized reading proficiency is a major benchmark in a student's education and that students must learn to read before they can read to learn content in other subject areas. The task force was assembled to study and collaborate on how Idaho's education system could better prepare its children for success. One focus of the Task Force was the recommendation that students demonstrate mastery of literacy before moving on to significant content learning. The task force also recommended a better tool for identifying students with low literacy levels.

To support these recommendations, the legislature has appropriated more than $11 million dollars to support research based intervention strategies to improve outcomes for students. Funds can be used in a variety ways, including professional development for educators to identify students with literacy deficiencies. The new assessment to identify struggling readers includes a screener, diagnostic and progress monitoring system to provide teachers with rich data that focuses on specific deficiencies in literacy skills for students in Kindergarten through third grade. Fifty-seven schools across the state are implementing the new reading assessment in a pilot administration in the 2017-2018 school year. A statewide implementation is scheduled for the 2018-2019 school year.

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

Data are collected on all state-led professional development activities to assess the quality and efficacy of those experiences. For example, the IPMP and Idaho Instructional Framework components of section A(4)(viii)(e) of this plan include survey data collected from participants of these programs in 2017.

Meaningful consultation was conducted with stakeholders, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in the development of this program plan. ISDE will seek advice, based on statewide data review, regarding equity data and student achievement data, and consult with this group of stakeholders at least annually on how to best improve the activities to meet the purpose of this program. Additionally, LEAs annually submit a Consolidated Federal and State Grant Application (CFSGA) for Title II-A, which includes listing professional development program activities, describing how each is expected to improve academic achievement, and identifying the evidence level of criteria each activity meets. The application is reviewed and then approved after all application criteria are met. During monitoring visits, each LEA provides documentation evidencing how the professional development activities improved academic achievement. As evident in the plan, activities under this part are coordinated with other related strategies, programs, and activities being conducted by ISDE.

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

   Idaho is currently focusing its Title II-A funds toward supporting educators in rural, high-poverty, and high-minority schools. However, as stated above in section D(1), ISDE and the State Board of Education will investigate how we may use Title II-A funds to support teacher preparation and mentoring.

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

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

Idaho State Department of Education (ISDE) has always implemented standardized procedures for identifying and exiting English (EL) students. However, ESSA provided the ISDE with an opportunity to revise the state's procedures for entrance and exiting students from EL services to comply with revisions to the law with the support and assistance of the ESSA EL Workgroup. The workgroup was comprised of district EL coordinators, principals, teachers, EL coaches, paraprofessionals, and higher education faculty from all educational regions in the state. LEAs with high to low incidence EL populations were also targeted for this work. The EL Workgroup began this work on September 16, 2016 with a face-to-face meeting and continued to meet during the 2016-2017 school year for a total of 6 meetings to establish standardized entrance and exit procedures that were appropriate and implementable by all districts and charter schools in Idaho. The Workgroup created a statewide Home Language Survey (HLS) and a "Decision to Assess" Matrix as well as guidance documents to assist all LEAs with this process. These documents can be accessed via the EL Department webpage: http://www.sde.idaho.gov/el-migrant/el/index.html under Resources Files, Program Information.

In addition, the LEA must sign an annual assurance with their consolidated application for federal funds stating that they will identify and assess potential English Learners within 30 days as outlined in the statewide standardized procedures. In addition, LEAs must also describe how they will serve identified English Learners.

In spring 2017 the ISDE Title III staff traveled to 15 locations around the state to provide training to all LEAs on the newly revised statewide entrance and exiting procedures. This major undertaking was necessary to ensure a successful statewide implementation beginning in August 2017. ISDE also updated Title III monitoring protocols to ensure LEAs are implementing the statewide entrance and exiting procedures.

All of this work has been well received by Idaho's LEAs, motivating the ESSA EL Workgroup members to continue serving as an EL advisory panel to the State EL/Title III department at the ISDE. This panel will collaborate with the Migrant Advisory Panel and will consist of some of the same members.

Entrance Procedures: Idaho's ESSA EL Workgroup has established the following EL Program Entrance Procedures and Criteria:

Step 1: All LEAs administer the Statewide Home Language Survey (HLS) to all newly enrolling students in the district/charter. They then use the "Decision to Assess" Matrix to determine whether the student is a potential EL. Original HLSs are filed in students' cumulative files.

Statewide Home Language Survey Questions:
1. What language(s) are spoken in the home?

2. What language(s) does your student speak most often?
3. What language(s) did your student first learn?
4. Which language does your child speak with you?
5. Which language do you use when speaking with your child?
6. Which language do you want phone calls and letters?
7. What is your relationship to the child?
8. Is there any additional information you would like the school to know about your child?

The Home Language Survey is currently available in Spanish and is being translated in additional languages represented in the state. English and translated HLS forms are available on the Idaho State EL and Title III Programs website for all LEAs to download.

Step 2: If a student is identified as a potential EL, LEAs use additional resources and data to determine whether the student has already been identified as an EL in another LEA. If the following resources indicate that the student either has screened out of EL eligibility or has previously exited from EL programming, then the student does not qualify for EL program placement.

- Idaho's English Learner Management System (ELMS)
- Cumulative file review for WIDA assessments
- Cumulative file review for English Learner Plans
- Cumulative file review for EL exit forms
- Communication with previous district (if necessary)

Step 3: LEAs proceed with English Language Proficiency (ELP) Screener Assessment, either WIDA Kindergarten W-APT or WIDA Screener, depending on the student's grade level and time of year of enrollment. They use the following Statewide EL Entrance Criteria to determine whether a student qualifies for EL or whether they screen out of EL eligibility.

Table 158: Idaho's Statewide EL Entrance Criteria

Grade	First semester	Second semester
Kindergarten	Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional" Reading must be 6+ points Writing must be 5+ points	Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional" Reading must be 11+ points Writing must be 14+ points
1st Grade	Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional" Reading must be 14+ points	(Same as 2nd-12th grade)

Grade	First semester	Second semester
	Writing must be 17+ points	
2nd – 12th Grade	ACCESS Screener Assessment 5.0 Composite Proficiency Level + at least 4.0 in each domain of listening speaking, reading, and writing.	ACCESS Screener Assessment 5.0 Composite Proficiency Level + at least 4.0 in each domain of listening speaking, reading, and writing.

Screener assessment and program placement must occur within 30 days of the student's enrollment in the LEA. In order to ensure that potential ELs with special needs are correctly identified, the EL advisory panel will collaborate with special education stakeholders to establish alternate entrance criteria and processes for identifying ELs with special needs.

The ESSA EL Workgroup created a statewide process for identifying students whose parents may have indicated "English Only" on their Home Language Survey but who have exhibited characteristics of second language learners necessitating a need to amend the original HLS. In addition, the workgroup developed a statewide process to remove the EL designation from a student who was erroneously identified. Lastly, the workgroup has assisted the ISDE with revising the parental notification form including an option to waive ELD services.

Exit Procedures: Idaho's ESSA EL Workgroup has established the following EL Program Exit Procedures and Criteria:

Step 1: LEAs review annual EL proficiency assessment data to determine which students have met Idaho's EL Exit Criteria. Idaho administers the WIDA ACCESS 2.0 or Alternate ACCESS to annually assess for EL proficiency.

ACCESS 2.0 exit criteria
5.0 Composite Proficiency Level + at least a 4.0 in each domain of listening, speaking, reading, and writing.

Step 2: When students meet the exit criteria on the English language proficiency assessment, LEA staff members redesignate students to "exited year 1 monitoring" status in their school information systems. LEAs are required to complete the exiting process for eligible students before the end of the school year in which the student met the exit criteria. In other words, LEAs must use the results from the spring ACCESS 2.0 and Alternate ACCESS assessment to update students' EL status in their school information system and inform parents by the end of the school year.

Step 3: LEAs will use a statewide exit form that is shared and explained to parents/families in a language they can understand to inform them of their child's program exit. In addition LEAs inform parents/families of the child's transition into a monitoring status for two years.

In order to ensure that ELs with special needs are correctly exited, the EL advisory panel will collaborate with special education stakeholders to establish criteria and processes for exiting ELs with special needs as well as Alternate ACCESS exit criteria.

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

Assistance to LEAs for Long-Term Language Proficiency and Academic Goals
The State EL/Title III Department exists to assist LEAs with creating, implementing, and improving language instruction educational programs that provide equal learning opportunities for ELs. In order to achieve this, the State EL/Title III Department will analyze the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). This ongoing and annual analysis will assist the department in determining statewide and individualized support needed for LEAs.

Moreover, with EL accountability now housed under Title I, the State EL/Title III Department staff are critical members on the previously mentioned State Technical Assistant Team (STAT). This group will be responsible for tracking progress, discussing data, and identifying needs and resources.

Additionally, the department will continue to review and monitor LEAs' annual EL plan within the Consolidated Federal and State Grants Application (CFSGA). LEAs must describe their Language Instruction Educational Program(s) (LIEP) to serve their ELs. These plans also include an opportunity for the LEA to describe linguistic and academic goal(s) for their English learners. Furthermore, LEAs describe within their State EL Plans their methods for meeting these linguistic and academic goals by describing coordination of services with other supporting programs, method for incorporating WIDA English Language Development Standards within instruction, and professional learning opportunities provided to all staff in the LEA on best practices in teaching English learners. The State EL/Title III Department will review the LEAs linguistic and academic goals for alignment to the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). Additionally, the department uses this information to support LEAs in their individualized efforts. For example, if neighboring LEAs have similar goals, ISDE can target support regionally.

Currently, the ISDE has the following supports in place for schools and LEAs that can be tailored to address the specific linguistic and academic needs of their ELs:

Cross Collaboration

The EL/Title III Department engages in state-level collaboration with other ISDE programs such as Special Education, Migrant, Title I, and others to address the needs of English Learners. Examples of state-level collaboration include professional learning opportunities for administrators, teachers, and paraprofessionals of English Learners as well as a consolidated grant application and program monitoring for LEAs. The STAT team is another example of cross collaboration.

Ongoing Technical Assistance

Ongoing technical assistance for all LEAs is provided in a variety of ways listed below. However, individualized technical assistance can be requested by an LEA at any time and may be delivered through a variety of methods:

1. Phone, email, and individual site visits
2. The EL Department webpage http://sde.idaho.gov/el-migrant/el/index.html
3. Quarterly webinars
4. Biweekly newsletters
5. Regional trainings

Idaho Legislature

The Idaho Legislature provides funding to LEAs for ELs. House Bill 287 appropriates $450,000 for three-year grants to assist LEAs with meeting the academic needs of English Learners. House Bill 289 provides over 1 million dollars for research-based programs for ELs.

State Title III Consortium

State Title III Consortium employs two (2) EL coaches who travel to LEAs around the state to support them and provide onsite technical assistance personalized to their needs.

EL Advisory Panel

The EL advisory panel assists the ISDE with state-wide planning and support on EL-related topics such as creating state-wide identification and exiting criteria for all LEAs.

Professional Development/Training

The Idaho State EL/Title III Department provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. ISDE recognizes that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. In fall 2017 the ISDE EL/Title III Department will provide regional intensive professional learning workshops on classroom instructional strategies for classroom teachers K-12 to support language development through content instruction.

State and National Partnerships

The State/Title III Department staff participates in and collaborates with multiple national partners and other state agencies for support in trending EL topics: Teaching English to

Speakers of Other Languages (TESOL), Center for Applied Linguistics (CAL), WIDA, Wisconsin Center for Educational Research (W-CER), Regional Educational Laboratory (REL), Chief Counsel of State School Officers (CCSSO), EL State Collaborative on Assessment Student Standards (SCASS), Title I National Organization, and National Association of State Title III Directors. Lastly, additional partnerships with Idaho's institutes of higher education provide components of EL education in preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

The ISDE will continue to adapt, create, and implement additional supports for ELs in Idaho's schools based on need as identified through data.

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

Monitoring the implementation of Federal programs and the use of funds is a requirement of each of the Federal programs and an essential function of the ISDE. The ISDE monitors all LEAs thoroughly and in a variety of ways to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education. Moreover, the ISDE provides leadership and guidance to LEAs through technical assistance for the purpose of assisting LEAs with implementing highly effective educational programs to increase student achievement in Idaho. ISDE implements the following processes for monitoring federal programs including Title III-A:

Consolidated Federal and State Grant Application (CFSGA)
The Idaho Consolidated Federal & State Grant Application serves as an LEA's application for federal program funds. A consolidated approach, instead of separate applications for each of the individual programs, allows the programs to be cooperatively planned and implemented, and also helps to reduce the administrative burden. In addition, the CFSGA allows the EL/Title III Coordinator to monitor/review annual applications for Title III compliance, linguistic and academic goals, and use of funds. If an LEA's plan does not meet the criteria for approval, she coaches the LEA until the plan meets all the requirements. This approach is proactive in that it provides assistance before the LEA receives funding.

Selection Process for Onsite and Desk Monitoring of LEAs
In determining the list of LEAs to be monitored for the upcoming school year, the ISDE reviews several considerations:
1. The list of LEAs considered for monitoring in the upcoming year are derived from the ISDE's Ongoing LEA Master List, which identifies the year each LEA was last monitored.
2. Each federal program identifies risk factors for the LEAs identified for potential monitoring. Risk factors may be determined using data including the following:
   • State assessment performance data
   • Date/Year the LEA was previously monitored

- Number and type of findings from the previous monitoring visit (such as programmatic, fiscal, policy, repeat findings)
- Results of previous findings
- Personnel turnover – new or inexperienced federal programs director or new superintendent
- Audit Findings (such as incomplete audits or type of audit findings)
- Significant carryover balances
- Non-participation in state offered trainings
- Other "high-risk" factors identified by ISDE program coordinators (such as sudden and/or significant increase in English Learners, formal compliance complaint filed with the ISDE, SBOE, and/or U.S. Department of Education - Office for Civil Rights)

3. Approximately 25 LEAs are identified for monitoring annually. Monitoring is conducted by ISDE program staff either through on-site or desk monitoring.

Monitoring Process for Title III –A
During the monitoring visit, the EL/Title III Coordinator conducts classroom observations, interviews with staff, principals, students, and parents to determine if the LEA is addressing the linguistic and academic needs of their ELs. Additionally, the coordinator seeks evidence of support for the linguistic and academic goals described in the CFSGA.

Consolidated State Performance Report (CSPR)
Annual CSPR data submitted by the LEA for federal reporting is another opportunity for monitoring and possible technical assistance. LEA data is reviewed for accuracy as well as for state and local level trends.

Participation in STAT Team
As mentioned before, the State EL/Title III department will work with the STAT team to monitor the progress of LEAs and provide technical assistance based on the recommendations of this team.

The above mentioned activities and processes will assist the ISDE in identifying LEAs that may need more specific and individualized support in identifying effective strategies for their ELs. If an LEA continues to struggle with implementing effective strategies for EL English proficiency, the ISDE will convene with the STAT team to determine additional resources needed to provide intensive support. Resources could include, but not limited to, in-depth professional development, recommendations for Title III program revisions and opportunities for peer observations with successful Title III districts.

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

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

State Level Activities

Four percent of Idaho's Title IV-A allocation targeted for state activities total $77,600, of that, approximately $20,000 will be directed toward required activities including training LEAs on applying for Title IV-A funds through the ISDE's Consolidated State and Federal Grant Application and compliance monitoring. The remaining $57,600 will be prioritized to expand professional development surrounding STEM in concert with the STEM Action Center.

LEA Optional Use of Funds Aligned with State Level Activities

ISDE will leverage and expand the resources and support of the Governor's STEM Action Center by assuring LEAs are aware of the Center and the training and tools it offers to engage more students in STEM related coursework and activities. The primary function of the STEM Action Center is to support a well-rounded STEM education for all Idahoans, K – career. This is accomplished by creating partnerships with other state agencies, out of school entities, non-profits, educators, administrators, communities, businesses, and industries to support the development of Idaho's STEM talent pipeline, ensuring continued growth of Idaho's STEM-based economy. The STEM Action Center will continue to focus on opportunities for educators, students, and communities by supporting professional development for educators, grants for resources and communities, STEM awareness events, and opportunities for students to participate in STEM competitions, camps, internships, mentorships, and apprenticeships. Targeted support, leveraging both federal and state funding, will help to ensure equitable access to and awareness of STEM for all students throughout Idaho.

The ISDE and STEM Action Center will work collaboratively to inform districts and to provide guidance in implementation regarding the wide range of activities that are permissible under Title IV-A to improve STEM instruction and learning. Examples of how state funds will be used to increase STEM activity in LEAs include:

- Expansion of high-quality STEM courses.
- Increased access to STEM for underserved and at-risk student populations.
- Support for student participation in nonprofit STEM competitions.
- Increased opportunities for hands-on learning in STEM.
- Integration of other academic subjects, including the arts, into STEM subject programs.
- Creation or enhancement of STEM specialty schools.
- Integration of classroom-based, afterschool, and informal STEM instruction.

Idahoans understand that a well-rounded, community-oriented, student-focused education provides the knowledge and skills to live, learn, work, create, and contribute to society. STEM experiences enhance 21st century workforce skills such as collaboration, innovation, problem-solving, critical and creative thinking, and teamwork. These experiences should be integrated across disciplines and should focus on project-based learning, inquiry, and discovery. All students should have the opportunity to learn these critical 21st century workforce skills. Therefore, the Idaho STEM Action Center will work collaboratively with

Idaho state educational agencies to transform how Idaho educates our children in order to enhance their life prospects, empower their communities, and build an inclusive, sustainable, innovation-based economy where our citizens can thrive.

Title IV-A state funds will also support ISDE staff in providing technical assistance for LEAs in the creation of local Title IV-A plans and applying for funding as well as monitoring for compliance with federal rules and regulations. While compliance monitoring visits focus on adherence to the rules and regulations, the ISDE aims to use these visits as opportunities to provide technical assistance in addressing deficiencies and offering best practices in supporting students.

The ISDE will support LEAs in directing their Title IVA allocations to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, students with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, world languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Existing state supports will be leveraged to increase the impact of LEA Title IV-A funds around strengthening the instructional core and increasing access to a broad range of educational opportunities. Idaho currently has robust supports in place focused on a well-rounded education that includes professional development for teachers, instructional coaches and mastery education funded by state dollars.

Additionally, the ISDE plans on leveraging state and local resources to imbed music, the arts, foreign languages, environmental education and civics to expand offerings for students. Partners include the Idaho Commission for Libraries, the Idaho Commission on the Arts, and the Wassmuth Center for Human Rights. Resources from these entities will be compiled and provided to LEAs seeking to expand their course offerings and supplemental materials.

Regarding supporting safe and healthy students, LEA Title IV-A funds may increase existing efforts to equip LEA personnel with best practices around crisis intervention, school violence prevention, suicide prevention and alternatives to suspensions and expulsions through existing statewide trainings and resources.

Table 169: Title IV-A use of funds

Strategy	Timeline	Funding sources
Provide specialized STEM professional development to LEAs.	Ongoing and on demand	Federal Title IVA funds

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

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

In order to ensure that the requirement was accurately interpreted, the SDE used a manual which was compiled and released by the US Department of Education on June 30, 2017. A link to the manual can be found below:

https://safesupportivelearning.ed.gov/sites/default/files/Subgranting_FY_2017_Title_IV_A_LEAs_QA.pdf

An excel template was created consistent with the scenario 1 from the manual (p 2). The template includes built in formulas which include the following steps:

4. Determine initial formula allocations based on LEA shares of Title I, Part A funds for the preceding fiscal year.
5. Adjust upward allocations for LEAs whose initial allocation is below $10,000.
6. Adjust downward, on a proportional basis, the initial formula allocations for all LEAs receiving more than $10,000.
7. Repeat steps (iterations) as many times as necessary until there is no grant award with less than $10,000.

The initial calculation is performed by the Federal Programs Department at the same time Title I, Part A allocations are calculated. Calculations and formulas are reviewed by the Student Engagement, Career & Technical Readiness Department for checks and balances.

Once finalized, the allocations are populated into the Idaho State Departments online mechanism for LEA to submit plans and request funds for all title programs (Consolidated Federal and State Grant Application- CFSGA). Once populated LEAs are not able to request less than the populated amount, thereby assuring all LEAs receive no less than $10,000 in Title IVA funds.

G. Title IV, Part B: 21st Century Community Learning Centers

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

ISDE reserves 2 percent of the appropriated amount for administration (approx. $110,000), which supports 1.08 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The administration funds for Title IV-B are used to support eligible LEAs, Community-Based Organizations, Indian tribes or tribal organizations, and other public/private entities. Each year the ISDE provides regional trainings for interested organizations in applying for Title IV-B grant funds. The ISDE also use administrative funds for costs associated with the peer review process and required USED meetings.

ISDE reserves 3 percent of the appropriated amount for state activity (approx. $270,000), which supports 0.9 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The state activity funds for Title IV-B are used to support current grantees in providing monitoring and technical assistance. The ISDE partners with the Idaho Afterschool Network and Idaho STARS in developing and implementing school age quality standards, which state activity funds support regional coordinators to provide all areas of Idaho in-depth coaching and technical assistance. The ISDE also uses state activity funds to perform a statewide evaluation to assess the program's effectiveness in meeting performance measures.

Table 17~~20~~: Title IV-B use of funds

Strategy	Timeline	Funding sources
New Grantee Training	Summer 2017	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Fall 2017	Title IV-B State Activity Funds
Regional Bidder's Workshops	Fall 2017	Title IV-B State Administrative Funds
Peer Review Process Meeting	Spring 2018	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Spring 2018	Title IV-B State Activity Funds
21st CCLC Summer Institute	Summer 2018	Title IV-B State Administrative Funds
Grantee Monitoring & Technical Assistance	Ongoing	Title IV-B State Activity Funds

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

ISDE reserves not less than 93 percent of the appropriated amount for LEA subgrants (approx. $5.2 million). Each year the ISDE hosts a grant competition (as unallocated funds allow) to applicants according to ESEA Sec. 4201(b)(3). The ISDE awards 5-year grants with a minimum of $50,000 per award. Award amounts are based on the applicants needs and services provided to students; however, the ISDE provides guidance to applicants on typical award amounts based on per-pupil expenditures.

The ISDE awards subgrants through a competitive process based on the merit of an applicant's grant application: needs assessment for before and afterschool programs, project design, measures of effectiveness, budget, and other assurances as outlined in ESEA Sec. 4204. The ISDE awards additional points for entities that target students: (1) attending schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA Sec. 1111(d); and (2) who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

The ISDE provides technical assistance and facilitates the grant application process; however, does not participate in the decision making of the awards to applicants. The ISDE recruits a variety of peer reviewers (via email, newsletter, website, press release), which consists of individuals with diverse expertise, organization representation, geographic location, gender, racial and ethnic representation. The ISDE trains all reviewers and hosts a 1-day in-person meeting to discuss submitted applications. Ultimately, the peer reviewers make the decision of awarded applications based on the applicant's grant application and established scoring rubric.

Table 1821: Title IV-B awarding subgrants timeline

Strategy	Timeline	Funding sources
Regional Bidder's Workshops	Fall 2017	Title IV-B State Administrative Funds
Grant Application Opens	Fall 2017	
Grant Application Closes	January 2018	
Peer Review	Spring 2018	
Peer Review Process Meeting	Spring 2018	Title IV-B State Administrative Funds
Grant Awards Announced	April 2018	
Funding to Grantees Begins	July 1	Title IV-B LEA Subgrants

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

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

74% (113 of 153) of Idaho's LEAs and schools meet the state's definition of rural. The goal for students in rural schools is the same for all students—to achieve at the same level of proficiency and have access to higher education resources to be successful after high school. In order to achieve equity for rural students, the state has designated staff to support rural and low-income school programs and has created a working state plan for these programs http://www.sde.idaho.gov/federal-programs/rural/index.html. The plan was created in consultation with LEAs. The process for grant applications includes the Consolidated Federal and State Grant Application (CFSGA) online reporting system for LEAs to submit an application that includes budget, selected activates for use of funds, and measurable goals. The state also has an electronic evaluation report that is due in June each year.

Table 19~~22~~: Title V-B objectives and outcomes

Objective	Outcome
Objective 1: Rural school students achieve at the same level of proficiency as all other students, and have access to higher education resources to be successful after high school.	Outcomes: Each Rural Low Income School (RLIS) grantee program will provide educational services for children and youth as described in the CFSGA to ensure that they have the opportunity to meet challenging State academic content and achievement standards.
Objective 2: ISDE has a method and annual timeline for providing annual technical assistance to RLIS eligible LEAs.	Outcomes: All RLIS LEA Federal Program directors and business managers attend training on RLIS requirements and eligibly at annual regional meeting.

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

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

The project is part of the Northwest Comprehensive Center and includes two face-to-face meetings per year as well as monthly opportunities for members to collaborate through video conference and a dedicated social media account through Schoology. In addition,

consultation and technical assistance is provided through the state's system of support which includes both on-site support through projects like Idaho Building Capacity, Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through the Idaho Superintendents Network and Idaho Principals Network.

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

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

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

Identification of children and youth experiencing homelessness and assessing their needs is primarily the responsibility of the Local Educational Agencies (LEAs). The ISDE supports identification and needs assessment by:

1. Providing annual regional training to local liaisons on the implementation of policies and regular processes for identification of homeless students and assessment of their needs and tracking liaison training;
2. Regularly notifying LEAs of training opportunities through the National Center for Homeless Education (NCHE);
3. Annually monitoring the needs assessment process for LEAs through onsite monitoring visits and the completion of a self-assessment application;
4. Providing a best practice needs assessment worksheet and summary tool from NCHE on the ISDE website at http://www.sde.idaho.gov/federal-programs/homeless/index.html; and
5. Assuring that the ISDE State Coordinator is a participating member of the Idaho Continuum of Care and Idaho HUD Homeless Advisory Council so that identification and needs assessment issues that merge in non-school contexts are appropriately addressed.

Additionally, a new State Coordinator has been hired for Idaho and begins January 16, 2018. Part of this position's 2018 goal will be to reconvene the Idaho Homeless Education Advisory Team (IHEAT), which includes the State Coordinator and LEA liaison representation from around the State. The major focus of this group's efforts will be to analyze state-wide

data resulting in state-level action plans to better assist LEAs in recognizing and addressing needs.

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

   All LEA liaisons are familiar with the ISDE dispute resolution policy posted on the ISDE website (www.sde.idaho.gov/federal-programs/homeless/index.html) through annual trainings provided by the state coordinator. All LEAs must have a written dispute resolution policy process that aligns with the state policy. This requirement is checked during onsite federal program monitoring visits, and LEAs submit assurances when they submit their annual application for funding through the CFSGA process. All LEAs must have a written notice of decision, also part of our monitoring process. Sample letters are provided on the ISDE website. Homeless children and youth are provided all services during the dispute resolution process. A new state coordinator has been hired at the ISDE and begins work January 16, 2018. Reviewing and revising all forms and verbiage on the website to reflect the Every Student Succeeds Act will be a priority.

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

   ISDE provides staff development to Homeless LEA Lliaisons, including: provisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others.

   All liaisons are required to attend an annual face to face meeting for up-to-date training on McKinney-Vento and Homeless Education to heighten the awareness of the specific needs of children and youth experiencing homelessness, including runaway and other unaccompanied homeless youth. Webinars and regional trainings are offered by the state and liaisons are regularly notified of trainings through the National Center for Homeless Education throughout the year. Local designated liaisons are required to have annual training for all staff including transportation, nutrition, custodial, and secretarial on their role and specific needs of homeless children and youth, including runaway youth and unaccompanied youth.

   Idaho is beginning a partnership with Edify who has developed an online training and professional development model for the credentialing of Homeless Education Liaisons. The model consists of Beginning, Intermediate and Advanced levels of specific topics, units, and lessons. Liaisons who pass assessments for each level's lessons receive a certificate of

achievement. This technology will allow the State Coordinator to assess Liaison learning outcomes in real time to target technical assistance and resources. This program will be required of LEA liaisons and will include a specialized module and assessment on runaway and unaccompanied youth as well as a unit on human trafficking. This technology will also enable the State coordinator to assure that local liaisons are aware of the specific needs of runaway and other unaccompanied homeless youth.

The new state coordinator, in place effective January 16, 2018, will have as a goal for 2018 to update the ISDE webpage at http://www.sde.idaho.gov/federal-programs/homeless/index.html to include information and resources on the needs of runaways to support training for all appropriate school personnel and community. Although ISDE's current monitoring tool requires evidence of an LEA level policy that ensures equitable access to services for runaway youth, the 2018-2019 monitoring tool will be updated to include evidence of school personnel training to heighten the awareness of the specific needs of runaway children and youth as identified in 722(g)(1)(D).

4. **Access to Services** (*722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
   iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

a. **Public preschool programs:** Idaho Code 33-201 identifies school-aged children as between the ages of five and twenty-one. Idaho does not fund pre-school programs. ISDE's Student Residency Questionnaire (nighttime living status of every student) includes questions about siblings in the family and assists with students eligible for secondary education who may not be currently identified. LEA liaisons collaborate with various agencies and service providers who work with homeless youth and youth separated from the public schools, such as the Idaho Department of Health & Welfare, Salvation Army, area shelters, and Community Action Partnership Association of Idaho to make them aware of protections available to homeless, unaccompanied youth. LEA liaisons collaborate with service providers to advocate on behalf of these children and youth to ensure that the students have the opportunity to return to school and participate in these programs. ISDE has established collaboration with Head Start, and the ISDE state coordinator has been appointed to the Idaho Infant and Toddler Council.

b. **Equal Access to Appropriate Secondary Education and Support Services:** The state coordinator provides training with LEA liaisons pertaining to the critical element of

identification of youth who are separated from public schools with equal access, without barriers to full or partial credit. Training and resources specifically are being developed for school counselors at the secondary level are being developed to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. Partnerships with Title I-A and other federal programs are used when available to access online courses, summer school, and tutoring for credit recovery.

In addition to training, Idaho conducts annual onsite monitoring and requires the submission of an annual self-assessment each year an LEA does not have an onsite visit. Part of the monitoring process includes requiring evidence that the LEA policy and school processes and procedure ensure that homeless youth and runaway youth receive appropriate credit for full or partial coursework satisfactorily completed while attending public school.

c. **Eligible Children and Youth Do Not Face Barriers:** Every effort is made by all Homeless Liaisons and the state coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate is extracurricular activities. ISDE is actively coordinating and collaborating with state athletic associations to ensure access and opportunity for students.

5. **Strategies to Address Other Problems** *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
 i. requirements of immunization and other required health records;
 ii. residency requirements;
 iii. lack of birth certificates, school records, or other documentation;
 iv. guardianship issues; or
 v. uniform or dress code requirements.

Idaho state and local policies prohibit LEAs from denying a child enrollment for lack of records and include short timelines for obtaining needed records, certifications, and other documents. All LEAs are required to set aside a minimum of 0.25 of 1% of their Title I allocation for homeless students. This can be used for all the above, as needed. For all subgrants and beginning in 2016–2017, a needs assessment must be completed for the set-aside. ISDE and LEAs use the results of surveys, focus groups, and training evaluations to identify additional barriers caused by enrollment delays. ISDE disseminates information and provides technical assistance about how to remove barriers to school access throughout the state in its resource documents, trainings, and articles for publication. ISDE encourages LEAs to seek aid from local service or charitable organizations to help provide assistance that helps meet these needs. The State Coordinator is working in partnership with the Idaho Volunteer Lawyers Program to assist liaisons and youth across the state with issues and barriers that cannot be resolved at the local level. LEA's requiring uniforms must provide

these items to enrolled homeless or foster youth. In addition, MV Homeless Education Grant funds and homeless set aside funds can used to provide necessary clothing for school dress codes or school activities.

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

   The state coordinator provides regular trainings and ongoing technical assistance to LEA Liaisons and staff on all provisions of the law McKinney-Vento Homeless Education Act including those related to fees, fines, and absences. The ISDE and all LEAs must have a current homeless education policy that removes barriers to identification, enrollment, and retention of homeless children and youth barriers including those due to enrollment and retention due to outstanding fees or fines, or absences. State-level trainings assure that students remain enrolled in their school of origin for the duration of the school year, regardless of attendance status. In the case that a student identified as homeless officially withdraws or transfers, a McKinney-Vento status form is forwarded to the Liaison of the new district. These trainings address minimizing barriers to enrollment and retention related to outstanding fees, fines, or absences. This is LEA policies and school processes and procedures are monitored at the LEA level through the onsite federal program monitoring process, which requires specific evidence of compliance.

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

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

Appendix A Measurements of interim progress

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

A. Academic Achievement
   Mathematics - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022
All Students	41.6%	44.8%	48.0%	51.2%	54.4%	57.6%	60.8%
Economically Disadvantaged Students	30.3%	33.8%	37.3%	40.8%	44.3%	47.8%	51.3%
Students with Disabilities	15.2%	19.8%	24.4%	29.0%	33.6%	38.2%	42.8%
English Learners	7.1%	12.2%	17.3%	22.4%	27.5%	32.6%	37.7%
Minority Students*	25.8%	29.8%	33.8%	37.8%	41.8%	45.8%	49.8%

Mathematics	2016	2017	2018	2019	2020	2021	2022
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%

English Language Arts/Literacy - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.0%	68.6%
Economically Disadvantaged Students	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.1%	33.8%	38.5%	43.2%
English Learners	6.9%	12.0%	17.1%	22.2%	27.3%	32.4%	37.5%
Minority Students*	37.4%	40.9%	45.4%	45.4%	49.9%	54.4%	58.9%

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%

J.B. Graduation Rates

Graduation rate - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

~~Graduation Rate~~	~~2016~~	~~2017~~	~~2018~~	~~2019~~	~~2020~~	~~2021~~	~~2022~~
~~All Students~~	~~78.9%~~	~~81.2%~~	~~83.4%~~	~~85.7%~~	~~87.9%~~	~~90.2%~~	~~92.5%~~
~~Economically Disadvantaged Students~~	~~72.0%~~	~~75.0%~~	~~78.0%~~	~~81.0%~~	~~84.0%~~	~~87.0%~~	~~90.0%~~
~~Students with Disabilities~~	~~58.4%~~	~~62.9%~~	~~67.3%~~	~~71.8%~~	~~76.2%~~	~~80.7%~~	~~85.1%~~
~~English Learners~~	~~72.3%~~	~~75.3%~~	~~78.2%~~	~~81.2%~~	~~84.2%~~	~~87.1%~~	~~90.1%~~
~~Minority Students*~~	~~72.3%~~	~~75.3%~~	~~78.2%~~	~~81.2%~~	~~84.2%~~	~~87.1%~~	~~90.1%~~
Graduation Rate	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%

~~K.~~C. Progress in Achieving English Language Proficiency

English proficiency - 2017 baseline, 2022 long-term goal, and 2018-2021 interim targets

~~2017~~	~~2018~~	~~2019~~	~~2020~~	~~2021~~	~~2022~~
~~33.2%~~	~~36.9%~~	~~40.6%~~	~~44.3%~~	~~48.1%~~	~~51.8%~~

2017 Baseline	2018	2019	2020	2021	2022 Goal
48%	51.46%	54.92%	58.38%	61.84%	65.30%

Appendix B   Idaho's Accountability Framework

01. **School Category.**
a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
c. Alternative High Schools
02. **Academic Measures by School Category.**
a. K-8:
i. Idaho Standards Achievement Tests (ISAT) Proficiency.
ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
iii. ISAT proficiency gap closure.
iv. Idaho statewide reading assessment proficiency.
v. English Learners achieving English language proficiency.
vi. English Learners achieving English language growth toward proficiency.
b. High School:
i. ISAT proficiency.
ii. ISAT proficiency gap closure.
iii. English Learners achieving English language proficiency.
iv. English Learners achieving English language growth toward proficiency.
v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
c. Alternative High School:
i. ISAT proficiency.
ii. English learners achieving English language proficiency.
iii. English learners achieving English language growth towards proficiency.
iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
03. **School Quality Measures by School Category.**
a. K-8:
i. Students in grade 8 enrolled in pre-algebra or higher.
ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
b. High School:
i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).

   iii.   Students in grade 9 enrolled in algebra I or higher.

   iv.   Communication with parents on student achievement (effective starting in the 2018-2019 school year).

   c.   Alternative High School:

   i.   Credit recovery and accumulation.

   ii.   College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.

   iii.   State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).

   iv.   Communication with parents on student achievement (effective starting in the 2018-2019 school year).

Appendix C   GEPA 427 Statement

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

The Idaho State Department of Education (ISDE) adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Idaho State Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The ISDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities.

For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, ISDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The ISDE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

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

Appendix D Research Supporting Educator Mentoring Focus

Burkhauser, S., Gates, S. M., Hamilton, L. S., & Ikemoto, G. S. (2012). First-Year Principals in Urban School Districts: How Actions and Working Conditions Relate to Outcomes. Technical Report. Rand Corporation.

Potemski, A., & Matlach, L. (2014). Supporting New Teachers: What Do We Know about Effective State Induction Policies? Policy Snapshot. Center on Great Teachers and Leaders.

Strong, M. (2006). Does new teacher support affect student achievement? (Research Brief). Santa Cruz, CA: New Teacher Center. Retrieved from http://www.newteachercenter.org/sites/default/ files/ntc/main/resources/BRF_

Villar, A., & Strong, M. (2007). Is mentoring worth the money? A benefit-cost analysis and five-year rate of return of a comprehensive mentoring program for beginning teachers. ERS Spectrum, 25(3), 1–17.

Number of Title I Schools Meeting N Size Requirement for Indicator and Student Group

Subject area →	ELA						Math						English Proficiency			Graduation Rate		
Indicator type →	Achievement			Change			Achievement			Change			Achievement			Achievement		
N size →	10	15	20	10	15	20	10	15	20	10	15	20	10	15	20	10	15	20
K-8 Schools																		
All Students	343	342	337	340	339	333	343	342	337	340	339	333	171	149	137	NA	NA	NA
Economically Disadvantaged	338	330	326	333	327	320	338	330	326	333	327	320	166	142	130	NA	NA	NA
Students with Disabilities	294	261	220	272	237	187	293	260	222	272	237	187	50	18	8	NA	NA	NA
English Learners	162	135	114	139	106	82	169	140	117	139	106	82	170	149	136	NA	NA	NA
Black/African American	20	12	6	12	6	4	21	14	7	12	6	4	12	6	4	NA	NA	NA
Asian or Pacific Islander	11	4	2	10	3	2	14	8	2	10	3	2	8	2	1	NA	NA	NA
American Indian or Alaskan Native	17	12	9	11	10	9	17	12	9	11	10	9	0	0	0	NA	NA	NA
Hispanic or Latino	256	228	215	241	220	202	256	230	213	241	221	202	163	139	120	NA	NA	NA
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	NA	NA	NA
White	341	336	328	338	328	325	341	336	328	338	328	325	12	4	1	NA	NA	NA
Two or More Races	67	22	14	34	10	6	66	22	13	34	10	6	0	0	0	NA	NA	NA
Historically Underserved	278	247	228	266	237	220	278	247	230	266	238	222	169	147	128	NA	NA	NA
High Schools																		
All Students	67	65	64	65	65	64	67	65	64	65	65	64	22	12	8	58	52	43
Economically Disadvantaged	63	60	59	62	59	58	63	69	59	62	59	58	16	11	7	49	35	28
Students with Disabilities	33	23	18	28	15	14	33	23	18	28	15	14	6	2	1	8	8	6
English Learners	11	6	4	4	2	1	12	6	5	4	2	1	21	12	8	10	7	5
Black/African American	2	1	0	1	0	0	2	1	0	1	0	0	0	0	0	0	0	0
Asian or Pacific Islander	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaskan Native	3	1	1	3	1	1	3	1	1	3	1	1	0	0	0	1	1	1
Hispanic or Latino	45	34	33	40	33	30	44	34	33	39	33	30	21	12	8	19	13	10
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	64	61	59	61	60	57	63	61	59	61	60	57	0	0	0	53	44	33
Two or More Races	6	2	1	3	1	1	6	2	1	3	1	1	0	0	0	1	0	0
Historically Underserved	50	42	38	46	37	33	50	42	38	46	37	33	21	12	8	22	16	11
Alternative High Schools																		
All Students	12	11	11	12	11	10	12	11	11	12	11	10	4	1	1	14	14	13
Economically Disadvantaged	11	11	10	11	11	9	11	11	10	11	11	9	2	1	1	14	13	13
Students with Disabilities	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	7	4	1
English Learners	0	0	0	0	0	0	0	0	0	0	0	0	4	1	1	5	5	5
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0
Hispanic or Latino	6	4	4	4	4	4	6	4	4	6	4	4	2	1	1	9	9	9
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	12	10	7	11	9	6	12	10	6	11	9	5	0	0	0	14	13	11
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Historically Underserved	7	5	5	6	4	4	7	5	5	6	4	4	3	1	1	10	9	9

Note: No N size estimates currently available for the student satisfaction and engagement survey

Q1 I am a

Answered: 60   Skipped: 0
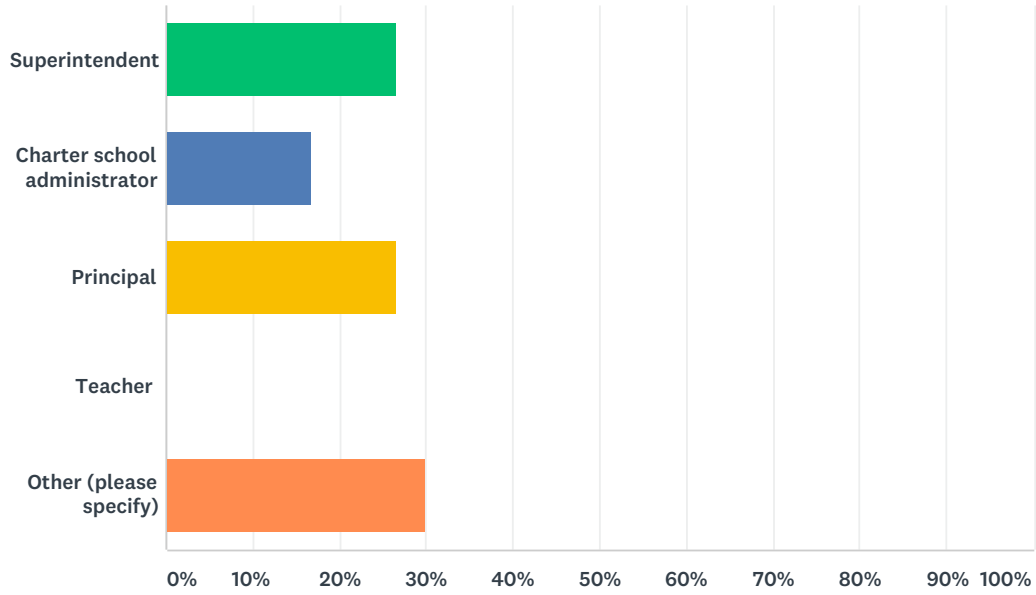
ANSWER CHOICES	RESPONSES	
Superintendent	26.67%	16
Charter school administrator	16.67%	10
Principal	26.67%	16
Teacher	0.00%	0
Other (please specify)	30.00%	18
TOTAL		60

Q2 Which of the four "N" size options presented should be included in the school accountability system?
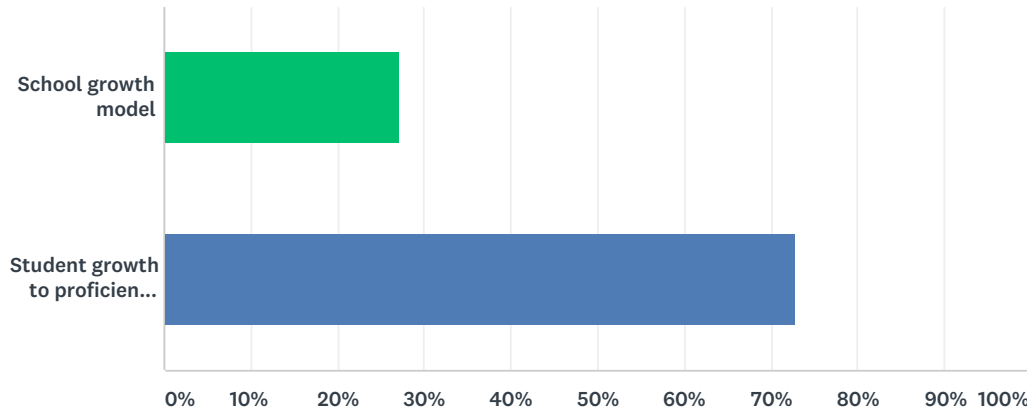
Answered: 59   Skipped: 1
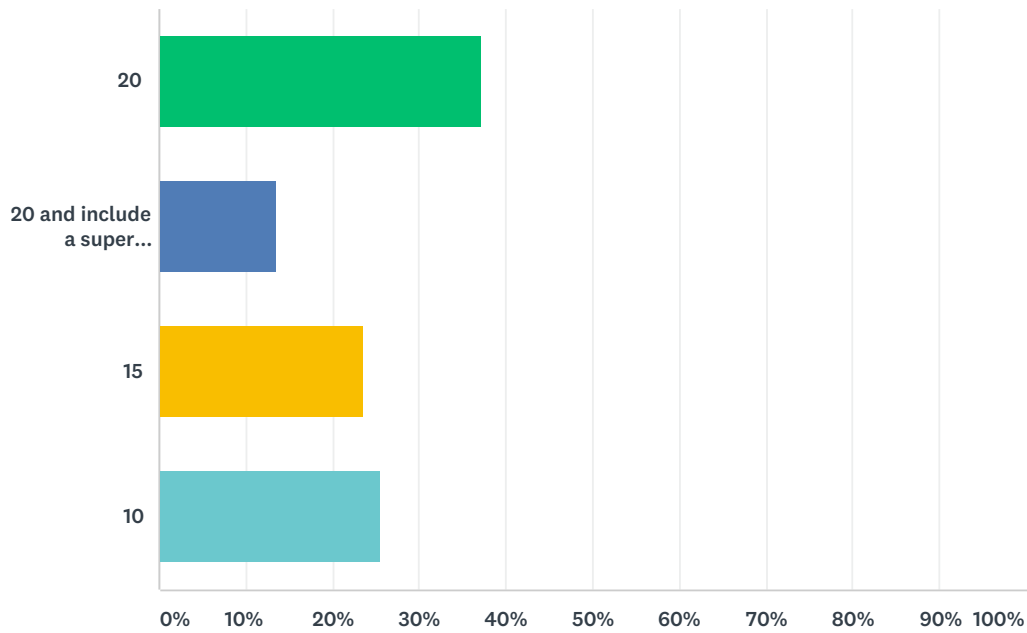
ANSWER CHOICES	RESPONSES	
20	37.29%	22
20 and include a super subgroup	13.56%	8
15	23.73%	14
10	25.42%	15
TOTAL		59

Q3 Which of the two growth options presented should be included in the school accountability system?

Answered: 59   Skipped: 1

ANSWER CHOICES	RESPONSES	
School growth model	27.12%	16
Student growth to proficiency model	72.88%	43
TOTAL		59

January 18, 2018 – Accountability Plan Survey – Additional Comments

The smaller N size makes it fair for rural areas schools.

I am concerned that students who demonstrate high levels of proficiency will be penalized for minimal growth. I would ask the state to be conscientious of making sure the standard for growth is realistic for students who already meet high levels of mastery.

Proficiency, not just growth, needs to be considered when evaluating schools.

I think it is imperative that student growth is the indicator used and I was really impressed with the goal being across 3 years to gain proficiency!

I think the only thing I am concerned about is making sure that small schools have a way to still be identified for funding if needed.
I believe the growth model will be much easier and cleaner for staff, students and parents to understand the target(s).

Thank you for soliciting our input. :)

As a district, we feel N=20 is the most reasonable; we like option 2 with the trajectory; option 1 seems like more of a focus on achievement rather than growth;

The way the student growth is calculated allows teachers to set goals with students that have meaning. Students can track their progress toward proficiency. We are working hard to empower students to take control of their learning. Having teachers and principals monitor school growth only doesn't help us achieve our goal.

I appreciate the idea of measuring growth and not just the number of proficient students.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DEC 2 8 2017

The Honorable Linda Clark
President
Idaho State Board of Education
650 West State Street, Suite 307
Boise, ID 83720

The Honorable Sherri Ybarra
Superintendent of Public Instruction
Idaho Department of Education
650 West State Street
Boise, ID 83720

Dear President Clark and Superintendent Ybarra:

Thank you for submitting Idaho's consolidated State plan to implement requirements of covered programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and of the amended McKinney-Vento Homeless Assistance Act (McKinney-Vento Act).

I am writing to provide initial feedback based on the U.S. Department of Education's (the Department's) review of your consolidated State plan. As you know, the Department also conducted, as required by the statute, a peer review of the portions of your State plan related to ESEA Title I, Part A, ESEA Title III, Part A, and the McKinney-Vento Act using the Department's *State Plan Peer Review Criteria* released on March 28, 2017. Peer reviewers examined these sections of the consolidated State plan in their totality, while respecting State and local judgments. The goal of the peer review was to support State- and local-led innovation by providing objective feedback on the technical, educational, and overall quality of the State plan and to advise the Department on the ultimate approval of the plan. I am enclosing a copy of the peer review notes for your consideration.

Based on the Department's review of all programs submitted under Idaho's consolidated State plan, including those programs subject to peer review, the Department is requesting clarifying or additional information to ensure the State's plan has met all statutory and regulatory requirements, as detailed in the enclosed table. Each State has flexibility in how it meets the statutory and regulatory requirements. Please note that the Department's feedback may differ from the peer review notes. I encourage you to read the full peer notes for additional suggestions and recommendations for improving your consolidated State plan.

ESEA section 8451 requires the Department to issue a written determination within 120 days of a State's submission of its consolidated State plan. Given this statutory requirement, I ask that

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by

SDE *fostering educational excellence and ensuring equal access.* **TAB 2 Page 128**

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you revise Idaho's consolidated State plan and resubmit it through OMB Max by January 12, 2018. We encourage you to continue to engage in consultation with stakeholders, including representatives from the Governor's office, as you develop and implement your State plan. If you would like to take more time to resubmit your consolidated State plan, please contact your Office of State Support Program Officer in writing and indicate your new submission date. Idaho has acknowledged that a determination on the ESEA consolidated State plan may be rendered after the 120-day period.

Department staff will contact you to support Idaho in addressing the items enclosed with this letter. If you have any immediate questions or need additional information, I encourage you to contact your Program Officer for the specific Department program.

Please note that the Department only reviewed information provided in Idaho's consolidated State plan that was responsive to the Revised Template for the Consolidated State Plan that was issued on March 13, 2017. Each State is responsible for administering all programs included in its consolidated State plan consistent with all applicable statutory and regulatory requirements. Additionally, the Department can only review and approve complete information. If Idaho indicated that any aspect of its plan may change or is still under development, Idaho may include updated or additional information in its resubmission Idaho may also propose an amendment to its approved plan when additional data or information are available consistent with ESEA section 1111(a)(6)(B). The Department cannot approve incomplete details within the State plan until the State provides sufficient information.

Thank you for the important work that you and your staff are doing to support the transition to the ESSA. The Department looks forward to working with you to ensure that all children have the opportunity to reach their full potential.

Sincerely,

Jason Botel
Principal Deputy Assistant Secretary,
Delegated the authority to perform the
functions and duties of the position of
Assistant Secretary, Office of
Elementary and Secondary Education

Enclosures

cc: Governor
       State Title I Director
       State Title II Director
       State Title III Director
       State Title IV Director

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State Title V Director
State 21st Century Community Learning Center Director
State Director for McKinney-Vento Homeless Assistance Act: Education for Homeless
Children and Youths Program

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Items That Require Additional Information or Revision in Idaho's Consolidated State Plan

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	
A.4.i.a: Major Racial and Ethnic Subgroups of Students	The ESEA requires a State to include in its accountability system each major racial and ethnic group as well as the subgroups of economically disadvantaged students, children with disabilities, and English learners. In its State plan, ISDE lists a combined "Minority students" subgroup that includes six major racial and ethnic groups. A State may only include a combined subgroup in its accountability system in addition to the individual required subgroups. It is not clear whether each of the individual major racial and ethnic subgroups of students is also separately included in the State's accountability system.

Clarifying this requirement in the State plan will also require ISDE to clarify this matter in related areas of its State plan to ensure all ESEA required subgroups are properly included. For example, the ESEA requires:

- That long-term goals are established for all students and separately for each subgroup of students. (Requirement A.4.iii)
- That the identification of schools with one or more "consistently underperforming" subgroups be based on the performance of each individual subgroup. (Requirement A.4.vi.e)
- That the identification of schools for additional targeted supports be based on the performance of each individual subgroup. (Requirement A.4.vi.f) |
A.4.ii.a: Minimum N-Size for Accountability	The ESEA requires the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes be the same State-determined number for all students and for each subgroup of students in the State. In its State plan, ISDE indicates that it uses an n-size of 20 for all students and an n-size of 10 for student subgroups. As a result, ISDE does not meet the statutory requirements.
A.4.iii.a.1: Academic Achievement Long-term Goals	The ESEA requires that the State identify and describe the long-term goals, which must include measurements of interim progress toward meeting those goals, for all students and for each individual subgroup of students for improved academic achievement as measured by proficiency on the State's annual assessments in reading/language arts and mathematics. Because ISDE does not provide long-term goals for each subgroup of students, including each major racial and ethnic group, the State has not met the statutory requirement.
A.4.iii.b.1: Long-term Goals for	The ESEA requires that the State identify and describe the long-term goals, which must include

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Four-year Adjusted Cohort Graduation Rate	measurements of interim progress toward meeting those goals, for all students and for each individual subgroup of students for improved graduation rates. Because ISDE does not provide long-term goals for each subgroup of students, including each major racial and ethnic group, the State has not met the statutory requirement.
A.4.iii.c.1: English Language Proficiency Long-term Goals	• The ESEA requires a State to identify and describe its ambitious long-term goal and measurements of interim progress for English learners for increases in the percentage of such students making progress in achieving English language proficiency. In its State plan, ISDE states that its long-term goal is that by 2022, the State will reduce the percentage of English learners not making progress towards English language proficiency by 33 percent. However, the State appears to describe the provided goal and targets as percentage of English learners scoring proficient, rather than the percentage making progress toward achieving English language proficiency. Therefore, it is unclear whether ISDE's long-term goal and measurements of interim progress for English learners making progress in achieving English language proficiency are based on the percentage of English learners making progress toward proficiency, as required by the ESEA, as opposed to the percentage of English learners achieving proficiency. • Additionally, in its State plan, ISDE states that it uses the placement/screening test to establish and track English language proficiency for English learners. The ESEA requires a State to establish ambitious State-designed long-term goals as measured by the assessments required under ESEA section 1111(b)(2)(G).
A.4.iv.a: Academic Achievement Indicator	ESEA section 1111(c)(4)(E) requires that a State annually measure the achievement of not less than 95 percent of all students and 95 percent of all students in each subgroup, and that, for purposes of measuring, calculating, and reporting on the Academic Achievement indicator, the State include in the denominator the greater of 95 percent of all students (or 95 percent of all students in a subgroup) or the number of students participating in the assessments. In its State plan, ISDE proposes including the performance of at least 95 percent of all students and each student group when calculating this indicator, which is consistent with section 1111(c)(4)(E)(ii) of the ESEA. However, because ISDE indicates that it may not do so if the LEA fails to meet the 95 percent required participation rate (stating that the indicator measures the performance of 95 percent of students "unless an LEA fails to meet the 95% required participation rate"), it is not clear that the ISDE is meeting the statutory requirement for calculating the Academic Achievement indicator.
A.4.iv.b: Other Academic Indicator for Elementary and	The ESEA requires that the State describe an Other Academic Indicator for Elementary and Secondary Schools that are Not High Schools and that the indicator be limited to elementary and

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Secondary Schools that are Not High Schools	secondary schools that are not high schools. ISDE proposes a cohort change measure ("growth model") for all grades, including high school. If the State so chooses, it may include a measure of cohort change in performance for high schools as a School Quality or Student Success indicator. Additionally, ISDE's description of how growth will be measured is inconsistent throughout the plan. Specifically, ISDE indicates on page 22 that it will calculate growth using changes in the percentage of students proficient or above from the prior year; however, on page 99 ISDE refers to a "trajectory model" approved by the Idaho State Board of Education for grades K-8 as part of the Idaho Accountability Framework. Because ISDE does not clearly describe which growth model it will use, the State has not met the requirement to fully describe its Other Academic indicator.
A.4.iv.c: Graduation Rate Indicator	The ESEA requires that the Graduation Rate indicator include only measures based on the four-year adjusted cohort graduation rate and, at the State's discretion, the extended-year adjusted cohort graduation rate. In its State plan, ISDE proposes to include within its Graduation Rate indicator a Graduation Rate Growth measure (i.e., the change in a school's graduation rate over two or three years). ISDE may include the Graduation Rate Growth measure as a School Quality or Student Success indicator if desired, provided it meets all applicable requirements for School Quality or Student Success indicators (i.e., it is valid, reliable, comparable, and used statewide in all schools, and allows for meaningful differentiation in school performance).
A.4.iv.d: Progress in Achieving English Language Proficiency Indicator	The ESEA requires a State to establish and describe in its State plan a Progress in Achieving English Language Proficiency indicator that is the same indicator across all LEAs in the State, is based on the State's definition of English language proficiency, is measured by the State's English language proficiency assessment, and includes the State-determined timeline for students to achieve English language proficiency. ISDE's response does not describe the indicator or how it will be calculated. As a result, ISDE has not met this requirement.
A.4.iv.e: School Quality or Student Success Indicator(s)	The ESEA requires a State's accountability system to annually measure, for all students and separately for each subgroup of students, one or more indicators of School Quality or Student Success (SQSS) that allow for meaningful differentiation in school performance, and are valid, reliable, comparable, and statewide. ISDE proposes several SQSS indicators on page 24 of its plan, mentions absenteeism as an SQSS indicator on page 30, and provides additional indicators in Appendix B on page 99 as part of the Idaho Accountability Framework. Consequently, it is not clear what indicators will comprise the SQSS indicators. In addition, not enough information is provided to describe how each indicator that is used is calculated, how it is valid and reliable, and how it meaningfully differentiates among all schools in the State. Additionally, because the State

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	satisfaction surveys listed in Appendix B are not proposed to be included until the 2018-2019 school year, it is unclear whether the State will have an SQSS indicator for every grade span and every school in order to identify schools in the beginning of the 2018-2019 school year, consistent with the additional flexibility provided in the Secretary's April 10, 2017 Dear Colleague Letter. Finally, for the College and Career Readiness indicator, ISDE states that it will calculate this measure using the total number of graduates, rather than all students, as required. Because ISDE has not fully described this indicator, it is unclear whether the State is meeting the statutory requirements.
A.4.v.a: State's System of Annual Meaningful Differentiation	The ESEA requires a State to establish and describe in its State plan its system of annual meaningful differentiation, including a description of how the system is based on all indicators, for all students and all subgroups of students. In its State plan, ISDE does not clearly describe how it will apply all of the required indicators in its system of annual meaningful differentiation. Specifically, ISDE indicates that it will only include either the Academic Achievement indicator or the Other Academic Indicator (i.e., growth) for each school. ISDE also describes that it will use the higher of either graduation rate ranking or the graduate rate progress ranking, but the Graduation Rate indicator may only include the graduation rate. Further, it is not clear whether or how ISDE includes the School Quality or Student Success indicator(s) in its system of annual meaningful differentiation. As a result, it is unclear whether ISDE is meeting the statutory requirements.
A.4.v.b: Weighting of Indicators	The ESEA requires a State to describe the weighting of each indicator in its system of annual meaningful differentiation, including how the Academic Achievement, Other Academic for elementary and secondary schools that are not high schools, Graduation Rate for high schools, and Progress in Achieving English Language Proficiency indicators each receive substantial weight individually and how those indicators receive, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate. In its plan, ISDE does not include the weighting for the Other Academic Indicator separate from the Academic Achievement indicator. In addition, based on the description provided by ISDE, it is possible that the current graduation rate would not be included at all within the weighting of indicators for all high schools (i.e., because it would be replaced by the progress in graduation rate, which is not permissible within the Graduation Rate indicator), which would not be permissible. As a result, it is unclear whether ISDE meets the statutory requirements.
A.4.vi.c: Comprehensive Support and Improvement Schools—	The ESEA requires a State to describe its methodology to identify for comprehensive support and improvement a school that has received additional targeted support under ESEA section

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Additional Targeted Support Not Exiting Such Status	1111(d)(2)(C) because it has a subgroup of students that, on its own, would lead to identification of the school as needing comprehensive support and improvement and has not satisfied the statewide exit criteria within a State-determined number of years. In its plan, ISDE indicates that if a Title I school is identified for additional targeted support for three consecutive years, it will be identified for comprehensive support and improvement; however, Idaho states that it will identify schools for additional targeted support every three years. As a result, because ISDE does not intend to identify schools for additional targeted support in consecutive years, it is unclear whether ISDE means that a school will be identified for comprehensive support and improvement after three years *of being* a school identified for additional targeted support and improvement.
A.4.vi.e: Targeted Support and Improvement Schools—"Consistently Underperforming" Subgroups	The ESEA requires a State to describe a methodology for identifying schools with one or more consistently underperforming subgroups that considers performance on all indicators in the statewide system of annual meaningful differentiation. ISDE states it will identify schools for targeted support and improvement based on student group gaps to their non-group peers. However, it is unclear how ISDE will calculate student group gaps, particularly in light of the fact that its system of annual meaningful differentiation is based on percentile ranks. As a result, ISDE has not fully described its methodology for identifying these schools.
A.4.viii.a: Exit Criteria for Comprehensive Support and Improvement Schools	The ESEA requires that a State establish and describe statewide exit criteria that ensure continued progress to improve student academic achievement and school success in the State. In its State plan, ISDE indicates that a school may elect to exit comprehensive support and improvement status early if it meets certain interim goals, which does not result in statewide exit criteria.
A.4.viii.b: Exit Criteria for Schools Receiving Additional Targeted Support	The ESEA requires that a State establishes the number years for continued support and improvement. In its plan, ISDE establishes three years for continued support and improvement; however, the component of the exit criteria that allows for schools to elect to exit if they have met their second year-year interim goals is inconsistent with the State-determined number of years as required by ESEA section 1111(d)(3)(A).
A.5: Disproportionate Rates of Access to Educators	The ESEA requires that a State describe the extent, if any, to which low-income and minority children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers. In its State plan, ISDE generally describes its 2015 educator equity analysis which found that there were no disproportionate rates of access to out-of-field and inexperienced educators for low-income and minority children. Although ISDE describes the rates of access of access to educators for all schools, ISDE does not specifically address ineffective teachers or schools assisted under Title I, Part A. Additionally, the ESEA also requires a State describe the measures that it will use to evaluate and publicly report its progress with

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	respect to how low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers.
Title I, Part C: Education of Migratory Children	
B.1: Supporting Needs of Migratory Children	• ISDE describes how, in planning, implementing, and evaluating the Migrant Education Program (MEP), it will address the unique educational needs of migratory children, including preschool migratory children, through the integration of services available under Title I, Part C with services provided by local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A. However, the ESEA requires that a State also describe how it will address the unique educational needs of migratory children who have dropped out of school, through such integration of services.
	• ISDE describes how, in planning, implementing, and evaluating the MEP, it will address the unique educational needs of migratory children, including preschool migratory children, through measurable program objectives and outcomes. However, the ESEA requires a State to also describe how it will address the unique educational needs of migratory children who have dropped out of school, through measurable program objectives and outcomes.
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	
C.1: Transitions Between Correctional Facilities and Local Programs	The ESEA requires each SEA to submit a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs. Although ISDE includes a plan for assisting in the transition of children and youth from correctional facilities to locally operated programs, it does not include a plan for assisting in the transition of children and youth between locally operated programs and correctional facilities (i.e., the transition from correctional facilities to locally operated programs as well as the transition from locally operated programs to correctional facilities).
Title IV, Part A: Student Support and Academic Enrichment Grants	
F.2: Awarding Subgrants	The ESEA requires a State plan to include a description of how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2). ISDE's description of how it will undertake the Title IV, Part A, Subpart 1 formula for subgrantees does not comply with the statutory formula in section 4105(a)(1), which provides that "[t]he State shall allocate to each local educational agency in the State that has an application approved by the State educational agency under section 4106 an amount that bears the same relationship to the total amount of such reservation as the amount the local educational

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	agency received under subpart 2 of part A of Title I for the preceding fiscal year bears to the total amount received by all local educational agencies in the State under such subpart for the preceding fiscal year." ISDE does not include a description of how the SEA will ensure that awards made to LEAs are consistent with this requirement, including that the SEA will not award grants less than $10,000.
Education for Homeless Children and Youths Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B	
I.1: Student Identification	In its State plan, ISDE describes a variety of procedures to identify homeless children and youth in the State. However, ISDE does not describe procedures it will use to assess the needs of homeless children and youth. The McKinney-Vento Act requires a State to describe the procedures the SEA will use to assess the needs of homeless children and youth.
I.3: Support for School Personnel	In its State plan, ISDE describes training for homeless liaisons and school personnel to heighten the awareness of such school personnel of the needs of homeless children and youth. It is not clear, however, if these trainings will heighten the awareness of such school personnel on the specific needs of *runaway* children and youth. The McKinney-Vento Act requires the State to describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of runaway children and youth.
I.4: Access to Services	• In its State plan, ISDE indicates there is collaboration between ISDE and Head Start. ISDE does not, however, describe procedures that ensure that homeless children have access to public preschool programs, as provided to other children in the State. The McKinney-Vento Act requires a State to describe procedures that will ensure that homeless children have access to public preschool programs, administered by the SEA or an LEA, as provided to other children in the State. *(Requirement I.4i)* • ISDE describes procedures that ensure that homeless youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services. ISDE does not, however, describe procedures that ensure that homeless youth who are still in school are identified and accorded equal access to appropriate secondary education and support services. The McKinney-Vento Act requires a State to describe procedures that ensure that homeless youth in school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State,

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	local, and school policies. *(Requirement I.4ii)*
I.6: Policies to Remove Barriers	In its State plan, ISDE demonstrates that ISDE and all LEAs in the State have a current homeless education policy that removes barriers to enrollment and retention, including barriers to enrollment and retention due to outstanding fees or fines, or absences. ISDE does not, however, demonstrate that the SEA and LEAs shall review and revise such policies. ISDE also does not demonstrate that it has developed, and shall review and revise, policies to remove barriers to the *identification* of homeless children and youth. The McKinney-Vento Act requires the State to demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

SUBJECT
    Adoption of Praxis II Tests and Idaho Cut Scores

REFERENCE

October 2017	Board directed the Professional Standards Commission to evaluate and recommend additional state-approved assessments and update qualifying scores on the existing Praxis II assessments

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho Administrative code, IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
    Idaho Administrative code, IDAPA 08.02.02.018.01 - Content, Pedagogy and Performance Assessment

ALIGNMENT WITH STRATEGIC PLAN
    Goal 1: A Well Educated Citizenry, Objective D, Quality Education
    Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION
    In accordance with IDAPA 08.02.02.015.01.d, one of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought. Each candidate must meet or exceed the state qualifying score on the State Board approved content area assessments. Praxis II – Subject Assessments have been selected as the State Board approved content area assessments.

    At its October 19, 2017, meeting, the State Board of Education directed the Professional Standards Commission (PSC) to evaluate and bring forward recommendations on additional state-approved assessments and qualifying scores that may be used for certification purposes, as well as updated qualifying scores on the existing Praxis II assessments.

    During its November 2017 meeting, the PSC reviewed the existing Praxis II assessments and cut scores and voted to recommend approval of the Praxis II assessments and cut scores indicated in Attachment 1. In future meetings, as the PSC evaluates additional options, it will make recommendations to the State Board of Education for additional assessments and qualifying scores.

IMPACT
    This will ensure compliance with Idaho Administrative Code.

ATTACHMENTS
    Attachment 1 – ETS Praxis II Assessments & Cut Scores   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Administrative Code (Administrative Rule) requires individuals seeking teacher certification to receive a qualifying score on a state approved content, pedagogy or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the Professional Standards Commission at the December 2003 Board meeting, effective September 1, 2004. Since that time, there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, and October 2006 Board meetings. The Board has not approved any changes to the qualifying scores on the PRAXIS II since October 2006. The Department has been using updated cut scores for the PRAXIS II; however, they were not brought to the Board for approval. To be compliant with Idaho law qualifying scores on state approved content, pedagogy or performance assessments must be approved by the Board. To correct this discrepancy the Board requested Department staff work with the PSC to bring forward the PRAXIS II qualifying scores for Board approval.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to approve the current Praxis II assessments and Idaho cut scores as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Standard Instructional Certificate

Endorsement	Grade Level	Content Assessment - Praxis II	Idaho Cut Score	Multi State- Cut Score
Agriculture Science & Technology	(6-12)	5701 Argiculture	147	147
All Subjects	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
		Elementary Education: 5003 Mathematics Subtest	157	157
		Elementary Education: 5004 Social Studies Subtest	155	155
		Elementary Education: 5005 Science Subtest	159	159
American Government/ Political Science	(6-12)	5931 Government/Political Science	149	149
Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
Biological Science	(5-9)	5440 Middle School Science	150	150
	(6-12)	5235 Biology: Content Knowledge	139	-
Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education	156	156
		5691 Special Education: Preschool/Early Childhood	159	159
Blended Early Childhood/Early Childhood Special Education	(Pre-k-Grade 6)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
		Elementary Education: 5003 Mathematics Subtest	157	157
		Elementary Education: 5004 Social Studies Subtest	155	155
		Elementary Education: 5005 Science Subtest	159	159
Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
Chemistry	(5-9)	5440 Middle School Science	150	150
	(6-12)	5245 Chemistry: Content Knowledge	139	-
Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
	(6-12)			
Computer Science	(5-9)	5651 Computer Science	160	171
	(6-12)			
Deaf/Hard of Hearing	(K-12)	5354 Special Education: Core Knowledge and Applications	145	151
		5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education	156	156
		5691 Special Education: Preschool/Early Childhood	159	159
Earth and Space Science	(5-9)	5440 Middle School Science	150	150
	(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
Economics	(6-12)	5911 Economics	150	150
Engineering	(5-9)	5051 Technology Education	154	159
	(6-12)			
English	(5-9)	5047 Middle School English Language Arts	164	164
	(6-12)	5038 English Language Arts: Cotent Knowledge	167	167
English as a New Language (ENL)	(K-12)	5362 English to Speakers of Other Languages	155	155
Exceptional Child Generalist	(K-8) (6-12) (K-12)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
		Elementary Education: 5002 Reading and Language Arts Subtest	157	157
		Elementary Education: 5003 Mathematics Subtest	157	157
		Elementary Education: 5004 Social Studies Subtest	155	155
		Elementary Education: 5005 Science Subtest	159	159
Family & Consumer Sciences	(5-9)	5122 Family and Consumer Sciences	153	153
	(6-12)			

Endorsement	Grade Level	Content Assessment - Praxis II	Idaho Cut Score	Multi State-Cut Score
Geography	(5-9)	5089 Middle School Social Studies	149	155
Geography	(6-12)	5921 Geography	153	-
Geology	(5-9)	5440 Middle School Science	150	150
Geology	(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
Gifted and Talented	(K-12)	5358 Gifted Education	157	157
Health	(5-9) (6-12) (K-12)	5551 Health Education	155	-
History	(5-9)	5089 Middle School Social Studies	149	155
History	(6-12)	5941 World and U.S. History: Content Knowledge	141	-
Humanities	(5-9) (6-12)	-	-	-
Journalism	(5-9) (6-12)	-	-	-
Literacy	(K-12)	5301 Reading Specialist	164	164
Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
Mathematics Consulting Teacher	-	-	-	-
Mathematics - Basic	(5-9) (6-12)	5169 Middle School Mathematics	165	165
Mathematics	(5-9) (6-12)	5161 Mathematics: Content Knowledge	160	160
Music	(5-9) (6-12) (K-12)	5113 Music: Content Knowledge	148	161
Natural Science	(5-9)	5440 Middle School Science	150	150
Natural Science	(6-12)	5435 General Science: Content Knowledge	149	-
Online-Teacher	(Pre-K-12)	-	-	-
Physical Education (PE)	(5-9) (6-12) (K-12)	5091 Physical Education: Content Knowledge	143	-
Physical Science	(5-9)	5440 Middle School Science	150	150
Physical Science	(6-12)	5245 Chemistry: Content Knowledge **OR**	139	-
Physical Science	(6-12)	5265 Physics: Content Knowledge **OR**	129	-
Physical Science	(6-12)	5435 General Science: Content Knowledge	149	-
Physics	(6-12)	5265 Physics: Content Knowledge	129	-
Psychology	(5-9) (6-12)	5391 Psychology	154	154
Social Studies	(5-9)	5089 Middle School Social Studies	149	155
Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-
Sociology	(5-9) (6-12)	5952 Sociology	154	154
Sociology/Antrhopology	(5-9) (6-12)	5952 Sociology	154	154

Endorsement	Grade Level	Content Assessment - Praxis II	Idaho Cut Score	Multi State-Cut Score
Special Education Consulting Teacher	-	-	-	-
Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-
Technology Education	(5-9)	5051 Technology Education	154	159
	(6-12)			
Theater Arts	(5-9)	5641 Theatre	148	-
	(6-12)			
Visual Arts	(5-9)	5134 Art: Content Knowledge	151	158
	(6-12)			
	(K-12)			
Visual Impairment	(K-12)	5354 Special Education: Core Knowledge and Applications	145	151
		5282 Special Education: Teaching Students with Visual Impairments	163	163
World Language (All other languages not listed below)	(5-9)	5841 World Language Pedagogy	151	158
	(6-12)			
	(K-12)			
World Language - Chinese	(5-9)	5665 Chinese (Mandarin): World Language	164	164
	(6-12)			
	(K-12)			
World Language - French	(5-9)	5174 French: World Language	156	162
	(6-12)			
	(K-12)			
World Language - German	(5-9)	5183 German: World Language	157	163
	(6-12)			
	(K-12)			
World Language - Latin	(5-9)	5601 Latin	152	-
	(6-12)			
	(K-12)			
World Language - Spanish	(5-9)	5195 Spanish: World Language	163	168
	(6-12)			
	(K-12)			

Pupil Personnel Services Certificate				
Endorsement	Grade Level	Content Assessment - Praxis II	Cut Score	Multi State-Cut Score
Audiology	-	-	-	-
Counselor	(K-12)	-	-	-
School Nurse	-	-	-	-
School Psychologist	-	-	-	-
School Social Worker	-	-	-	-
Speech-Language Pathologist	-	-	-	-

Endorsement	Grade Level	Content Assessment - Praxis II	Idaho Cut Score	Multi State-Cut Score
Administrator Certificate				
Endorsement	Grade Level	Content Assessment - Praxis II	Cut Score	Multi State-Cut Score
School Principal	(Pre-K-12)	-	-	-
Superintendent	-	-	-	-
Director of Special Education and Related Services	(Pre-K-12)	-	-	-

SUBJECT
School Counselor Evaluation

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administrative Code, IDAPA 08.02.02.120, Local District Evaluation Policy – Teacher and Pupil Personnel Certificate Holders

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: A Well Educated Citizenry, Objective D, Quality Education
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION
The question has been posed, "What do school counselors do?" The more important question is, "How are students different as a result of what school counselors do?" To help answer this question, the American School Counselor Association (ASCA) created the ASCA National Model, which is a framework for a comprehensive, data-driven school counseling program.

Idaho does not currently have a single standardized job description or rubric evaluation for Idaho's school counselors. As a result, feedback from the field indicates that many administrators are unclear on the roles and responsibilities of the school counselor. Without a consistent evaluation mechanism reflective of best practices, teacher evaluations and other evaluations are commonly used to evaluate school counselors. Evaluations that do not accurately reflect the scope of the counselor's work are not the best tool to provide feedback of value to the counselor.

To meet the evaluation needs of school counselors, the Idaho School Counselors Association has created the Idaho School Counselor Job Description and Rubric Evaluation (Draft). Based on the ASCA National Model of best practices throughout the United States, the Draft directly reflects and measures the roles and responsibilities of a school counselor. The Draft is aligned with the Danielson model and is the result of over four (4) years of workshops, feedback and support from practitioners, the State Department of Education and education stakeholder groups.

This Draft includes measurement of career and college readiness, to include career technical education, academic needs, and social/emotional skills for all students Kindergarten through grade 12. Other measurements include advanced opportunities/dual credits. Anticipated outcomes from the adoption of this Draft include increased graduation rates, "Go-On" rates, and post-secondary completion rates.

The master's level degree for school counselors requires the ASCA National Model to be a part of the course curriculum. In Idaho, universities that utilize the Council

for Accreditation of Counseling and Related Educational Programs require a minimum of 60 graduate-level credit hours for the degree. All school counselors trained in the state of Idaho are familiar with the ASCA National Model Program, as it is a standard of instruction for master's level school counseling degrees.

IMPACT

School counselor evaluations aligned to national standards will appropriately inform performance and drive continuous improvement. This will contribute to the quality of comprehensive school counseling programs and increase high school graduation rates, "Go-On" rates, and postsecondary completion.

With the State Board of Education's recognition that the Draft meets the requirements of IDAPA 08.02.02.120, local education agencies will be assured that the school counselor evaluation is compliant with rule.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.02.120 establishes the statewide framework for educator evaluations. For pupil service staff, the evaluation standards must be aligned with the profession's national standards. Pupil service staff positions include school counselors, school nurse, school psychologist, audiologists, and speech language pathologist. The standards used for the various types of pupil service staff are left to the discretion of the school districts as long as they are researched based and aligned with the professions national standards.

BOARD ACTION

I move to recognize that the evaluation model meets the requirements of IDAPA 08.02.02.120.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Professional School Counselor
Certified and/or Licensed Educators
Job Description DRAFT

Idaho Professional School Counselors are certified and/or licensed educators with a minimum of a Master's Degree in School Counseling or a closely related field, uniquely qualified to address all students' academic, college/career and social/emotional developmental needs through a comprehensive school counseling program to implement a preventative, proactive comprehensive school counseling program, based on the *American School Counselor Association National Model (2012)*. Professional School Counselors are employed in elementary, middle/junior high and high schools, and in district supervisory positions.

It should be noted that from this point forward the term "professional school counselor" encompasses school counselors, including certified and/ or licensed educators.

Duties and Responsibilities:
I. **Major Function: Development and Management of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2012).***
> **Standard 1:** The professional school counselor plans, organizes, and delivers the comprehensive school counseling program.

II. **Major Function: Implementation and Management of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2012).***
> **Standard 2:** The professional school counselor implements DIRECT SERVICES to ALL students through Action Plan guidance curriculum utilizing effective instructional skills and careful planning of structured classroom lessons and small group sessions.
> **Standard 3:** The professional school counselor implements the individual student planning component by guiding individuals, groups of students and their families through the development of education and career paths and plans.
> **Standard 4:** The professional school counselor implements the responsive services component through the effective use of individual and small group counseling, consultation and referral skills.
> **Standard 5:** The professional school counselor implements indirect services through effective guidance program management individuals, school community, and community at large.

III. **Major function: Accountability of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2012).***
> **Standard 6:** The professional school counselor meets with the school administrator to discuss the implementation of the comprehensive school counseling program including action plans, master, monthly and weekly calendars, and annual counselor/principal agreement to effectively and efficiently manage and evaluates the school counseling program by utilizing the tools and processes suggested by the ASCA National Model.

Standard 7: The professional school counselor collects, analyzes, interprets, and delivers data to guide the direction of the school counseling program, monitoring student growth in individual, group, and classroom settings.

Major function: Leadership, Advocacy, Collaboration and Systemic Change of a comprehensive school counseling program, based on *the ASCA National Model: A Framework for School Counseling Programs (2012)*

Standard 8: The professional school counselor uses the skills of leadership, advocacy and collaboration to create systemic change to improve the academic, social/emotional skills (soft skills) and career readiness of Tier I, Tier II, and Tier III students.

Standard 9: The professional school counselor reports data and consults with the Advisory Council.

Idaho School Counselor Evaluation

School & District: _____ Date: _____

Counselor Name/Signature: _____

Administrator Name/Signature: _____

I. Major Function: Develop and Management of a comprehensive school counseling program based on the ASCA National Model: A Framework for School Counseling Programs (2012).

Standard 1: The professional school counselor plans, organizes, and delivers the comprehensive school counseling program.	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A

1.1 A program has been written to meet the needs of the students and of the school.

• Develops and maintains a comprehensive counseling program for ALL students that meets the needs of the school and is based on the American School Counselor Association (ASCA) National Model to include academic, social/emotional (soft skills) and career/ college development.	☐	☐	☐	☐	☐

Comment

II. Major Function: Delivery and Implementation of a comprehensive school counseling program based on the ASCA National Model: A Framework for School Counseling Programs (2012).

Standard 2: The professional school counselor delivers and implements the guidance curriculum — DIRECT SERVICES—through the use of effective instructional skills and careful planning of structured classroom lessons and small group sessions.	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A

2.1 Effectively teaches guidance lessons that support Idaho Core standards through the application and integration of the ASCA Mindsets and Behavior competencies in the 3 domains: academic, career/ college and social/emotional (soft skills).	☐	☐	☐	☐	☐
2.2 Uses effective & differentiated instructional strategies to meet student needs and school.	☐	☐	☐	☐	☐
2.3 Uses engaging interactive, effective, informational instruction.	☐	☐	☐	☐	☐

Comments:

Developed by ISCA representatives: Angela Robinson, Lori Lodge, Josh Lane, Jennifer Tachell, Chuc Diemart, Jordan Chesler

Standard 3: The professional school counselor implements the in-dividual student planning component by guiding individuals and groups of students and their families through the development of education and career plans.	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A

3.1 Engages students to establish academic, social/emotional (soft skills), and career/college goals as a means to connect post secondary education to their future.

	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A
• Provides a climate that is conducive for effective communication with students, parents/guardians.	☐	☐	☐	☐	☐
• Effectively establishes interpersonal relationships with students.	☐	☐	☐	☐	☐
• Engages students to establish academic, social/emotional and career goals as a means to connect education to their future (CIS, 4-year plan, interest inventory, transitions,), ASCA Mind-sets & Behaviors)...	☐	☐	☐	☐	☐

Comments:

Standard 4: The professional school counselor implements the re-sponsive services component through the effective use of individu-al and small group counseling, consultation and referral skills.	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A

4.1 Counsels individual students and groups of students with identified needs/concerns.

	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A
• Establishes rapport with students.	☐	☐	☐	☐	☐
• Assists and involves students in defining their problems and seeking solutions.	☐	☐	☐	☐	☐
• Utilizes a variety of counseling techniques appropriate to the students' needs & issues.	☐	☐	☐	☐	☐
• Understands dynamics of behavior in individual and group situa-tions.	☐	☐	☐	☐	☐
• Follows up with students in a timely manner.	☐	☐	☐	☐	☐

4.2 Consults effectively with parents, teachers, administrators and other relevant individuals.

	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A
• Collaborates with staff and/or parents in defining students' problem.	☐	☐	☐	☐	☐
• Establishes credibility by demonstrating knowledge of a variety of options, alternative resources or strategies.	☐	☐	☐	☐	☐

4.3 Implements an effective referral process to include a crisis response plan with administrators, teachers and outside agen-cies, and responds professionally to an emergency or crisis.

	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A
• Knowledgeable of current community and district resources and effective broker of services for students.	☐	☐	☐	☐	☐
• Responds to requests for interventions from staff in a timely manner.	☐	☐	☐	☐	☐

Developed by ISCA representatives: Angela Robinson, Lori Lodge, Josh Lane, Jennifer Tachell, Chuc Diemart, Jordan Chesler

- Uses counseling skills and knowledge of crisis intervention. ☐ ☐ ☐ ☐ ☐
- Follows guidelines for dealing with child abuse or neglect (CPS.) ☐ ☐ ☐ ☐ ☐

Comments:

Standard 5: The professional school counselor implements <u>indirect services</u> through effective guidance program management.	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A

5.1 Provides a comprehensive and balanced guidance program in collaboration with school staff.

- Actively promotes understanding of a comprehensive counseling model program with students, staff, parents and administration. ☐ ☐ ☐ ☐ ☐

5.2 The professional school counselor provides support for other school and district programs.

- Provides consultation and leadership to the school community in creating, maintaining and evaluating a safe school environment. ☐ ☐ ☐ ☐ ☐
- Coordinates programs that support a safe and caring school environment for students. ☐ ☐ ☐ ☐ ☐
- Carries out "fair share responsibilities" as appropriate. ☐ ☐ ☐ ☐ ☐

Comments:

Standard 6: The professional school counselor meets with the school administrator to discuss the implementation of the comprehensive school counseling program including action plans, yearly calendar, and annual counselor/principal agreement.	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A

6.1 Consults with the principal and presents a draft of the <u>annual counselor/principal agreement</u> that specifies program priorities, percentage of time the counselor will spend in each component, a plan for collaboration and appropriate professional development activities, including the division of department duties. ☐ ☐ ☐ ☐ ☐

- Has an agreed upon time distribution, competencies to be delivers in classrooms, and division of department duties. ☐ ☐ ☐ ☐ ☐

Comments:

Developed by ISCA representatives: Angela Robinson, Lori Lodge, Josh Lane, Jennifer Tachell, Chuc Diemart, Jordan Chesler

6.2 Develops <u>Action Plans</u> detaining how /she intends to deliver the curriculum and small group instruction for interventions designed to Close the Achievement Gap. ☐ ☐ ☐ ☐ ☐

6.3 Uses <u>Master, monthly and weekly calendars</u> to follow the recommended Use of Time for the level in guidance curriculum, individual student planning, responsive services and systemic change. ☐ ☐ ☐ ☐ ☐

6.4 Conducts an annual <u>Counselor Evaluation</u> to assess the progress made in the Counseling program implementation and make changes in the school counseling program for the following year. ☐ ☐ ☐ ☐ ☐

Comments:

Standard 7: The professional school counselor <u>collects, analyzes, interprets, and delivers data</u> to guide the direction of the school counseling program, monitoring student growth and classroom settings.	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A

7.1 Tracks trends that impact student achievement using data.

- Discusses academic progress with students ☐ ☐ ☐ ☐ ☐

- Meets with students to revise 4-year ECAP and graduation plans. ☐ ☐ ☐ ☐ ☐

- Uses CIS or other district program Introduce, promote and track Career/College readiness ☐ ☐ ☐ ☐ ☐

- Meets with parents and guardians when necessary. ☐ ☐ ☐ ☐ ☐

7.2 Collects process, perception and outcome data through Guidance Lessons, Department Visits, Individual Logs

- Evaluates program effectiveness with process, perception, and results data. (results report) Reviews academic and related data. ☐ ☐ ☐ ☐ ☐

- Meets annually with the principal to analyze data and to decide what changes to make in the counseling program. ☐ ☐ ☐ ☐ ☐

Comments:

Standard 8: The professional school counselor uses the skills of <u>leadership, advocacy, and collaboration</u> to create <u>systemic change</u> to improve the academic, social/emotional (soft skills) and career/ <u>college readiness of Tier I Tier II and Tier III,</u>	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A

8.1 Maintains professionalism in all areas, including work habits, utilizing technology ,and following the ASCA Ethical Guidelines. ☐ ☐ ☐ ☐ ☐

8.2 Uses <u>leadership skills</u> to create systemic change and improve academic and career readiness for ALL students ☐ ☐ ☐ ☐ ☐

Developed by ISCA representatives: Angela Robinson, Lori Lodge, Josh Lane, Jennifer Tachell, Chuc Diemart, Jordan Chesler

8.3 Uses <u>advocacy skills</u> effectively impacting ALL students and create systemic change to improve academic and career readiness of ALL students .

☐ ☐ ☐ ☐ ☐

8.4 Uses <u>collaboration skills</u> effectively impacting ALL students and create systemic change to improve academic and career readiness of ALL students

☐ ☐ ☐ ☐ ☐

8.5 Assists in directing <u>systemic change</u> to increase academic success, career/college readiness for ALL students and improve the climate of the school.

☐ ☐ ☐ ☐ ☐

8.6 Attends Professional Development seminars, meetings, opportunities, conferences throughout the school year.

☐ ☐ ☐ ☐ ☐

Comments:

Standard 9: The professional school counselor reports data to and consults with the Advisory Council— (AC is a group of key stakeholders which includes, but is not limited to administration, staff, students, parents and community members)	Unsat. 1	Basic 2	Proficient 3	Distin. 4	N/A
9.1 The school counselor meets once per semester with the Advisory Council to discuss the counseling program, share data, gather input and feedback. The Professional School Counselor:	☐	☐	☐	☐	☐

Comments:

TOTAL POINTS = 40

☐ ☐ ☐ ☐ ☐

Overall Comments: for planning the following school year:

Developed by ISCA representatives: Angela Robinson, Lori Lodge, Josh Lane, Jennifer Tachell, Chuc Diemart, Jordan Chesler

Crosswalk
Idaho School Counselor Rubric/ C. Danielson School Counselor Rubric
For Idaho School Counselor Evaluation

Major Function: <u>**Development and Management**</u> of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2012).*

STANDARD 1: **Plans & Organizes**--The professional school counselor <u>plans and organizes</u> the delivery of the comprehensive school counseling program, to meet the needs of ALL students at this school.

Domain 1: **Planning & Preparation**

The professional school counselor:

Element (ISCA)	Component (C. Danielson)
1.1 Develops and maintains a comprehensive counseling program for ALL students that meets the needs of the school and is based on the American School Counselor Association (ASCA) National Model to include academic, social/emotional (soft skills) and career/college readiness competencies.	**1c: Establishing Counseling Outcomes** **1e: Designing a Coherent Counseling Program**

Major Function: <u>**Implementation**</u> of a comprehensive school counseling program, based on the *ASCA National Model<u>: **A Framework for School Counseling Programs (2012)**</u>*

Standard 2: **Delivery and Accountability**--The professional school counselor <u>delivers and implements the guidance curriculum</u> through the use of effective instructional skills and careful planning of structured classroom lessons and small group sessions.

Domain 1: **Planning & Preparation**

The professional school counselor:

Element (ISCA)	Component (C. Danielson)
2.1 <u>Effectively teaches guidance lessons—DIRECT SERVICES--</u> that support Idaho Core standards through the application and integration of ASCA Mindsets and Behavior competencies in the 3 domains: Academic, Career/College Readiness and Social/Emotional (soft skills).	**1a: Demonstrating Knowledge of School Counseling Theory** **1f: Designing Program Assessment**
2.2 Uses <u>effective/ differential instructional strategies</u> to meet the student needs and school goals	**1b: Demonstrating Knowledge of Students**
2.3 Uses engaging, interactive, effective information <u>instruction.</u>	**1a: Demonstrating Knowledge of School Counseling Theory** **1f: Designing Program Assessment**

Major Function: **Implementation** of a comprehensive school counseling program, based on the *ASCA National Model<u>: A Framework for School Counseling Programs (2012)</u>*

      <u>**STANDARD 3:**</u> Implementation-- The professional school counselor implements the <u>individual student planning</u> component by guiding individuals and groups of students and their families through the development of education and career plans.

      <u>**Domain 1:**</u> **Planning & Preparation;** <u>**Domain 2:**</u> **The Environment;** <u>**Domain 3:**</u> **Delivery of Services**

      The professional school counselor:

Element (ISCA)	Component (C. Danielson)
3.1 Engages students to establish academic, social/emotional (soft skills), and career/college goals as a means to connect post-secondary education to their future	**1e: Designing a Coherent Counseling Program** **1f: Designing Program Assessment** **2b: Establishing a Culture for Learning** **3c: Engaging Students in the Formulation of Current and Future Plans**

Major Function: **Implementation** of a comprehensive school counseling program, based on *the ASCA National Model<u>: A Framework for School Counseling Programs (2012)</u>*

      <u>**STANDARD 4:**</u> Responsive Services--The professional school counselor implements the <u>responsive services</u> component through the effective use of individual and small group counseling, consultation and referral skills.

Domain 1: Planning & Preparation; **Domain 2:** The Environment; **Domain 3:** Delivery of Services; **Domain 4:** Professional Responsibilities

The professional school counselor:

Element (ISCA)	Component (C. Danielson)
4.1 Counsels individual students and groups of students with identified needs or concerns.	**1a: Demonstrating Knowledge of School Counseling Theory** **1b: Demonstrating Knowledge of Students** **1c: Establishing Counseling Outcomes** **3a: Communicating with Students** **3b: Using Appropriate Counseling Techniques** **3d: Assessing Student Needs** **3e: Implementing Responsive Services**
4.2 Consults effectively with parents, teachers, administrators, and other relevant individuals.	**1d: Demonstrating Knowledge of Resource** **2a: Creating an Environment of Respect and Rapport** **2b: Establishing a Culture for Learning** **2e: Organizing Physical Space** **4c: Communicating with Families, Staff, and Community**
4.3 Implements an effective referral process to include a crisis response plan with administrators, teachers and outside agencies and responds professionally to an emergency or crisis.	**4f: Showing Professionalism**

Major Function: **Implementation** of a comprehensive school counseling program, based on the *ASCA National Model*: *A Framework for School Counseling Programs (2012)*

STANDARD 5: The professional school counselor implements indirect services through effective guidance program management for school community and community at large.

Domain 1: Planning & Preparation; **Domain 2:** The Environment; **Domain 4:** –Professional Responsibilities

The professional school counselor:

Element (ISCA)	Component (C. Danielson)
5.1 Actively promotes understanding of a Comprehensive Counseling Model Program with students, staff, parents and administration.	**4a: Reflecting on Practice** **4d: Participating in the Professional Community** **4e: Growing and Developing Professionally** **4f: Showing Professionalism**
5.2 Provides consultation, referrals, collaboration, and professional development for the school community, and community at large to ensure a safe, working relationship with school/family and community.	**2e: Organizing Physical Space** **4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4c: Communicating with Families, Staff, and Community** **4f: Showing Professionalism**
5.3 Carries out "fair share responsibilities" as appropriate.	**1c: Establishing Counseling Outcomes** **4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4d: Participating in the Professional Community** **4e: Growing and Developing Professionally**

Major function: **Accountability** of comprehensive school counseling program based on *the ASCA National Model: A Framework for School Counseling Programs (2012).*

STANDARD 6: Accountability: The professional school counselor meets with the school administrator to discuss the implementation of the comprehensive school counseling program including action plans, a master calendar, and annual counselor/principal agreement to effectively and efficiently manage and evaluate the school counseling program by utilizing the tools and processes of the ASCA National Model.

Domain 1: Planning & Preparation; Domain 2: The Environment; Domain 4: Professional Responsibilities

The professional school counselor:

Element (ISCA)	Component (C. Danielson)
6.1 Consults with the principal and presents a draft of the annual <u>counselor/principal agreement</u> that specifies program priorities, percent of time the counselor will spend in each component, a plan for collaborations, and appropriate professional development activities, including the division of department duties.	**1e: Designing a Coherent Counseling Program** **2b: Establishing a Culture for Learning** **2c: Managing Routines and Procedures** **3d: Assessing Student Needs** **3e: Implementing Responsive Services** **4a: Reflecting on Practice**
6.2 Develops <u>action plans</u> detailing how he/she intends to deliver classroom curriculum, and small group instruction with interventions designed to Close the Achievement Gap.	**2d: Managing Student Behavior** **3d: Assessing Student Needs** **4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4d: Participating in the Professional Community** **4e: Growing and Developing Professionally**
6.3 Uses a <u>master, monthly and weekly calendars</u> to follow the recommended Use of Time in guidance curriculum, individual student planning, responsive services, and system support.	**2c: Managing Routines and Procedures** **4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4c: Communicating with Families, Staff, and Community** **4d: Participating in the Professional Community**
6.4 Conducts an annual <u>Counselor Evaluation</u> to assess the progress made in program implementation and to make changes in the school counseling program the following year.	**2d: Managing Student Behavior** **4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4c: Communicating with Families, Staff, and Community** **4d: Participating in the Professional Community** **4e: Growing and Developing Professionally** **4f: Showing Professionalism**

Major function: <u>**Accountability**</u> of comprehensive school counseling program based on the ASCA National Model: A Framework for School Counseling Programs (2012).

STANDARD 7: The professional school counselor <u>collects, analyzes, interprets, and delivers data</u> to guide the direction of the school counseling program, monitoring student growth in individual, group, and classroom settings.
The professional school counselor uses the skills of leadership, advocacy and collaboration to create systemic change to improve the academic, social/emotional skills (soft skills) and career readiness for Tier I, Tier II, and Tier III students.

<u>Domain 1:</u> Planning &Preparation; <u>Domain 3:</u> Delivery of Services

The professional school counselor:

Element (ISCA)	Component (C. Danielson)
Tracks trends the impact student achievement (SA) using data.	**1a: Demonstrating Knowledge of School Counseling Theory** **1c: Establishing Counseling Outcomes** **1d: Demonstrating Knowledge of Resources** **1e: Designing a Coherent Counseling Program** **1f: Designing Program Assessment**
Collects process, perception & outcome data with Direct `student services: - **Guidance lessons** - **Department Visits** - **Individual Logs**	**3a: Communicating with Students** **3b: Using Appropriate Counseling Techniques**

Major function: Leadership, Advocacy, Collaboration and Systemic Change of a comprehensive school counseling program, based on *the ASCA National Model: A Framework for School Counseling Programs (2012*

Standard 8: The professional school counselor uses the skills of <u>leadership, advocacy and collaboration</u> to create <u>systemic change</u> and improve the academic, social/emotional skills (soft skills) and career readiness of Tier I, Tier II, and Tier III students.

<u>Domain 3:</u> Delivery of Services; <u>Domain 4:</u> Professional Responsibilities

The professional school counselor:

Element (ISCA)	Components (C. Danielson)
8.1 Maintains professionalism is all areas, including work habits, utilizing technology, attending meetings, professional development opportunities, and following the ASCA Ethical Guidelines.	**3a: Communicating with Students** **3d: Assessing Student Needs** **4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4d: Participating in the Professional Community** **4e: Growing and Developing Professionally** **4f: Showing Professionalism**
8.2 Uses <u>leadership skills</u> to create systemic change and enhance relationships in the school community and community at large to improve academic, social/emotional skills, and career readiness for ALL students.	**4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4d: Participating in the Professional Community** **4e: Growing and Developing Professionally** **4f: Showing Professionalism**
8.3 Uses <u>advocacy skills effectively</u> impacting ALL students to create systemic change improving the school environment, academic achievement, and career readiness for ALL students.	**4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4c: Communicating with Families, Staff, and Community**
8.4 Uses <u>collaboration skills effectively</u> to improve school climate, improve academic achievement, and career/college readiness of ALL students.	**4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4c: Communicating with Families, Staff, and Community**
8.5 Assists in directing &/or is involved with <u>systemic change </u>in the school to increase academic success and career/college readiness for ALL students and improve the climate of the school.	**4a: Reflecting on Practice** **4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice** **4c: Communicating with Families, Staff, and Community**
8.6 Attends Professional Development seminars, meetings, opportunities, and conferences throughout the school year.	**4d: Participating in the Professional Community** **4e: Growing and Developing Professionally**

Standard 9: The professional school counselor reports data, consults with the <u>Advisory Council</u>.

Domain 4: Professional Responsibilities
The professional school counselor:

Element (ISCA)	Component (C. Danielson)
9.1 Has an Advisory Council that meets on a regular basis throughout the school year.	**4d: Participating in the Professional Community**

Idaho School Counselor Association
Evaluation and Job Description Development Timeline

1997 - Many Idaho School Counselors started using the ASCA National Model. Due to retirements, changes at the State Department of Education, the ASCA Model is not currently being honored and utilized at all districts in the State.

2013 - Angela Robinson moved back to Idaho form Arizona, having worked directly with Co-author of the ASCA National Model, Dr. Judy Bowers, for 18 years in Tucson, AZ and closely with the Arizona State Board of Education, serving as Arizona School Counselor Association President (2009-2013) and working with the National level of the ASCA School Counselor Association.

2013 - Idaho State Counselor Association – President at the time, Roger Holyoak, formed a committee to meet with the State Department of Education to explain School Counselor concerns. Angela Robinson was asked to be on the committee to realign and reeducate Idaho back with the ASCA Model.

2014 to present - Meetings with the Idaho State Department of Education and ISCA continue quarterly at Superintendent Ybarra's request

2014 & 2015 - Angela conducted an ASCA National Model Workshop in Pocatello, ID for School Counselors at ISU, in Coeur d'Alene, ID at NIC, and in Nampa & Boise, ID which included some counselors from Boise and West Ada school districts. Workshops consisted of two day trainings which allow school counselors to design a Comprehensive Counseling Program based on the ASCA National Model and individual school data for their individual schools.

2015 - The Idaho School Counseling Association (ISCA) Public Policy & Legislative Committee Co- chairs, Lori Lodge and Chuc Diemart conducted a State-wide School Counselor Needs Assessment. This assessment created the framework outlining the challenges and concerns from school counselors across the state [See Attachment #4].

2015 to Present - Lori Lodge joined Angela Robinson to conduct ASCA Workshops for School Districts throughout Idaho. These school districts include Twin Falls, Bonneville, Middleton, Nampa, Vallivue, Horseshoe Bend, Grangeville, New Plymouth, Idaho Virtual School, and Melba.

July 2015 - The ISCA Expectative Board formed a committee with each stakeholder representing elementary, middle and high school and including college representation to define the Job Description and Rubric Evaluation Drafts for the State of Idaho [See Attachment #5 & #6].

October 2015 - Superintendent Ybarra requested the Job Description and Rubric/Evaluation Drafts by November 25, 2017.

2016 to Present - Angela Robinson and Lori Lodge reached out to school counselors during the ASCA Workshops for feedback on the Job Description and Rubric Evaluation and continued to revise the forms [See Attachment #8].

2016 and 2017 - Angela Robinson and Lori Lodge reached out to the school counselors at the Idaho School Counselor Association Annual Conferences for feedback on the Draft Idaho Models.

2016 to Present - Angela Robinson and Lori Lodge spoke with Administrators in various School Districts, prior to and following up the ASCA Workshops with their School Counselors.

2016 - Angela Robinson and Lori Lodge met with the Idaho School Board Association to present the proposed Drafts. They spoke before the Senate and House Education Committees regarding the drafts as well as the importance of School Counselor's roles & responsibilities.

2017 - Angela Robinson, Lori Lodge and Chuc Diemart spoke at the Idaho Prevention Conference regarding the drafts.

June 2017 - Angela Robinson and Lori Lodge worked with Idaho Digital Learning Academy to refine the 6-week Module for Administrators and Counselors which align with the ASCA Model.

August 2017 - Angela Robinson and Lori Lodge presented and provided Drafts of the proposed Job Description and Rubric/Evaluation at the Idaho Association of School Administration regarding the proposed draft.

2015 to Present – ISCA Executive Committee continued to edit the Drafts to meet the needs and concerns for clarification of School Counselors, Administrators, and Superintendents.

2015 to Present - ISCA Executive Committee met with superintendent Ybarra's office and Pete Kohler. The direction we received led to the improvement of measuring the ability of School Counselors to help students improve academically, social/emotionally, and increase Career Readiness.

2017 - Angela Robinson aligned the Draft with Danielson's Rubric for School Counselors. This document was reviewed by Dr. Sherawn Reberry, Idaho Digital Learning Academy Director of Education Programs, Dawn Tolan, Counselor Supervisor West Ada School District, and the ISCA Executive Committee [See Attachment #5].

November 2017 Lori Lodge contacted Idaho School Board Association, Executive Director, Karen Echeverria, Idaho Association of School Administrators Executive Director, Rob Winslow, and Idaho Education Association, Executive Director, Sue Wigdorski to discuss the counselor evaluation, rubric, and job descriptions. The three associations support the counselor initiatives currently being proposed.

December 2017 – ISCA representatives met with Duncan Robb, Helen Price, and Pete Kohler discuss the counseling documents.

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Empirical Research Studies Supporting the Value of School Counseling

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

This document presents a number of recent journal articles that describe research examining the impact of school counselors and school counseling programs on K-12 student outcomes. The research articles support the value of school counseling for students in the domains of academic development, college and career readiness, and social/emotional development. All of the articles are data-based and drawn from national peer-reviewed journals.

Academic Development

School Counseling and Student Outcomes: Summary Of Six Statewide Studies

Carey, J., & Dimmitt, C. (2012). School counseling and student outcomes: Summary of six statewide studies. *Professional School Counseling, 16* (2), 146-153. doi: 10.5330/PSC.n.2012-16.146

Abstract: This article presents a summary of the six studies featured in this special issue of *Professional School Counseling*. The six statewide research studies presented in this special issue use a variety of designs, instrumentation, and measures. Nevertheless, they can be integrated at the level of results to shed light on some important questions related to effective practice in the field of school counseling. These six studies provide valuable evidence of the relationship between positive student educational outcomes and school counseling program organization, student-to-school-counselor ratios, counselor time use, and specific school counseling activities. Several of these research studies focused on whether student outcomes are influenced by how the school counseling program is organized. These studies clearly indicate that certain school counseling activities create specific and measurable results and that all school counseling activities are not equally impactful for students and for critical school-wide outcomes such as attendance and discipline. With this knowledge comes both a professional imperative and an ethical obligation to increase those activities that best support student success. The primary methodological limitation shared by all six studies is their common correlational research design. The second major limitation of these studies stems from instrumentation issues.

Take-away: *A growing body of research indicates comprehensive, data-driven school counseling programs improve a range of student learning and behavioral outcomes.*

Comprehensive School Counseling Programs and Student Achievement Outcomes: A Comparative Analysis of RAMP Versus Non-RAMP Schools

Wilkerson, K., Perusse, R., & Hughes, A. (2013). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus non-RAMP schools. *Professional School Counseling, 16* (3), 172-184. doi: 10.5330/PSC.n.2013-16.172

Abstract: This study compares school-wide Annual Yearly Progress (AYP) results in Indiana schools earning the Recognized ASCA Model Program (RAMP) designation ($n = 75$) with a sample of control schools stratified by level and locale ($n = 226$). K-12 schools earning the RAMP designation in 2007, 2008, and 2009 comprise the experimental group. Findings indicate that school-wide proficiency rates in English/ Language Arts and Math are significantly higher in RAMP-designated elementary schools compared to elementary controls. Four-year longitudinal results indicate a significant positive difference between RAMP-designated elementary schools and their controls in Math. Findings provide support for the impact of comprehensive, data-driven, accountable school counseling programs at the elementary level and suggest further research is needed at the middle and secondary levels. This article presents and discusses additional results and implications for practice.

Take-away: *There is strong evidence that elementary schools with comprehensive data-driven school counseling programs display higher academic outcomes compared to schools without such programs.*

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

Missouri Professional School Counselors: Ratios Matter, Especially in High-Poverty Schools

Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012). Missouri professional school counselors: Ratios matter, especially in high-poverty schools. *Professional School Counseling, 16* (2), 108-116. doi:10.5330/PSC.n.2012-16.108

Abstract: Results link lower student-to-school-counselor ratios to better graduation rates and lower disciplinary incidents across Missouri high schools. An interaction favorable for promoting student success in school was found between increasing percentages of students receiving free or reduced-price lunch and smaller student-to-school-counselor ratios. In high-poverty schools, those schools that met the ASCA criteria of having at least one professional school counselor for every 250 students had better graduation and school attendance rates, and lower disciplinary incidents.

Take-away: *Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for students in high-poverty schools.*

The School Counselor's Role in Addressing the Advanced Placement Equity and Excellence Gap for African American Students

Davis, P., Davis, M. P., & Mobley, J. A. (2013). The school counselor's role in addressing the Advanced Placement equity and excellence gap for African American students. *Professional School Counseling, 17* (1), 32-39. doi: 10.5330/PSC.n.2013-17.32

Abstract: This study describes the collaboration among a school counselor, a school counselor intern, an Advanced Placement Psychology teacher, and a counselor educator to improve African American access to Advanced Placement (AP) coursework and increase success on the AP Psychology national examination. The team initiated a process that recruited African American students into AP Psychology and supported them through group and individual counseling to create an achievement-minded cohort that emphasized peer relationships and academic success.

Take-away: *Intentional efforts by school counselors can help reduce the racial disparities in proportions of students taking Advanced Placement courses.*

Closing the Achievement Gap of Latina/Latino Students: A School Counseling Response

Leon, A., Villares, E., Brigman, G., Webb, L, & Peluso, P. (2011). Closing the achievement gap of Latina/Latino students: A school counseling response. *Counseling Outcome Research and Evaluation, 2* (1), 73-86. doi: 10.1177/2150137811400731

Abstract: This article addresses the achievement gap of Latina/Latino students and evaluates the impact of a Spanish culturally translated classroom program, delivered by bilingual/bicultural school counselors in five 45-min lessons and three booster lessons. Latina/o limited English proficient (LEP) students in Grades 4 and 5 from three schools were assigned to treatment (*n* = 62) and comparison (*n* = 94) groups. A quasi-experimental, nonequivalent control group design was used. Significant improvement in reading and math, as measured by standardized tests, were found for students who received the treatment as compared to those who did not. This resulted in a reading and math effect size (ES) of .37.

Take-away: *A school counseling intervention designed to be culturally- and language-appropriate can make a significant difference in reducing the achievement gap with Latina/Latino students with limited English proficiency.*

All Hands On Deck: A Comprehensive, Results-Driven Counseling Model

Salina, C., Girtz, S., Eppinga, J., Martinez, D., Blumer Kilian, D., Lozano, E.,…Shines, T. (2013). All hands on deck: A comprehensive, results-driven counseling model. *Professional School Counseling, 17* (1), 63-75. doi: 10.5330/PSC.n.2014-17.63

Abstract: A graduation rate of 49% alarmed Sunnyside High School in 2009. With graduation rates in the bottom 5% statewide, Sunnyside was awarded a federally funded School Improvement Grant. The "turnaround" principal and the school counselors aligned goals with the ASCA National Model through the program All Hands On Deck (AHOD), based on academic press, social support, and relational trust. In 2012, 78.8% of students graduated. This case study describes student success resulting from the counselor-led program AHOD.

Take-away: *School counselors can be a critical part of school improvement efforts in low-performing schools.*

Bringing Out the Brilliance: A Counseling Intervention for Underachieving Students

Berger, C. (2013). Bringing out the Brilliance: A counseling intervention for underachieving students. *Professional School Counseling, 17* (1), 86-96. doi: 10.5330/PSC.n.2013-17.80

Abstract: This study evaluated the impact of a small group counseling intervention designed for students who underachieve. The results of the study demonstrated significant improvement for ninth- and tenth-grade underachieving students in the areas of organizational skills, time management, and motivation. The author discusses implications and recommendations for school counselors working with underachieving students.

Take-away: *School counselors can effectively assist underachieving students using a small group intervention.*

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

At-Risk Ninth-Grade Students: A Psychoeducational Group Approach to Increase Study Skills and Grade Point Averages

Kayler, H., & Sherman, J. (2009). At-risk ninth-grade students: A psychoeducational group approach to increase study skills and grade point averages. *Professional School Counseling, 12* (6), 434-439. doi: 10.5330/PSC.n.2010-12.434

Abstract: The purpose of this article is to describe a large-scale psychoeducational study skills group for ninth-grade students whose academic performance is in the bottom 50 percent of their class. The ASCA National Model® (American School Counselor Association, 2005) was used as a framework for development, delivery, and evaluation. The authors found that a small-group counseling intervention strengthened studying behaviors as measured by pretest-posttest design. Additional results include promoting school counselor visibility and increasing and improving school counselor relationships with students, parents, and other stakeholders.

Take-away: *Targeted efforts by school counselors can improve students' learning behaviors, including study skills, time usage, and persistence.*

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Closing The Gap: A Group Counseling Approach to Improve Test Performance of African-American Students

Bruce, A. M., Getch, Y. Q., & Ziomek-Daigle, J. (2009). Closing the gap: A group counseling approach to improve test performance of African-American students. *Professional School Counseling, 12* (6), 450-457. doi:10.5330/PSC.n.2010-12.450

Abstract: This article evaluated the impact of a group counseling intervention on African-American students' achievement rates during the spring administration of high-stakes testing at a rural high school in Georgia. Eighty percent of eligible students who participated in the intervention received passing scores on the four sections tested during the spring administration of the Georgia High School Graduation Tests (GHSGT), and all participating students received passing scores on the English Language Arts and Math sections of the GHSGT. Additionally, the achievement gap between African-American students and White students on the Enhanced Math narrowed during the 2007-2008 testing period, with 63.2% of African-American students achieving pass rates as compared to 70.5% of White students. The pass rate increased from the 38.7% pass rate among African-American students from the previous school year, indicating that the intervention was successful in improving pass rates on high-stakes testing. Implications for professional school counselors include utilizing the practice of group counseling and disaggregating data to promote achievement among underachieving student subsets.

Take-away: *School counselors can impact the achievement gap by examining school-wide data and using the data to deliver an effective group intervention.*

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Student Success Skills: An Evidence-Based School Counseling Program Grounded in Humanistic Theory

Villares, E., Lemberger, M., Brigman, G., & Webb, L. (2011). Student Success Skills: An evidence-based school counseling program grounded in humanistic theory. *Journal of Humanistic Counseling, 50*, 42-55. doi: 10.1002/j.2161-1939.2011. tb00105.x

Abstract: The Student Success Skills program is an evidence-based, counselor-led intervention founded on a variety of humanistic principles. Five studies and a recent meta-analysis provide evidence that integrating human potential practices into the school by teaching students foundational learning skills strengthens the link between school counseling interventions and student achievement.

Take-away: *The Student Success Skills program results in substantial student gains in reading and math; school counselors can use this evidence-based program to improve students' achievement.*

College and Career Readiness

School Counselors As Social Capital: The Effects of High School College Counseling on College Application Rates

Bryan, J., Moore-Thomas, C., Day-Vines, N. L., & Holcomb-McCoy, C. (2011). School counselors as social capital: The effects of high school college counseling on college application rates. *Journal of Counseling and Development, 89* (2), 190-199. doi: 10.1002/j.1556-6678.2011.tb00077.x

Abstract: Using social capital theory as a framework, the authors examined data from the Educational Longitudinal Study of 2002 (Ingels, Pratt, Rogers, Siegel, & Stutts, 2004) to investigate how student contact with high school counselors about college information and other college-related variables influence students' college application rates. In addition to some college-related variables, the number of school counselors and student contacts were significant predictors of college application rates. Implications for school counselors and counselor training are included.

Take-away: *College counseling, as provided by school counselors, matters: high school students who saw their school counselor for college information were more likely to apply for college.*

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

Estimating Causal Impacts of School Counselors with Regression Discontinuity Designs

Hurwitz, M., & Howell, J. (2014). Estimating causal impacts of school counselors with regression discontinuity designs. *Journal of Counseling & Development, 92* (3), 316-327. doi: 10.1002/j.1556-6667.2014.00159.x

Abstract: This article presents a causal regression discontinuity framework for quantifying the impact of high school counselors on students' education outcomes. To demonstrate this method, the authors used data from the National Center for Education Statistics' Schools and Staffing Survey (SASS). Using high school counselor staffing counts and 4-year college-going rates collected through the SASS, the authors found that an additional high school counselor is predicted to induce a 10 percentage point increase in 4-year college enrollment.

Take-away: *Increasing the number of high school counselors in schools enhances the likelihood that students go on to enroll in college.*

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Connecticut Professional School Counselors: College and Career Counseling Services and Smaller Ratios Benefit Students

Lapan, R. T., Whitcomb, S. A., & Aleman, N. M. (2012). Connecticut professional school counselors: College and career counseling services and smaller ratios benefit students. *Professional School Counseling, 16* (2), 117-124. doi: 10.5330/PSC.n.2012-16.124

Abstract: Results connect the implementation of the college and career counseling components of a comprehensive school counseling program and lower student-to-school-counselor ratios to a reduction in suspension rates and disciplinary incidents for Connecticut high school students. Principal ratings of college and career counseling services provided in their school extended benefits for students to include better attendance and graduation rates, as well as lower disciplinary incidents and suspension rates. This article highlights the importance of college and career counseling services and smaller ratios for promoting student success.

Take-away: *High school students who have more access to school counselors (i.e., lower student-school counselor ratios) and related college and career counseling services are more likely to graduate and less likely to have behavioral problems.*

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Counseling and College Matriculation: Does the Availability of Counseling Affect College-Going Decisions Among Highly Qualified First-Generation College-Bound High School Graduates?

Pham, C., & Keenan, T. (2011). Counseling and college matriculation: Does the availability of counseling affect college-going decisions among highly qualified first-generation college-bound high school graduates? *Journal of Applied Economics and Business Research, 1* (1), 12-24.

Abstract: This study examined a unique angle of the relationship between high school counseling and college matriculation by investigating the association between the availability of counseling services to first-generation students and the odds of a highly qualified student not enrolling in a four year college (referred to as a mismatch between qualifications and college attended). A sample of 1,305 highly qualified students from a large urban district in the United States was analyzed. The study found that the student-counselor ratio does not predict the odds of a highly qualified student not going to a four year college, but the first-generation student-counselor ratio does. A one percent decrease in the first-generation student-counselor ratio was associated with a 0.4 percent decrease in the odds that a highly qualified student missed the opportunity to attend a four year college. This study could help districts and administrators target the limited counseling services available currently in many urban school districts to first-generation students in order to increase the college-going rate of these students.

Take-away: *Highly qualified first-generation students are more likely to enroll in four year colleges if they have greater access to high school counselors (i.e., lower student-school counselor ratios).*

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Who Sees the School Counselor for College Information?

Bryan, J., Holcomb-McCoy, C., Moore-Thomas, C., & Day-Vines, N. L. (2009). Who sees the school counselor for college information? *Professional School Counseling, 12* (4), 280-291. doi: 10.5330/PSC.n.2010-12.280

Abstract: Using the 2002 Educational Longitudinal Study database, a national survey conducted by the National Center of Education Statistics, the authors investigated the characteristics of students who seek out professional school counselors in order to receive college information. Results indicated that African Americans and female students were more likely to contact the school counselor for college information. In addition, students in high-poverty, large schools and schools with smaller numbers of counselors were less likely to seek school counselors for college information. School counselors' postsecondary aspirations for students also impacted students' contact with the school counselor. Implications for school counselors and future research are included.

Take-away: *Students in schools with fewer school counselors (i.e., large student-to-school counselor ratios) are less likely to see the school counselor for college information.*

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

School Counselors Supporting African Immigrant Students' Career Development: A Case Study

Watkinson, J. S., & Hersi, A. A. (2014). School counselors supporting African immigrant students' career development: A case study. *The Career Development Quarterly, 62*, 44-55. doi: 10.1002/j.2161-0045.2014.00069.x

Abstract: School counselors play a critical role in preparing adolescent immigrant students to be college and career ready by attending to the complex variables that promote and inhibit career development. This article provides an illustrative case study of a Somali immigrant student's educational journey to highlight the academic and familial challenges that she encountered while attending U.S. schools. Through this case study, the authors discuss the issues immigrant high school students experience and present culturally responsive practices that school counselors can use to address career development. These culturally responsive practices include developing a strong knowledge of students' backgrounds and cultures, designing small group interventions that are timely and sensitive to immigrant students' needs, and strengthening school–family partnerships.

Take-away: *School counselors can provide critical support and information to foster the career development needs of immigrant students.*

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Providing College Readiness Counseling for Students with Autism Spectrum Disorders: A Delphi Study to Guide School Counselors

Krell, M., & Perusse, R. (2012). Providing college readiness counseling for students with autism spectrum disorders: A Delphi study to guide school counselors. *Professional School Counseling, 16* (1), 29-39. doi: 10.5330/PSC.n.2012-16.29

Abstract: This study used the Delphi method to examine school counselors' roles for providing equitable college readiness counseling for students with autism spectrum disorders (ASD). Participants included an expert panel of 19 individuals with experience and knowledge in postsecondary transition for students with ASD.

Expert participants identified 29 tasks of school counselors for providing equitable college readiness counseling to students with ASD, such as encourage student involvement in the transition planning process, collaborate with parents, and conduct workshops for students with ASD and their parents about college transition. This article provides practical implications and recommendations based on the study results.

Take-away: *Strategies exist to help school counselors prepare student with autism spectrum disorders for college.*

Transitioning Hispanic Seniors from High School to College

Marsico, M., & Getch, Y. Q. (2009). Transitioning Hispanic seniors from high school to college. *Professional School Counseling, 12* (6), 458-462. doi: 10.5330/PSC.n.2010-12.458

Abstract: Hispanic seniors who were on track to graduate in May 2006 were invited to participate in a program to help them make a successful transition from high school to college. Data indicated that this group might benefit from direct assistance in the college application process. The goal of the intervention was to work with the identified students during the fall semester and to increase the number of Hispanic students who applied to college. The program was evaluated by comparing the number of Hispanic students who applied to college by May 1, 2005, to those Hispanic seniors who applied to college by May 1, 2006. There was a 5% increase in the number of Hispanic seniors who applied to college by May 1, 2006, compared to May 1, 2005. Additionally, there was a 16% increase in Hispanic students who applied to a college by January 2006 compared to the previous year.

Take-away: *Intentional efforts from school counselors can increase the numbers of Hispanic students who apply for college.*

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Identifying Exemplary School Counseling Practices in Nationally Recognized High Schools

Militello, M., Carey, J., Dimmitt, C., Lee, V., & Schweid, J. (2009). Identifying exemplary school counseling practices in nationally recognized high schools. *Journal of School Counseling, 7* (13), 1-26. Retrieved from http://www.jsc.montana.edu/articles/v7n13.pdf

Abstract: The National Center for School Counseling Outcome Research (CSCOR) at the University of Massachusetts-Amherst studied exemplary practices of 18 high schools that received recognition for college preparation and placement in 2004 and 2005. Through interviews with key personnel at each of the high schools, the researchers generated a set of ten domains that characterize the work of the school counselor that seem to be related to improved student enrollment in post-secondary institutions.

Take-away: *School counselors play an important leadership role in high schools with excellent college preparation and placement records.*

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

Social-Emotional Development

Comprehensive School Counseling in Rhode Island: Access to Services and Student Outcomes

Dimmitt, C., & Wilkerson, B. (2012). Comprehensive school counseling in Rhode Island: Access to services and student outcomes. *Professional School Counseling, 16* (2), 125-135. doi: 10.5330/PSC.n.2012-16.125

Abstract: This study explored relationships among school counseling practices, secondary school demographics, and student outcomes in the state of Rhode Island during a 2-year period. The results showed strong and consistent correlations between increased amounts of school counseling services and positive student outcomes. Schools with higher percentages of students eligible for free or reduced-price lunch status and with higher percentages of minority students provided fewer comprehensive counseling services for their students.

Take-away: *The presence of comprehensive school counseling programs is linked to an array of positive student outcomes ranging from better attendance to a stronger sense of connection to school.*

Outcomes of a School-Wide Positive Behavioral Support Program

Curtis, R., Van Horne, J. W., Robertson, P., & Karvonen, M. (2010). Outcomes of a school-wide positive behavioral support program. *Professional School Counseling, 13* (3), 159-164. doi: 10.5330/PSC.n.2010-13.159

Abstract: School-wide positive behavioral support (SWPBS) programs are becoming an increasingly popular and effective way to reduce behavioral disruptions in schools. Results from a 4-year study examining the effects of an SWPBS program in a public elementary school indicated significant reductions in percentages of behavioral referrals, suspensions, and instructional days lost, but the effect sizes were small. Implications for school counselors and future research are discussed.

Take-away: *Research supports the value of school-wide positive behavioral support programs in improving the behavior of students; school counselors can play an important role in the success of these programs.*

Becoming Partners: A School-Based Group Intervention for Families of Young Children Who Are Disruptive

Amatea, E. S., Thompson, I. A., Rankin-Clemons, L., & Ettinger, M. L. (2010). Becoming partners: A school-based group intervention for families of young children who are disruptive. *Journal of School Counseling, 8*(36). Retrieved from http://www.jsc.montana.edu/articles/v8n36.pdf

Abstract: A multiple family discussion group program was implemented and evaluated by school counselors working with families of young children referred by their teachers for aggression and attention problems. The logic guiding construction of the program and the program's unique aspects are described. Outcome data revealed that the program was effective in reducing the children's hyperactive, defiant, and aggressive behavior and improving the parents' management skills. The advantages of school counselors conducting this program are discussed.

Take-away: *A family focused group intervention can be implemented by school counselors to decrease school behavior problems among young children.*

RECOGNIZE: A Social Norms Campaign to Reduce Rumor Spreading in a Junior High School

Cross, J. E., & Peisner, W. (2009). RECOGNIZE: A social norms campaign to reduce rumor spreading in a junior high school. *Professional School Counseling, 12* (5), 365-377. doi: 10.5330/PSC.n.2010-12.365

Abstract: This article studied changes in rumor spreading and perceptions of peers' rumor spreading among students at one public junior high school following a social norms marketing campaign. Results of the study show that perceptions of peer rumor spreading fell following the campaign, but self-reports of rumor spreading did not decrease. Results suggest that a social norms marketing campaign conducted by a professional school counselor and delivered to students in a junior high can reduce misperceptions of negative social behaviors.

Take-away: *Through intentional efforts, school counselors can positively influence the social norms that fuel destructive rumor spreading by junior high students.*

A High School Counselor's Leadership in Providing School-Wide Screenings for Depression and Enhancing Suicide Awareness

Erickson, A., & Abel, N. R. (2013). A high school counselor's leadership in providing school-wide screenings for depression and enhancing suicide awareness. *Professional School Counseling, 16* (5), 283-289. doi: 10.5330/psc.n.2013-16.283

Abstract: The prevalence of mental health issues and suicidal thoughts and actions among school-aged children and adolescents is a serious issue. This article examines the scope of the problem nationwide and provides a brief overview of the literature regarding the effectiveness of school-wide screening programs for depression and suicide risk. The authors describe a suicide prevention program that has been implemented by the first author (a high school counselor in Minnesota) that combines classroom guidance, screening,

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

and referrals for outside mental health services. This article includes recommendations for school counselors interested in implementing a school-wide screening and prevention program.

Take-away: *School counselors can provide leadership in the early identification and prevention of high school students with depression and suicidal thoughts.*

Use of Group Counseling to Address Ethnic Identity Development: Application With Adolescents of Mexican Descent

Malott, K. M., Paone, T. R., Humphreys, K., & Martinez, T. (2010). Use of group counseling to address ethnic identity development: Application with adolescents of Mexican descent. *Professional School Counseling, 13* (5), 257-267. doi: 10.5330/ PSC.n.2010-13.257

Abstract: This article provides qualitative outcomes from a group counseling intervention whose goal was to facilitate the ethnic identity development of Mexican-origin youth. Outcomes revealed that participants perceived group participation as meaningful. Themes that emerged from the data included the importance of the relationship to engender change, growth in several aspects of ethnic identity (knowledge of culture, traits, and ethnic pride), and increased relational skills.

Take-away: *School counselors can assist students of Mexican descent in building relationships in school and becoming more comfortable with their ethnic identity.*

Steen, S. (2009). Group counseling for African American elementary students: An exploratory study. *Journal for Specialists in Group Work, 34* (2), 101-117. doi: 10.1080/01933920902791929

Abstract: This article describes a group counseling intervention promoting academic achievement and ethnic identity development for twenty fifth grade African American elementary students. The Multigroup Ethnic Identity Measure (MEIM) scores of students participating in the treatment group improved significantly over those in the control group. Implications for school counselors and suggestions for future research are discussed.

Take-away: *Preliminary evidence indicates school counselors can use a culturally-sensitive group intervention to enhance the ethnic identity of African American elementary school boys.*

Multiple Impacts

Reback, R. (2010). Schools' mental health services and young children's emotions, behavior, and learning. Journal of Policy Analysis and Management, 29 (4), 698-727. doi: 10.1002/pam

Abstract: Recent empirical research has found that children's noncognitive skills play a critical role in their own success, young children's behavioral and psychological disorders can severely harm their future outcomes, and disruptive students harm the behavior and learning of their classmates. Yet relatively little is known about widescale interventions designed to improve children's behavior and mental health. This is the first nationally representative study of the provision, financing, and impact of school-site mental health services for young children. Elementary school counselors are school employees who provide mental health services to all types of students, typically meeting with students one-on-one or in small groups. Given counselors' nonrandom assignment to schools, it is particularly challenging to estimate the impact of these counselors on student outcomes. First, cross-state differences in policies provide descriptive evidence that students in states with more aggressive elementary counseling policies make greater test score gains and are less likely to report internalizing or externalizing problem behaviors compared to students with similar observed characteristics in similar schools in other states. Next, difference-in-differences estimates exploiting both the timing and the targeted grade levels of states' counseling policy changes provide evidence that elementary counselors substantially influence teachers' perceptions of school climate. The adoption of state-funded counselor subsidies or minimum counselor–student ratios reduces the fraction of teachers reporting that their instruction suffers due to student misbehavior and reduces the fractions reporting problems with students physically fighting each other, cutting class, stealing, or using drugs. These findings imply that there may be substantial public and private benefits derived from providing additional elementary school counselors.

Take-away: *Multiple sources of evidence indicate that expanding school counseling services in elementary schools is associated with improvements in student learning, behavior, and mental health.*

Are School Counselors an Effective Educational Input?

Carrell, S. E., & Hoekstra, M. (2014). Are school counselors an effective educational input? *Economic Letters, 125*, 66-69. doi: 10.1016/j.econlet.2014.07.020

Abstract: We exploit within-school variation in counselors and find that one additional counselor reduces student misbehavior and increases boys' academic achievement by over one percentile point. These effects compare favorably with those of increased teacher quality and smaller class sizes.

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

Take-away: *Stronger presence of school counselors in elementary schools reduces misbehavior and significantly improves boys' academic achievement.*

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Carey, J., Harrington, K., Marin, I., & Hoffman, D. (2012). A state-wide evaluation of the outcomes of the implementation of ASCA National Model school counseling programs in rural and suburban Nebraska high schools. *Professional School Counseling, 16* (2), 100-107. doi: 10.5330/psc.n.2012-16.100

Abstract: A statewide evaluation of school counseling programs in rural and suburban Nebraska high schools investigated which features of the ASCA National Model were related to student educational outcomes. The authors used hierarchical linear regression and Pearson correlations to explore relationships between program characteristics and student outcomes. Analyses suggested that school counseling program features accounted for statistically significant portions of the variance in a number of important student outcomes. These findings provide support for previous studies linking benefits to students with the more complete implementation of a comprehensive developmental guidance program. Implementing features of the ASCA National Model was associated with improved student outcomes.

Take-away: *Fully implemented comprehensive school counseling programs with favorable student-to-school counselor ratios are associated with a range of positive student educational and behavioral outcomes.*

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School Counseling Outcome: A Meta-Analytic Examination of Interventions

Whiston, S. C., Tai, W. L., Rahardja, D., & Eder, K. (2011). School counseling outcome: A meta-analytic examination of interventions. *Journal of Counseling and Development, 89* (1), 37-55. doi: 10.1002/j.1556-6678.2011.tb00059.x

Abstract: The effectiveness of school counseling interventions is important in this era of evidence-based practices. In this study, Meta-Analysis 1 involved treatment-control comparisons and Meta-Analysis 2 involved pretest-posttest differences. The overall average weighted effect size for school counseling interventions was .30. The study examined whether pertinent moderator variables influenced effect sizes. The pretest-posttest effect size was not significant, so moderator analyses were conducted on treatment-control comparisons. Analyses of moderator variables indicated school counseling program activities or interventions varied in effectiveness.

Take-away: *In general, school counseling interventions have a positive effect on students, though more research is needed and not all interventions appear to be equally effective.*

Review of School Counseling Outcome Research

Whiston, S. C., & Quinby, R. F. (2009). Review of school counseling outcome research. *Psychology in the Schools, 46* (3), 267-272. doi: 10.1002/pits.20372

Abstract: This article is somewhat unique in this special issue as it focuses on the effectiveness of an array of school counseling interventions and not solely on individual and group counseling. In summarizing the school counseling outcome literature, the authors found that students who participated in school counseling interventions tended to score on various outcome measures about a third of a standard deviation above those who did not receive the interventions. School counseling interventions produced quite large effect sizes in the areas of discipline, problem solving, and increasing career knowledge. The effect sizes were smaller, but significant, related to school counseling interventions' impact on academic achievement. Surprisingly little school counseling research was found related to individual counseling. Concerning guidance curriculum, small groups were more effective than interventions that involved entire classrooms. Furthermore, outcome research reflects that group counseling can be effective with students who are experiencing problems and difficulties.

Take-away: *Research supports the value of a range of interventions delivered by school counselors, with particular value associated with group counseling interventions.*

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Maximizing School Counselors' Efforts By Implementing School-Wide Positive Behavioral Interventions and Supports: A Case Study from the Field

Goodman-Scott, E. (2013). Maximizing school counselors' efforts by implementing school-wide positive behavioral interventions and supports: A case study from the field. *Professional School Counseling, 17* (1), 111-119.

Abstract: School-Wide Positive Behavioral Interventions and Supports (PBIS) are school-wide, data-driven frameworks for promoting safe schools and student learning. This article explains PBIS and provides practical examples of PBIS implementation by describing a school counselor-run PBIS framework in one elementary school, as part of a larger, district-wide initiative. The author discusses implications for school counselors, including maximizing school counselors' efforts to best serve every student by integrating PBIS into existing school counseling programs.

Take-away: *School counselors can positively impact student learning and behavior in elementary schools by taking key roles in school-wide behavior support systems.*

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

The Achieving Success Everyday Group Counseling Model: Fostering Resiliency in Middle School Students

Rose, J., & Steen, S. (2014). The Achieving Success Everyday group counseling model: Fostering resiliency in middle school students. *Professional School Counseling, 18* (1), 28-37.

Abstract: This article discusses a group counseling intervention used to develop and foster resiliency in middle school students by implementing the Achieving Success Everyday (ASE) group counseling model. The authors aimed to discover what impact this group counseling intervention, which focused on resiliency characteristics, would have on students' academic and personal-social success. To evaluate this, the authors used both qualitative and quantitative data. The results showed that some students achieved an increase in their GPA and personal-social functioning following the intervention. The article presents implications for practice and ideas for future research.

Take-away: *School counselors can use a research-supported group counseling model to improve the academic and social functioning of middle school students.*

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The Achieving Success Everyday Group Counseling Model: Implications for Professional School Counselors

Steen, S., Henfield, M. S., & Booker, B. (2014). The Achieving Success Everyday group counseling model: Implications for professional school counselors. *Journal for Specialists in Group Work, 39* (1), 29-46. doi: 10.1080/01933922.2013.861886

Abstract: This article presents the Achieving Success Everyday (ASE) group counseling model, which is designed to help school counselors integrate students' academic and personal-social development into their group work. We first describe this group model in detail and then offer one case example of a middle school counselor using the ASE model to conduct a group counseling intervention in a school setting. Finally, implications for school counselors are presented.

Take-away: *The ASE group counseling model has been well-supported by research and can be used by school counselors to improve the academic and personal-social outcomes of K-12 students.*

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The Brotherhood: Empowering Adolescent African-American Males Toward Excellence

Wyatt, S. (2009). The Brotherhood: Empowering adolescent African-American males toward excellence. *Professional School Counseling, 12* (6), 463-470. doi: 10.5330/PSC.n.2010-12.463

Abstract: A review of the literature reveals that African-American males do not achieve at the same academic levels as their White counterparts. This article reports the effectiveness of a school-based male mentoring program established by a professional school counselor in an urban high school that formed a relationship of support for male students enhancing academic achievement. The program incorporates the principles of the ASCA National Model®, empowerment theory, and Nguzo Saba. Results indicate that participation in a mentoring program can improve student academic achievement and foster personal and social growth and aspirations of success.

Take-away: *School counselors can develop themed counseling and mentoring groups to improve outcomes for students from marginalized groups.*

The Effectiveness of Comprehensive School Counseling Programs in Missouri

Empirical research conducted in the state of Missouri since the 1990's has shown that when certified, school counselors have the time, the resources, and the structure of a comprehensive school counseling program to work in, they contribute to positive student academic and career development as well as the development of positive and safe learning climates in schools.

Students (22,964) in 236 small, medium, and large high schools in Missouri with more fully-implemented counseling programs as judges by school counselors reported that:

  • they had earned higher grades
  • their education better prepared them for the future
  • their schools had a more positive climate

Lapan, R.T., Gysbers, N.C. & Sun, Y. (1997). ***The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study****. Journal of Counseling & Development, 75, 292-302.*

When middle school classroom teachers in Missouri (4,868) in 184 small, medium, and large middle schools rated counseling programs in their schools as more fully implemented, seventh graders (22,601) in these schools reported that:

  • they earned higher grades
  • school was more relevant for them
  • they had positive relationships with teachers
  • they were more satisfied with their education
  • they felt safer in school

Lapan, R.T., Gysbers, N.C. & Petroski, G. (2001). ***Helping seventh graders be safe and academically successful: A statewide study of the impact of comprehensive guidance programs(link is external)****. Journal of Counseling & Development, 79, 320-330.*

When school counselors in Missouri work in schools that have more fully implemented school counseling programs, they make significant contributions to overall student success including student academic achievement.

  • Students had higher 10th-grade MAP mathematics scores.
  • Students had higher 11th-grade MAP communication arts scores.
  • More students are likely to attend school.
  • Fewer students have discipline problems.
  • Fewer students receive out-of-school suspensions.

Lapan, R.T., Gysbers, N.C. & Kayson, M. (2006). ***The relationship between the implementation of the Missouri Comprehensive Guidance Program and student academic achievement.*** *Columbia, MO: University of Missouri.*

ASCA National Model
A Framework For School Counseling Programs
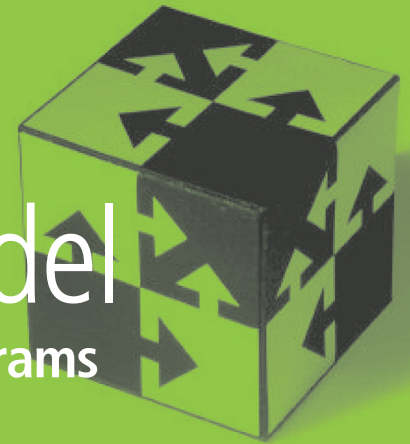
Executive Summary

School counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design and developmental in nature. "The ASCA National Model: A Framework for School Counseling Programs" outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion

- is based on data-driven decision making
- is provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

School counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, the American School Counselor Association recommends a school counselor to student ratio of 1:250 and that school counselors spend 80 percent or more of their time in direct and indirect services to students. School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.

FOUNDATION

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.

Program Focus: To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

Student Competencies: Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

Professional Competencies: The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

- **School counselor competency and school counseling program assessments** to self-evaluate areas of strength and improvement for individual skills and program activities
- **Use-of-time assessment** to determine the amount of time spent toward the recommended 80 percent

Delivery is 80% or more of the activity in the ASCA National Model
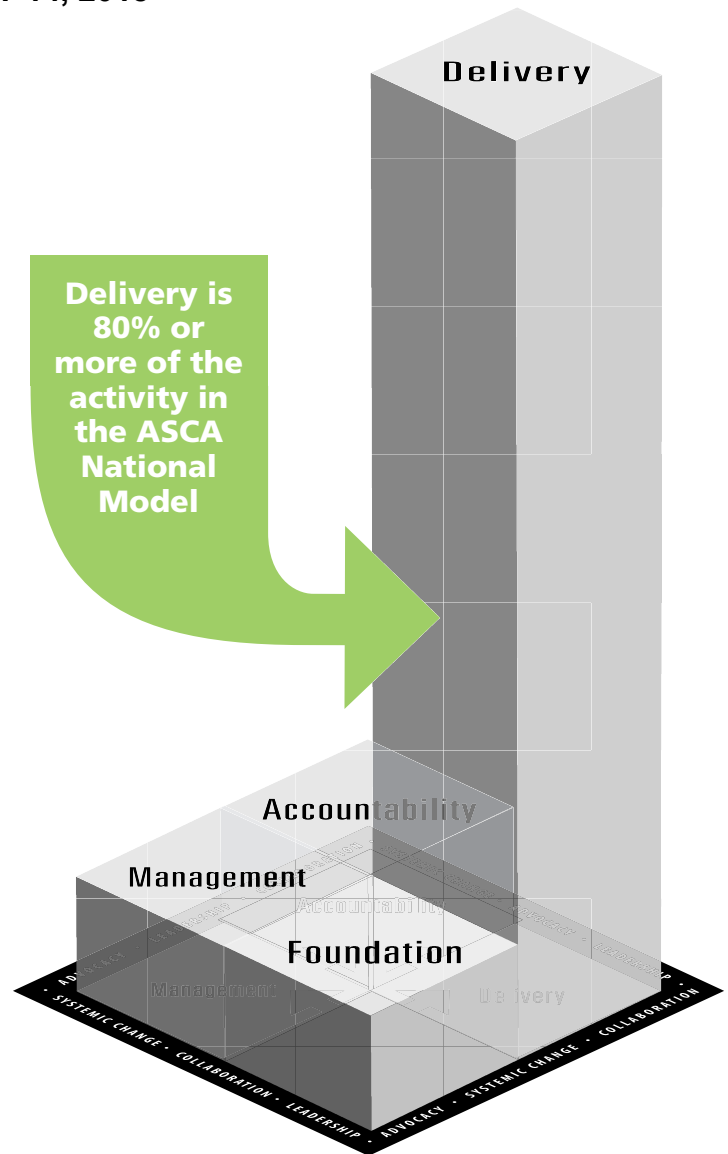
or more of the school counselor's time to direct and indirect services with students

- **Annual agreements** developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- **Advisory councils** made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- **Use of data** to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready
- **Curriculum, small-group and closing-the-gap action plans** including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance

APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

- **Annual and weekly calendars** to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

DELIVERY

School counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services

Direct services are in-person interactions between school counselors and students and include the following:

- **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered

throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consulta-tion and collaboration with parents, teachers, other educators and community organizations.

ACCOUNTABILITY

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.
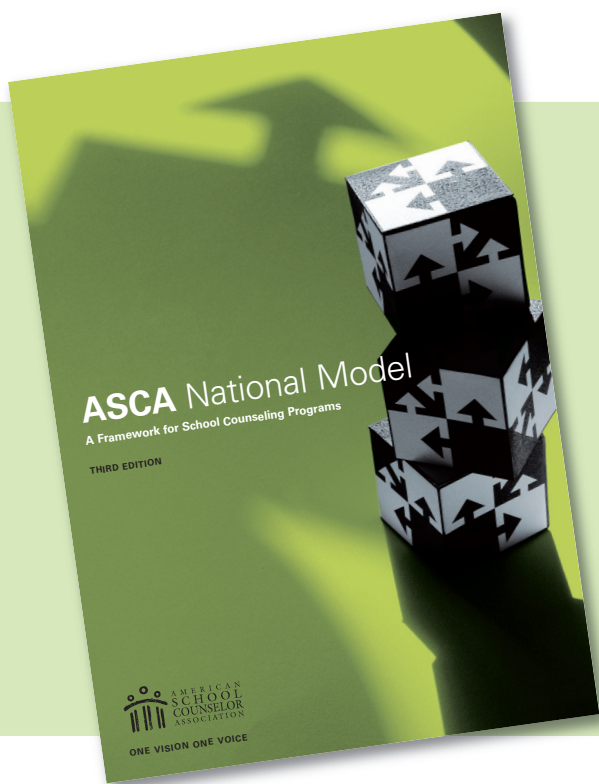
ORDERING INFORMATION

"The ASCA National Model: A Framework for School Counseling Programs (third edition)" is $34.95 for ASCA members or $44.95 for nonmembers. Bulk pricing of $29.95 is available for 10 copies or more. Order no. 289325.

Four easy ways to order:
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IDAHO SCHOOL COUNSELOR ASSOCIATION

2016 Idaho School Counselor Survey Report

Parents, the press, administrators and the general public often wonder just what it is that school counselors do on a daily basis. Gone are the days of school counselors sitting in their office simply handing out college applications, making schedule changes for students or meeting with the troublemakers in the school. Today's school counselors help all students in the areas of academic achievement, personal/social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

-ASCA 2016 Excerpt

School Counselor Concerns:

Misperception of the school counselor role: Counselors report a sharp increase in clerical duties, testing coordination and administration, scheduling and administrative duties, all of which take valuable time.

Lack of access to community resources: Especially in rural areas, there are no mental health, drug/alcohol, or family counseling services to refer families to for extra support.

An increase in mental health and behavioral issues: Counselors report an increase in crisis management situations (such as suicidal students) which leave little time for meeting the academic, personal/social, and career needs of ALL students.

Lack of compensation commensurate with educational training: Although a 60 credit Master's Degree is a requirement for the job, most school counselors are paid on the teacher salary scale. School counselors start out with more training, often serve in administrative roles, and deal with highly sensitive issues.

663:1

Student to school counselor ratio: Idaho's ratio of 663 students per counselor is too high. Only 6 other states have a higher ratio. The American School Counselor Association recommends a ratio of 250:1. (ASCA, 2016)

ISCA supports SB 1290 for College and Career Counseling and also supports the continued funding and inclusion of school counselors on the Career Ladder.

Idaho School Counselors work with students at every educational level: Elementary, Middle, High School, and on to College.

What counselors feel is working well:

District, Staff and Admin support	32%
Individual and Group Counseling	17%
Career Counseling	13%
Collaboration Between Counselors, Teachers, and Administration	27%
Classroom Lessons	11%

"The support I have from the administration and throughout our district is great!"

"I feel I have the best job in the building!"

"I love working with the students, teachers, parents, and other school personnel...being able to make a positive impact on all involved to create a better educational environment."

ASCA Model Guides School Counseling

The school counseling program is an integral component of a school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process to produce students who readily demonstrate college and career readiness.

School Counselors promote student achievement through the design and delivery of comprehensive school counseling programs. The American School Counselor Association provides guidelines for effective comprehensive school counseling programs.

Comprehensive school counseling programs:
- ensure equitable access to a rigorous education for ALL students

- are delivered to ALL students in a systematic fashion

- are continuously improved through data-based decision making

- are to be provided by a state-credentialed school counselor

- encourage collaboration between school counselors, parents, school staff, and community members to create an environment that promotes student achievement

- have a school counselor to student ratio of 1:250 for maximum counselor effectiveness

- function best when counselors focus their skills, time, and energy 80 percent or more of the time on **direct and indirect student services** and 20 percent of their time on system support

- view school counselors as members of the educational team and as such should utilize their skills in the areas of leadership, advocacy, and collaboration to promote systemic change as appropriate to benefit ALL students

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The information in this report was compiled from survey information gathered from over 200 Idaho School Counselors, covering every district in the state as well as from the American School Counselor Association website.

IDAHO SCHOOL COUNSELOR ASSOCIATION

www.idahoschoolcounselors.org

School Counselor Evaluation

IDAHO SCHOOL COUNSELOR ASSOCIATION

Our proposed evaluation tool aligns with both the Danielson Model and the American School Counseling Association National Model.

State Statute: IDAPA Chapter 08.02.02.120 section 4 states that "*Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and* **aligned to the pupil service staff's applicable national standards**.*"*

Two years in development:

Written Feedback Received: Over 500 evaluations were distributed to superintendents, elementary and secondary administrators, and school counselors. Approximately 30% of participants provided feedback on the evaluation tool. All 6 regions of the state were represented in giving influential feedback.

The School Counselor Evaluation Tool:

- Clarifies the roles and responsibility of a professional School Counselor.

- Strengthens relationship between School Counselor and administration.

- Informs stakeholders how a comprehensive school counseling program significantly impacts school wide improvement goals.

- Allows school counselors to make data driven decisions.

- Facilitates purposeful development of academic skills, social and emotional tools, and college and career readiness for all students.

- Aligns with CACREP (Council for Accreditation of Counseling & Related Educational Programs) graduate program standards in colleges and universities.

Evaluation tool has built in measures for supporting School Counselors in gathering Career Ladder and Master Educator Premium requirements.

The tool drives college & career readiness curriculums from Kindergarten into post-secondary pathways.

Additional Information Solicited and Other Stakeholders Consulted: Idaho Education Association, Idaho School Board Association, Idaho Digital Learning Academy, Idaho Department of Education, Idaho Association of School Administrators, Office of the State Board of Education

Events Presented at: 2016 Idaho School Counseling Association Annual Conference, 2017 Idaho Prevention Conference, 2017 Idaho School Counseling Annual Conference, 2017 Idaho Association of School Administrations, 2017 Idaho Legislator House and Senate Education Committees

I think this is a great evaluation and would help me as a counselor to guide my program. Right now, I don't feel that I can accomplish this all because I have so many duties that aren't necessary for me to do. If I had this, I could have more back-up as to why I am focusing my activities on these important areas vs. activities that a secretary, registrar, etc. could do just as well.   — West Ada SD High School Counselor

Easy to understand and use when evaluating the counselor especially as it pertains directly to the counselor responsibilities.
—Nampa SD Elementary Principal

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SUBJECT
  Instructional Staff Certificate – Dance Endorsement

REFERENCE
  December 2017   Board listened to comments from individuals supporting the creating of a Dance Endorsement.

APPLICABLE STATUTE, RULE, OR POLICY
  Idaho State Board of Education Governing Policies & Procedures
  Section 33-1254, 33-1258, and 33-114, Idaho Code
  IDAPA 08.02.02 - Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN
  Goal 1: A Well Educated Citizenry, Objective D, Quality Education
  Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION
  The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing 20 percent of the Idaho Standards for Initial Certification of Professional School Personnel and the endorsement language in IDAPA 08.02.02. Occasionally, the PSC recommends the creation of new standards and endorsements, as needed.

  On March 10-11, 2016, the PSC convened a team of stakeholders to review the teacher preparation standards and endorsements for visual/performing arts. The review team requested the PSC consider the creation of dance standards and a dance endorsement, as the team felt dance was the only art form without separate standards and its own endorsement. Currently, teaching dance in Idaho schools requires either an All Subjects K/8 or Physical Education endorsement.

  The PSC reviewed the visual/performing arts standards and endorsements at its March 31-April 1, 2016, meeting. They considered that team's recommendation to convene a group of dance content area experts to consider the creation of a dance endorsement and preparation standards. The PSC recommended that the Department of Education follow through on convening that group of content experts.

  On October 20-21, 2016, a team of dance content experts met to draft teacher preparation standards and an endorsement for dance. The team was diligent and thoughtful in creating a draft of standards and endorsements for dance teachers.

  At its January 19-20, 2017, meeting the PSC reviewed the draft of standards and the endorsement created by the dance team and considered creating a stand-alone dance endorsement in Idaho. The expectations and criteria to actually be awarded a dance endorsement were clearly defined in the draft. There was

extensive discussion regarding the impact of offering such an endorsement in the state. Discussion included the possibility of drawing elementary education majors away from selecting a content endorsement in middle school and the question of whether there is an actual need for this endorsement in Idaho school districts. Following all discussion, PSC members voted to reject the creation of a dance endorsement and accompanying dance standards.

The PSC received a number of requests to review the recommendation again and did so at its September 14-15, 2017, meeting. As there is no other route to appeal the PSC decision to reject the creation of dance standards and endorsement, the PSC determined it would provide its recommendation to the State Board of Education (Board) to reject the creation of stand-alone standards and an endorsement for dance, to allow the Board to make the final decision on this matter.

In January 2018, superintendents and charter school administrators received a survey regarding the proposed dance endorsement. There were 62 responses to the survey. Ninety percent (90%) of those who responded indicated that they did not have a need for a teacher to hold an endorsement in dance. Seventy-five percent (75%) indicated they would not like the addition of a dance endorsement. The survey responses are included in Attachment 5.

IMPACT
Approving the addition of dance teacher preparation standards would potentially have a positive impact on a few art or magnet schools in Idaho with dance programs. The negative impact could be that teacher preparation candidates would choose to add a dance endorsement to their certificates, rather than a needed content endorsement. Holding a dance endorsement would not increase employability in most Idaho schools, as it would only allow the individual to teach dance, and not physical education, which is a higher need in most Idaho schools.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS
Currently the Dance Content Standards are a subsection of the Idaho Content Standards for Humanities. The entire process for the adoption of content standards, initial certification standards and individual endorsements are as follows:

1. Content standards are developed, adopted by the Board and then go through the rule promulgation process.

2. Initial certification standards are developed and recommended by the Professional Standards Commission to the Board (based on the content standards). Once adopted by the Board they are incorporated by reference into the Idaho Standards for the Initial Certification of Professional School Personnel, and endorsement language is added to IDAPA 08.02.02 through the rule promulgation process.

3. Once the standards for initial certification have been adopted and incorporated by reference into administrative code, the educator preparation programs have two years to start producing candidates based on the new standards. In the case of standards for a specific content area leading to a specific endorsement, each educator preparation program has the option to create a program specific to that endorsement. Educator preparation programs are not required to have programs that lead to all of the endorsements specified in administrative code.

4. If an institution chooses to create a new program specific to a new content area, that program must then go through the Board's program approval processes.

The Dance content standards are imbedded in the Humanities content standards, so all individuals with an Instructional Certificate and either a K-8 All Subjects or a Humanities endorsement may teach Dance.

The Professional Standards Commission reviews and recommends amendments to the Initial Certification Standards on a rotating basis, resulting in 20% of the standards being reviewed each year. Should the Board choose to reject the recommendation from the Professional Standards Commission, Department staff could then be directed to include the attached Dance standards, endorsement and 2018 amendments to the Initial Standards for Certification. These standards would then be included in the 2018 rulemaking process and would come back to the Board for formal approval as a proposed and then pending rule. The rulemaking process allows for additional public comment prior to a final decision by the Board.

BOARD ACTION
I move to accept the recommendation of the Professional Standards Commission to reject the creation of a dance endorsement and accompanying dance standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Standards for Dance Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Dance Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Rationale

The purpose of this proposal is to define a place for dance as a discipline within the current educational curricular constructs of the state of Idaho. A team of content area experts developed dance teacher preparation standards for the purpose of earning an **endorsement in dance**. Importance is placed on the development of the whole child as literate embodied movers and underlines this as an essential value that warrants attention in contemporary curricula. The team of content area experts advocates for dance as a pedagogy that recognizes our bodies as agents of knowledge production that awakens kinesthetic intelligence, imagination, and expression through movement literacy. Movement is an architect of the brain and dance can cultivate intelligence through various kinds of movement practices. Dance can provide for unique aspects of human growth in the physical domain (health, wellness and fitness), as well as the artistic domain providing creative, intellectual, emotional and social development.

Dance is both physical and artistic. Education in dance is a collective relational venture that connects to teachers seeking certification in other disciplines such as physical education, music, theatre, or other curricular areas. Dance brings the tools for aesthetic, physical and kinesthetic learning. The goal is to deliver quality education for every child that addresses all aspects of human growth and learning.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher recognizes that human and artistic development is a complex, multi-dimensional process.

2. The teacher understands fundamental principles of human growth and development that allow them to help students grow physically, intellectually, socially, emotionally, and artistically to the best of their ability.

Performance
1. The teacher assesses the skillful movement, physical activity, wellness, and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The teacher understands the value of dance for all students, including those with exceptional needs.

2. The teacher understands how to provide opportunities for adaptive needs.

Performance
1. The teacher provides opportunities that accommodate individual differences in skillful and creative movement, physical activity, and fitness to help students gain physical and dance competence and confidence.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in dance education and physical activity settings.

2. The teacher understands how to establish environments in which emotional and intellectual values, such as creative thought and expression, critical analysis and discussion, questioning, experimentation, and reflective decision-making are encouraged to respect the thoughts and artistic judgments of others.

3. The teacher understands how to create and maintain a safe physical environment for all.

Performance
1. The teacher uses strategies to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in dance education and physical activity settings.

2. The teacher creates and maintains a safe physical environment for all.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands the aesthetic purposes of dance and how dance as an art form involves a variety of perspectives and viewpoints.

2. The teacher understands how to select and evaluate a range of dance subject matter and ideas appropriate for students' personal and/or career interests.

3. The teacher understands how to organize and teach dance content.

4. The teacher understands healthy movement practices.

5. The teacher understands technical and expressive proficiency in dance.

Performance
1. The teacher demonstrates a proficiency of the content, process, and methodology of dance as an art form.

2. The teacher facilitates the artistic process: creating, performing, responding, and connecting.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands connections between dance curriculum and vocational opportunities.

2. The teacher understands the somatic and scientific foundation of dance and physical activity.

3. The teacher understands the relationship between skillful and creative movement, physical activity, fitness, health outcomes, well-being and quality of life.

4. The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

5. The teacher understands the art form of dance is an essential educational component of life-long learning.

6. The teacher understands dance in a historical and cultural context.

Performance
1. The teacher incorporates experiences from different cultures and time periods.

2. The teacher facilitates the creative process of choreography.

3.   The teacher introduces and models effective dance critique processes.

4.   The teacher incorporates content from related fields to enrich the dance curriculum.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge
1.   The teacher understands formative and summative assessment strategies specific to creating, performing, responding, and connecting.

2.   The teacher understands how dance assessments strategies (e.g., portfolio, written and oral critique, research and writing, drawing, video, performance/presentation) enhance evaluation, as well as student knowledge and performance.

Performance
1.   The teacher develops and applies formative and summative assessments that most closely parallel the genuine artistic process and use appropriate modes of response.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1.   The teacher knows a variety of management procedures (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize dance time and student success.

2.   The teacher understands that instructional planning includes acquisition and management of materials, technology, equipment, and use of physical space for classroom and performance settings.

Performance
1.   The teacher applies a variety of management procedures (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize dance time and student success, including the use of physical space, such as classroom and performance settings.

2.   The teacher applies instructional planning, including acquisition and management of materials, technology, equipment, and use of physical space for classroom and performance settings.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1.   The teacher understands multiple curricular instructional models, assessments, somatic and

scientific approaches and various genres of dance.

Performance
1. The teacher employs strategies to ensure that students learn how to dance, learn about dance, and learn through dance.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher understands regulations regarding copyright laws.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher is aware of various administrative, financial, management, and organizational aspects of school/district/community arts, physical education, and other programs.

2. The teacher understands the unique relationships between dance and its audiences.

3. The teacher knows how to promote and advocate for dance education at local, state, and/or national levels.

4. The teacher knows how to contribute to the intellectual, creative, cultural, and artistic life of the community.

Performance
1. The teacher demonstrates the ability to promote and advocate for dance education at local, state, and/or national levels.

2. The teacher selects and creates dance events and performances that are appropriate for different audiences.

Glossary

Choreography: Relates to the compositional process of creating, arranging and sequencing movement to be performed

Physical Space: The physical environment where learning and/or performing takes place. This may include but not be limited to, classroom, theatre, gym, or outdoor space.

Scientific Foundation: An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. (https://www.fivecolleges.edu/courses/SC/2016/SPRING/DAN/241/01)

Kinesthetic: Pertaining to the ability of the body's sensory organs in the muscles, tendons and joints to both respond to stimuli and to relate information about body position, movement and tension. (Blueprint Dance, NYC Grades preK-12, NYC Department of Education)

Improvisation: Original movement created spontaneously in a free or structured environment. Involves an instantaneous choice of actions on the part of the dancer, affected by chance elements, such as the movement choices of other dancers or musicians in the room. It may involve focused and concentrated movement exploration of a specific movement problem or idea, or may be a simple individual response to music. (Blueprint Dance, NYC Grades preK-12, NYC Department of Education)

Creating: Conceiving and developing new artistic ideas and works. (The National Standards for Art Education)

Performing: Realizing artistic ideas and work through interpretation and presentation (The National Standards for Art Education)

Responding: Understanding and evaluating how the arts convey meaning (The National Standards for Art Education)

Connecting: Relating artistic ideas and work with personal meaning and external context (The National Standards for Art Education)

Dance Literacy: Literacy in dance involves conscious awareness of cognitive, aesthetic and physical activity along with skills to articulate these activities required in any given context. (G. Barton, Literacy in the Arts: Retheorizing learning and teaching)

Critique: The process of looking at any dance presented then evaluated through verbal / written / kinesthetic language to 1) describe what was seen, 2) analyze how it was organized, 3) interpret meaning, and 4) evaluate success. *(Critique steps based on* Feldman's *Model of* Art Criticism*, from the work of Edmund Burke* Feldman)

Somatics: Greek word "somatikos" soma: 'living, aware, bodily person' which means pertaining to the body, experienced from within. (ISMETA – International Somatic Movement Education and Therapy Association)

Dance Genre: A type or category of dance (e.g., ballet, jazz, modern dance, tap, European folk dance, African dance, Ballroom dance) (Blueprint Dance, NYC Grades preK-12, NYC Department of Education)

Endorsement Language for Dance

      Dance (5-9, 6-12, or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Dance Teachers, including upper division coursework in foundational dance techniques. Additional coursework to include, body science, improvisation/choreography, dance history/appreciation, dance production/performance, and secondary dance methods. To obtain a Dance (K-12) endorsement, applicants must complete an elementary dance methods course.

Rationale for Idaho Standards for Dance

The purpose of this proposal is to define a place for dance as a discipline within the current educational curricular constructs of the state of Idaho. A team of content area experts developed dance teacher preparation standards for the purpose of earning an **endorsement in dance**. Importance is placed on the development of the whole child as literate embodied movers and underlines this as an essential value that warrants attention in contemporary curricula. The team of content area experts advocates for dance as a pedagogy that recognizes our bodies as agents of knowledge production that awakens kinesthetic intelligence, imagination, and expression through movement literacy. Movement is an architect of the brain and dance can cultivate intelligence through various kinds of movement practices. Dance can provide for unique aspects of human growth in the physical domain (health, wellness and fitness), as well as the artistic domain providing creative, intellectual, emotional and social development.

Dance is both physical and artistic. Education in dance is a collective relational venture that connects to teachers seeking certification in other disciplines such as physical education, music, theatre, or other curricular areas.   Dance brings the tools for aesthetic, physical and kinesthetic learning. The goal is to deliver quality education for every child that addresses all aspects of human growth and learning.

From:	Rachel Swenson
To:	Lisa Colon Durham
Cc:	Marla Hansen; bonew@byui.edu; esplinj@byui.edu; jorgmoll@isu.edu; footlightdance@gmail.com; snelson@minidokaschools.org; zimmlaur@isu.edu; Scott Cook; Peggy Wenner; Annette Schwab; Cina Lackey
Subject:	Re: Dance Endorsement and Standards
Date:	Wednesday, January 25, 2017 3:28:44 PM

Lisa,

Thank you for letting us know. This brings up a lot of questions and concerns for me for the PSC.

Why only dance? All other art forms have endorsement and licensing? Why not support all of the four major art forms (dance, theater, visual arts, and music)? I do not understand the logic. Then all art forms should have endorsement and licensing taken away. Otherwise it comes across as anti to one specific art form.

Also, I do not understand why to take away teacher choice for endorsement and licensing to force needs to be filled? Taking away free agency will not fill math teaching positions in rural Idaho. Teacher's should teach what they are passionate and knowledgeable about.

So, the teacher with a PE licensing at my school is able to teach dance 90 minute dance major classes for high school every day, but I can't legally because the state doesn't have dance endorsement/licensing. Even though I am a great dance educator with a BFA in Modern Dance from one of the top university programs, a Masters in Education, professional dance experience, 18 years experience teaching dance in public schools, and I am a national professional development dance education presenter. So the PE teacher is the one that gets to teach dance at my school, not the dance educator. Where is the logic? And now the four other public art schools in my district go on without dance education because there is no endorsement or licensing.

Where is the logic in this decision for Idaho's education? Why not let it go to the public to decide?

Antidancism??!? I feel a peace rally and a petition coming forth to rectify this.

Wasteful for tax payer money. The endorsement should never been taken away in the first place.

Sincerely,
Rachel Swenson

Sent from my iPhone

On Jan 25, 2017, at 1:45 PM, Lisa Colon Durham <lcolondurham@sde.idaho.gov> wrote:

> I will do the best I can at explaining it via email. The biggest concern
> was that specifically, candidates that were preparing for an All Subjects
> K-8 endorsement (elementary certificate) would choose the Dance

Endorsement over another content area. The purpose of the additional area of endorsement requirement for the All Subjects K-8 was to provide them another content area focus up to 9th grade. This would increase the number of teachers that could teach content area in the middle schools/junior high, especially in rural areas. So, the commission was concerned that it would negatively impact the already teacher shortage for content areas, especially at the middle level.

Feel free to give me a call if you need additional information, or have questions.

Lisa Colón Durham
(208) 332-6886
lcolon@sde.idaho.gov

"Supporting Schools and Students to Achieve"

From: Marla Hansen [mailto:mhansen@boisestate.edu]
Sent: Wednesday, January 25, 2017 1:34 PM
To: Lisa Colon Durham <lcolondurham@sde.idaho.gov>
Cc: bonew@byui.edu; esplinj@byui.edu; jorgmoll@isu.edu; footlightdance@gmail.com; snelson@minidokaschools.org; rachelsswenson@gmail.com; zimmlaur@isu.edu; Scott Cook <scook@sde.idaho.gov>; Peggy Wenner <pjwenner@sde.idaho.gov>; Annette Schwab <aschwab@sde.idaho.gov>; Cina Lackey <clackey@sde.idaho.gov>
Subject: Re: Dance Endorsement and Standards

Lisa can you please explain to all of us what is meant by "unintended consequences of adding this endorsement might mean to the teacher pipeline"
It makes no sense to me. I am very saddened.
Marla Hansen
Director of Dance
Boise State University

On Wed, Jan 25, 2017 at 11:33 AM, Lisa Colon Durham

<lcolondurham@sde.idaho.gov> wrote:

Good afternoon,

On January 20, 2017, the Professional Standards Commission considered the work completed by the Dance Standards and Endorsement Creation Committee. The standards and endorsement was thoroughly reviewed and your team was praised for producing such a comprehensive and compelling document. However, due to concerns about what the unintended consequences of adding this endorsement might mean to the teacher pipeline, the PSC voted to not recommend the creation of dance standards and a dance endorsement. Please understand that they valued the work that was done, but did not vote to recommend the standards and endorsement.

We appreciate all of the hard work that you did to create these documents and your advocacy for dance education.

Lisa Colón Durham
(208) 332-6886
lcolon@sde.idaho.gov

"Supporting Schools and Students to Achieve"

From:	Hilarie Neely
To:	Marla Hansen
Cc:	Rachel Swenson; Lisa Colon Durham; bonew@byui.edu; Joy Esplin; Molly Jorgensen; Sandee Nelson; Lauralee Zimmerly; Scott Cook; Peggy Wenner; Annette Schwab; Cina Lackey
Subject:	Re: Dance Endorsement and Standards
Date:	Wednesday, January 25, 2017 8:34:20 PM

There must be something that can be done. Many states have the licensing for dance. We need to explore other options for future consideration and a "way into the legislature" that will work in our state. There WAS a lot of work done and it can be used again. Let's get to work on finding out the other states that we can pattern after.

We can reconvene and not give up!

Hilarie

Hilarie Neely, director

Footlight Dance Centre
PO Box 3593 Ketchum ID 83340
Phone 208-578-5462
www.footlightdancecentre.com

From:	zimmlaur_.
To:	Lisa Colon Durham
Cc:	Hilarie Neely; Marla Hansen; Rachel Swenson; bonew@byui.edu; Joy Esplin; Molly Jorgensen; Sandee Nelson; Scott Cook; Peggy Wenner; Annette Schwab; Cina Lackey
Subject:	Re: Dance Endorsement and Standards
Date:	Thursday, January 26, 2017 10:42:23 PM

Hello Lisa Colon Durham (congratulations!!!) and all-

This is very sad news. The objective was to bring more possibilities to the table for Idaho K-12 Educators who could use their extensive experience with dance and movement education to their classrooms as they teach math, biology, history, etc.

Rachel - you are one who can speak directly to situations in the K-12 setting. I really appreciated hearing the dilemma you currently face.

Some questions for Lisa:

- So, how do we proceed from here????
- What could we do that would make this proposal more appealing (and less threatening?) to the PSC? Is it possible to resubmit this request and how soon can we do so?
- Is it possible to know who is on the Professional Standards committee and who was present on the day this decision was made? May we make an appeal to them directly in person or in writing?
- If the avenue with the PSC is closed, what other route is possible to take to achieve our goal? You mention legislators and school districts...will approaching them give us more clout with the PSC?

Feeling defeated but not willing to give up!!!!
Lauralee

From:	Rachel Swenson
To:	board@osbe.idaho.gov
Cc:	jorgmoll@isu.edu; Gary Larsen; zimmlaur@isu.edu; footlightdance@gmail.com; snelson@minidokaschools.org; bonew@byui.edu; esplinj@byui.edu; Mary J Markland; gdemordaunt@house.idaho.gov; belleb@uidaho.edu; hoopesa@byui.edu; vicki@dancetechacademy.com; housel.christian@westada.org; Ranells.MaryAnn@westada.org; mhansen@boisestate.edu; megan.brandel@gmail.com; Annette Schwab; Lisa Colon Durham; james.southerland@goucher.edu; smcgreevy-nichols@ndeo.org; Governor@gov.idaho.gov; Peggy Wenner; Ruth.Piispanen@arts.idaho.gov
Subject:	Why does Idaho says NO to only Dance As An Art Form?
Date:	Monday, February 20, 2017 11:01:09 PM
Attachments:	white paper for dance endorsement.docx Draft_Standards_for_Dance_Created_Oct_2016_(2).docx
Importance:	High

Dear State Board of Education,

Hello. My name is Rachel Swenson. I am a licensed k-8 arts educator in West Ada School District, an Idaho Commission on the Arts teaching Artist, as well as the Idaho Dance Education Organization president, and I have been on several committees for the State Department of Education (arts education standards revisions/arts text book adoption/arts education teaching standards). **I am writing in concern for arts education licensing in Idaho.**

I have CC people of interest to this email: my IDEO board, the PSC, SDE's Lisa Colon and Annette Schwab, IFAA Principal Chris Housel, West Ada Superintendent Mary Ranells, Representative Gayann DeMordaunt, the National Dance Education Organization president Rick Southerland, the NDEO Executive Director Susan McGreevy-Nichols, SDE Director of Arts and Humanities Peggy Wenner, ICA Director of Arts Education Ruth Piispanen, and Idaho Governor Butch Otter.

Last month, the Idaho State Department of Education's Professional Standards Commission said, "NO," to K-12 Dance teacher licensing in Idaho. I was told the vote was 2 "YES" and 15 "NO." I do not understand the logic of PSC's reasoning. Below I quote reasons for denial. **Dance is the only art form in Idaho without teacher licensing.**

To be able to teach high school dance at the public arts school I teach at, as of right now, I have to be PE certified (even though I will not be teaching PE and hold a BFA in Modern Dance and a Masters in Education and have been a public school dance specialist in Utah and Idaho for 18 years). The only reason I am able to teach middle school dance at my school is because I have a k-8 all content teaching license. **Why must a teacher certify in a subject they are not going to teach?**

On January 20, 2017, the Professional Standards Commission refused to bring back the k-12 dance endorsement and said no to dance teaching certification.

Here is some background information, SDE took away the dance endorsement for Idaho in

2006 because, "it wasn't being used." **Dance is the only art form in Idaho without certification (Music, Theater, and Visual Arts have K-12 certification).**

A highly qualified committee worked on writing teaching standards for dance with SDE's Lisa Colon and Annette Schwab facilitating the process. The work of the committee (attached to this email) was submitted to the Professional Standards Commission. The PSC, said, "No." The reasons SDE gave are not logical (reasons found below in quotes).

If the PSC would have approved dance teacher endorsement/certification, then the next step is legislature approval and then on tour for the public to comment/approve, and then if all went well, we would have K-12 Dance Teaching Licensing in Idaho. Why stop the action before the public can help decide?

I have attached the documents related to this story (including the official white paper that started the quest for dance teacher endorsement, and the standards and explanation for wanting them that was given to the SDE). **Here is the email below that was sent to our SDE committee the week after PSC met.** It gives the bad news, the PSC reasoning, and my reply back to them showing there is no logic to the two reasons for saying, "No."

"Good Afternoon,

On January 20, 2017, the Professional Standards Commission considered the work completed by the Dance Standards and Endorsement Creation Committee. The standards and endorsement was thoroughly reviewed and your team was praised for producing such a comprehensive and compelling document. However, due to concerns about what the unintended consequences of adding this endorsement might mean to the teacher pipeline, the PSC voted to not recommend the creation of dance standards and a dance endorsement. Please understand that they valued the work that was done, but did not vote to recommend the standards and endorsement.

We appreciate all of the hard work that you did to create these documents and your advocacy for dance education."

Marla Hansen (committee member for writing the dance teaching standards, BSU dance professor, and IDEO board member), asked SDE to clarify reasoning. SDE answered,

"I will do the best I can at explaining it via email. The biggest concern was that specifically, candidates that were preparing for an All Subjects K-8 endorsement (elementary certificate) would choose the Dance Endorsement over another content area. The purpose of the additional area of endorsement requirement for the All Subjects K-8 was to provide them another content area focus up to 9th grade. This would increase the number of teachers that could teach content area in the middle schools/junior high, especially in rural areas. So, the commission was concerned that it would negatively impact the already teacher shortage for content areas, especially at the middle level.

Feel free to give me a call if you need additional information, or have questions."

I emailed back, "Thank you for letting us know. This brings up a lot of questions and concerns for me for the PSC.

Why only dance? All other art forms have endorsement and licensing? Why not support all of the four major art forms (dance, theater, visual arts, and music)? I do not understand the logic. Then all art forms should have endorsement and licensing taken away. Otherwise it comes across as anti to one specific art form.

Also, I do not understand why to take away teacher choice for endorsement and licensing to force needs to be filled? Taking away free agency will not fill math teaching positions in rural Idaho. Teacher's should teach what they are passionate and knowledgeable about.

So, the teacher with a PE licensing at my school is able to teach dance 90 minute dance major classes for high school every day, but I can't legally because the state doesn't have dance endorsement/licensing. Even though I am a great dance educator with a BFA in Modern Dance from one of the top university programs, a Masters in Education, professional dance experience, 18 years experience teaching dance in public schools, and I am a national professional development dance education presenter. So the PE teacher is the one that gets to teach dance at my school, not the dance educator. Where is the logic? And now the four other public art schools in my district go on without dance education because there is no endorsement or licensing.

Where is the logic in this decision for Idaho's education? Why not let it go to the public to decide?

Antidancism??!? I feel a peace rally and a petition coming forth to rectify this.

Wasteful for tax payer money. The endorsement should never have been taken away in the first place."

There is inequality of support of the arts by the SDE. There are k-12 student learning standards for dance and no k-12 teaching standards for dance. All other art forms have both k-12 learning and k-12 teaching standards. Why not dance?

There are five public art schools of choice just in West Ada School District. That shows a need. **I have a list of eight schools and ten specialists in Idaho that I know of needing this licensing:**

Katie Ponozzo high school dance specialist from Idaho Fine Arts academy, Eagle, ID

Kelli Brown middle school and high school dance specialist from Idaho Arts Charter School, Nampa, ID

Idaho Arts Charter's recently hired elementary dance specialist, Nampa, ID

Dance specialist Danielle Salt from Xavier Charter School, Twin Falls, ID

Dance Professional, Amanda Michelletty who teaches English at and wants to also teach dance at Riverglen Jr. High School, Boise, ID

Rachel Swenson middle school dance specialist at Idaho Fine Arts Academy, Eagle, ID

The four public arts elementary schools of choice in West Ada School District: CAn't have a dance specialist without dance licensing and current PE specialist are unknowlegable/untrained to teach dance as an art form:

Christine Donnell School of the Arts, Boise, ID

Pioneer School of the Arts, Meridian, ID

Eagle Elementary School of the Arts, Eagle, ID

Chief Joseph Elementary School of the Arts, Meridian, ID

West Ada is the largest school district in Idaho, the first school district in Idaho to offer a school of choice/magnet school, which was an arts magnet school (I taught there for five years, Christine Donnell School of the Arts). West Ada is a leader in education, **I understand that the small, rural Idaho school districts have different needs, why take away a chance to fill needs of larger school districts, qualified dance educators, and the chance to have dance classes offered and taught by dance specialists?** In the future a smaller school district may want a dance specialist, so why take that possibility away? Saying "No," now, means "No," to any future possibility.

If there wasn't a need for k-12 Dance Licensing, then there wouldn't be a list above. There is a need. The PSC is stopping needs from being met.

COME SEE WHAT DANCE IN PUBLIC EDUCATION LOOKS LIKE. I would love for you to come visit my school and see what dance education in a public school looks like. **I think a lot of the PSC's decision is made out of lack of knowledge and information.** They do not know who a public dance specialist is and they do not know what dance education in the schools looks like. Therefore, they cannot even begin to comprehend the reasoning for dance licensing.

My superintendent, my principal, and my IDEO board support and share my stand on this position. **This is not about money.** The money has already been spent on writing the new dance teaching standards. **The dance teaching standards have been completed** and I have attached a copy to this email. **The PSC stopped progress.** Idaho's public should decide on this, not PSC, and the public should know that this will not cost more money. **This will improve dance education for the state, help enrollment for dance education university programs, give kinesthetic student dance artists opportunity to learn more about his/her art form in schools, and support all of the major art forms** (*dance, theater, music, and visual arts*).

I know that Idaho tries to support most art. Idaho's Governor Otter is supportive of the arts. Governor Otter awarded my nomination for the 2016 Governor's Awards in the Arts, Tina Perry. She is the former CDSA art school principal who hired me to teach visual and dance art at her school for five years, the former IFAA art school principal that kept the dance program going and hired me to help run it, and she is an arts education advocate for the state of Idaho. She supports all of the arts. The Governor supports all arts. **I am wanting the Idaho State Department of Education to support all major art forms: Dance, Theater, Music and Visual Arts. Please help me do this.**

My BIOGRAPHY: Rachel Swenson is passionate about promoting dance in public and private schools. Mrs. Swenson has a BFA in Modern Dance and a MEd in Education, both from the University of Utah. She is a licensed Idaho k-8 teacher. She has presented for and taught at many schools in grades pre-kindergarten through twelfth in Utah and Idaho. Mrs. Swenson has presented for Idaho's Arts Powered Schools, West Ada School District, EduFest, the Utah State Office of Education, Dance and Child International, Utah Arts Council's Arts Networking Conferences, and the National Dance Education Organization's conference in Washington D.C. She has performed professionally in various venues in Utah. She was a guest performer for Ririe-Woodbury Dance Company. She performed for choreographer, Jim Moreno, for Paradigm Dance Project, and the Proving Ground Dance Company. Mrs. Swenson was as an Art Works for Kids teaching artist for seven years and taught creative dance through the University of Utah's Virginia Tanner Dance Arts in Education program and

studio program. She taught dance and visual art at Christine Donnell School of the Arts in Boise, Idaho for five years. Mrs. Swenson is a current teaching artist for Idaho Commission on the Arts and the Utah Arts Council, and president of the Idaho Dance Education Organization (state affiliate to the National Dance Education Organization). She is also the current middle school dance specialist at Idaho Fine Arts Academy. Mrs. Swenson teaches both the art of dance and how to use dance as an integration tool.

Links to the public school I teach at: http://www.westada.org/IFAA

Link to the IFAA dance program: http://www.westada.org/ifaa/dance

Link to my bio and middle school dance program: http://www.westada.org/Page/19086

Links to Idaho Dance Education Organization: www.idahodeo.org

http://idahodeo.org/advocacy/ (advocacy for the arts is one of the main goals of IDEO)

Link to the National Dance Education Organization: www.ndeo.org

My phone number is 208-949-8017, if you have questions, please contact me. Please help me understand why Dance is the only art form in Idaho without teacher licensing/endorsement? Thank you for your time.

Sincerely,
Rachel Swenson, MEd, BFA
Idaho Dance Education Organization President
Idaho Fine Arts Academy Middle School Dance Specialist
Idaho Commission on the Arts Teaching Artist
Utah Arts Council Teaching Artist

Idaho Dance Education Organization
www.idahodeo.org

We, the Dance Society of Brigham Young University-Idaho (BYU-Idaho) hereby petition the Idaho State Legislature and Board of Education to reconsider approval of the proposed endorsement for public school dance educators.

It has been brought to our attention that this endorsement has recently been denied in committee. As future participants in the public educational workforce, we firmly believe that this certification will benefit the academic and artistic opportunities for students in and from the state of Idaho for the following reasons:

- Educators certified in a university setting will be taught proper kinesiological and anatomical techniques that will reduce the risk of injury to students. 9.
- The Dance department faculty of BYU-Idaho have already collaborated with the Professional Standards Commission of the Idaho State Board of Education to create a curriculum and requirements system thereby creating a hassle free transition.
- Proper certification will enable teachers to enhance cognitive development and increase motor learning skills in students. 5.
- The study of dance raises cultural awareness, respect, challenges stereotyping and teaches self-discipline. 4.
- Dance teaches children and youth about their bodies in an encouraging environment, aiding them in a positive body image, strong muscles, safe movement practices, enhanced awareness of their bodies, and a concept of spatial awareness. These things are taught through dance in an easily accessible, positive manner. 1.
- The study of dance and other art forms increases standardized test scores, according to several studies. 2.
- Forms positive habitual exercise practices to promote lifelong health.
- The National Dance Education Organization have found that "Dance is a powerful ally for developing many of the attributes of a growing child. Dance helps children mature physically, emotionally, socially, and cognitively." 10
- Creates a well-rounded artistic education as dance is the only art form which is underrepresented in public schools.
- According to Dr. John J. Ratey, "Evidence is mounting that each person's capacity to master new and to remember old information is improved by biological changes brought about only by physical activity. Physically active people reported an increase in academic abilities, memory retrieval, and cognitive abilities. What makes us move is also what makes us think." 6. Students taught dance will be better equipped to learn academic subjects.

It is for these reasons that we as the Dance Society of Brigham Young University Idaho and future community leaders actively urge the Professional Standards Commission of the Idaho State Board of education to reconsider their decision regarding the proposed endorsement. A requirement process has been prepared, thereby creating a hassle free transition. All that is needed now is the support of the Professional Standards Commission.

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BYU-Idaho Dance Society

PETITION FOR DANCE CERTIFICATION

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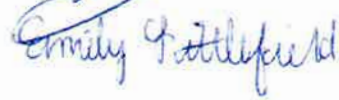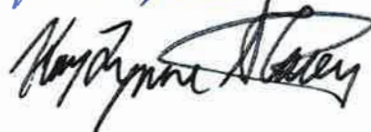
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SDE

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Proposed Dance Standards and Endorsement Survey

Q1 Does your district or charter school have a need for a teacher to hold an endorsement in dance?
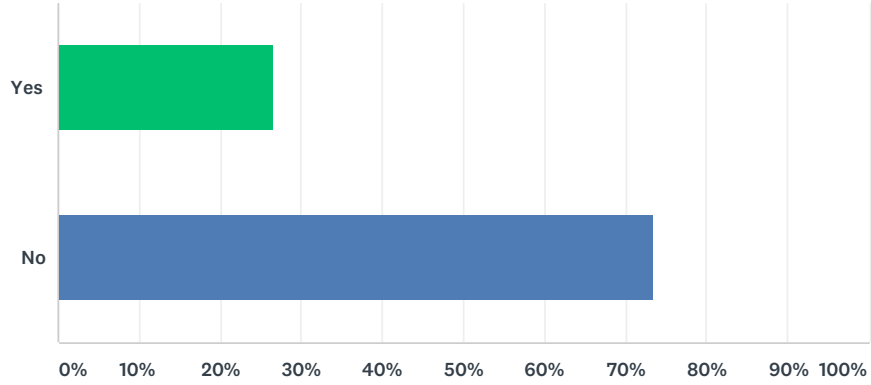
Answered: 62   Skipped: 0
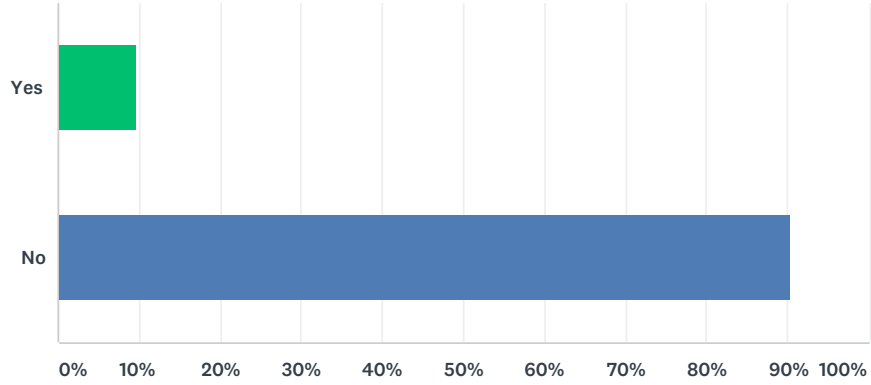
ANSWER CHOICES	RESPONSES	
Yes	9.68%	6
No	90.32%	56
TOTAL		62

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Proposed Dance Standards and Endorsement Survey

Q2 Would your district or charter school hire a teacher with a dance endorsement?
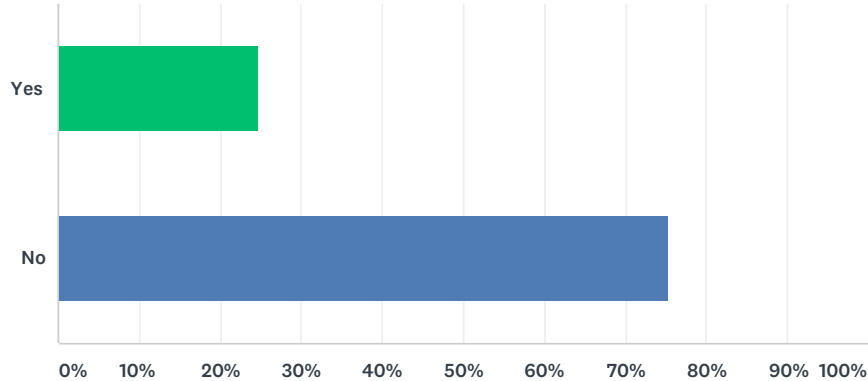
Answered: 60   Skipped: 2

ANSWER CHOICES	RESPONSES	
Yes	26.67%	16
No	73.33%	44
TOTAL		60

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Proposed Dance Standards and Endorsement Survey

Q3 Would you like to see the addition of a dance endorsement?

Answered: 61   Skipped: 1

ANSWER CHOICES	RESPONSES	
Yes	24.59%	15
No	75.41%	46
TOTAL		61

#	PLEASE EXPLAIN WHY OR WHY NOT.	DATE
1	**Yes** The addition of a dance endorsement would be okay as long as the individual was also endorsed in other areas.	1/16/2018 10:55 AM
2	**Yes** I am OK with adding if it will help the bigger districts.	1/16/2018 10:10 AM
3	**No** A PE endorsement should be sufficient.	1/16/2018 9:27 AM
4	**No** This would only count as a PE credit, which is not required to graduate in Idaho.	1/16/2018 9:10 AM
5	**No** We lost our Art program several years ago due to cutbacks. Adding Dance to our curriculum does not make sense at this time.	1/15/2018 8:39 PM
6	**No** If a dance endorsement was required to teach dance at any level, this would only restrict the opportunities to have dance included in our program.	1/15/2018 3:35 PM
7	**No** Just do not think it is necessary.	1/15/2018 3:04 PM
8	**No** Way back when... when I was a PE major as an undergrad I was required to take a class in dance and rhythms. If a PE endorsed individual vs a dance endorsed individual were to apply we would go with the PE person since I assume he/she would be able to teach more /different classes.	1/15/2018 11:39 AM
9	**No** This may be step in limiting who can apply for the position as we do not have a large pool of applicants	1/15/2018 11:11 AM
10	**No** We have community partners that help us with dance in our PE programs. We would not hire a dance certified teacher unless they had other certifications that we were also in need of. Dance is a limited area for a small school district.	1/15/2018 9:57 AM
11	**No** Dance should fit under the umbrella of PE	1/15/2018 6:22 AM
12	**Yes** If an elementary endorsed teacher could take a PRAXIS for a dance endorsement our school would be interested.	1/14/2018 7:43 PM
13	**No** This is one more area that we don't have and requires another endorsement when we can't find teachers for the basic classes.	1/14/2018 1:35 PM
14	**No** Other pressing needs in my rural district	1/13/2018 12:31 AM

Proposed Dance Standards and Endorsement Survey

15	No	We have too many specific endorsements that limit the offering of courses because we can not fill the positions with the correct endorsement.	1/12/2018 5:03 PM
16	Yes	I have worked in large high schools, and could see the benefit of having a dance endorsed teacher for electives that could then be a state reimbursed class.	1/12/2018 3:56 PM
17	No	Dance should fall under the PE endorsement, just as it has in the past. Once a new endorsement is created, we must then look for a teacher with said endorsement. Keep it simple!	1/12/2018 3:28 PM
18	No	I feel there should be more flexibility in certificates, not less. Many people are qualified to teach dance that have not attended a formal college to be trained.	1/12/2018 3:26 PM
19	No	It would mean colleges would prepare dance teachers rather than math, science, SpEd, etc., if the student had the choice.	1/12/2018 2:44 PM
20	No	This activity should be covered under PE endorsements. The addition of this endorsement may eliminate the ability for other certifications to teach dance. We are at a shortage and creating another hurdle will not help this.	1/12/2018 1:26 PM
21	No	There are already TOO MANY endorsements. Each additional endorsement requirement reduces a school's hiring pool. Endorsements should be combined not expanded.	1/12/2018 1:12 PM
22	No	This may have the potential to restrict flexibility when hiring extra-curricular coaching positions, like cheer or dance.	1/12/2018 12:53 PM
23	No	I would not want to require a physical education teacher to have an endorsement in dance to teach a dance class	1/12/2018 12:44 PM
24	Yes	Idaho offers no endorsements in fields such as Medical Assisting, Music Technology, Audio Technology, drone technology, or a great many other career oriented fields that we should be offering to our students.	1/12/2018 12:39 PM
25	No	This is usually an extracurricular activity after school a coach can do. Also can't this fall under category of PE.	1/12/2018 12:36 PM
26	No	We don't need anymore barriers for certification. PE teachers can teach dance.	1/12/2018 12:28 PM
27	No	A majority of our Dance Instructors/Coaches are walk on coaches and/or are not certificated staff member. By requiring the instructors to hold an endorsement, will in essence kill the dance programs in our schools.	1/12/2018 12:28 PM
28	No	It would cause even more restrictions for who we have instructing.	1/12/2018 12:14 PM
29	Yes	Desirable in combination with other endorsements not as a sole endorsement.	1/12/2018 12:11 PM
30	No	This would be just another barrier to providing a diverse physical education curriculum. A general physical education teacher should not have to be "endorsed" in dance in order to teach dance and more than they should have to be endorse in "Walking" or "floor hockey". This is the exact opposite direction the state should be moving in regarding certification.	1/12/2018 12:10 PM
31	No	This would continue the diffusion and distraction of what schools should be about.	1/12/2018 12:08 PM
32	No	I don't really have a preference?	1/12/2018 11:57 AM
33	No	I do not think that dance needs to be another endorsement. If you want to allow dance, make it fall under PE endorsement, so teachers can teach a range of physical activities rather than be tied to one area.	1/12/2018 11:53 AM
34	No	My answer to every question is, it depends. This applies here as well. Certainly we want our dance coaches to be qualified in what they do and protect the safety of students at the very top of what they do.	1/12/2018 11:51 AM
35	Yes	We offer several dance classes at our school	1/12/2018 11:46 AM
36	Yes	I do not see the harm in offering this as long as dance classes still have the flexibility to be taught by teachers endorsed in PE. With a teacher shortage, this flexibility is necessary.	1/12/2018 11:46 AM
37	No	We are small and need any teacher to have multiple endorsements if possible. Dance would be nice but not necessary.	1/12/2018 11:45 AM
38	Yes	A better question is why not? They are welll Versed in physical education in anatomy. They do extensive training.	1/12/2018 11:43 AM