



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

JUL 15 2019

The Honorable Debbie Critchfield
President
Idaho State Board of Education
650 West State Street, Suite 307
Boise, ID 83702

The Honorable Sherri Ybarra
Superintendent of Public Instruction
Idaho State Department of Education
650 West State Street, 2nd Floor
Boise, ID 83702

Dear President Critchfield and Superintendent Ybarra:

I am writing in response to Idaho's requests to the U.S. Department of Education (Department) on March 1, 2019 and June 18, 2019, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the U.S. Department of Education (the Department) for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Idaho's amended State plan. A summary of the Idaho amendment is enclosed. This letter, as well as Idaho's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Idaho's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Idaho's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Idaho's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the Idaho State Board of Education and the Idaho State Department of Education has put into its consolidated State plan under the ESEA. If you have

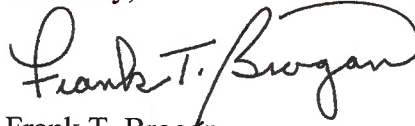
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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

questions or need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

A handwritten signature in black ink that reads "Frank T. Brogan". The signature is written in a cursive style with a large, looping initial "F".

Frank T. Brogan
Assistant Secretary for
Elementary and Secondary Education

Enclosure

cc: Karlynn Laraway, Director of Assessment & Accountability

Amendment to the Idaho's Consolidated State Plan

The following is a summary of Idaho's amendment request. Please refer to the U.S. Department of Education's website <https://www2.ed.gov/admins/lead/account/stateplan17/map/id.html> for Idaho's complete consolidated State plan.

Approved Amendments

The following amendments are aligned with the statute and regulations:

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

- *Graduation Rate Long Term Goals*
Idaho State Department of Education (ISDE) established long-term goals and measurements of interim progress for a 5-year adjusted cohort graduation rate (ACGR) for all students and each subgroup of students.
- *English Language Proficiency Long Term Goals*
ISDE revised its long-term goals and measurements of interim progress for progress in achieving English language proficiency (ELP) to align with the State's change to the calculation of whether a student is making progress achieving ELP (see below). ISDE is using the same methodology of reducing by one-third from the baseline the percentage of students not making progress achieving ELP.
- *Progress in Achieving English Language Proficiency Indicator*
ISDE amended its calculation of its progress in achieving ELP indicator. Specifically, ISDE moved from a seven-year target for ELP to individual student growth targets based on a student's initial ELP level and requiring ELP not to exceed five years.
- *Annual Meaningful Differentiation*
ISDE clarified that, in the case where a school does not have sufficient data to be included in the State's system of annual meaningful differentiation, it will evaluate the school using a small school qualitative review process. To be included in the State's regular accountability system, ISDE requires a school to meet the minimum n-size for the academic achievement indicator, the other academic indicator for elementary schools that are not high schools, and the graduation rate indicator.
- *Comprehensive Support and Improvement-Low Graduation Rate*
Beginning in 2021, ISDE revised its methodology such that it will identify high schools for comprehensive support and improvement if their three-year average of the five-year adjusted cohort graduation rate falls below 67 percent.
- *Targeted Support and Improvement-Consistently Underperforming Subgroups*
ISDE modified its methodology for identifying schools for targeted support and improvement due to consistently underperforming subgroups. While ISDE will continue to look at the gaps in student group performance on each indicator, if the subgroup's performance meets or exceeds the State's measurement of interim progress for that indicator,

the school will not be identified as in need of targeted support and intervention for consistently underperforming subgroups.

- *Title III Entrance and Exit Criteria*

ISDE amended its statewide standardized exit procedures for English learners to require that, in order to exit status, each English learner must receive a composite score of proficient on the ELP assessment. Specifically, an English learner who takes the general ELP assessment must achieve a score of 4.2 based on all four domains and a score of at least 3.5 in the reading, writing, and listening domains and a score of at least one on the speaking domain. An English learner who takes the alternate ELP assessment (i.e., an English learner with the most significant cognitive disabilities) must achieve a composite score of P2 on that assessment.