

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT	INFORMATION
State Educational Agency (SEA)	Idaho State Department of Education (ISDE)
Request Approved	September 28, 2012
Request Amended	May 15, 2013
ESEA Flex Monitoring Activity	Part B Onsite
Monitoring Review Date(s)	August 13 and 14, 2013
Exit Conference	August 27, 2013
Interviews Conducted	Tom Luna, Marcia Beckman, Christina Nava, Karen Seay, Lisa Paul, Richard Henderson, Alison Lowenthal, Steve Underwood, Greg Alexander, Becky Martin, Adria David, Kimberly Barnes, TJ Bliss, Nicole Hall, Toni Wheeler, Angela Hemingway, Scott Cook, Joyce Popp, and, Melissa McGrath
U.S. Department of Education (ED) Monitors	Elizabeth Ross and Amy Bae

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation*. This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility*. This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.

- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

HIGHLIGHT OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA’s work includes the following key accomplishment relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- In order to ensure a smooth transition to and implementation of college- and career-ready standards, ISDE conducted thoughtful and coordinated outreach to engage stakeholders, with a significant emphasis on school level staff.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Not Meeting Expectations

Principle 2

Element	Status
----------------	---------------

Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Not Meeting Expectations
Reward Schools (2.C)	Not Meeting Expectations
Priority Schools (2.D)	Not Meeting Expectations
Focus Schools (2.E)	Not Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Not Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	ISDE's Principle 3 guidelines have not yet been approved.
Principal Evaluation and Support Systems (3.B)	ISDE's Principle 3 guidelines have not yet been approved.

ELEMENTS REQUIRING NEXT STEPS

Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)

Element	Description
	Annually Reports to the Public College-going and College-credit Accumulation Rates, as defined under State Fiscal Stabilization Fund Indicators (c)(11) and (c)(12) (Assurance 5 of ESEA Flexibility)
Summary and Status of Implementation	ISDE has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . ISDE explained that it has been collecting college-going and college-credit accumulation rates for Idaho high schools and universities since the 2006-2007 school year; however, these data are not disaggregated for all students and all student groups and do not include students that attend colleges and universities outside of Idaho. ISDE further explained that it has two Statewide Longitudinal Data Systems (SLDS) that it uses to track some of these data; however, its K-12 SLDS and post-secondary SLDS are not integrated, nor did ISDE indicate any plans to integrate the two systems.
Next Steps	Within 30 business days of its receipt of this report, ISDE must amend its ESEA flexibility request to include a high-quality plan to annually report to the public, college-going and college-credit accumulation rates for all students and all student groups in each LEA and each public high school no later than the 2014-2015 school year.

Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)

Element	Description
	Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A of ESEA Flexibility)
Summary and Status of Implementation	ISDE has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> , as described below in the reward school and focus school sections of the report. Therefore, ISDE has failed to meet expectations in regard to two categories of schools – reward schools and focus

Element	Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A of ESEA Flexibility)
	schools – within its system of differentiated recognition, accountability, and support. In doing so, ISDE has failed to fully implement its system of differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in those LEAs consistent with its approved ESEA flexibility request.
Next Steps	Within 30 business days of its receipt of this report, ISDE must demonstrate that it has completed the next steps outlined below pertaining to reward schools and focus schools.

Reward Schools (2.C)

Element	Reward Schools (2.C of ESEA Flexibility)
Summary and Status of Implementation	ISDE has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . Although ISDE successfully identified and provided recognition to its reward schools during the 2012-2013 school year, ISDE was unable to identify reward schools for the 2013-2014 school year based on three years of data consistent with its approved ESEA flexibility request. Thus, ISDE has not identified its reward schools for the 2013-2014 school year and did not provide a plan to do so.
Next Steps	Within 30 business days of its receipt of this report, ISDE must submit an amendment to its ESEA flexibility request that includes a method of identifying reward schools in the 2013-2014 school year and in any other year for which there may be fewer than three years of data, consistent with the requirements of ESEA flexibility.

Priority Schools (2.D)

Element	Priority Schools (2.D of ESEA Flexibility)
Summary and Status of Implementation	ISDE has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . ISDE failed to demonstrate that its non-SIG priority schools are implementing all of the turnaround principles in the 2013-2014 school year, consistent with the timeline in its approved ESEA flexibility request. Specifically, ISDE did not demonstrate that its non-SIG priority schools have met the requirements of the school leadership turnaround principle such that these schools can accurately consider the 2013-2014 school year to be year 1 of full implementation.
Next Steps	Within 30 business days of its receipt of this report, ISDE must submit an amendment to its approved ESEA flexibility request with: 1) an updated timeline for three years of full implementation in all priority schools clarifying which schools are implementing all turnaround principles and therefore are in year 1 or 2 of implementation, and which schools have not yet implemented all turnaround principles and therefore would begin full implementation in the 2014-2015 school year and 2) a high-quality plan to ensure that all priority schools are implementing interventions aligned with all turnaround principles no later than the 2014-2015 school year.

Focus Schools (2.E)

Element	Focus Schools (2.E of ESEA Flexibility)
Summary and Status of Implementation	ISDE has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . ISDE is not ensuring that its LEAs implement interventions in each focus school based on academic data targeted to the specific school's need and/or student group performance. Instead, ISDE is utilizing a more generalized approach to intervene in its focus schools, which intentionally targets raising the quality of instruction for all students because ISDE regards raising the quality of core instruction as its schools' most immediate need.
Next Steps	Within 30 business days of its receipt of this report, ISDE must submit evidence that it has implemented and documented a formalized process to review its focus schools' interventions, and provide an amendment to its approved ESEA flexibility request that details the process the SEA will use to ensure that all of its 42 focus schools are implementing interventions that target the specific school's need and/or student group performance based on the reason for identification.

State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)

Element	State and Local Report Cards (§1111 of the ESEA) (2.B and Assurance 14 of ESEA Flexibility)
Summary and Status of Implementation	ISDE has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . ISDE provided electronic copies of its State and local report cards for the 2012-2013 school year, which it made publicly available on August 1, 2013. However, these report cards do not contain all required information, including National Assessment of Education Progress data and high-quality teacher data. ISDE stated that it intends to update its report cards consistent with ED's February 8, 2013 report card guidance during fall 2013.
Next Steps	Within 30 business days of its receipt of this report, ISDE must submit its plan for revising its report cards to comply with ED's <i>State and Local Report Cards Under Title I, Part A</i> guidance, issued on February 8, 2013.

RECOMMENDATION TO STRENGTHEN IMPLEMENTATION

The following recommendation is provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthen implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- *ISDE should consider strengthening its communication with parents and families of English Learners in order to ensure that these populations understand the implications of every component of ISDE's ESEA flexibility request. ISDE may consider making its ESEA flexibility request and supporting documents available in languages other than English and/or providing translators at community meetings, within reason and as applicable.*

ADDITIONAL COMMENTS

- *As a result of a special referendum passed in November 2012, key components of Principle 3 of ISDE's ESEA flexibility request were overturned. ISDE subsequently requested and ED agreed to suspend review of ISDE's originally-submitted Principle 3, concurrent with ISDE's assurance that it would re-submit an updated version of Principle 3 of its ESEA flexibility request. On May 15, 2013, ISDE submitted Principle 3 of its ESEA flexibility request, and, in doing so, received approval to continue to implement ESEA flexibility through the end of the 2013-2014 school year. In December 2013, ED peer reviewed ISDE's Principle 3 of ISDE's ESEA flexibility request. If required, ISDE must resolve all issues related to its Teacher and Principal Evaluation and Support Systems identified through the Principle 3 peer review and approval process, and where applicable through the existing ESEA flexibility amendment process. Outstanding matters will be considered during the ESEA flexibility extension review process.*
- *Consistent with its approved ESEA flexibility request, ISDE intends to transition to the WIDA assessment to ensure that English proficiency is determined using an assessment that is aligned to English Language Proficiency standards which correspond to college- and career-ready standards.*