

**STATE DEPARTMENT OF EDUCATION**

**May 20, 2014**

**ESEA FLEXIBILITY  
Amendment Submission**

Dear Assistant Secretary Delisle:

I am writing on behalf of the Idaho State Board of Education to request approval to amend Idaho's approved ESEA flexibility request. The relevant information, outlined in the *ESEA Flexibility Amendment Submission Process* document, is provided in the table below.

<b>Flexibility Element(s) Affected by the Amendment</b>	<b>Brief Description of Element as Originally Approved</b>	<b>Brief Description of Requested Amendment</b>	<b>Rationale</b>	<b>Process for Consulting with Stakeholders, Summary of Comments, and Changes Made as a Result</b>
<b>Assurance 5</b> (pg. 11) It will report Annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the	Originally, Assurance 5 was not adequately addressed within the waiver submission.	We propose 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.	An annual public report of college-credit accumulation rates for all students and all student groups in each LEA and each public high school will hold districts and schools accountable for tracking the number of students who are advancing beyond high school requirements, specifically college-going and college-credit accumulation. By holding districts responsible for reporting the status of all students and all student groups,	With the submission of this amendment the ISDE will send an email to all LEAs inviting them to review changes made and comment as well as post a public notice on our website.  At the end of the public comment period all comments received will be documented and will be considered, with the possibility of revising the amendment.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581.

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State. (Principle 1)			<p>Idaho will have specific data to determine where additional support and action may be needed to increase the rate of college-going and college-credit accumulation.</p> <p>Overview of SEA's Request for the ESEA Flexibility – See pages 30-31.</p>	
<b>2.C Reward Schools</b>	<p>See pages 97-98</p> <p>Five-Star schools may be nominated for national awards such as the National Blue Ribbon Award and Distinguished School Awards. Both Five-Star and Four-Star schools will be</p>	<p>We propose to submit an amendment that will include a method (IDAPA 08.02.03.113.01) of identifying reward schools in any year for which there may be fewer than three years of data, consistent with the requirements of ESEA flexibility. With only two years of Star Rating</p>	<p>We recognize the importance of on-going recognition for Highest Achieving and Highest growth schools. In our amendment we are going to recognize the successful practices of high performing schools through presentations and assemblies because acknowledging student achievement is as much a priority as improving schools.</p>	<p>With the submission of this amendment the ISDE will send an email to all LEAs inviting them to review changes made and comment as well as post a public notice on our website.</p> <p>We will invite discussion at an open portion of a State Board meeting and discuss the issue at one or more stakeholder meetings.</p> <p>Any comments received in support of the amendment will be documented and others expressing concern will be considered, with the possibility of</p>

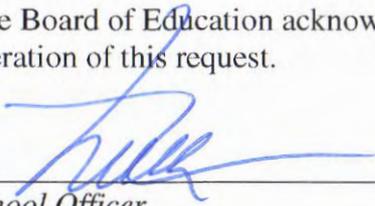
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	publicly recognized for their achievement through media releases and through ISDE's websites and social media outlets.	data, the schools must have been rated with a Five or Four Star in the past two years, rather than a Five Star in two out of the last three years.		revising the amendment.
<b>2.D Priority Schools</b>	Pages 149-151 The school improvement planning process expected LEAs to describe how the school principal was adhering to the seven Turnaround Principles which are embedded in the WISE Tool indicators.	We propose to submit an amendment 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,	We believe that a Letter of Affirmation that addresses how the principal is meeting the turnaround principles will require LEAs submit evidence and verify whether or not the principal is an effective instructional leader who is capable of leading school improvement.	With the submission of this amendment the ISDE will send an email to all LEAs inviting them to review changes made and comment as well as post a public notice on our website.  We have initiated discussions with superintendents throughout Idaho. Their input has been useful in drafting our proposed amendment.  Any comments received in support of the amendment will be documented and others expressing concern will be considered, with the possibility of

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		<p>and which schools have not yet implemented all turnaround principles and therefore would begin full implementation in the 2014-2015 school year, and 2) an updated high quality plan for ensuring that all priority schools are implementing interventions aligned with all turnaround principles no later than the 2014-2015 school year.</p>		<p>revising the amendment.</p>
<p><b>2. E Focus Schools</b></p>	<p>Pages 173 Every Two-Star School is required to write a Rapid Improvement</p>	<p>An ISDE representative will visit the school by December 31<sup>st</sup> of each year a school</p>	<p>Having a representative visit each Focus school every fall to ask about the subgroup and the interventions that are being implemented will establish an</p>	<p>With the submission of this amendment the ISDE will send an email to all LEAs inviting them to review changes made and comment as well as post a public notice on our</p>

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	<p>Plan, with the assistance of the ISDE. The school's district and the State are responsible for making sure the school implements the Rapid Improvement Plan effectively. If the plan is found not to be effective during the improvement process, the Two-Star School must work with its district and State to make changes accordingly.</p>	<p>is classified as a Focus School. The representative will follow the Focus School Intervention Protocol (Attachment 35) to observe and discuss the progress of the subgroups for which the school was classified as Focus and then ensure that interventions are in place to address the needs of the students.</p>	<p>opportunity for the school to showcase as well as be accountable to the student subgroup that is in most need. The ISDE is also going to be monitoring the improvement plans to see what the school documented as their interventions.</p>	<p>website.</p> <p>We have initiated discussions with superintendents throughout Idaho. Their input has been useful in drafting our proposed amendment.</p> <p>Any comments received in support of the amendment will be documented and others expressing concern will be considered, with the possibility of revising the amendment.</p>

Attached to this letter is a redlined version of the pages from our approved ESEA flexibility request that would be impacted with strikeouts and additions to demonstrate how the request would change with approval of the proposed amendments. Please contact Greg Alexander at [galexander@sde.idaho.gov](mailto:galexander@sde.idaho.gov) or by phone at (208) 332-6869 if you have any questions regarding these proposed amendments.

The Idaho State Board of Education acknowledges that the U.S. Department of Education may request supplementary information to inform consideration of this request.



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*Chief State School Officer*

5-22-14

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*Date*