TAB	DESCRIPTION	ACTION
1	SUPERINTENDANTS UPDATE	Information Item
2	SY2024-2025 AMENDMENT TO THE ELEMENTARY SECONDARY EDUCATION (ESEA) AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT (ESSA) CONSOLIDATED STATE PLAN	Action Item
3	IDAHO TEACHER OF THE YEAR	Information Item

SUBJECT

Superintendent's K-12 Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Sections 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education Bylaws establish the superintendent of public instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education (SBOE) on the Superintendent's priorities moving forward.

- Idaho Career Ready Students (ICRS) Update
- Graduation Requirements Update
- SDE Legislative and Budget Update
    - Modernizing School Funding/K-12 Budget Submission
    - 2024 Policy Legislation
- Assessment Alignment Update
- Update re: IRI Request for Information

BOARD ACTION

This item is for informational purposes only.

SUBJECT

SY2024-2025 Amendment to the Elementary Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) Consolidated State Plan

REFERENCE

October 2015	State Board of Education (Board) received recommendations from the Accountability Oversight Committee (AOC) regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver.
December 2015	Board was updated on the status of the ESEA and the process the SDE will conduct in bringing forward to the Board a new Consolidated State Plan.
August 2016	Board received recommendations from the AOC on a new state accountability system. The Board approved the proposed rule setting of 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, the AOC recommendations and public input gathered by staff through public forums held around the state.
June 2017	Board received an update on the development of and initial draft of Idaho's ESEA Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's ESEA Consolidated State Plan and its submission to the U.S. Department of Education.
February 2018	Board approved a revised ESEA Consolidated State Plan based on review and feedback from the US Department of Education (USED).
December 2018	Board received the fiscal year 2019 report from the AOC, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESEA Consolidated State Plan, based on recommendations from the Assessment and Accountability team at the

	State Superintendent of Public Instruction and the AOC.
March 2020	Board waived the requirement for the spring 2020 ISAT administration and approved the waiver to be submitted to the U.S. Department of Education requesting flexibility in the ESEA accountability provisions.
April 6, 2020	Board received an update on the availability of additional ESEA waivers from the U.S. Department of Education.
April 13, 2020	Board approved a waiver for submission to the USED of several reporting and accountability requirements outlined in the ESEA Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year.
June 2020	Board received the fiscal year 2020 report from the AOC with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-2019 Student Achievement Report.
October 2020	Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	Board approved an accountability addendum based on existing USED guidance for modifying calculations and identifications following the 2020-2021 school year.
February 2021	Board adopted recommendations from the AOC related to the state's high school accountability assessment, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 111, Assessment in the Public Schools.
April 2021	Board adopted recommendations from the AOC related to the K-8 school quality or student success measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability. Board asked to consider a waiver request for submittal to the USED of federal

	accountability requirements and postponed action pending a waiver of the state accountability requirements.
June 2021	Board approved proposed rule Docket 08-0203-2101 including the removal of student engagement survey from and the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measure. Board also waived the 95 percent participation rule in IDAPA 08.02.03.112 and approved the accountability waiver and school identification for submission to the USED.
November 2021	Board approved pending rule Docket 08-0203-2101, including the removal of student engagement survey from and the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures.
December 2021	Board received an update on the proposed future amendments to the ESEA Consolidated State Plan.
March 2022	Legislature rejected and nullified Chapter 08.02.03, Rules Governing Thoroughness Section 112., Subsection 03.a.ii. and b.ii., the addition of chronic absenteeism as part of the School Quality Measures, adopted as pending rule under Docket 08-0203-2101, in the House Concurrent Resolution 045.
April 2022	Board approved the 2021-2022 Addendum to the Idaho ESEA Consolidated Sate Plan based on existing USED guidance for modifying calculations and identifications following the 2021-2022 school year.
June 2022	Board approved temporary rule Docket 08-0203-2202, including the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures, and student engagement survey to Section 112 Accountability, as well as amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
August 2022	Board approved proposed rule Docket 08-0203-2201, including the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures, and student engagement survey to Section 112 Accountability, as well as amending the assessment section to account for administering assessments at the high school level using a modified cohort model.

October 2022	Board approved the 2022-23 amendment to the ESEA Consolidated State Plan.
August 2023	USED approved Idaho's request to amend the ESEA Consolidated State Plan for 2022-2023.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q.
Section 33-110, Idaho Code
IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

In April 2022, the Board approved an addendum to the ESEA Consolidated State Plan to address disruptions due to COVID-19. These included the following changes: adjusting growth calculation methodology for the progress in achieving English language proficiency indicator; pausing some of the school quality or student success indicators not used in school identification due to data collection issues; adjusting identification methodology due to COVID-19 disruptions and data availability for Comprehensive Support and Improvement schools, Targeted Support and Improvement schools, and Additional Targeted Support and Improvement schools; and adjusting exit criteria for the Comprehensive Support and Improvement schools.

In June and August of 2022, the Board approved temporary rules to add chronic absenteeism to Section 112 Subsection 03, School Quality Measures, and student engagement survey to Section 112 Accountability, as well as amending the assessment section to account for administering assessments at the high school level using a modified cohort model.

After several rounds of public comment in May through September 2022 the SDE drafted an amendment to the ESEA Consolidated State Plan for the 2022-23 school year.

The U.S. Department of Education (USED) approved Idaho's 2022-23 ESEA Consolidated State Plan amendment in August 2023.

After the approval of the 2022-23 ESEA Consolidated State Plan Amendment, the Idaho Department of Education (IDE) received feedback that reading the document was difficult for stakeholders and outdated descriptions of activities resulted in a lack of clarity of available supports for LEAs. The IDE drafted an amendment to the Consolidated State Plan to address both technical changes and updated descriptions which include:

- Remove school librarian as a required member of a Comprehensive and Integrated Field Review (CIFR) Team for school reidentified for Comprehensive School Improvement.

- Allow for identified stakeholders in focus groups in the Comprehensive and Integrated Field Review process to be optional versus required.

- Redefine membership of the State Technical Assistance Team (STAT) to include representatives of the Idaho Department of Education, Local Education Agencies (LEAs), and other specialists as needed. Remove the Idaho Education Association, Idaho Association of School Administrators, Career and Technical Education, State Board of Education, and members of the IDE executive team as required members.

- Update the System of Supports for LEAs in school improvement to remove organizations and programs no longer available.

- Remove language regarding the ongoing work of a cross-agency workgroup addressing the equitable access of educators across the state. This workgroup completed its task to measure the equitable distribution of educators.

- Add description of Idaho Prevention and Support Conference, State/Tribal Youth Suicide Prevention and Early Intervention Grant, Sources of Strength, and Project Aware as activities to support LEAs in improving school conditions for learning.

- Add to School Transitions section clarifying pre-kinder to post-secondary education transitions. Includes the addition of career pathway plans and 8th grade requirements for career readiness, NextSteps.Idaho.gov website, and updated data regarding Advanced Opportunities.

- Add description of Career Technical Education, including facilities improvement funding and school design.

- Update the timelines for completion of the Comprehensive Needs Assessment and Service Delivery Plan for the Title I-C Migrant Program to every three years. Add a link to updated Measurable Program Outcomes (MPO) on the Idaho Department of Education website.

- Update language to clarify the use of Migrant Student Information Systems (MSIS and MSIX) for the accurate and complete record exchange for migratory students.

- Add description of career fairs as a method for enhancing recruitment and retention of educators.

- Update System of Certification and Licensing to align with IDAPA, Idaho Code, and *Idaho Standards for Initial Certification of Professional School Personnel*. Add clarification to certifications requirements for Alternative Authorization for New Endorsement and Alternative Authorization for New Certificate.

- Remove "Current Work Regarding Certification of Educators" workgroup. This workgroup has completed its scope of work.

- Add description of *Idaho Standards for Educator Preparation Providers* under actions to support Teacher Preparation.

- Add description of Title III Consortium under Title III, Part A. Also add to state and national partnerships to include Idaho Association of Bilingual Education (IABE) and the National Association of Bilingual Education (NABE).

- Remove description of STEM Action Center, Idaho Commission for Libraries, and Idaho Commission on the Arts from description of supports in Title IV, Part A.

- Update the Title IV-B 21st Century Community Learning Grant timeline and frequency.

- Remove descriptions of a new state coordinator in Title IX-A, McKinney-Vento Homeless Assistance Act.

- Remove descriptions of Edify and Idaho Homeless Education Advisory Team (IHEAT) from Title IX-A< McKinney Vento Homeless Assistant Act.

The IDE solicited public comments on the proposed 2024-2025 ESEA Consolidated State Plan amendment from December 15, 2023 through January 15, 2024. A public comment survey link was posted on the IDE's website, included in the IDE newsletter, and was also emailed to internal and external stakeholders. No comments were received regarding the proposed amendment.

IMPACT

If the 2024-2025 amendment is approved by the Board, it will be submitted to the USED. This agenda item provides the Board with information on proposed changes to the ESEA Consolidated State Plan that resulted from stakeholder feedback. Proposed changes will not take effect until the amendment is approved by USED.

ATTACHMENTS

Attachment 1 – ESEA Consolidated State Plan SY2024-2025 Amendment
Attachment 2 – ESEA Consolidated State Plan SY2024-2025 Summary of Changes

STAFF COMMENTS AND RECOMMENDATIONS

IDE staff has conducted a thorough review of the ESEA Consolidated Plan and identified edits that are necessary to ensure that the plan reflects current operational practices under Superintendent Critchfield's administration. Board staff have reviewed to confirm that the proposed revisions are minor technical corrections that do not require public comment.

During the PPGA committee meeting it was noted that one of the reasons for addressing these revisions now, was to ensure that the minor technical corrections are addressed separately from the more material changes the Accountability Oversight Committee (AOC) will be taking out for public comment in the spring and returning to the Board for consideration in June. Completing the clean up work ahead of time will provide for greater transparency for the more substantial changes currently in development.

A preview of the more substantial changes will be discussed with the Board during AOC agenda items presented at this meeting (February 27-28, 2024).

Board staff recommend approval of the amendments to the ESEA Consolidated State Plan as presented.

BOARD ACTION

I move to approve the 2024-2025 Amendment to the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) Consolidated State Plan as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the amendment request 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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Idaho's Consolidated State Plan

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

MARCH 23, 2023

AMENDED

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:

- Include the information on the Cover Sheet;
- Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;

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

- Indicate that the SEA worked through CCSSO in developing its own template; and

- 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.

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):

Sherri Ybarra
State Superintendent of Public Instruction
(208) 332-6815
sybarra@sde.idaho.gov

Dr. Linda Clark
President, Idaho State Board of Education
(208) 334-2270
clarklindaid@gmail.com

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

Dr. Linda Clark,
President, Idaho State Board of Education

Sherri S Ybarra

February 27, 2019

Signature of Authorized SEA Representatives
Superintendent Sherri Ybarra

Date:

Dr. Linda Clark,
President, Idaho State Board of Education

Date: February 27, 2019

Governor
Brad Little

Signature of Governor

Date SEA provided plan to the Governor under ESEA section 8540:

Date: February 27, 2019

COVER PAGE FOR THE 2023 AMENDMENT

Contact Information and Signatures	
SEA Contact (Name and Position) Dr. Linda Clark, President, Idaho State Board of Education	Telephone 208-332-1571
Mailing Address: 650 West State Street Suite 307 Boise, ID 83720	Email Address: Florence.lince@osbe.idaho.gov
Authorized SEA Representative (Printed Name) Dr. Linda Clark, President Idaho State Board of Education	Telephone: 208-332-1571
Signature of Authorized SEA Representative L. Clark	Date: 5/9/23
Authorized SEA Representative (Printed Name) Debbie Critchfield, Superintendent of Public Instruction Idaho State Department of Education	Telephone: 208-332-6815
Signature of Authorized SEA Representative Debbie Critchfield	Date: 5/9/2023

The SEA, through its authorized representative, agrees to the enclosed assurances.

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

Instructions

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

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

Or

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

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

Instructions

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

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

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

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 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.

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

[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*

Currently the Idaho Standards Achievement Test (ISAT) in Science, administered in grades 5, 8, and 11 is offered in both English and Spanish. The statewide mathematics assessment, developed by Smarter Balanced and administered in grades 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 consistently 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.

- Major racial and ethnic groups 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 required for graduation rate to be included for accountability is N >= 20.

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. Table 2 shows how many of Idaho's Title I schools meet the N-size requirement with
N >= 20.

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

School type	Achievement	Student growth	English Prof.	Graduation rate
K-8 (349 total)	337	314	137	NA
High school (67 total)	64	NA	8	43
Alternative high school (16 total)	11	NA	1	13

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.

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 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.

[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*

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 is reported on the state website and on the state report card so long as the reporting meets the redaction rules detailed above. Enrollment numbers and percentages are 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 is 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 long-term goals below 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 + ((1/3) x (100 – 2016 % proficient/advanced))
Interim progress goal = Difference between the long-term goal and the baseline / 6

Due to disruptions related to COVID-19 and field testing, the 2022 long-term goal has been extended to 2023.

Table 3: Mathematics - 2016 baseline, 2024 long-term goal, and 2017-2023 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%	61.1%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%	53.5%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%	43.5%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%	38.1%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%	48.1%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%	71.2%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%	46.3%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%	48.0%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%	64.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%	61.5%	61.5%

Table 4: English Language Arts/Literacy - 2016 baseline, 2024 long-term goal, and 2017-2023 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%	68.7%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%	60.4%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%	43.3%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%	37.9%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%	56.1%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%	76.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%	53.7%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%	64.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%	71.9%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%	69.7%	69.7%

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

   Table 3 and 4 above provide the interim progress goals towards meeting the state's long- term goals for academic achievement in English Language Arts/Literacy and Mathematics. Interim progress goals are also available in Appendix A.

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

   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.

   Calculation:
   Long-term goal = Class of 2016 % graduating + (75% x (100 – Class of 2016 % 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.

   Due to disruptions related to COVID-19, the 2022 long-term goal has been extended to 2023.

Table 5a: 4 year Graduation rate – Class of 2016 baseline, Class of 2024 long-term goal, and Class of 2017-Class of 2023 interim targets
***Reporting of 4 Year graduation rates lags 1 year**

4 year Graduation Rate	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%	94.9%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%	93.0%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%	90.1%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%	93.3%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%	94.5%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%	95.8%	95.8%

American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%	89.6%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%	93.4%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%	92.4%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%	95.3%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%	94.3%	94.3%

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.

   Long-term goal = Class of 2017 % graduating + (75% x (100 – Class of 2017 % graduating))
   Interim progress goal = Difference between the long-term goal and the baseline/5

Table 5b: 5-Year graduation rate long term goals and interim progress goals
***Reporting of 5 Year graduation rates lags 2 years**

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
All Students	82.00%	84.7%	87.4%	90.1%	92.8%	95.5%	95.5%
Economically Disadvantaged	75.00%	78.8%	82.5%	86.3%	90.0%	93.8%	93.8%
Students with Disabilities	65.50%	70.7%	75.9%	81.0%	86.2%	91.4%	91.4%
English Learners	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%
Black / African American	75.60%	79.3%	82.9%	86.6%	90.2%	93.9%	93.9%

Asian or Pacific Islander	88.00%	89.8%	91.6%	93.4%	95.2%	97.0%	97.0%
American Indian or Alaskan Native	67.50%	72.4%	77.3%	82.1%	87.0%	91.9%	91.9%
Hispanic or Latino	78.40%	81.6%	84.9%	88.1%	91.4%	94.6%	94.6%
Native Hawaiian / Other Pacific Islander	79.70%	82.7%	85.8%	88.8%	91.9%	94.9%	94.9%
White	83.10%	85.6%	88.2%	90.7%	93.2%	95.8%	95.8%
Two Or More Races	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%

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 Tables 5a and 5b above and in Appendix A.

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

   As with goals for reading/language arts and mathematics assessments, by reducing the number of non-graduating students by 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.

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 WIDA Screener for Kindergarten or WIDA Screener. The student's results from this screener determine eligibility and inform the students plan for developing English language skills.

   The ACCESS for ELL is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening are weighted 15% each in the overall composite.

Following the 2020 ACCESS for ELL administration, a student is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

The change came after analysis of both Idaho and WIDA Consortium data, consultation with stakeholders and assessment measurement experts as well as considering the rigor of English Language assessed by the ACCESS for ELL.

After analyzing the 2016, 2017 and 2018 results from the WIDA ACCESS for ELL, Idaho has updated the measure of expected progress. The new measure of expected progress as captured in Table 6a, considers the student's initial ELP level, and recognizes student's English language development is not equal to the years served in an EL program, but influenced by their initial ELP level.

The expected time to English Language Proficiency also serves educators in the development of the student's EL plan in setting realistic and attainable growth targets, with a focus on meeting students where they are and moving students where they need to be, so they can successfully access academic content and be college and career ready.

Initial ACCESS for ELL Proficiency Level Composite (2017 or later)	Calculated Growth Year 1*	Calculated Growth Year 2*	Calculated Growth Year 3*	Calculated Growth Year 4*	Calculated Growth Year 5*
6.0 Reaching	**	**	**	**	**
5.0 – 5.9 Bridging	**	**	**	**	**
4.0 – 4.9 Expanding	4.0+	4.2+	**	**	**
3.0 – 3.9 Developing	3.0+	3.6+	4.2+	**	**
2.0 – 2.9 Emerging	2.5+	3.0+	3.6+	4.2+	**
1.0 – 1.9 Entering	1.5+	2.0+	3.0+	3.6+	4.2+

** Only years in which the student was continuously enrolled in Idaho schools count for the year counter in the first row of this table.*
*** English learners must meet proficiency (Idaho Language Instruction Educational Program exit criteria) to be considered as making the expected progress.*

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 English proficiency, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline**.**

Table 6b: Percent of Students Making Expected Progress toward English proficiency 2018 baseline, 2024 long-term goal, and 2019-2023 interim targets

2018 Baseline	2019	2020	2021	2022	2023	2024
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%	82.71%

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 Table 6b above and Appendix A.

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

Idaho annually and publicly reports progress on all measures in the state's Accountability Framework (Appendix B), originally 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 values and will further empower educators and parents to engage in educational decisions about their children.

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

A subset of the measures in the Accountability Framework is used as the accountability indicators required by ESSA, and described in this section. Idaho uses 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.

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 Categories

- Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in IDAPA Rule 08.02.03.112.05.f.
- High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- Alternative High Schools

The indicators Idaho uses 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
- Growth – as determined by the percentage of students 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
- English Learners 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:

- Chronic absenteeism rates for 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 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) Mathematics grades 3-8
  - ISAT English Language arts (ELA)/Literacy grades 3-8
- High Schools
  - ISAT Mathematics
  - ISAT ELA/Literacy
- Alternative High Schools
  - ISAT Mathematics
  - ISAT ELA/Literacy

The academic achievement indicator represents the proficiency on statewide mathematics and ELA/Literacy tests. In the school identification system, academic achievement for K-8 schools is the actual, non- averaged achievement in that school year. For high school, students are allowed to demonstrate their mastery of the high school content standards by taking the assessment at least once in high school prior to or during their 11th grade year.

The state administers and reports the grade level assessments 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.

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.

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

The state determines 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 is considered 'on-track' if they meet their annual target on the path to proficiency. For example, a fourth grade student scored 2420 in third 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 are calculated annually.

The percentage of students 'on track' to be proficient in three years is 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.

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 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 is used for meaningful differentiation of schools. Idaho does not award a state-defined alternate diploma. Based on stakeholder feedback, Idaho calculated a five-year cohort graduation rate for the first time in 2018/2019. The Five-year cohort graduation rate is reported for all high schools.

Table 7: 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.

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.

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 administers the ACCESS for ELL developed by WIDA as our English Language Proficiency Assessment. The progress in achieving ELP is defined in section iv.c above.

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: School Quality Indicators

School Category	Measure
K-8	Chronic absenteeism rates for 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 8 describes the school quality indicators used in our school identification methodology. Additional school quality indicators are found in Appendix B, described at the end of this section and included in annual reporting on the state, district and school report card used as our tool for annual meaningful differentiation.

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

Validity and reliability:
The validity of chronic absenteeism is supported by numerous studies that have found strong linkages between chronic absenteeism and other key indicators of student performance and success such as improved academic achievement, increased graduation rates, and lower dropout rates. The reliability of the collected data is largely ensured by a

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

consistent reporting methodology, the use of a standardized state definition of chronic absenteeism, and a singular data collection system that has already been established and used for reporting. Idaho is confident in the accurate reporting of attendance data because Idaho has used an average daily attendance (ADA) funding model for many years for all school districts.

All local education agencies in Idaho have been submitting chronic absenteeism data since the 2018-2019 school year to the state. Idaho defines chronic absenteeism the same as the definition provided by the U.S. Department of Education in the EDFacts file spec FS195:

"The unduplicated number of students absent 10% or more school days during the school year. A student was absent if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day".

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).

Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry and success in education and career training after high school. College and career preparation is determined by calculating the percent of students who have demonstrated success preparation for education and/or career training after high school through advanced course work, technical skills attainment or work experience.

Advanced coursework includes advance placement courses, dual credit courses, and international baccalaureate programs. Students earn credit by passing the course. Technical Skills Assessment (TSA) is a pathway program that measures a student's understanding of the technical requirements of the occupational pathway. The TSA is a nationally validated, industry- based assessment, administered by an approved vendor, such as Career Technical Education. All juniors and seniors enrolled in a capstone course are required to take the TSA. Work experience includes credit for internships and job shadowing. A student earns work experience credit by passing the established criteria for that experience. At a minimum, each work experience aligns to Idaho's Content Standards. In this way, the work experience requirements for credit are consistent and comparable across the State. The LEA may require additional criteria above and beyond the Standards.

The three options in the college and career ready indicators in Idaho's Accountability framework are equally accessible and reflective of stakeholder feedback and State Board of Education goals and allow for meaningful differentiation among all high schools and alternative schools in the state.

Each college and career indicator will include all 12th graders in the denominator providing a true measure of student's access to advanced coursework and a measure of performance throughout their high school experience.

The numerator and denominator are summarized below:

The # of 12th grade students in a high school meeting one or more of the three College and Career options divided by the number of 12th grade students.

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.

Additional school quality and student success indicators not used in school identification. Additional school quality indicators in the state accountability framework include students enrolled in grade 8 taking pre-algebra or higher-level math courses and students in grade 9 taking algebra 1 or higher level math courses in our high schools and alternative high schools. Enrollment in math courses is based on the total population of students in the applicable grade and is disaggregated by sub-groups.

Research shows that students learn more in schools that emphasize high academic expectation and students that take higher-level academic courses learn more. This research supports the use of the enrollment in on-grade or above grade mathematics courses as an indicator of school quality and student success. This indicator also allows for evaluation of school programs in aligning curriculum and instruction in setting high expectation.

Credit recovery and accumulation in Idaho alternative schools as a measure of school quality and student success is predicated on the specific academic needs of students in alternative high schools. The state intends to identify the number of courses taken for credit recovery – which is defined as, any course for which a student received credit after previously attempting the same or equivalent course where credit was not earned. The State Department of Education is working with alternative schools to determine the most meaningful way of articulating this in our reporting of the indicators in the state, district and school report cards. Business rules for reporting will be finalized in May 2018.

The final indicator of school quality and student success; communication with parents on student achievement, which applies to all school configurations, was

implemented in the 2018/2019 school year.

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 annually and publicly reports 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 further empower educators and parents to engage in educational decisions about student achievement. Idaho reports 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 has developed 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 incorporated tools for comparing schools to each other. This allows all education stakeholders to use the multiple measures in the Accountability Framework to differentiate schools.

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

When identifying comprehensive and targeted support and improvement schools as described above, the school quality indicator is 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.

Table 9: 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

c. 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 CSI process for identifying the lowest performing schools relies on multiple measures of school performance to accurately identify schools with systemic challenges. Consequently, to progress through Step 6 above and receive a composite score, schools must meet the n size threshold of 20 students in a minimum number of key indicators.

For K-8 schools, the key indicators are:

- Academic Achievement
  - ISAT/IDAA Proficiency Rate in ELA/literacy
  - ISAT/IDAA Proficiency Rate in Mathematics
- Academic Growth
  - Student Growth toward Proficiency – ISAT ELA/Literacy
  - Student Growth toward Proficiency – ISAT Mathematics
  - English Learner Growth toward English Language Proficiency

K-8 schools must have a value for at least one academic achievement measure and one academic growth measure listed above to receive a composite score.

For High Schools and Alternative High Schools, the key indicators are:

- Academic Achievement
  - ISAT/IDAA Proficiency Rate in ELA/literacy

- ISAT/IDAA Proficiency Rate in Mathematics
- Graduation Rate
  - Four-year cohort graduation rate (High Schools)

High Schools and Alternative High Schools must have a value for at least one academic achievement measure and a graduation rate to receive a composite score.

When schools meet the n size requirements for the key indicators described above, the SDE uses the results in the standard, Lowest-Performing CSI process with the weights distributed across the available indicators. However, if the school still fails to meet the n size requirements for the minimum number of indicators, the school will be subject to a qualitative review process.

Qualitative Review Process

In the qualitative review process, the SDE convenes a review committee to review the school's characteristics and performance using available data. This committee will review information about the school, including the following:

- Title I status
- Grades served
- Detailed school type (e.g. career technical school, adjudicated school, etc.)
- Number of students in the denominator of each accountability measure
- Performance in each measure
- Student achievement progress and growth based on criteria established by the State Technical Assistance Team (STAT)
- For schools serving grades not assessed in our accountability system, the review committee will consider the school's performance on the statewide early literacy assessment as a metric of comparison. While not a measure in our identification system, the statewide literacy assessment is a measure in our accountability framework and is a key performance indicator in annual meaningful differentiation in our report card.

The committee will use the information available during the qualitative review to determine if the school should be identified for comprehensive support and improvement.

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 identified schools in the beginning of the 2018-19 school year using data from 2015- 16, 2016-17, and 2017-18. In the case of the student engagement survey, only data from the end of the 2017-18 school year was used. Idaho originally planned to identify schools every three years thereafter, using the same review of three prior years' data. Although this original identification schedule was delayed by COVID-19 disruptions, Idaho will return to a three-year identification cycle starting in the beginning of the 2022-2023 school year.

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 reviews 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 is used as accountability indicators as required by ESSA, described in section A(4)(iv) of this plan. Idaho uses 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.

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**:*
For each indicator used in school identification, combine the performance of students in the school for the most recent three years and calculate a weighted average. For indicators for which three years of statewide data is not available, the state combines performance for the number of years that are available.

The example below demonstrates the three-year average calculation for math achievement.

Math Assessment	2016		2017		2018		Three year average calculation for Math achievement	
# proficient	95	95.0%	100	78.7%	79	57.20%	274	75.07%
# tested	100	proficiency	127	proficiency	138	proficiency	365	proficiency

***Step 2**:* Select a school and identify the three-year weighted average 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. From the example calculation above, this value is 75% for a hypothetical school – School X.

School X math performance

Current year Proficient/Advanced
75%

***Step 3**:* Determine the school's rank on that indicator relative to all other public schools in the state in the same school category.

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.

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

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

Step 4: 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

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

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

Step 5*:* Repeat steps 1-4 for all indicators.

Step 6: 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 4) and summing these values.

Step 7*:* Repeat steps 1-6 for all schools in the state.

Step 8 Rank schools from highest to lowest within their school category based on their composite value.

Step 9 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 designates both Title I and Non-Title I schools with composite scores at or below the relevant 5% threshold value as schools identified for comprehensive support and improvement.

Step 10*:* Idaho also celebrates 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.

~~i. 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 is 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.~~

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

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 2019, the state calculates and reports both a 4-year cohort and a 5-year cohort graduation rate annually for all traditional and alternative high schools.

Beginning in 2021, Idaho identifies all high schools in the state with a 5-year cohort graduation rate less than 67%, based on a three year weighted average, for comprehensive support and improvement.

The change to using a 5-year rate specifically addresses the challenges and unique needs of our alternative high schools, which are required to serve students who are at risk for dropping out due to academic and social or emotional challenges. Using a 5-year cohort graduation rate average for all high schools recognizes the unique challenges and important work educators and students accomplish in preparing students for college and/or career.

The use of a 5-year cohort graduation rate also allows the state to meaningfully differentiate high schools in our accountability system.

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 began identifying comprehensive support and improvement schools for the 2018-19 school year and originally planned to repeat this process every three years. Due to COVID- 19 disruptions, the identification schedule was pause. Idaho re-identifies schools prior to the 2022-2023 school year and then continues to identify schools 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))*

While the lowest-performing five percent of schools will be identified as comprehensive support and improvement schools every three years, the methodology for identifying these schools will be calculated annually for the purpose of identifying schools for targeted support and improvement.

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 each subgroup of students (when meeting the n size requirements). Idaho identifies targeted support and improvement schools based on a student group composite below the bottom 5% of state average composite for all students and in the bottom five (5) percent of the corresponding student group composites.

The composite score is calculated based on three most recent years of data. For indicators

for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

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.

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

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))*

The methodology for identifying additional targeted support schools will be calculated annually.

The same calculations as used for comprehensive support and improvement identifications will be run among targeted support and improvement schools for all subgroups of students (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 subgroups is below that for the highest performing school in the bottom 5% of the comprehensive identification schools, the school will be identified for additional targeted support and improvement.

The composite score is calculated based on three most recent years of data. For indicators for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

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, "measurable 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 is not 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:

- No longer meet the eligibility criteria for comprehensive support and improvement (no longer be in the lowest 5%), and
- Achieve ELA and Math results above the 10th percentile within each school category for the all student group, and
- Articulate 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.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

Schools with graduation rate below 67%:
Schools identified for comprehensive support and improvement by failing to graduate two- thirds of its graduating cohort 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:

- No longer meet the eligibility criteria for additional targeted support, and
- Achieve ELA and Math results above the 10^{th} percentile within each school category, for all subgroups for which the school was identified for targeted support and improvement.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

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:

- STAT Team; including the superintendent, building administrators and school leadership team
- ISDE representatives as needed
- 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; which may include ~~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 of special education, 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~~ The STAT will include members of the Idaho Department of Education , LEA Team, and other specialists as necessary to meet the unique needs of the LEA/District. ~~.~~

~~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 below, the statewide Ss~~s~~ystem of Ss~~s~~upport 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~~ identified 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: Strategies used in the Idaho statewide Ss~~s~~ystem of Ss~~s~~upport

Strategy	Activity	Provider/program	Funding source
Creating/implementing comprehensive and targeted school improvement plans	Diagnostic evaluation/needs assessment to determine key challenges and root causes	~~ISDE or approved provider~~Idaho Building Capacity Project	Title I-A School Improvement funds
Creating/implementing comprehensive and targeted school improvement plans	Comprehensive school improvement and leadership coaching	~~Idaho Capacity Builders~~Idaho Building Capacity Project	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~~j	Mentoring and support for superintendents	Idaho Superintendents Network, Idaho Superintendent Mentoring Project	School Improvement Funds~~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)~~
~~**Strategy**~~	~~**Activity**~~	~~**Provider/program**~~	~~**Funding source**~~
Aligning curriculum and improving instruction	Professional development and technical assistance in curriculum and standards development and alignment and research-based instructional improvement	ISDE, Content and Curriculum Coaches~~Approved providers; state regional mathematics or ELA specialists~~	State funds
~~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~~ISDE, Content and Curriculum Coaches	State funds
Aligning curriculum and improving instruction	Educator evaluation training and coaching	ISDE and SBOE Educator Effectiveness Coordinators	Title II-A 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~~

~~Strategy~~	~~Activity~~	~~Provider/program~~	~~Funding source~~
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 Intervention (RTI) practices	Idaho English Learner Program	State and federal funds

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~~ ISDE ~~and/or Idaho Universities~~	~~Title IV~~

~~Strategy~~	~~Activity~~	~~Provider/program~~	~~Funding source~~
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 student leadership opportunities and community engagement~~	~~ICTE~~	~~-~~
~~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.

STAT Team: 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 and ~~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 of schools in CSI-Up and align the statewide System of Support for continuous improvement. ~~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~~ a 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 S~~s~~ystem of S~~s~~upport 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 support and improvement ~~or targeted support~~ may~~will~~ receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with ~~monthly~~ ongoing 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 S~~s~~ystem of S~~s~~upport 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~~ recommended 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~~superintendents in improving outcomes for all students ~~by focusing on the quality of instruction~~. The network is comprised of~~s~~ 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~~ recommended 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 in their first or second year 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 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 measure the equitable distribution of educators across the state. ISDE works to analyze educator experience, credentials, and need. The data analysis 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

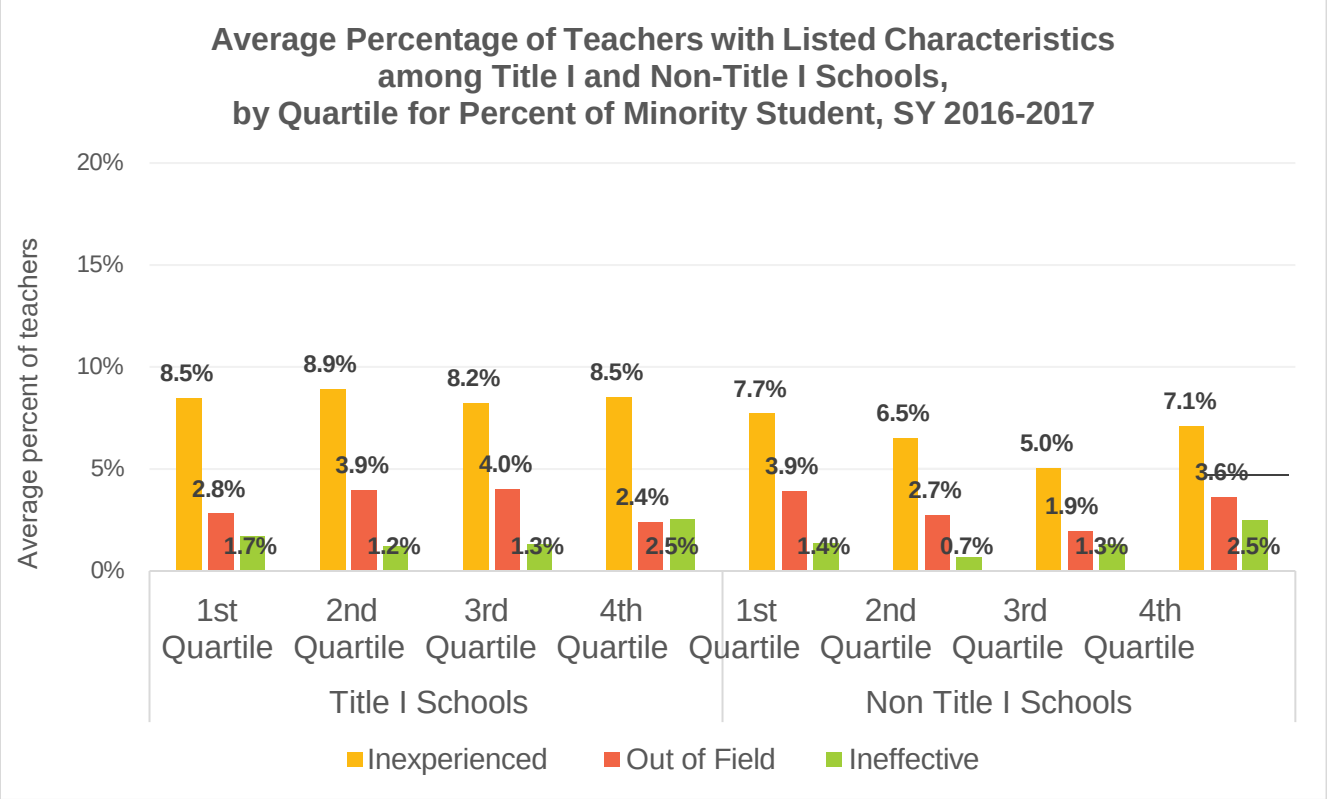
   U.S. Department of Education on June 1, 2015, and sparked a statewide effort to study recruitment and retention. ISDE continues to monitor and support LEAs as they continue to deal with the challenge of recruiting and retaining teachers. ~~This workgroup continues to meet monthly to address various needs around teacher workforce strategies to recruit, retain, and equitably distribute~~ teachers.

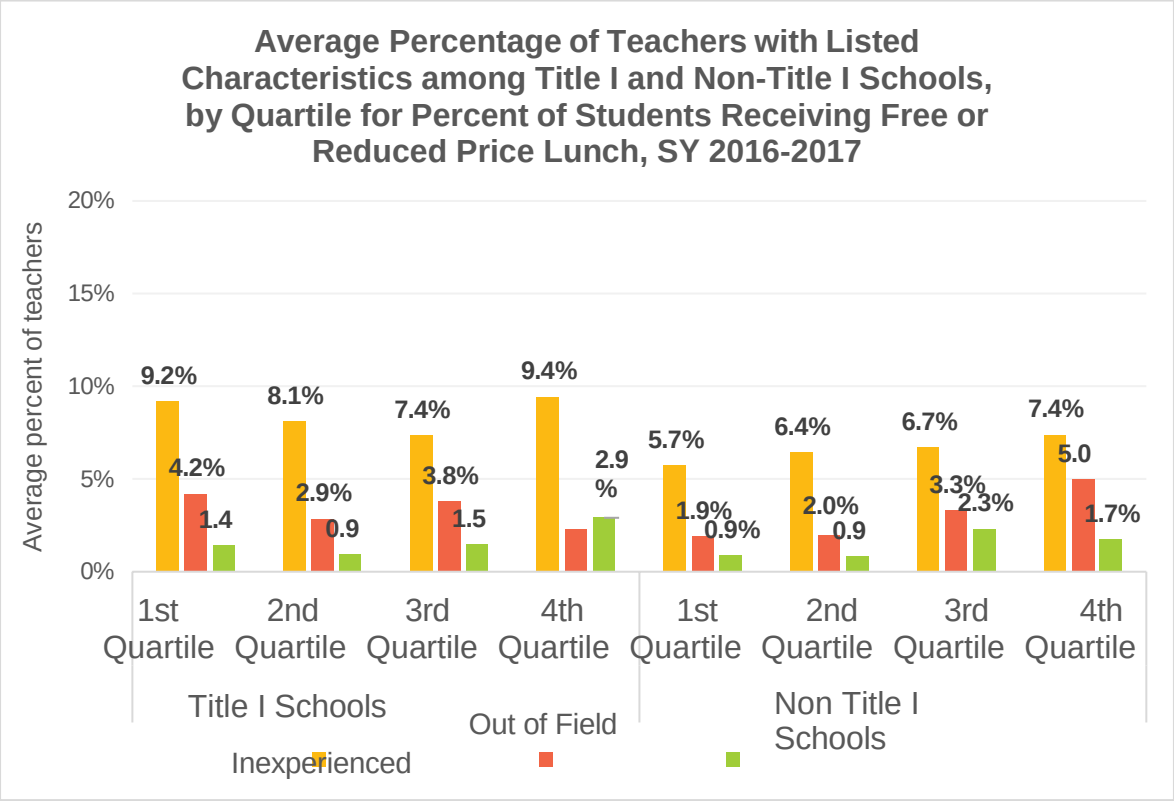
   As illustrated in the approved Equity Plan, Idaho has found that there is little to no correlation between student group and educator quality in the state. ~~Instead,~~ Idaho is continuing ~~working~~ to address a general challenge with teacher recruitment and retention statewide, especially in Idaho's 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.

   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.

[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.*


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
Average percent of teachers
20%
15%
10%
5%
0%
8.5%
2.8%
1.7%
8.9%
3.9%
1.2%
8.2%
4.0%
1.3%
8.5%
2.4%
2.5%
7.7%
3.9%
1.4%
6.5%
2.7%
0.7%
5.0%
1.9%
1.3%
7.1%
3.6%
2.5%
1st Quartile
2nd Quartile
3rd Quartile
4th Quartile
1st Quartile
2nd Quartile
3rd Quartile
4th Quartile
Title I Schools
Non Title I Schools
Inexperienced
Out of Field
Ineffective



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.

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.~~State Report Card.

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. To maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual *Idaho Prevention and Support Conference*. The conference provides professional development that ~~focused~~focuses on innovation, best practices, collective problem-solving, and motivation techniques to effectively support historically underserved and at-risk students. ~~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~~was awarded a Garrett -Lee Smith State/Tribal Youth Suicide Prevention and Early Intervention Grant ~~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, and again in 2020 through 2025. As part of both grant awards, ISDE Idaho Youth Suicide Prevention Program (IYSPP) assisted LEAs with implementation of Sources of Strength (an upstream, evidence-based youth suicide prevention program) in select schools. ~~One outcome of this ongoing 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 $1.6 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, including bullying and school climate ~~as it focuses~~ by focusing on developing internal strengths (protective factors) such as ~~grit,~~ resilience, hope, and connectedness.

In addition, IYSPP provides free, statewide suicide prevention gatekeeper training to adults that teaches them how to understand risk factors, recognize warning signs, ask whether a student is thinking about suicide, and how to safely connect that student to help and support. As part of this training, IYSPP provides information about the importance of Trusted Adults, which is also a known protective factor against both suicide and bullying.

ISDE received a separate Substance Abuse and Mental Health Services Administration Project AWARE (Advancing Wellness and Resiliency in Education) five-year grant from 2020 through 2025. This grant allows the Idaho AWARE Project to increase awareness of mental health issues among school-aged youth, provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues, and connect school-aged youth and their families, who may have behavioral health issues, to needed services. Three participating LEAs use Positive Behavior Interventions and Supports (PBIS) to implement a wide array of evidence-based programs that in part, reduce the overuse of discipline practices that remove students from the classroom and the use of aversive behavioral interventions that compromise student health and safety.

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 overuse of discipline practices that remove students from the classroom; and the use of aversive behavioral interventions that compromise student health and safety. ~~.~~ The strategies in Table 11 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 11: 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 (school-wide, 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 (primary and 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-~~t~~Tiered ~~s~~Systems of ~~s~~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
~~Idaho School Safety Symposium~~	~~Fall annually~~	~~Title IV-A~~
~~**Strategy**~~	~~**Timeline**~~	~~**Funding sources**~~
~~• Brings together school, government, community leaders, and parents to discuss school safety~~ ~~• Collaboration on current obstacles and challenges~~ ~~• Strategic planning is done in collaboration to guide SEA efforts in addressing school safety in the year ahead~~ ~~• Annually reports out to stakeholders on past efforts and progress~~ ~~• Review key events and emergency response from prior years~~ ~~• Partner in sponsorship with other key agencies, including Office of Drug Policy, Department of Juvenile Justice, and the Department of Health and Welfare~~	~~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 (SBOE) 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.

Idaho SBOE policies are established to create a seamless transition from middle school to career. ~~In~~ Enacted in 2023, each Idaho public middle school student will receive instruction in career exploration. Funds have been made available to every 7-12 grade student to be utilize toward career advancement. The Idaho SBOE has assisted in the alignment of high school graduation requirements to college admission requirements, created an aligned framework (called the GEM framework) for easy transfer of college credits taken in high school, along with alignment of degree programs and transparency through coursetransfer.idaho.gov. The Idaho Workforce Development Council has assisted with the creation and alignment of numerous registered apprenticeships, availability of career pathways and licensures and the support of funding to post-high school goals through the Idaho Launch program. Additionally, the SBOE adopted a statewide definition of college and career readiness, which was operationalized with college and career readiness standards for high school students that are now in place. All of which would not be possible without the collaboration and continued professional development of staff with a coordinated and on-going effort of providing webinars, conferences and in-person visits.

~~Several committees and taskforces in 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 was operationalized with college and career readiness standards for high school students that are now in place.~~

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.

By 8th grade, students are required to complete a career pathway plan and receive instruction in career exploration by teachers, who have received professional development in career exploration. ~~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 the 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 7~~8~~th 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. Over 55% of juniors and seniors utilize Advanced Opportunities, with nearly 5,500 career technical education (CTE) licensures/exams and over 259,000 college credits (both CTE and Academic) paid for by the State of Idaho in 2023. ~~Thirty-two percent of high school students participated in Advanced Opportunities during the 2015-16 school year, which grew to 41% of high school students in 2020-21.~~

Career Technical School (CTS): Idaho has highly invested in career technical education (CTE). In the 2023-24 school year, Idaho created a Career Ready Student program that has provided $45 million for career technical facilities improvements in public schools, in addition to funding provided by Idaho's Division of Career Technical Education (ICTE) and school discretionary funds. Idaho provides flexibility in local education agency design and creation and thus has schools designed to provide high-end, state-of-the-art technical programs, meet high school graduation requirements, and provide field experience and opportunities for students across many traditional public schools. Career Technical Schools provide postsecondary alignment for all of their programs, giving students the opportunity to earn technical competency credits (credits granted upon matriculation to a post-secondary institution), be acknowledged with a Workforce Readiness Diploma and recognized credentials through Idaho's Skill Stack badging system.
~~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 help them be successful at the next level.~~The alternative schools work with students in grades 6-12 transitioning from elementary to middle/junior high and middle/junior high to high school 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 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 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. This work led to the establishment of the of the nextsteps.idaho.gov website, that~~

~~provides resources and information for students, families, and educators alike. Resources address career development, education and training, and personal exploration activities. During the 2021 - 2022 academic year, a dual credit online advising module was added to meet the Idaho law mandating advising for all high school students who have accumulated 15 college credits or more through the Advanced Opportunities Program.~~

Student College and Career Supports~~Equity~~:
The state recognizes the need for additional supports in aligning preschool to career as well as providing equitable opportunities for students who may be disadvantaged by their location. As such Idaho maintains a comprehensive statewide college and career exploration tool, teacher education resource and communication platform called Next Steps Idaho. In addition, Idaho schools are supported with content and course instruction through Idaho's Digital Learning Academy.

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. Idaho will complete this process every three years starting in 2016 or more often if there is a dramatic shift in migratory populations.

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.~~ https://sde.idaho.gov/federal-programs/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 (SDP) 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. Every

three years, Idaho will update the Service Delivery Plan in the year following the Comprehensive Needs Assessment.

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 (MSIS), 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~~ six-year cycle of monitoring that includes a site visit, interviews with parents, secondary students, teachers, the family liaison, administrators, the local migrant director, other migrant staff, and business manager. Monitoring occurs as a consolidated process with all federal programs represented. The ~~migrant program~~ 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~~ migratory 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~~ migratory 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~~ migratory 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~~ collaborate 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~~ migratory students' needs are addressed in schools by multiple programs.

Preschool Children

Services provided to preschool-aged students are included in ~~three~~ two 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~~ migratory 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

Services provided to secondary migratory students are focused on keeping students in school until they graduate. graduate. ~~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~~ migratory 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~~ many 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 Ff~~f~~amily L~~l~~iaison either provides the service or coordinates with the districts' counseling staff to ensure migrant students receive the necessary supports for academic success. The Migrant Family Liaison ensures parents are kept informed of their child's progress. Lastly, Idaho's State MEP hosts a Migrant Student Leadership Institute for ~~migrant~~ migratory ~~sophomores and juniors~~ high school students every ~~July~~ Summer. ~~Migrant~~ Migratory students who are considered at- risk of dropping out are encouraged to apply for the Institute. The Institute is housed at ~~Boise State University~~ an Idaho university, in collaboration with the local College Assistance Migrant Program (CAMP). The institute ~~with a focus~~ focuses 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.~~ The SEA collaborates across all Federal Program. ~~We will establish a method of rotating members over time and will include~~ The Idaho Migrant Education Program (MEP) has an Advisory Committee of Practitioners with rotating members of 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~~ migratory students, migrant staff also assess~~es~~ 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 ouer ~~migrant~~ migratory 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.

Collaboration between MEP staff, Federal Programs staff, Special Education staff, and general education teachers in LEAs is a program monitoring indicator for the Migrant Program.

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~~ migratory 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~~ b y providing non-instructional support and referred services. Complete and updated MPOs and strategies can be found on the Idaho MEP website at https://sde.idaho.gov/federal-programs/migrant/index.html.

School Readiness for Children Ages 3-5
MPOs for school readiness support strategies for training parents in supporting their

children's pre-literacy and pre-numeracy skills and for providing direct preschool services through regular and summer programs for preschool children.

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/Mathematics ~~Achievement~~

MPOs for English Language Arts and Mathematics focus on training parents to support their children academically in the home, in providing direct instructional services during the regular school year, and in summer programs.

English Language Arts

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 opportunities, tutoring, after school programs).,	Optional
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

~~Measurable Program Outcomes (MPOs)~~	~~Key Strategies~~	~~LEA Options~~

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

~~Measurable Program Outcomes (MPOs)~~	~~Key Strategies~~	~~LEA Options~~

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 survey that they have an increased ability to support math education at home.	3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world). 3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.	Required

High School Graduation and ~~Dropout Prevention~~Services to Out of School Youth (OSY)

The MPOs for High School Graduation and OSY focus on strategies for mentoring secondary students, tracking student progress towards graduation, improving parent-school communication, and other services to support college/career readiness.

Measurable Program Outcomes (MPOs)		
4.1) By the end of 2019-2020 program year, the migrants' graduation rate will increase by 3%.	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). 4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).	Required

~~Measurable Program Outcomes (MPOs)~~	~~Key Strategies~~	~~LEA Options~~
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 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).	Required

Non-instructional Support Services

The MPOs for Non-instructional Supports focus training non-MEP school staff, supports for increased school engagement and access to health and other social 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 and public health agencies will be established to provide health services to migrant families.	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 public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	Required
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

2. **Promote Coordination of Services** (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide

for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

~~ISDE continues to participate in the Migrant Student Information Exchange (MSIX) Data Quality Initiative.~~ 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~~ migratory 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 12: 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 movement history, enrollment, course history, and ~~all~~ Idaho assessments.~~ including the Idaho Reading Indicator, Idaho Standards Achievement Tests of English language arts and math and English language proficiency assessment (ACCESS for ELL).~~ • MSIX Consolidated Records includes course history	• MSIX Consolidated Records report for assessments, course history, and move history assist LEAs in accurately placing students in courses. • MSIX for Move Notifications to other states and LEAs. • MSIX for Data Requests • MSIX Worklists for mergers, splits and regular reconciliation to ensure accurate data for all students in MSIX.

As part of its consolidated plan, each LEA must attest that the LEA "will use MSIX to send Move Notices within 48 hours of being notified that the student is leaving" and "will respond to MSIX Data Requests within 48 hours of receipt". ~~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 is a member of the Interstate Migrant Education Council (IMEC).
- ~~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~~ with 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 part of the MSIX State User Group for Analysis and Recommendations (SUGAR), a national committee providing feedback to MSIX developers and Office of Migrant Education Staff. ~~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.
- Idaho participates in an Office of Migrant Education Consortium Incentive Grant (CIG) during each three year cycle.

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

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

The State's Comprehensive Needs Assessment completed in 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. Both programs are required to annually identify through Idaho's annual Title I-D Subpart 1 application the 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. Additionally, 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 16 local programs, serving either neglected or delinquent students. Subpart 2 programs are required to provide transitional services (although no specific funding percentage is required by 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 their transition services through the annual application for Subpart 2 funding.

~~be conducted and completed by April 2018.~~

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 the~~such~~ child or youth are shared jointly between the facility and LEA ~~in order to~~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 the student's discharge from that facility~~,~~ the~~to~~ coordinatione~~e~~ of educational services ~~so as~~ to minimize disruption to the child's or youth's achievement.

A. **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 the~~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 administer pre and post-tests for 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~~ IPMP . 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~~ are encouraged 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.

Title II-A funds continue to support IPMP. The project has been expanded to now also include the Idaho Superintendent Mentoring Project.

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

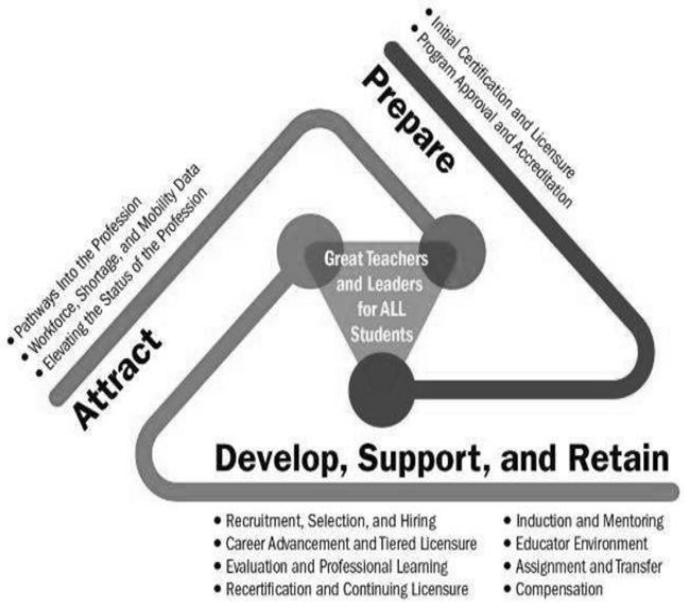
Supporting the Effectiveness of School Libraries). Title II-A funds will ensure more librarians are able to benefit from this valuable training, and more students will have access to a trained school librarian.

State Level Activities – Educators

Recruitment and Retention of Educators

Idaho Department of Education hosts regional career fairs to provide technical assistance to LEAs. In addition, each LEA can showcase their district to recruit educators. Beginning in 2024, the IDE career fair will also provide a one-day training to potential educators to help navigate routes to teaching.

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~~ continue to examine 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~~sacrifice 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~~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 13: 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 Superintenden Mentoring Project	Title II-A
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) and State Board of Education policy (Board policy)~~.~~, ~~This code puts~~ which put forth rigorous expectations for teachers, pupil ~~personnel~~service staff, principals, directors of special education, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. IDAPA and Board policy ensure~~s~~ 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 and Board Policy ~~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 of education which shall include ~~at least three semester credit hours or four quarter credit hours in reading and its application to the content area~~demonstration of competencies in the Idaho Comprehensive Literacy Plan. [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 minimum of 30

semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments. [Board Policy IV.D.2.a]

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~~ to include coursework in methods of teaching 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~~central concepts of birth – grade 3 subjects, professionalism, ~~; and application of technologies~~and clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education. ~~[IDAPA 08.02.02.022.07]~~[[Board Policy IV.D.2.t] Policy IV.D.2.f]

An Exceptional Child ~~Generalist~~Education Endorsement requires: ~~Thirty~~a minimum of ~~(~~30~~)~~ semester credit hours to include coursework in ~~special education, or closely related areas, as part of an approved special education program~~methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications. ~~[IDAPA 08.02.02.023.07]~~[Board Policy IV.D.2.t]

A Secondary Content Area Endorsement requires~~: P~~preparation in ~~at least~~ two fields of teaching~~. One of the teaching fields~~ , one of which ~~must consist~~consists of at least 30 semester credit hours, ~~or 45 quarter credit hours~~ and ~~a second field of teaching consisting~~ and one of which consists of at least 20 semester credit hours~~, or 30 quarter credit hours.~~~~;~~ ~~P~~or preparation of ~~not less than~~t least 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~~regarding preservice teaching experience in diverse settings or with special student populations. For the Standard Instructional Certificate, which includes all instructional endorsements, at least ~~six~~ 10 undergraduate or 6 graduate 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~~b]

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 ~~C~~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).~~ This alternative authorization allows an LEA to request additional endorsement for a candidate who already holds a current Idaho certificate in good standing. ~~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.~~Option 1 – The candidate works toward completion of a state board-approved preparation program. The candidate will receive a one-year certificate that may be renewed for two additional years with evidence of satisfactory progress toward completion of the preparation program.

Option 2 – A candidate with a master's degree may add an endorsement in the same content-specific area to a standard instructional certificate. The candidate will receive a one-year, nonrenewable certificate. Successful completion of a one-year, state board-approved mentoring program must occur in the year of authorization.

Option 3 – A candidate may add an endorsement to a valid instructional certificate by successfully completing a state board-approved content area assessment. The candidate will receive a one-year, nonrenewable certificate. Successful completion of a one-year, state board-approved mentoring program, must occur in the year of authorization.

In addition, this alternative authorization allows a candidate to use the National Board certification process to gain an endorsement in a corresponding subject area.

- ~~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 – Teacher to New Certification

This alternative authorization allows an LEA to request an additional certificate in a new certification area for a candidate who already holds a current Idaho certificate in good standing. The candidate will work toward completion of a preparation program in conjunction with the employing LEA and the participating teacher preparation program (college/university or nontraditional route). The candidate will receive a three-year, nonrenewable interim certificate to complete the preparation program. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.

Alternative Authorization – Content Specialist ~~The purpose of this~~This alternative authorization allows an LEA~~is~~ to request ~~offer an expedited route to c~~ertification for ~~individuals~~ a candidate who ~~are~~is 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 or have completed all the requirements for a bachelor's degree except for student teaching. ~~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 for the candidate 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. The candidate will receive a three-year, nonrenewable interim certificate to complete the preparation program. [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 industry experience, and often industry certification, in a CTE-related occupation to teach secondary and postsecondary CTE students. These occupational teaching certifications most often begin as a Limited Occupational Specialist (LOS) for individuals with ~~6,000 to 16,000 hours of full-time, recent, successful, and gainful employment.~~a bachelor's degree, 2,000-6,000 hours of recent gainful employment, and/or industry certifications. After completion of coursework and~~/or~~ teacher training at each lev~~el~~ over the three-year validity period of the LOS certificate, teachers advance to a Standard Occupational Specialist~~,~~ Certificate. With a master's degree or an additional 18 credit hours in the endorsement content area or educational pedagogy, the candidate can advance to ~~and finally to~~ an Advanced Occupational Specialist Certificate. All ~~occupationally certified~~ teachers entering the profession from industry must meet the Idaho Standards for Initial Certification of Professional School Personnel. [IDAPA 08.02.02.021.02.c]

Content Knowledge, Pedagogy, and Performance ~~As per IDAPA 08.02.02.018, all certification and endorsement areas require the candidate to demonstrate~~State Board of Education approved content ~~knowledge~~, pedagogy, and performance area assessments shall be used to ensure qualified teachers are employed in Idaho's classrooms. [IDAPA 08.02.02.017] 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 Preparation Standards All Idaho teacher preparation programs are guided by the *Idaho Core Teache~~r~~ing Standards* (see Table 14 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 14: Idaho ~~Content~~Core Teaching Standards

The Learner and Learning

Standard number and title	Standard description
Standard 1: Learner Development.	The teacher candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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.

State Specific Standards

Standard number and title	**Standard description**
Standard 11: American Indian Tribes in Idaho.	The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of the ancestral lands In Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock tribes, and The Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.
Standard 12: Code of Ethics for Idaho Professional Educators	The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
Standard 13: Digital Technology and Online Learning.	The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

Supplemental Standards

In addition to the Idaho Core Teaching Standards, the Idaho Comprehensive Literacy Standards apply in whole or in part, depending on the endorsement area, to each program leading to initial certification and a Standard Instructional Certificate. Programs leading to endorsement in Blended Early Childhood/Early Childhood Special Education, Exceptional Child Education, Blind and Visually Impaired, and Deaf/Hard of Hearing meet additional standards applicable to each endorsement area.

Pupil Service Staff and Administrator Certification Standards The standards for initial certification of pupil service staff and school administrators are independent of

the Idaho Core Teaching Standards. The Idaho Standards for School Administrators articulate the knowledge and performance required of the School Principal, the Superintendent, and the Director of Special Education. The Idaho Standards for Pupil Service Staff require that the preparation program receive national accreditation to meet the Idaho Standards for Pupil Service Staff:

- Audiology and Speech Language Pathologist - Council on Academic Accreditation, American Speech-Language-Hearing Association
- Nursing (School Nurse) - Commission on Collegiate Nursing Education
- School Counselor - Council for Accreditation of Counseling and Related Educational Programs
- School Psychologist - National Association of School Psychologists
- School Social Worker - Council on Social Work Education

~~**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.~~ https://www.sde.idaho.gov/federal-programs/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 of 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.

The Office of the Idaho State Board of Education is committed to supporting Educator Preparation Providers to develop learner-ready educators. A learner ready educator is one who is ready on day one of his or her career to model and develop in students the knowledge and skills they need to succeed today including the ability to think critically and creatively, to apply content to solving real-world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning.

More specifically, learner-ready teachers have deep knowledge of their content and how to teach it; they understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged; they care about, motivate, and actively engage students in learning; they collect, interpret, and use student assessment data to monitor progress and adjust instruction; they systematically reflect, continuously improve, and collaboratively problem solve; and

they demonstrate leadership and shared responsibility for the learning of all students.

The Office of the Idaho State Board of Education strives to approve and hold accountable teacher preparation programs that produce learner-ready teachers. Each year Idaho approved teacher preparation program's report data on admission requirements, standards and assessments. That data is currently collected in the Federal Title II Reports.

The Office of the Idaho State Board of Education and the State Department of Education are working together to innovate state systems and progress in the field to improve teacher preparation. Together, the development of the Idaho Standards for Educator Preparation Providers was created and approved by the State Board of Education on August 23, 2023. The Standards are as follows:

- STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE
    - Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.
        - Standard 1.1 Content Knowledge and Pedagogy: Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.
        - Standard 1.2 Professional Knowledge: Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.
        - Standard 1.3 Idaho Educational Expectations: Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.

- STANDARD TWO: CLINICALEXPERIENCE
    - Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.
        - Standard 2.1 Clinical Practice: Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate

proficiency in their area of endorsement.
- Standard 2.2 Clinical Partnerships: Educator Preparation Providers develop and implement quality clinical experiences in the context of documented and effective partnerships with Local Education Agencies.

- STANDARD THREE: CANDIDATE ASSESSMENT AND SUPPORT
  - Educator Preparation Providers demonstrate the development of candidate quality throughout the preparation program.
    - Standard 3.1 Admission Standards for Academic Achievement and Ability: Educator Preparation Providers define admissions requirements, collect, and evaluate applicant data, and admit eligible candidates.
    - Standard 3.2 Monitor and Support Progress: Educator Preparation Providers establish criteria to assess and monitor candidate progression throughout the preparation program to support candidate growth and competency at completion.
    - Standard 3.3 Recommendation for Certification: Educator Preparation Providers demonstrate candidates meet the Idaho Assurances listed on the Institutional Recommendation.

- STANDARD FOUR: CONTINUOUS PROGRAM IMPROVEMENT
  - Educator Preparation Providers maintain a system that consists of valid and trustworthy data from multiple measures that support continuous improvement. The system is sustainable over time and includes input from internal and external stakeholders.
    - Standard 4.1 Completer Data: Educator Preparation Providers analyze data provided via Annual Performance Measures for Continuous Improvement.
    - Standard 4.2 Internal and External Stakeholder Engagement: Educator Preparation Providers involve appropriate internal and external stakeholders (e.g. alumni, employers, practitioners, school/community partners, etc.) in program design, evaluation, and improvement.
    - Standard 4.3 Continuous Improvement: Educator Preparation Providers document use of data-driven decision-making processes to guide program modification and continuous improvement.

New Educator Preparation Provider annual performance measures were created and approved by the State Board of Education on August 23, 2023. These measures identify at-risk and low performing teacher preparation programs across Idaho's traditional and non-traditional programs. These measures provide transparency into the performance of teacher preparation programs, creating a feedback loop between the Office of the Idaho State Board of Education and the Educator Preparation Providers with an

emphasis on continuous improvement. The measures are as follows:

- Pedagogical Knowledge: The percentage of candidates who, at exit of program, passed the Common Summative Assessment (Idaho Framework for Teaching Evaluation) at a basic or better in all 22 components.
- Content Knowledge: The percentage of overall completer pass rate of Idaho State Board Approved content assessment for which the EPP has at least ten candidates complete the assessment during the academic year.
- Completer Effectiveness on Professional Practice: The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion were eligible for and obtained the Idaho Professional Endorsement.

Persistence in an Idaho Local Education Agency: The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion working full-time in an Idaho Local Education Agency who persist for three years.

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.

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 Russian 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 an English Language Proficiency (ELP) Screener Assessment administration, either WIDA Screener for Kindergarten 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 15: Idaho's Statewide EL Entrance Criteria

Grade	First semester	Second semester
Kindergarten	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 2.0 Literacy Score
1st Grade	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Literacy Score	• (Same as 2nd-12th grade)
2nd – 12th Grade	WIDA Screener • ≥ 5.0 Overall Proficiency Level Score • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Reading Proficiency Level • ≥ 4.0 Writing Proficiency Level	WIDA Screener • ≥ 5.0 Overall Proficiency Level Score • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Reading Proficiency Level • ≥ 4.0 Writing Proficiency Level

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 first implemented in the 2019/2020 school year, based on the 2020 ACCESS for ELL results:

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 for ELL or Alternate ACCESS for ELL to annually assess for EL proficiency.

The ACCESS for ELL is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening domains are weighted 15% each, in the overall composite.

A student is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

Step 2: When students meet the exit criteria on the English language proficiency assessment, LEA staff members re-designate 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 for ELL and Alternate ACCESS for ELL 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 collaborated with special education stakeholders to establish criteria and processes for exiting ELs with special needs taking the Alternate ACCESS for ELL. The following is a result of this collaboration:

- ALT-ACCESS for ELL exit criteria
- P2 Composite Proficiency Level

English learners with significant disabilities as documented by an Individualized Education Plan (IEP) will exit from the EL program when reaching P2 composite proficiency level on the ALT-ACCESS for ELL.

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 English Learner~~L~~/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, Assessment, 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~~
4. Regional trainings
5. Yearly Summer English Learner Institute

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 provides members with additional technical and instructional support. The Idaho State EL/Title III program employs an EL program assistant who coordinates various professional development opportunities. LEAs have access to various trainings which include all training costs and materials. The State EL coordinator also provides on-site technical assistance and employs two (2) regional 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. I~~S~~DE 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. The EL/Title III Department provides a menu of professional development options to ensure a wide variety of instructional frameworks and strategies are being covered based on local LIEP determination. This includes the Go-To Strategies, Sheltered Instruction, English Language Development (ELD) Standards, and pertinent English language acquisition topics. ~~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), National Association for Bilingual Education (NABE), and Idaho Association for Bilingual Education (IABE). ~~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 sub- grant 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~~ the coordinator 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.

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. In supporting a community-oriented and student focused education, the ISDE supports college and career readiness through academic readiness and advising including Advanced Opportunities, Next Steps Idaho and collaborative statewide partnership. Additionally, the ISDE supports

STEM experiences which 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 IV-A 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 support 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~~ are used to ~~increase existing efforts to~~ train and equip LEA personnel with best practices ~~around~~specific to safe schools, crisis intervention, school violence prevention, suicide prevention, and alternatives to suspensions and expulsions through existing statewide trainings and resources. In addition, Title IV-A funds may be used to provide schoolwide services that contribute to a positive and safe school environment by promoting mental wellness and suicide prevention among students.

~~**Table 16: 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).

   To ensure ~~that~~ the requirement was accurately interpreted, the ISDE 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~~here:

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

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

   1. Determine initial formula allocations based on LEA shares of Title I, Part A funds for the preceding fiscal year.
   2. Adjust upward allocations for LEAs whose initial allocation is below $10,000.
   3. Adjust downward, on a proportional basis, the initial formula allocations for all LEAs receiving more than $10,000.
   4. 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 Federal Programs Title allocations are finalized, the allocations are populated into the Idaho State Department Consolidated Federal and State Grant Application (CFSGA). After an LEA's CFSGA plan is approved for all programs, the funds are sent to the Grant Reimbursement Application (GRA). All LEAs receiving Title IV-A allocations receive no less than the minimum amount of $10,000.

   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. $131~~1~~0,000), 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~~training 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 5 percent of the appropriated amount for state activity (approx. $325,000), 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: Title IV-B use of funds

Strategy	Timeline	Funding sources
New Grantee Training	Summer Annually~~2017~~	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Fall Annually~~2017~~	Title IV-B State Activity Funds
Request For Application (RFA) Training~~Regional Bidder's Workshops~~	Fall Bi-Annually~~2017~~	Title IV-B State Activity Funds~~Administrative Funds~~
Grant Competition	Winter Bi-Annually (dependent on available funding)	Title IV-B State Activity
Peer Review Process Meeting	Spring Bi-Annually ~~2018~~	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Spring Aunnually~~2018~~	Title IV-B State Activity Funds
21st CCLC Summer Institute	Summer Annually~~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~~6.5 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 applicant's 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:~~application; needs assessment for before and after-school 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~~it 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 virtual~~in-person~~ meeting to discuss submitted applications. ~~Ultimately, the~~The peer reviewers make the decision of awarded applications based on the applicant's grant application and established scoring rubric.

Table 18: Title IV-B awarding subgrants timeline

Strategy	Timeline	Funding sources
~~Regional Bidder's RR~~equest For Application Training Workshops	Fall Bi-Annually 2017	Title IV-B State Administrative Funds
Grant Application~~-~~ Opens	Fall Annually~~2017~~	-
Grant Application~~-~~ Closes	January Annually ~~2018~~	-
Peer Review	Spring Annually~~2018~~	-
Peer Review Process Meeting	Spring Annually~~2018~~	Title IV-B State Administrative Funds
Grant Awards Announced	April Annually~~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.~~ Rural schools defined by Idaho Code are schools that have fewer than 20 enrolled students per square mile, or school districts within a county that contain less than 25,000 residents.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: 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~~ participated in 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~~ Montana, and Washington can participate in NW RISE.

The project is part of the ~~Northwest~~ Comprehensive Center 17 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, Idaho Regional Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through various networks including the Idaho Superintendents Network and Idaho Principals Network.

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

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 ~~l~~local ~~l~~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 assistance from the National Center for Homeless Education toll-free help line. ISDE requires a Housing~~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

   The i~~i~~dentification 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:

   i. 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;
   ii. Regularly notifying LEAs of training opportunities through the National Center for Homeless Education (NCHE);
   iii. Annually monitoring the needs assessment process for LEAs through ~~onsite~~ monitoring ~~visits~~ and the completion of a self-assessment application;
   iv. 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~~
   ~~v.~~ Assuring that the ISDE State Coordinator is a participating member of the Idaho Continuum of Care, Special Education Advisory Panel, 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 process that aligns with the state policy. This requirement is checked during ~~onsite~~ federal program monitoring visits, ~~and~~and when LEAs submit assurances during ~~when they submit~~ their annual application for funding through the CFSGA process. All LEAs must also have a written notice of ~~d~~decision~~ecision, 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 LEA liaisons, including~~:~~ provisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others.

   All liaisons are required to attend annual 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 t~~throughout the year. Local designated liaisons are required to have annual training for all staff including those in administration, transportation, nutrition, janitorial,~~custodial,~~ nursing, and secretarial work on the~~ir 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 children~~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~~ Housing Survey~~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 children and youth ~~and youth separated from the public schools, s~~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 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 h~~H~~omeless l~~L~~iaisons and the state coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youth~~s~~ who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate in~~s~~ 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 on~~about~~ how to remove barriers to school access throughout the state in its resource documents and~~,~~ 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. T~~he~~

~~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 youth~~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.

vi. **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 ISDE and all LEAs must have a current homeless education policy that removes barriers to identification, enrollment, and retention including those due to outstanding fees, fines, or absences of homeless children and youth.

The ISDE State Coordinator for the Education of Homeless Children and Youth will ~~annually~~ review and recommend revisions to state-level policies or procedures that may create barriers to the identification, enrollment, and retention of students identified as homeless. This review will be conducted in collaboration and coordination with other state and federally funded programs~~, including Title I, Title III, Migrant Education, IDEA, and Indian Education. Such review will be conducted with input from LEAs receiving subgrant funds.~~

The state coordinator will provide regular trainings and ongoing technical assistance to LEA Liaisons ~~and staff o~~on all provisions of the McKinney-Vento Homeless Education Act.

The state coordinator will provide written guidance documents regarding the needs to enroll and retain children and youth who are homeless, including the unique needs of various at-risk and diverse subgroups of students.

Statewide and regional-level trainings will address policies and procedures to assure students remain enrolled in their school of origin for the duration of the school year, regardless of attendance status. These trainings will also focus on strategies to minimize barriers to enrollment and retention related to outstanding fees, fines, or absences.

During annual trainings, local liaisons will bring their current policies to be reviewed. The policies will be examined to determine if these are legal, and clear. If needed, policies will be revised to be ready for local board approval. The ISDE requires that LEAs regular~~annual~~ly review policies as a best practice~~,~~ and revise as necessary. Many school districts are working with the Idaho School Boards Association on writing and revising policies.

The ISDE has added monitoring indicators reflecting this requirement to the Federal Programs Monitoring Tool. LEA policies and school processes and procedures are monitored through the~~-onsite~~ federal program monitoring process, which requires specific evidence of compliance, and include a review of district policies and procedures to ensure that homeless students and their families receive education services for which they are eligible.

The state coordinator tracks ~~all~~ concerns and requests for assistance. These technical assistance queries, along with data gathered through monitoring of compliance with the McKinney-Vento Act during the Federal Programs monitoring process, are regularly evaluated to search for areas of improvement~~weakness~~ in the State's implementation of the statute. These a~~A~~reas ~~of weakness are~~ provide topics for targeted~~made foci~~ of technical assistance and training activities in the state.

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. An ~~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, 2024 long-term goal, and 2017-2023 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%	61.1%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%	53.5%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%	43.5%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%	38.1%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%	48.1%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%	71.2%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%	46.3%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%	48.0%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%	64.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%	61.5%	61.5%

English Language Arts/Literacy - 2016 baseline, 2024 long-term goal, and 2017-2023 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%	68.7%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%	60.4%	60.4%

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023	2024
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%	43.3%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%	37.9%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%	56.1%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%	76.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%	53.7%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%	64.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%	71.9%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%	69.7%	69.7%

b. **Graduation Rates**

4 year Graduation rate Class of 2016 baseline, Class of 2024 long-term goal, and Class of 2017-Class of 2023 interim targets

4 year Graduation Rate	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%	94.9%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%	93.0%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%	90.1%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%	93.3%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%	94.5%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%	95.8%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%	89.6%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%	93.4%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%	92.4%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%	95.3%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%	94.3%	94.3%

5 year Graduation rate – Class of 2017 baseline, Class of 2023 long-term goal, and Class of 2018 - 2022 interim targets.

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
All Students	82.00%	84.7%	87.4%	90.1%	92.8%	95.5%	95.5%

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
Economically Disadvantaged	75.00%	78.8%	82.5%	86.3%	90.0%	93.8%	93.8%
Students with Disabilities	65.50%	70.7%	75.9%	81.0%	86.2%	91.4%	91.4%
English Learners	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%
Black / African American	75.60%	79.3%	82.9%	86.6%	90.2%	93.9%	93.9%
Asian or Pacific Islander	88.00%	89.8%	91.6%	93.4%	95.2%	97.0%	97.0%
American Indian or Alaskan Native	67.50%	72.4%	77.3%	82.1%	87.0%	91.9%	91.9%
Hispanic or Latino	78.40%	81.6%	84.9%	88.1%	91.4%	94.6%	94.6%
Native Hawaiian / Other Pacific Islander	79.70%	82.7%	85.8%	88.8%	91.9%	94.9%	94.9%
White	83.10%	85.6%	88.2%	90.7%	93.2%	95.8%	95.8%
Two Or More Races	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%

c. **Progress in Achieving English Language Proficiency English proficiency – 2018 baseline, 2024 long term goal and 2019-2023 interim targets**

2018 Baseline	2019	2020	2021	2022	2023	2024
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%	82.71%

Appendix B Idaho's Accountability Framework

State satisfaction and engagement survey administered to parents, students, and teachers

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. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
iii. Chronic absenteeism.
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. Students in grade 9 enrolled in algebra I or higher.

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

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).
v. Chronic absenteeism.

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.

Comment Request; Proposed 2024-25 Amendment to the Consolidated State Plan

A Notice by the Idaho Department of Education on 12/01/2023

SUMMARY

The Idaho Department of Education is requesting feedback on proposed amendments to the Consolidated State Plan of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeed Act (ESSA) for the 2024-25 school year. The revised, proposed amendment includes updates to Title I-A, Title I-C, Title II-A, Title III-A, Title IV-B, Title V-B, and Title IX-HCY.

DATES

Interested persons and entities are invited to submit comments on or before January 15, 2024.

ADDRESSES

Comments in response to this notice should be submitted on the feedback form linked here: ESEA CONSOLIDATED STATE PLAN FEEDBACK FORM

For the proposed 2024-25 amendment to the ESEA Consolidated State Plan, go to https://sde.idaho.gov/topics/consolidated-plan/

For the current ESEA Consolidated State Plan, go to https://sde.idaho.gov/topics/consolidated-plan/

QUESTIONS

For questions regarding the proposed 2024-25 Amendment, please contact Josh Noteboom at jnoteboom@sde.idaho.gov.

SUPPLEMENTARY INFORMATION

Title I, Part A

Technical Changes

Technical updates include branding, school years, embedded links, formatting, sentence structure, and order of information.

Expected Implications

Technical changes will make the document more accessible and readable for viewers.

More Rigorous Interventions

Updates redefine membership of the Comprehensive and Integrated Field Review (CIFR) Team to remove school librarian as a required member. Additionally, participants in the interview focus groups within the Comprehensive and Integrated Field Review process are now optional.

Expected Implications

Changes to the CIFR Team will allow the Idaho Department of Education to more effectively evaluate and support LEAs in the school improvement process.

Technical Assistance

Updates redefine membership of the State Technical Assistance Team (STAT) team to include representatives of the Idaho Department of Education, Local Education Agencies, and other specialists as needed.

Expected Implications

Changes to the STAT Team will allow the Idaho Department of Education to better support the unique needs of LEAs identified for school improvement.

Schoolwide System of Support

Updates to the System of Supports for LEAs identified for school improvement remove organizations that are no longer contracted with the Idaho Department of Education. Additional language and structure were simplified, removing repetition, to ease in the understanding of services available to schools identified for school improvement.

Expected Implications

Changes to the System of Support will further clarify available strategies to support LEAs in the school improvement process.

Disproportionate Rates of Access to Educators

Updates to the Idaho Department of Education cross-agency workgroup meeting requirements. The cross-agency workgroup completed its task of measuring the equitable distribution of educators across the state. The Idaho Department of Education and the Idaho Office of the State Board are working together to provide ongoing support for educators through mentoring networks and evidence-based practices resources.

Expected Implications

Focus on disproportionate rates of access to educators will continue as The Idaho Department of Education monitors and supports LEAs with the challenge of recruiting and retaining teachers. The department works collaboratively with the Office of the State Board of Education in determining and implementing strategies to recruit, retain, and support educators to increase the number of effective educators.

School Conditions

Updates to School Conditions add a description of the Idaho Prevention and Support Conference, State/Tribal Youth Suicide Prevention and Early Intervention Grant, Sources of Strength, and Project Aware.

Expected Implications

Changes clarify existing support for LEAs to improve school conditions.

School Transitions

Updates to School Transitions include clarify existing support for pre-k to post-secondary education transitions, career pathway plans and additional 8th grade requirements for career readiness, Idaho's Next Steps platform for college and career readiness, and add current statistical references on opportunities provided by Advanced Opportunities. Additional language was added about support for Career Technical Education including facilities improvements funds and school design.

Expected Implications

Changes clarify and add supports available to students as they transition to post-secondary education.

Title I, Part C

Supporting Needs of Migratory Children

Updates added ongoing timelines for completion of the Comprehensive Needs Assessment and the Service Delivery Plan. Additional clarification was made to language about drop out support for migratory children. A new link to updated Measurable Program Outcomes (MPOs) on the Idaho Department of Education website was added.

Expected Implications

Changes provide accurate information about the current and ongoing Title I-C program in Idaho.

Promote Coordination of Services

Updates clarify the use and coordination of Migrant Student Information Systems (MSIS and MSIX).

Expected Implications

Changes provide clarity for LEAs on the use of MSIS and MSIX.

Title II, Part A

State Level Activities

Updates to Title II-A add a description of the use of career fairs by the Idaho Department of Education for the recruitment and retention of teachers.

Expected Implications

Changes provide additional strategies for recruitment and retention efforts.

System of Certification and Licensing

Updates System of Certification and Licensing reflect recent changes in IDAPA and Idaho code. These changes impact all sections regarding certification and endorsement. Additional language was added to clarify Alternative Authorization for both New Endorsement and New Certificate requirements. Updates were also made to reflect updates to the *Idaho Standards for Initial Certification of Professional School Personnel.* Updates remove the 'Current Work Regarding Certification of Educators' section as this workgroup has concluded its scope of work.

Expected Implications

Changes clarify certification and endorsement pathways for Idaho educators. The Idaho Department of Education and the Office of the Idaho State Board of Education will work collaboratively to monitor and evaluate the system of certification and licensing.

Title III, Part A

Title III-A

Updates to Title III-A add descriptions of technical assistance, State Title III Consortium, Professional Development/Training, and State and National Partnerships.

Expected Implications

Changes clarify the use and purpose of Title III-A activities.

Title IV, Part A

Technical Changes

Technical Updates include removal of out-of-date activities, update links to documents, and renumbering steps for the funding calculation.

Expected Implications

Technical changes will make the document more accessible, readable, and accurate for the user.

LEA Optional Use of Funds

Updates to LEA Optional Use of Funds remove uses of funds for Title IV- Part A and remove Table 16: Title IV –A Use of Funds. Language was added to the support provided for safe and healthy students related to college and career readiness.

Expected Implications

Changes to the use of funds section more accurately reflects the flexibility for LEAs to meet the needs of their students.

Title IV, Part B

Title IV-B

Updates to Title IV-B include changes to the grant competition timeline and frequency.

Expected Implications

Changes to the grant competition timeline will make the document more accurate for the user.

Title IX, Subtitle A, McKinney-Vento Homeless Assistance Act

Title IX, Subtitle A

Updates to Title IX, Subtitle A remove references to new State Coordinators and remove outdated support and partnerships that are no longer available. Additional technical edits update names and titles.

Expected Implications

Changes provide clarity for LEAs regarding programs and supports available.