



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

July 25, 2022

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

Mr. Kurt Liebich
President
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Superintendent Ybarra and State Board President Liebich:

I am writing in response to Idaho's request on May 9, 2022, and updated on July 1, 2022, to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), using the COVID-19 State Plan Addendum (Addendum). Idaho requested these amendments to account for short-term changes to its system of annual meaningful differentiation school year 2021-2022 due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted Idaho from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year.

Specifically, Idaho requested the amendments to:

- Use up to three years of data for each indicator. For its Academic Achievement indicator, ISDE will use data from the 2021-2022 school year. For the Other Academic indicator for elementary and secondary schools that are not high schools, ISDE will use data from the 2018-2019 school year compared to the 2020-2021 school year and the 2020-2021 school year compared to the 2021-2022 school year. For its Graduation Rate indicator, ISDE will use data from the 2019-2020 and 2020-2021 school years. For its Progress in Achieving English Language Proficiency indicator and its School Quality or Student Success (SQSS) indicator, ISDE will use data from the prior three years.
- Identify schools for targeted support and improvement due to consistently underperforming subgroups (TSI) when any subgroup has a composite accountability score below the lowest 5 percent for all students and the lowest 5 percent for the respective subgroup.
- Identify schools for additional targeted support and improvement (ATSI) from schools identified for TSI (rather than all public schools).
- For comprehensive support and improvement (CSI) schools identified in fall 2022, revise the exit criteria for fall 2023 to require that a school (1) no longer be in the bottom 5 percent of Title I

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schools, (2) achieve proficiency in the 10th percentile or higher for all students on both the statewide reading language arts and mathematics assessments, and (3) have improved student outcomes.

- Omit the 2019-2020 and 2020-2021 school years from the number of years in which a school must meet the statewide exit criteria for CSI and ATSI schools.

I am approving Idaho's short-term changes to its ESEA consolidated State plan. This letter and Idaho's approved Addendum for the 2021-2022 school year will be posted on the Department's website along with the currently approved version of Idaho's ESEA consolidated State plan (available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>).

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.

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions, please contact my staff at OESE.TitleI-a@ed.gov.

Sincerely,

/s/

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Ayaka Nukui, Director of Accountability
Joel Wilson, Deputy Superintendent of Operations
Karen Seay, Director of Federal Programs
Marilyn Whitney, Deputy Superintendent of Communications & Policy
Peter McPherson, Chief Deputy Superintendent