

October 17, 2012

Honorable Thomas Luna
State Superintendent of Public Education
Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720

Dear Superintendent Luna:

I am pleased to approve Idaho's request for ESEA flexibility, subject to Idaho's meeting the condition discussed below. I congratulate you on submitting a request that demonstrates Idaho's commitment to improving academic achievement and the quality of instruction for all of the State's elementary and secondary school students.

Last fall, the U.S. Department of Education (Department) offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms, already taking place in many States and districts, that we believe hold promise for improving outcomes for students. We are encouraged by the innovative thinking and strong commitment to improving achievement for all students that is evident in Idaho's request.

Our decision to approve Idaho's request for ESEA flexibility, subject to Idaho's meeting the condition discussed below, is based on our determination that the request meets the four principles articulated in the Department's September 23, 2011, document titled *ESEA Flexibility*. In particular, Idaho has: (1) demonstrated that it has college- and career-ready expectations for all students; (2) developed, and has a high-quality plan to implement, a system of differentiated recognition, accountability, and support for all Title I districts and schools in the State; (3) committed to developing, adopting, piloting, and implementing teacher and principal evaluation and support systems that support student achievement; and (4) provided an assurance that it will evaluate and, based on that evaluation, revise its administrative requirements to reduce duplication and unnecessary burden on districts and schools. Our decision is also based on Idaho's assurance that it will meet these four principles by implementing the high-quality plans and other elements described in its request and in accordance with the required timelines. In approving Idaho's request, we have taken into consideration the feedback we received from the panel of peer experts and Department staff who reviewed Idaho's request, as well as Idaho's revisions to its request in response to that feedback. Please note that consistent with the process for those States approved for ESEA flexibility with a plan to finalize guidelines for teacher and

principal evaluation and support systems, Idaho submitted its guidelines for peer review in July 2012. These guidelines and conforming changes to Principle 3 remain under review.

The waivers that comprise ESEA flexibility are being granted to Idaho pursuant to my authority in section 9401 of the ESEA. A complete list of the statutory provisions being waived is set forth in the table enclosed with this letter. Consistent with section 9401(d)(1) of the ESEA, I am granting waivers of these provisions through the end of the 2012–2013 school year. If Idaho meets the condition described below by December 31, 2012, Idaho may request an extension of these waivers through the end of the 2013–2014 school year. At that time, Idaho, like other States with approved requests, may request an additional extension of these waivers through the 2014–2015 school year.

In the coming days, you will receive a letter from Deborah Delisle, Assistant Secretary for Elementary and Secondary Education, containing additional information regarding Idaho's implementation of ESEA flexibility, as well as information regarding monitoring and reporting. Please note that the Department will closely monitor Idaho's implementation of the plans, systems, and interventions detailed in its request in order to ensure that all students continue to receive the assistance and supports needed to improve their academic achievement.

Our decision to place a condition on the approval of Idaho's request is based on the fact that the Department determined that Idaho awarded School Improvement Grant (SIG) funds to ineligible schools. The Department's September 21, 2012, SIG monitoring report indicated that Idaho is required to deobligate the SIG funds that were awarded to ineligible schools and to replace those obligations with State, local, or other allowable Federal funds. As of the date of this letter, the deobligation had not yet occurred; however, Idaho has committed to completing this corrective action, and we are confident that Idaho will quickly resolve this finding regarding its implementation of the SIG program.

Prior to requesting approval to implement ESEA flexibility for the 2013–2014 school year, Idaho must demonstrate to the Department that it has completed the deobligation and replacement of funds described above and in the Department's September 21, 2012, SIG monitoring report. Idaho must submit evidence that it has completed these actions, along with its request for an extension of the approval to implement ESEA flexibility, no later than December 31, 2012. If Idaho fails to demonstrate that it has deobligated and replaced the SIG funds that were awarded to ineligible schools, as required by the SIG monitoring finding, the waivers being granted to Idaho through ESEA flexibility will expire at the end of the 2012–2013 school year, and Idaho and its districts must immediately resume complying with all ESEA requirements.

Idaho continues to have an affirmative responsibility to ensure that it and its districts are in compliance with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in their implementation of ESEA flexibility as well as their implementation of all other Federal education programs. These laws include 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, the Age

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Discrimination Act of 1975, and requirements under the Individuals with Disabilities Education Act.

A copy of Idaho's approved request for ESEA flexibility will be posted on the Department's website at: <http://www.ed.gov/esea/flexibility/requests>. Again, I congratulate you on the approval of Idaho's request for ESEA flexibility and thank you for the work that you and your staff have done. I look forward to continuing to support you as you implement Idaho's ESEA flexibility request and work to improve the quality of instruction and academic achievement for all students.

Sincerely,

/s/

Arne Duncan

Enclosure

cc: Governor C.L. "Butch" Otter
Carissa Miller, Deputy Superintendent, 21st Century Classroom Division

Provisions Waived Through Approval of Idaho's Request for ESEA Flexibility		
ESEA Section¹	Description	Notes
State-Level Reservation for School Improvement		
1003(a)	Requires State educational agency (SEA) to reserve 4 percent of its Title I, Part A, allocation for school improvement activities and to distribute at least 95 percent to local educational agencies (LEAs) for use in Title I schools in improvement, corrective action, and restructuring	The reservation is not waived; SEA may distribute section 1003(a) funds to LEAs for use in priority and focus schools
School Improvement Grants		
1003(g)	Requires SEA to award School Improvement Grant (SIG) funds to LEAs with Title I schools in improvement, corrective action, or restructuring	Waiver permits SEA to award SIG funds to an LEA to implement one of the four SIG models in any priority school
2013–2014 Timeline		
1111(b)(2)(E)-(H)	Establishes requirements for setting annual measurable objectives (AMOs)	Waiver permits SEA to set new ambitious but achievable AMOs
Adequate Yearly Progress (AYP) Determinations		
1116(a)(1)(A)-(B) and 1116(c)(1)(A)	Requires SEA and its LEAs to make AYP determinations for LEAs and schools, respectively	
Within-District Allocations		
1113(a)(3)-(4) and (c)(1)	Requires LEA to rank and serve eligible schools according to poverty and allocate Title I funds to schools in rank order of poverty	Waiver permits LEA to serve with Title I funds a Title I-eligible high school with a graduation rate below 60 percent that the SEA identified as a priority school even if that school does not rank sufficiently high to be served based solely on the school's poverty rate
Schoolwide Poverty Threshold		
1114(a)(1)	Requires 40 percent poverty threshold to be eligible to operate a schoolwide program	Waiver permits LEA to operate a schoolwide program in a priority school or a focus school with less than 40 percent poverty that is

¹ The corresponding regulations that implement these statutory provisions are also waived. Any ESEA statutory provision not listed in this table is not waived.

Provisions Waived Through Approval of Idaho's Request for ESEA Flexibility		
		implementing a schoolwide intervention
School Improvement Requirements		
1116(b) (except (b)(13))	Requires LEA to identify schools for improvement, corrective action, and restructuring with corresponding requirements	1116(b)(13), which requires LEA to permit a child who has transferred to remain in the choice school through the highest grade in the school, is not waived
LEA Improvement Requirements		
1116(c)(3) and (5)-(11)	Requires SEA to identify LEAs for improvement and corrective action with corresponding requirements	
Reservation for State Academic Achievement Awards Program		
1117(b)(1)(B)	Limits the schools that can receive Title I, Part A, funds reserved for State awards program	Waiver allows funds reserved for State awards program to go to any reward school
Highly Qualified Teacher Plan Accountability Agreement Requirement		
2141(a)-(c)	Requires SEA/LEA agreement on use of Title II, Part A, funds for LEAs that miss AYP for three years and fail to make progress toward reaching annual objectives for highly qualified teachers	Waiver includes existing agreements and applies to restrictions on hiring paraprofessionals under Title I, Part A
Limitations on Transferability of Funds		
6123(a)	Limits to 50 percent the amount an SEA may transfer from a covered program into another covered program or into Title I, Part A	Waiver applies to the percentage limitation, thereby permitting SEA to transfer up to 100 percent from a covered program
6123(b)(1)	Limits to 50 percent or 30 percent the amount an LEA may transfer from a covered program into another covered program or into Title I, Part A	Waiver applies to the percentage limitations as well as to the restrictions on the use of transferred funds
6123(d)	Requires modification of plans and notice of transfer	
6123(e)(1)	Transferred funds are subject to the requirements of the program to which they are transferred	Waiver permits an LEA to exclude funds transferred into Title I, Part A, from the base in calculating any set-aside percentages
Rural Schools		
6213(b)	Requires LEAs that fail to make AYP to use funds to carry out the requirements under ESEA section 1116	
6224(e)	Requires SEA to permit LEAs that	

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	fail to make AYP to continue to receive a Small, Rural School Achievement grant only if LEA uses funds to carry out ESEA section 1116	
21st Century Community Learning Centers (CCLC)		
4201(b)(1)(A), 4204(b)(2)(A)	Require a community learning center to provide activities during non-school hours or periods when school is not in session	Waiver permits an eligible entity to provide 21 st CCLC activities to support expanded learning time during an expanded school day, week, or year in addition to activities during non-school hours or periods when school is not in session