

STATE DEPARTMENT OF EDUCATION

REPORT TO THE LEGISLATURE

2021

Idaho State Department of Education

Departments & Programs



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K-12 EDUCATION BY THE NUMBERS

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For questions or additional information please contact Marilyn Whitney at mwhitney@sde.idaho.gov or 208-332-6954.

K-12 Education by the Numbers



FY21 STATE BUDGET

Approximately \$4 billion in general fund appropriations (Legislative Fiscal Report for FY21)

FY21 EDUCATION BUDGET FOR PUBLIC SCHOOL SUPPORT

Approximately \$2 billion in general fund appropriations (Legislative Fiscal Report for FY21)

PER PUPIL EXPENDITURES

In fiscal year 2019, the average per pupil expenditure in Idaho is \$8,155. Idaho's per-pupil expenditures are calculated by dividing current expenditures by the total student enrollment. Current expenditures are comprised of expenditures for the day-to-day operation of schools, including, but not limited to; expenditures for instruction, administration, instructional support, and operation and maintenance of facilities. Per pupil expenditures include state/local (\$7,187) and federal funds (\$968).

FALL FY21 MID-TERM ENROLLMENT SNAPSHOT *(Provided by the SBOE)*

- 308,803 students enrolled in grades K-12 (plus 3,177 in pre-K programs)
- 11.4% of all K-12 students have an individualized education program (IEP) and receive Special Education services
- 6.1% of all K-12 students are English Learners (their native language is not English)
- 4.0% of all students have been identified as Gifted and Talented students
- 1.5% of all students have been identified as Homeless (lacking consistent overnight accommodations, as defined by the McKinney-Vento Act)
- 45.3% of all students qualify for a free or reduced-price lunch

Race/ethnicity of Idaho's school students *(rounded to nearest tenth of a percent)*

- 74.9% are White
- 1.1% are Native American
- 1.2% are Asian
- 1.1% are Black
- 18.5% are Hispanic
- 0.3% are Hawaiian or Pacific Islander
- 2.9% are of mixed race

INFRASTRUCTURE *(FY21 DATA)*

- 115 Public School Districts
- 66 Charter School entities (both district and independent charter schools)
- 1 Cooperative Service Agency
- 765 schools (including 10 detention centers where districts provide educational services)

K-12 Education by the Numbers



STAFF (FY20 FINANCE DEPARTMENT DATA)

- 21,426 teachers (certified staff, full and part time; 17,252.28 FTE)
- 338 district administrators (certified staff)
- 997 school administrators (certified staff)
- 1,435 pupil services staff (certified staff)
- 19,084 classified staff (including full and part time; 10,288 FTE)

SOME QUICK DISTRICT STATISTICS (FY21 DATA)

- The average enrollment of the 115 public school districts is 2,419 students
- The West Ada School District in Ada County is the state's largest school district with 37,742 enrolled students, or 12.2% of the state's total student population
- Jefferson County School District in Rigby is the largest **rural school district** with 6,342 students
- Only 7 school districts have more than 10,000 students and have approximately 43% of all students in K-12.
- 7 districts have fewer than 100 students, 2 of which have fewer than 10 students.

RURAL SCHOOLS

Rural schools are defined by Idaho Code 33-319 as any school in a county with less than 20 students per square mile in the district or where most of the district's students live in a county of less than 25,000 people.

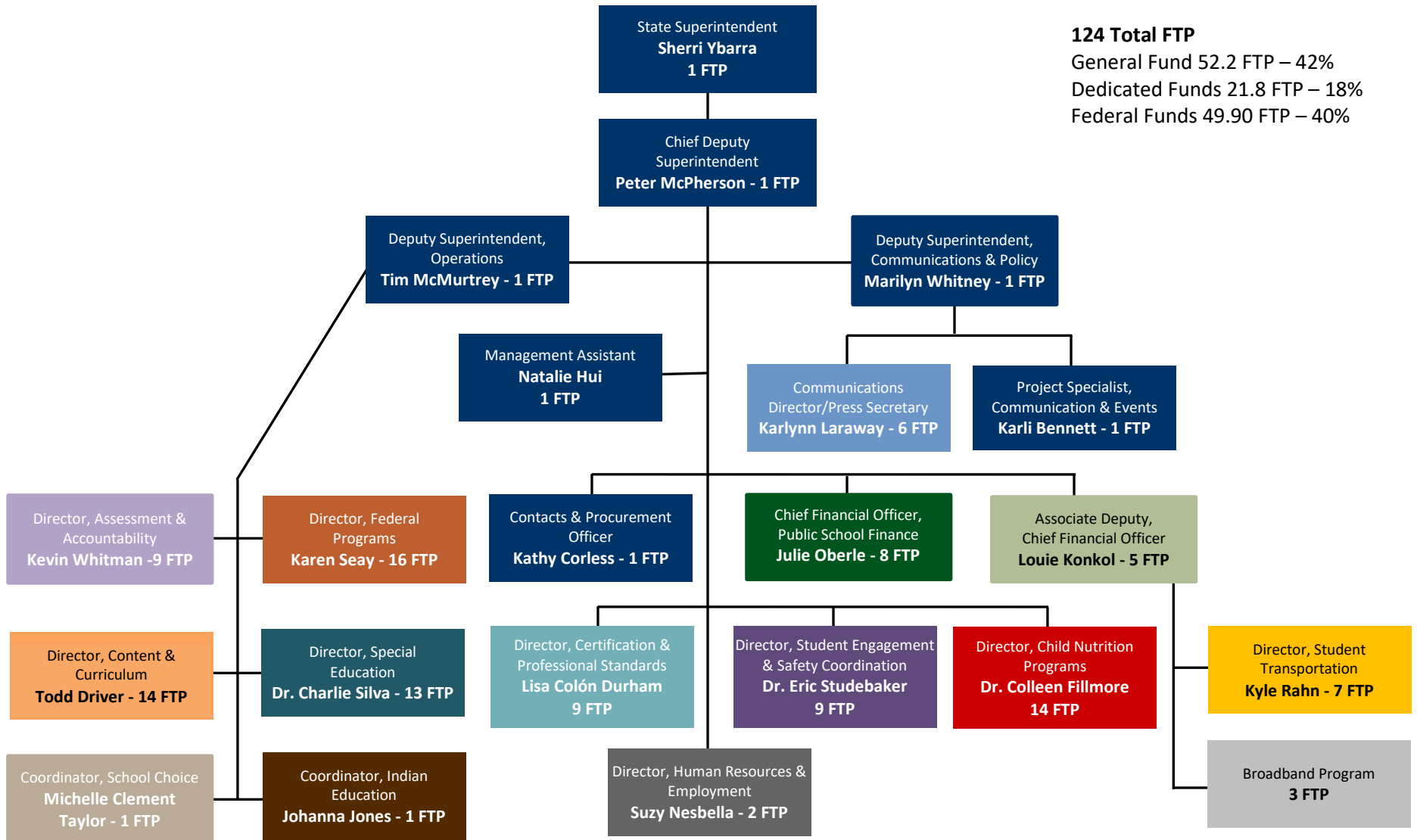
- 112 of the state's districts and charter schools qualify as rural
- Just over one-third of Idaho's students are served in those rural districts/charters
- Almost half of all administrators work in rural schools
- Just over one-third of Idaho's of teachers work in rural schools

STATE POPULATION

- The total population of the state of Idaho, according to the 2010 Census, was 1,567,582
- The U.S. Census Bureau, as of July 1, 2018, estimates Idaho's population at 1,754,208.
- Census Bureau surveys indicate that 90.6% of Idahoans age 25 or greater have a high school diploma or higher and 26.9% have a bachelor's degree or higher.

IDAHO STATE DEPARTMENT OF EDUCATION

OVERVIEW OF DEPARTMENTS



Idaho State Department of Education

Departments & Programs



ACCOUNTING DEPARTMENT

Louie Konkol, Chief Financial Officer

www.sde.idaho.gov/accounting/

APPLICABLE STATE AND FEDERAL STATUTES

[Idaho Code 67-1504](#)

[Code of Federal Regulations Title 34](#)

WHO WE SERVE

The Accounting Department, not to be confused with the Public School Finance Division, is the financial processing and oversight function for the entire State Department of Education (SDE). Its primary function is to receive, distribute, track and report the flow of funds expended or distributed by the SDE in a manner that meets the highest level of fiduciary responsibility. These funds include State, Dedicated, Federal and Public Schools funding, each of which follows a host of differing regulatory requirements. The Accounting Department accomplishes this by being the central location in which all payments and receipts are processed, using standardized procedures.

More simply put, the Accounting Department aids in the following areas, supporting schools and students to achieve:

- Federal fund distribution payments for federal programs through the Grants Reimbursement Application (GRA) and reimbursements for meals served through the Child Nutrition program
- Payments to vendors, contractors, school districts, and other educational institutions
- Processing the statutory distribution payments for the Superintendent's Public Schools budget
- Management of the Superintendent of Public Instruction's Department budget,
- Budgetary oversight of the Central Service Division of the Superintendent's Public Schools budget
- Management of the department's fixed asset system and surplus program
- Assisting with state and federal audits at the SDE
- Cash management activities and drawdowns of Federal funds
- Providing liaison service for the Office of State Controller's applications used by the SDE and many of its customers

PROGRAMS

The Accounting Department is a single program function within the SDE. All responsibilities outlined above are consolidated into one program to leverage efficient delivery of services to our customers. The program does maintain varying functions including: strategic management, budget preparation, cash management, and account payable and receivable, which are assigned to individual employees within the program. The entire department staff consists of 5 FTP.

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In the current year, the Accounting Department has been instrumental in the facilitation and distribution of CARES Act funds for school districts and charter schools. In conjunction with the Federal Programs Department, funds appropriated to the SDE have been allocated, expenses approved and reimbursements distributed. These include multiple sources of funds with varying purposes and intents. In addition, the Accounting Department is working with the State Controller's Office on the new Enterprise Resource Planning (ERP) conversion. For the SDE, school districts and charter schools a seamless transition is critical given the volume of transactions and amount of funding the Accounting Department processes each year.

The Accounting Department operates on a mix of General Funds and Indirect Cost Recovery (IDC) Funds. The program runs lean with operation costs in FY21 budgeted at \$14,000. The personnel costs for the same period are budgeted at \$511,000.



ASSESSMENT & ACCOUNTABILITY DEPARTMENT

Kevin Whitman, Director

<https://www.sde.idaho.gov/assessment>

APPLICABLE STATE AND FEDERAL STATUTES

[Idaho Code 33-1615](#)

[Idaho Administrative Rule 08.02.03.105](#)

[Idaho Administrative Rule 08.02.03.111 – Assessment in Public Schools](#)

[Idaho Administrative Rule 08.02.03.112 - Accountability](#)

[ESSA Section 1111\(b\)\(2\)](#)

[ESSA Section 1111\(b\)\(2\)\(D\)](#)

[ESSA Section 1111\(b\)\(2\)\(G\)](#)

[ESSA Section 1111\(g\)\(2\)\(D\)](#)

WHO WE SERVE

The Assessment & Accountability Department supports the improvement of student achievement by measuring student learning to identify strengths and areas of need. We also identify performance trends in student growth and achievement across grade levels and over time, to help inform improvement efforts at the state and local level. Assessment and accountability, found in federal and state statutes and administrative rules, are funded by state and federal dollars.

Assessment

Assessments provide educators with the information they need to make essential instructional decisions. In the same way that a scientist may collect and analyze water samples to determine the quality of our streams and lakes, teachers and administrators use assessments to measure how well students are learning and determine how best to support them moving forward.

A balanced assessment system employs a variety of measures and types of assessment to provide the most useful information to students, parents, teachers, administrators, legislators and the public:

- Formative assessment provides immediate usable feedback on teaching and student learning.
- Interim (or benchmark) assessments serve as “checkpoints” for longer-term student progress.
 - Teachers use formative assessment practices and interim/benchmark assessments in the classroom to identify gaps in student learning, adjust instruction, and provide interventions.
- Summative assessments allow a look back at the entirety of the instructional period.
 - Teachers and administrators use summative assessment results to review learning patterns annually, to determine systems-level changes that might be required from year to year;



- State and local leaders use summative assessment results to make important policy decisions, like where and how to invest in Idaho schools and how to hold schools accountable for the outcomes of those investments.

Accountability

The accountability system, adopted by the State Board of Education and approved by the Idaho Legislature, is intended to drive school and district performance toward college- and career-readiness; distinguish performance in order to meaningfully target supports to the students most in need; identify schools for recognition; provide timely, transparent data to spur action; and foster innovation and continuous improvement throughout the system with a focus on equity for all students.

The State Department of Education (SDE) publishes the State, District and School Report Cards, which provide information on multiple key performance indicators deemed most important by Idaho stakeholders. Visit www.idahoschools.org

On March 27, 2020 the U.S. Department of Education approved Idaho's waiver request for several assessment and accountability provisions in ESSA for school year 2019-2021 in response to the disruptions caused by COVID-19. These effects are reflected on the Idaho Report Card, as well as in several of the program descriptions and data summary tables on the following pages.

PROGRAMS

Idaho Reading Indicator

State Funds

The Idaho Reading Indicator (IRI) is administered to all KG-3 students in the fall and spring. The IRI serves as an early reading screener to identify students who are struggling to master foundational reading skills. The diagnostic nature of the assessment provides specific information about a students' skill gaps, informing the development of personalized intervention plans to support students in learning to read, so they can read to learn!

In school year 2019-2020, the fall IRI administration occurred as normal. The spring IRI administration was disrupted due to COVID-19, but the SDE worked with the vendor to implement a remote option so that districts and schools could still administer the assessment and access the information locally to support teaching and learning. The SDE also made this remote testing option available as needed at the district, school, and student level for the fall administration in school year 2020-21. The spring IRI administration for school year 2020-21 remains scheduled and the SDE will determine whether the remote option is necessary based on the educational environment at that time.



Idaho Standard Achievement Tests (ISAT)

State and Federal Funds

The ISAT Mathematics test is administered to students in grades 3-8 and 10. The assessment, like the standards, connects math content with math practice, expecting students to not only know math, but to be able to solve mathematical problems at varying degrees of difficulty.

The ISAT English Language Arts test is administered to students in grades 3-8 and 10. The assessment measures student's abilities in reading, writing, speaking and listening. Students who are college and career ready can comprehend and evaluate complex texts across a range of types and disciplines and can cite and evaluate specific evidence when offering an oral, written or other interpretation of a text.

The ISAT Science test is administered in grades 5, 8 and 11. The items align to the Idaho science content and performance expectations, and allow students to demonstrate their mastery of science and engineering practices and crosscutting concepts taught in the life, physical, earth and space sciences.

In school year 2019-20, the end-of-year ISAT summative assessments were canceled due to COVID-19. However, Idaho made remote access available to the interim assessment components of the system and has continued to support that option through the beginning of the 2020-21 school year. Operational spring summative assessments are scheduled for the ISATs in ELA/Literacy and mathematics. An independent field test is scheduled for a new ISAT summative assessment in science aligned with the revised standards the Legislature approved in February 2018. The SDE is holding ongoing discussions about the feasibility of remote administration options for the summative assessments in spring 2021.

Idaho Alternate Assessments

State Funds

Idaho's alternate assessments in English Language Arts/Literacy, mathematics, and science are designed specifically for students with the most significant cognitive disabilities. Because alternate assessments are based on alternate achievement standards with content that is reduced in depth, breadth, and complexity, test results from these assessments are not comparable to results achieved on the Idaho Standard Achievement Tests.

In school year 2019-20, the Idaho Alternate assessments were canceled due to COVID-19. In school year 2020-21, the State Department of Education is planning to administer an operational field test of the alternate assessments in English Language Arts/Literacy and mathematics, which will produce student scores following a standard setting process. The SDE also is planning to administer an independent field test for the alternate assessment in science, aligned with the new Extended Content Standards Core Content Connectors the Board of Education approved in October 2019.

English Language Proficiency Assessment

State Funds

The English Language Proficiency Assessment is administered to all English Learners in grades K-12. The



assessment both defines and monitors an English learner's academic English language proficiency and growth in reading, writing, listening, and speaking. The assessment provides educators with the linguistic evidence needed to promote equity within the classroom for all Idaho students, regardless of the first language learned.

In school year 2019-20, students were able to complete the English Language Proficiency Assessment prior to school closures. The SDE developed guidance for remote screening of English Learners to pre-identify students who made require services. The English Language Proficiency Assessment remains scheduled for in-person administration in school year 2020-21.

College and Career Readiness

State Funds

Idaho supports students in understanding and creating Next Steps after high school in a variety of ways. Taking a college entrance exam is a Next Step opportunity and a chance for students to receive resources and personalized feedback to assist in preparation for entry level college coursework. It also is a current graduation requirement. The SDE supports schools in the administration of the SAT to every high school junior. Students who meet college and career readiness benchmarks on the SAT have a 75% chance of earning a C or better in first semester college credit-bearing coursework.

In school year 2019-20, the SAT School Day administration for juniors, the class of 2021, was canceled in response to COVID-19 disruptions. The SDE held a fall SAT School Day administration for these students at the start of school year 2020-21.

National and International Assessments

Federal Funds

Students in Idaho schools participate in several national and international assessments which help policymakers understand how students in Idaho and the US are performing relative to students in other states and other countries.

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation and for the states, but does not provide scores for Idaho school districts, schools, classrooms or individual students.

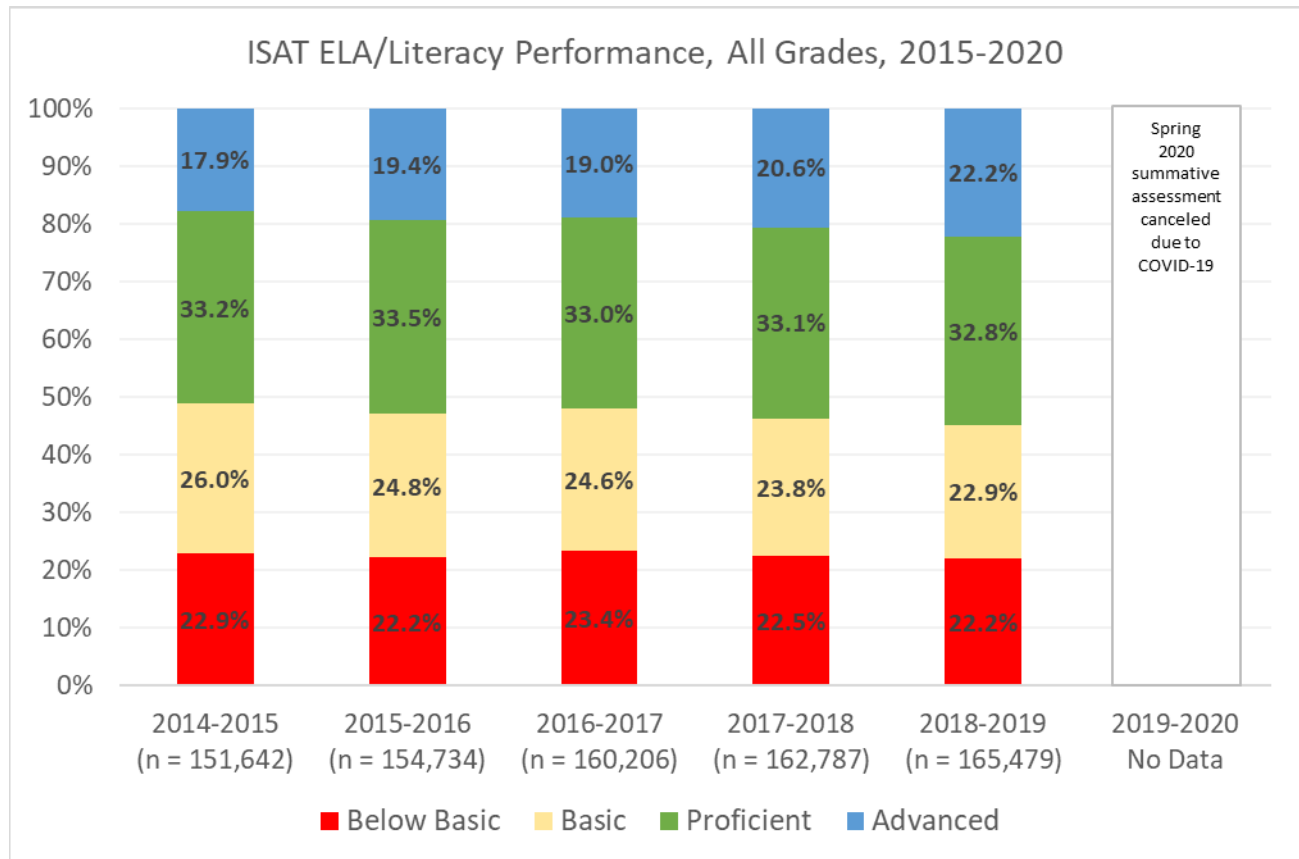


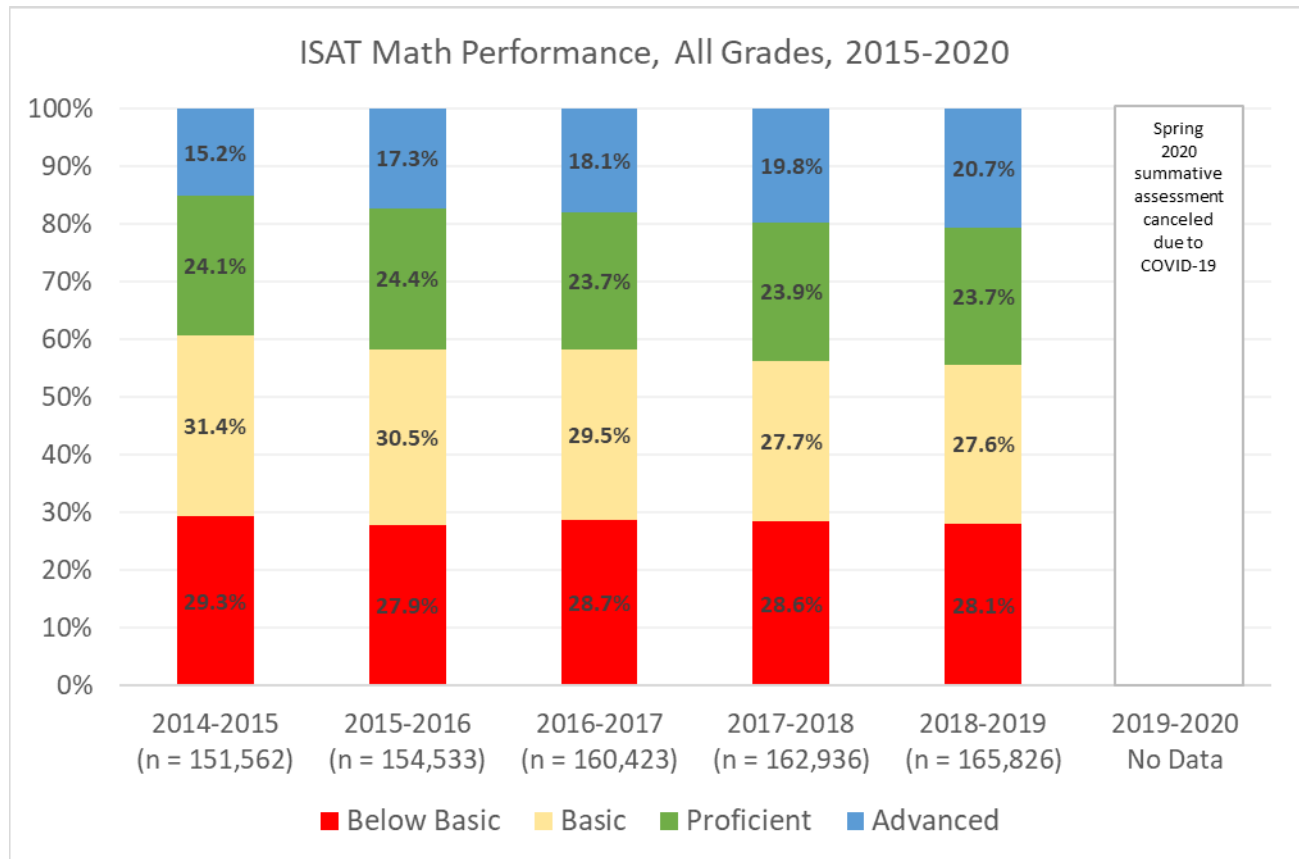
Impact of COVID-19 Pandemic on Statewide Assessment and Accountability

- The spring 2020 summative ISAT assessments were canceled.
- The IRI was only available for remote administration in spring 2020 to support local needs, and no statewide data were produced.
- The SAT School Day administration for the class of 2021 was postponed from the spring of 2020 to the fall of 2021.
- Idaho received a waiver from the U.S. Department of Education for various assessment and accountability requirement under ESSA. However, the U.S. Department of Education provided [guidance](#) that states should not expect the Department to approve waivers for federal assessment requirements in school year 2020-21.
- The fall 2020 IRI was administered. By default, the assessment was in-person, but districts could request remote access as needed. Around 10% of students took the assessment remotely.
- The SDE added SAT testing dates and extended the testing windows for the fall IRI, the English Learner Proficiency assessment, and the spring summative ISAT assessments to maximize flexibility.
- The SDE is exploring the option for districts to remotely administer the summative ISAT assessments in spring 2021.

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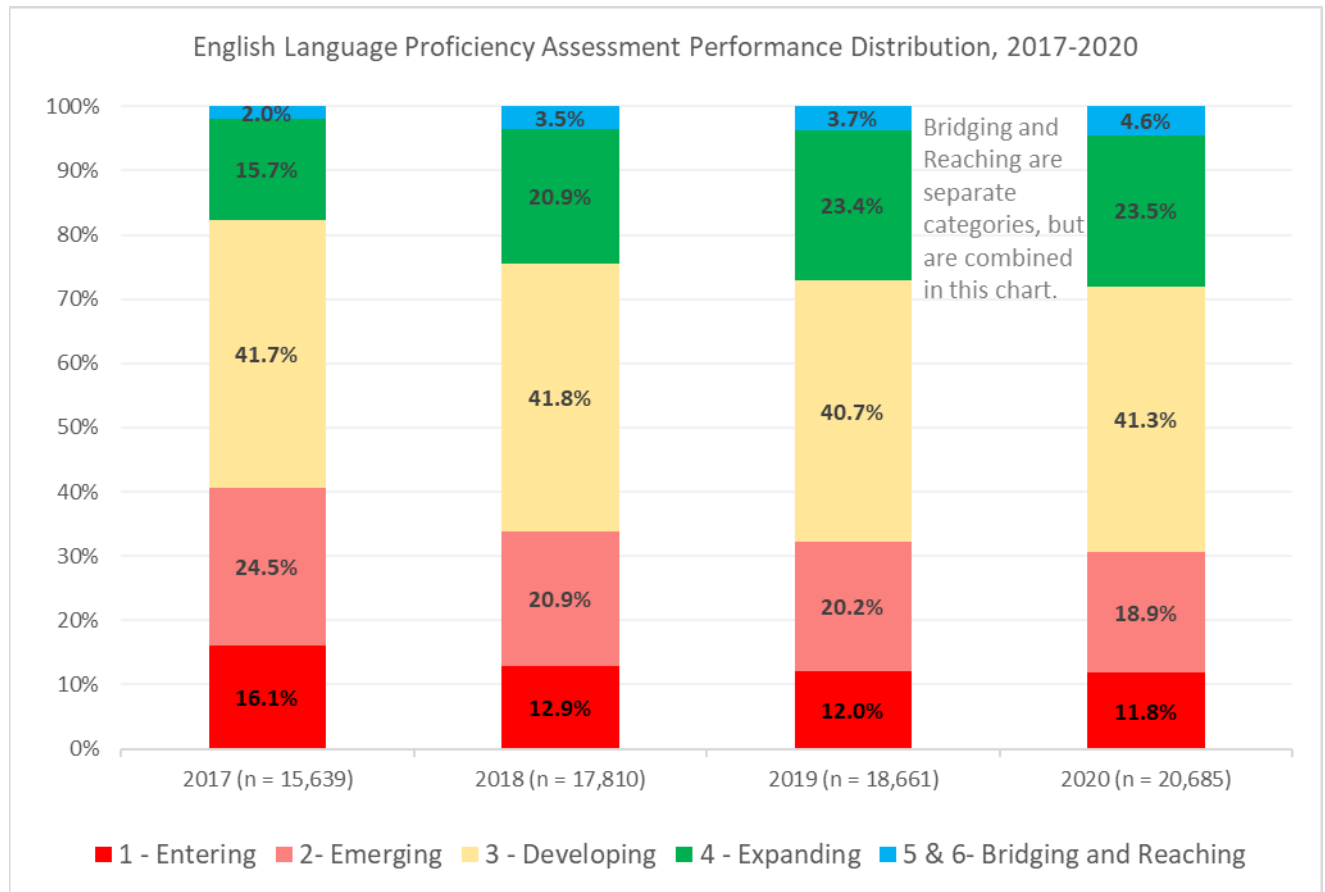
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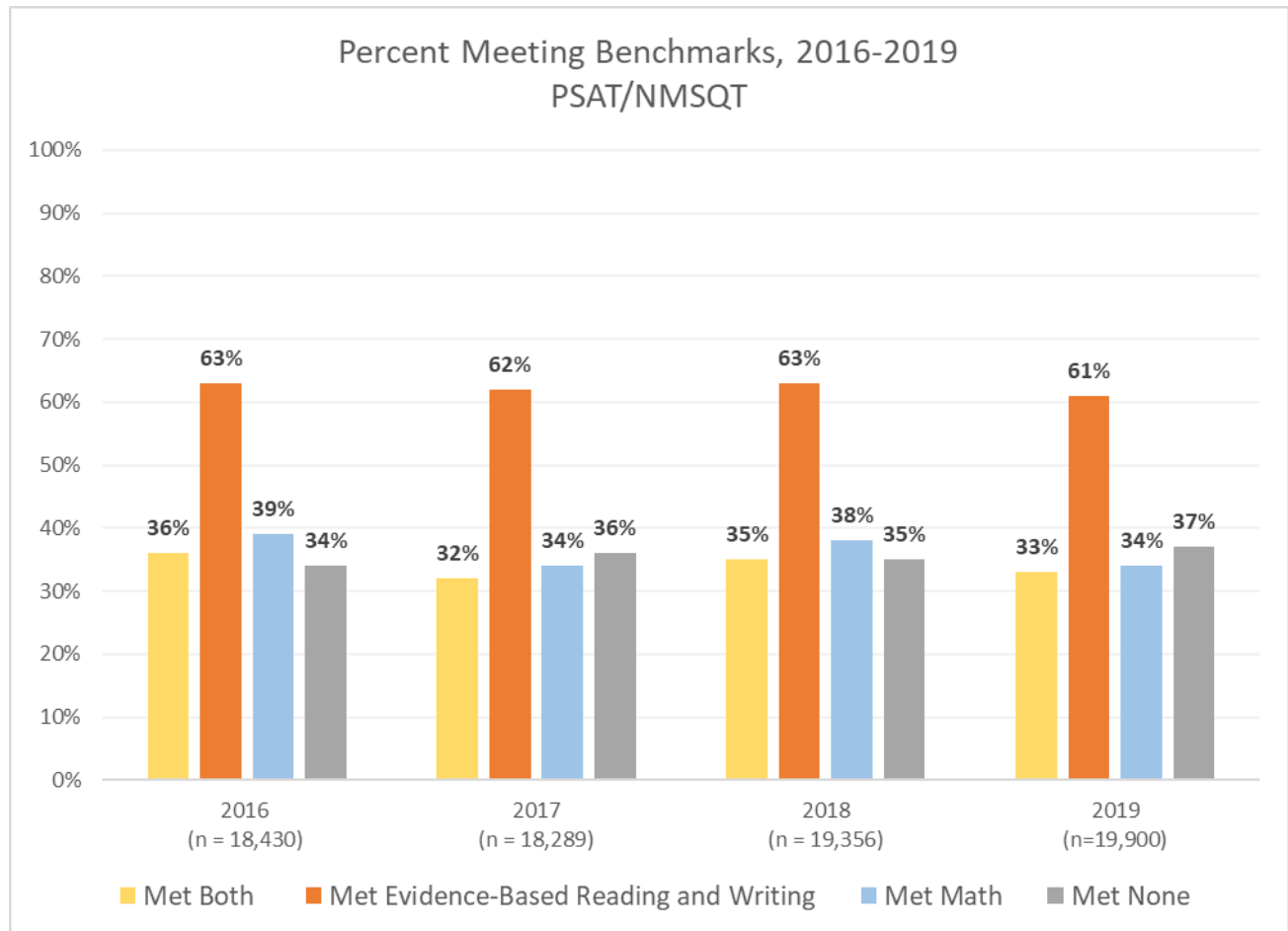
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Idaho Reading Indicator

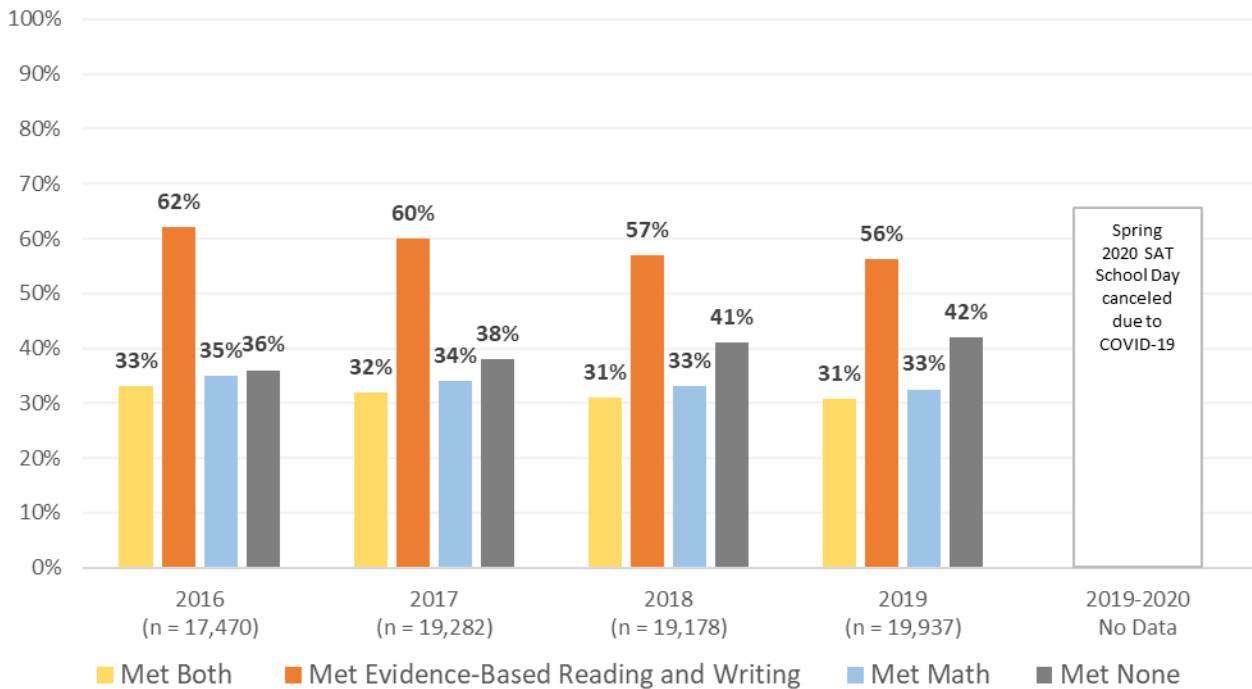




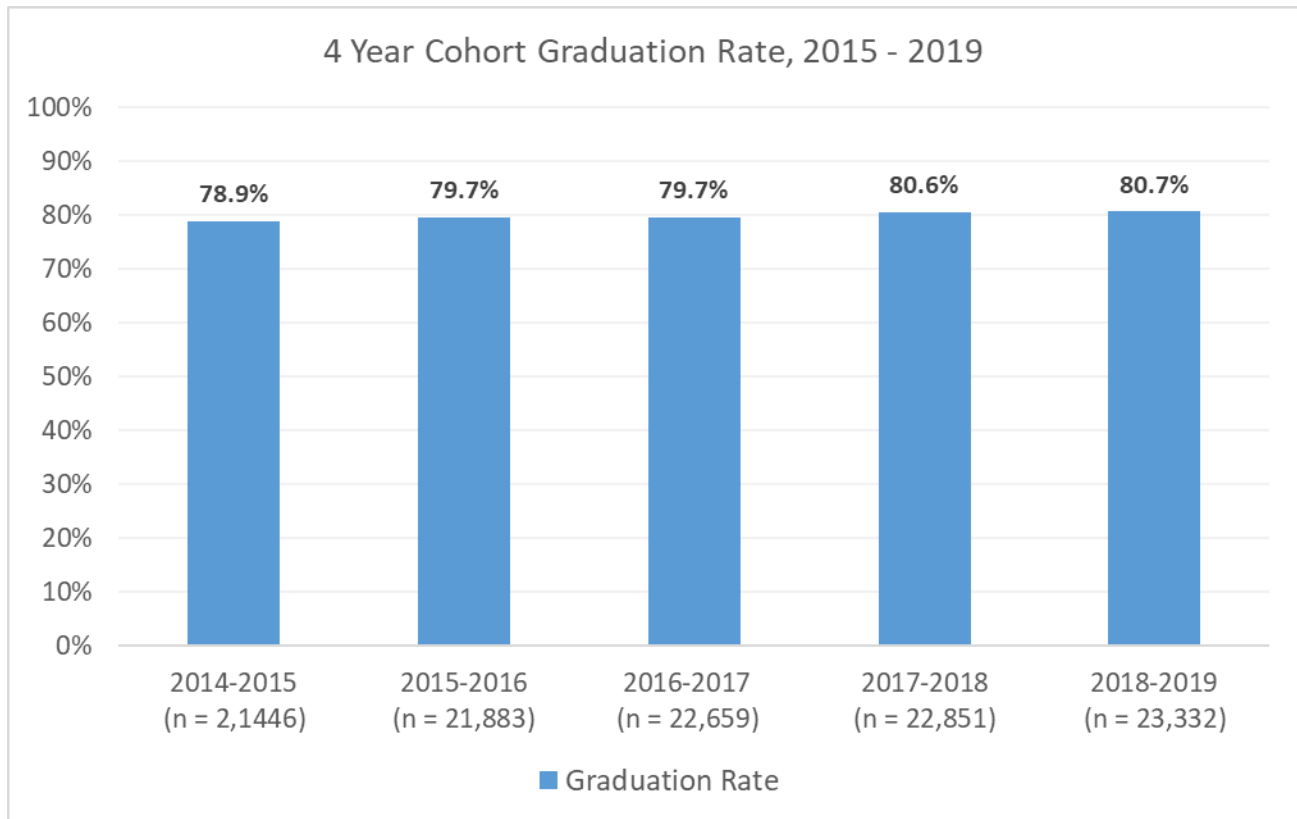


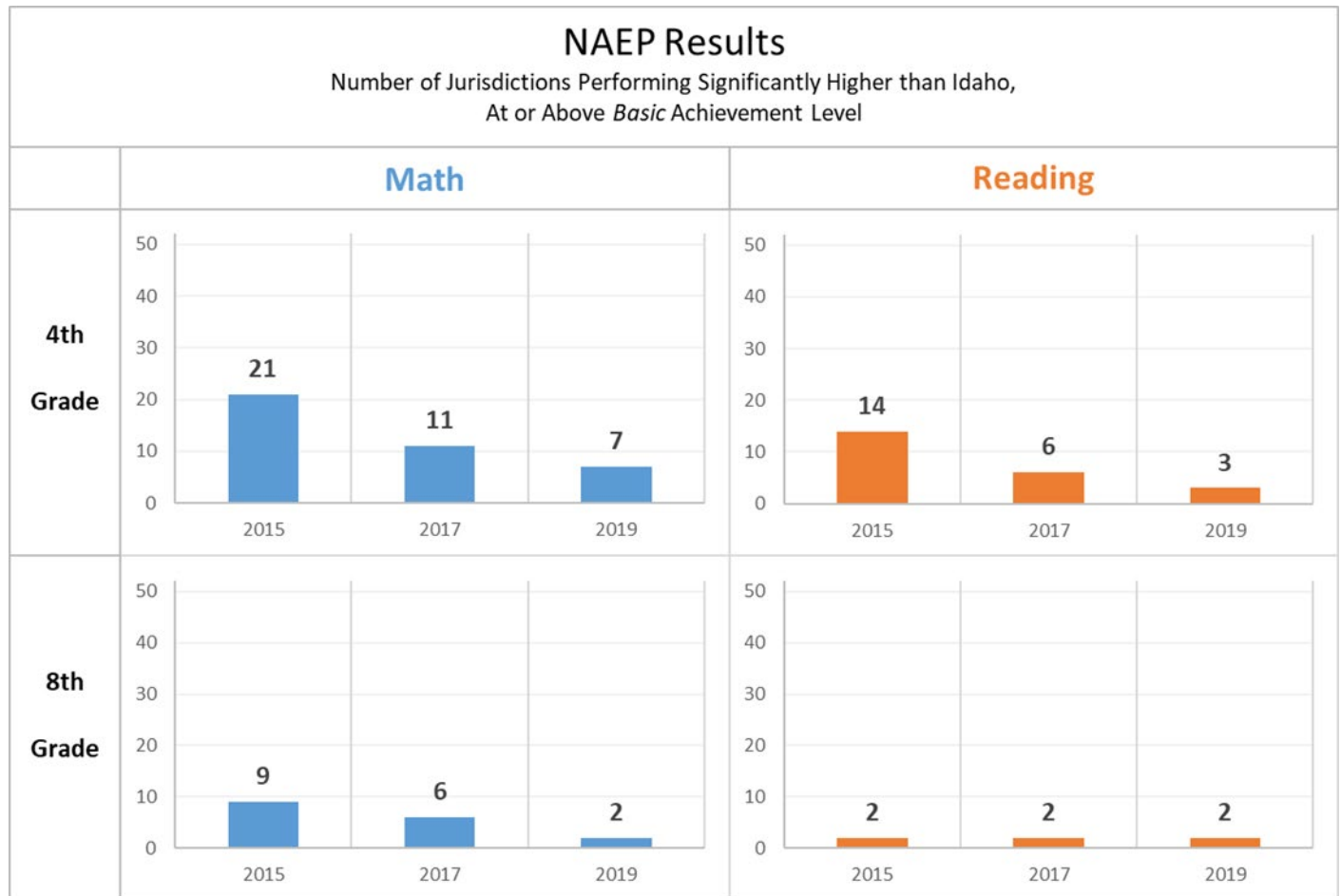


Percent Meeting Benchmarks, 2016-2020
SAT School Day Administration



Note: Data include slight differences in analysis population for each year and are based on preliminary results provided by the College Board in May and June of the referenced year.





Note: Jurisdictions in this comparison include all 50 states, the District of Columbia, Puerto Rico, and Department of Defense Education Activity (DoDEA) schools.

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Fiscal Year 2021 Assessment & Accountability Contracts						
Program	Vendor	Deliverables	Contract Term <i>*All contracts renewed annually, subject to appropriation</i>	State Funds	Federal Funds	Number of Students Served
Alternate Assessments for students with significant cognitive disabilities in ELA/Literacy, Math and Science	Cambium Assessments (Formerly AIR)	Content and Delivery	6/30/2024	\$382,862		2,000
English Language Proficiency Assessment	University of Wisconsin	Assessment Content, Instructional Resources Delivery, Scoring and Reporting	6/30/2022	\$610,000		20,000
Idaho Reading Indicator	Istation	Assessment Content, Delivery, Scoring and Reporting	6/30/2024	\$471,825		96,000
Idaho Standard Achievement Test in ELA/Literacy & Math	Smarter Balanced Assessment Consortium	Assessment Content and Instructional Resources	Annual	\$409,705.80	\$955,980.20	170,000
	Cambium Assessments (Formerly AIR)	Delivery, Scoring and Reporting	6/30/2024	\$726,288.90	\$1,694,674.10	
Idaho Standard Achievement Test in Science	Cambium Assessments (Formerly AIR)	Assessment Content, Delivery, Scoring and Reporting	Annual Renewal 6/30/2024	\$924,119		74,000
PSAT - Grade 10	College Board	Assessment Content, Delivery, Scoring and Reporting	Annual Renewal 6/30/2021	\$299,800		24,500
SAT College Entrance Exam Grade 11	College Board	Assessment Content, Delivery, Scoring and Reporting	Annual Renewal 6/30/2021	\$863,424		24,360
State Engagement Surveys for students, parents and staff	Cognia	Student Survey content, Student, Parent and Staff survey administration platform, summary reporting	Annual Renewal 6/30/2022	\$150,250		235,000
Title 1 Report Card	PowerSchool (Formerly Hoonuit/TEMBO)	Report card design and Publication	Annual	\$100,000		Public
Total				\$4,938,274.70	\$2,650,654.30	

Note: Amounts reflect adjustments in FY 2021 costs based on cancellation of some assessment activities in school year 2019-2020 due to COVID-19 disruptions.

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CERTIFICATION & PROFESSIONAL STANDARDS DEPARTMENT

Lisa Colón Durham, Director

<https://www.sde.idaho.gov/cert-psc/>

APPLICABLE STATE AND FEDERAL STATUTES

[Idaho Code 33-130](#)

[Idaho Code 33-512](#)

[Idaho Code 33-1201-1209](#)

[Idaho Code 33-1252-1258](#)

[Idaho Administrative Rule 08.02.02 Rules Governing Uniformity](#)

WHO WE SERVE

The Certification & Professional Standards department assists teachers, administrators, and pupil service staff seeking their certification. The department supports schools and districts, in part by conducting background checks and ethics investigations, so that each Idaho student receives a quality education taught by competent, qualified and ethical educators.

PROGRAMS

Certification

Per Idaho Code 33-1201, "Every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse, or school librarian shall be required to have and to hold a certificate issued under authority of the state board of education, valid for the service being rendered; except that the state board of education may authorize endorsement for use in Idaho, for not more than five (5) years, certificates valid in other states when the qualifications therefor are not lower than those required for an Idaho certificate." The certification department at the State Department of Education receives all certification applications. Applications are processed and certificates issued to those who meet requirements as defined in IDAPA 08.02.02 Rules Governing Uniformity.

The Certification Department at the SDE has a strong commitment to high standards for all school personnel. One of the SDE's goals is: "Idaho attracts and retains great teachers and leaders." The Certification Department's mission is to support districts and education professionals to promote the success of all Idaho students by striving for educational excellence and highly effective instruction.

Processing applications requires a thorough review of each application in order to verify that requirements based on IDAPA 08.02.02 Rules Governing Uniformity and Idaho Code 33-1204 have been met. Verification includes, but is not limited to, reviewing university transcripts, in-service credits, institutional recommendations, number of recent credits completed, and endorsement areas.

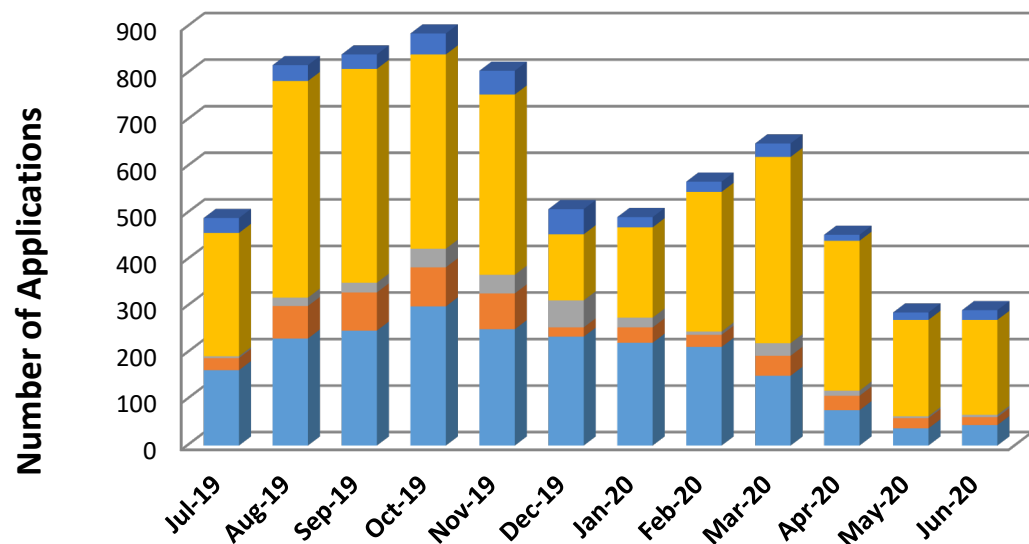
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A total of 7,081 certification applications were processed during the 2019-2020 school year; which is the largest quantity of applications processed within the past four years, and about 400 more than in FY19. The highest number of applications, particularly renewal applications, is processed during July, August and September. As a result of the volume of applications during that time, processing applications may take as long as 12 to 14 weeks; the backlog typically begins in July and goes through October. Due to COVID-19 and the increase in the amount of applications received, the length of time for processing applications reached 16 weeks in late summer and fall 2020.

2019-2020 Certification Applications (Total = 7,081)



	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20
Revision	32	34	31	45	51	54	22	22	29	13	16	21
Renewal	265	465	459	417	387	142	194	300	400	322	207	204
Reinstatement	4	18	21	40	40	58	21	7	27	11	4	5
Interim Certificate Completers	26	70	82	84	77	20	33	26	43	31	22	17
Certification (Initial)	162	230	247	299	250	234	221	212	150	76	37	44

Non-Traditional Routes

The non-traditional path to teacher certification provides an alternative for individuals to become certified teachers in Idaho without following a standard teacher preparation program. IDAPA 08.02.02.016.02 states non-traditional routes shall allow individuals to serve as the teacher of record for up to three years prior to having earned full certification status. While they are serving as the teacher of record, districts and charter schools provide additional support and training so that candidates meet requirements for full certification. During the 2019-2020 school year, there were a total of 911 non-

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traditional candidates employed in Idaho school districts and charter schools while completing their non-traditional route.

Non-Traditional Route	Number of Employed Candidates
American Board for Certification of Teacher Excellence (ABCTE)	777
College of Southern Idaho (CSI)	69
Lewis-Clark State College (LCSC)	11
Teach for America – Idaho (TFA – Idaho)	54
Total	911

Retention Rates

Goal 4 of the State Department of Education’s Strategic Plan is: “Idaho attracts and retains great teachers and leaders.” Teacher retention has a tremendous impact on student learning and financial implications in local school districts and the state. New, inexperienced, and underprepared teachers do not have the same impact on student learning as more experienced teachers. Recruiting, hiring, orienting, mentoring, and providing professional development to new teachers are costly activities and have a financial impact on district budgets. The chart below shows teacher retention rates based on years of experience over the past five years. Retention rate is the percentage of teachers returning to the profession within Idaho. A teacher moving from one district to another would be considered retained, as they stayed in the teaching profession in the state of Idaho.

Percentage of Teachers Returning from Previous School Year to the Same District or Charter School

School Year	0-2 Years of Experience	2-4 Years of Experience	4-6 Years of Experience	7 or more Years of Experience
2015-2016	12.24%	10.95%	7.60%	69.21%
2016-2017	12.67%	11.14%	8.69%	67.50%
2017-2018	12.00%	11.06%	9.94%	67.00%
2018-2019	11.84%	11.18%	10.11%	66.87%
2019-2020	12.04%	11.06%	9.78%	67.12%

Overall, the past five years are fairly consistent. There is a slight increase in retention rates for 2-4 years of experience; this may be due to the implementation of the Career Ladder in 2015, which increased teacher beginning pay over a five-year period. The smallest retention rates are within the 4-6 years of experience range, supporting ongoing research that indicates teachers leave the profession within 5 years. Finally, there is a decrease in retention of those with 7 or more years of experience, which means Idaho is slowly losing more experienced teachers. There has been anecdotal evidence that more experienced teachers are moving out of state due to higher pay for experienced teachers in other states.

It is important to note that the impacts of COVID-19 on retention rates are yet to be determined.



Professional Standards Commission

The Professional Standards Commission (PSC), established as per Idaho Code 33-1252, has three statutory responsibilities:

- Idaho Code 33-1254: "The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board."
- Idaho Code 33-1209: "The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:
 - a) An individual with a substantial interest in the matter, except a student in an Idaho public school; or
 - b) A local board of trustees."
- Idaho Code 33-1258: "The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state."

Alternative Authorizations

The purpose of alternative authorizations, detailed in IDAPA 08.02.02.021.02 and IDAPA 08.02.02.042, is to allow Idaho school districts and charter schools to request an endorsement or certificate for an individual to fill a professional position when the position cannot be filled by someone who has the correct endorsement or certificate. These authorizations allow the individual to serve in the position while working toward meeting certification and endorsement requirements. The district or charter school provides support and guidance to individuals on alternative authorization plans.

Authorization Type	Number of Authorizations
Content Specialist	408
Career-Technical Content Specialist	21
Teacher to New Certificate	34
Career-Technical Teacher to New Certificate	8
Teacher to New Endorsement	231
Career-Technical Teacher to New Endorsement	4
Pupil Service Staff	2
Emergency Provisional	90
Total	798



Ethics Complaints

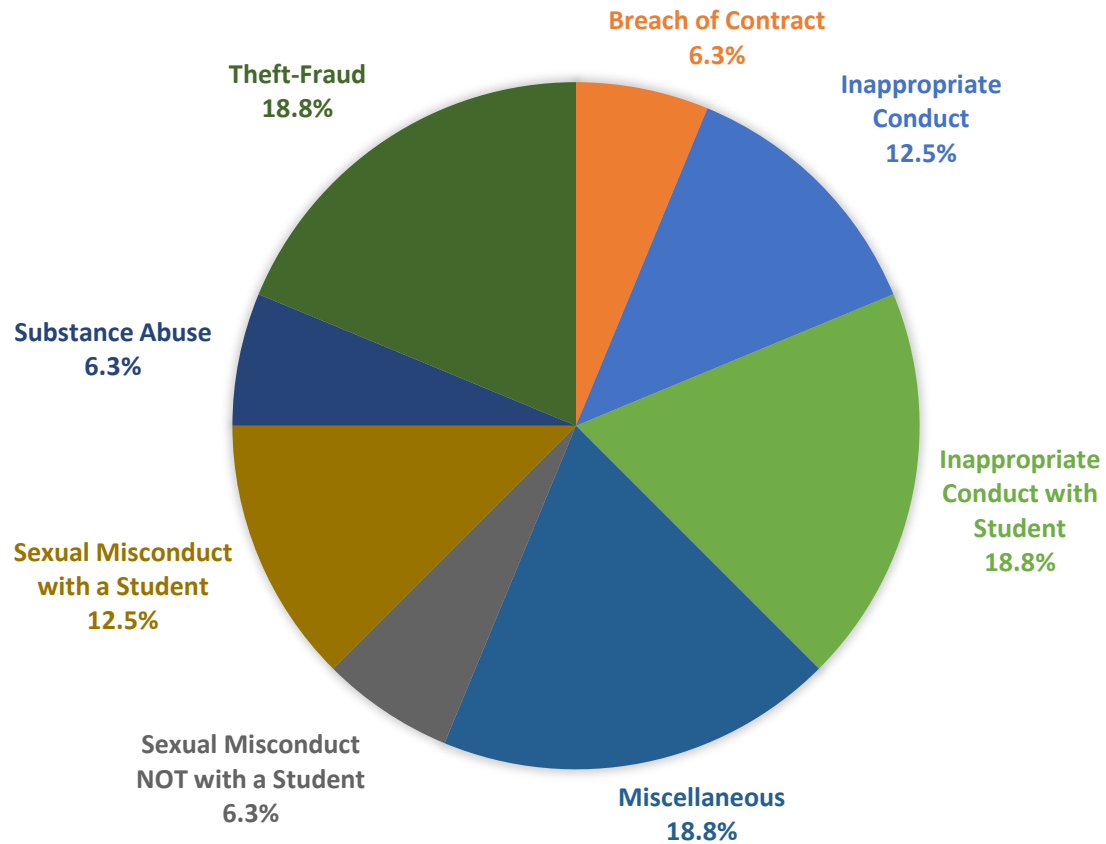
The Professional Standards Commission is empowered by Section 33-1209, Idaho Code, to investigate and determine if a violation of the law or the Code of Ethics has occurred. IDAPA 08.02.02.076 states, "The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all educators and provides principles by which to judge conduct."

During 2019-2020, the PSC received 62 written complaints of alleged educator ethical misconduct, of which 35 cases were opened. Additionally, 26 cases were closed during 2019-2020, and PSC staff conducted two educator ethical misconduct hearings. Four of the 26 closed cases involved educators who were employed as administrators. Sixteen of the 26 cases had a probable cause determination with disciplinary action.

The next two pages include graphs and tables with aggregate data regarding the number of cases closed by category of ethics violation and type of disciplinary action.



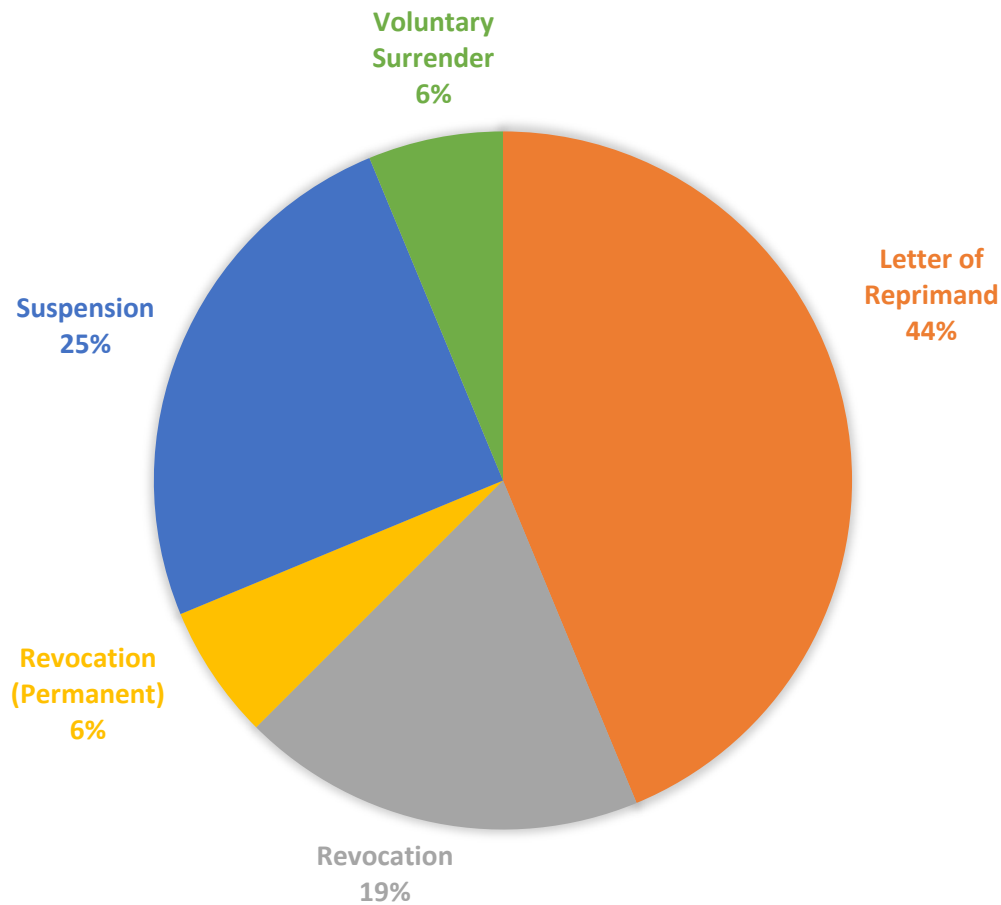
NUMBER OF CASES CLOSED BY CATEGORY OF ETHICS VIOLATION



Category of Ethics Violation	2019-2020 Number of Cases Closed
Breach of Contract	1
Inappropriate Conduct	2
Inappropriate Conduct with a Student	3
Miscellaneous	3
Sexual Misconduct Not with a Student	1
Sexual Misconduct with a Student	2
Substance Abuse	1
Theft-Fraud	3
Total	16



NUMBER OF CASES CLOSED BY TYPE OF DISCIPLINARY ACTION



Type of Disciplinary Action	2019-2020 Number of Cases Closed
Conditioned Certificate	-
Letter of Reprimand	7
Revocation	3
Revocation (Permanent)	1
Suspension	4
Voluntary Surrender	1
Total	16



Educator Preparation Program Reviews

Idaho Code 33-1258 and IDAPA 08.02.02.100 call for each educator preparation program in Idaho to undergo a state program approval process. The process assures that completers of the educator preparation program meet the Idaho standards for beginning teachers and other professional educators, whose requirements are defined in IDAPA 08.02.02: Rules Governing Uniformity, and the Council for the Accreditation of Educator Preparation (CAEP) Standards.

The following educator preparation program reviews were conducted by the PSC during the 2019-2020 school year:

- American Board for Certification of Teacher Excellence
- Boise State University
- Teach for America – Idaho

Educator Preparation Standards Reviews

The PSC reviews/revises 20 percent of the educator preparation standards each year as prescribed in Idaho Code 33-1258 and IDAPA 08.02.02.04.02,. The review process involves teams of content area experts from higher education faculty and educators in Idaho K-12 schools. After review and revision, the standards are presented to the State Board of Education for approval. Once approved, they are presented to the Legislature for approval as a document incorporated by reference in IDAPA 08.02.02.

The following standards were reviewed by the PSC during the 2019-2020 school year:

- Communication: Journalism, Speech and Debate
- Computer Science
- Engineering
- Health
- Physical Education
- Social Studies: American Government/Political Science, Anthropology, Economics, Geography, History, Psychology, Sociology
- Visual and Performing Arts: Music, Theater, Visual Arts

Educator Preparation New Program Proposal Reviews

Each educator preparation new program proposal undergoes a desk review to confirm the new program meets the standards in the *Idaho Standards for Initial Certification of Professional School Personnel* (Idaho Code 33-1258 and IDAPA 08.02.02.100). The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education.

The following educator preparation new program proposals were reviewed by the PSC during 2019-2020:

- Boise State University – Master in Teaching Elementary and Secondary Education



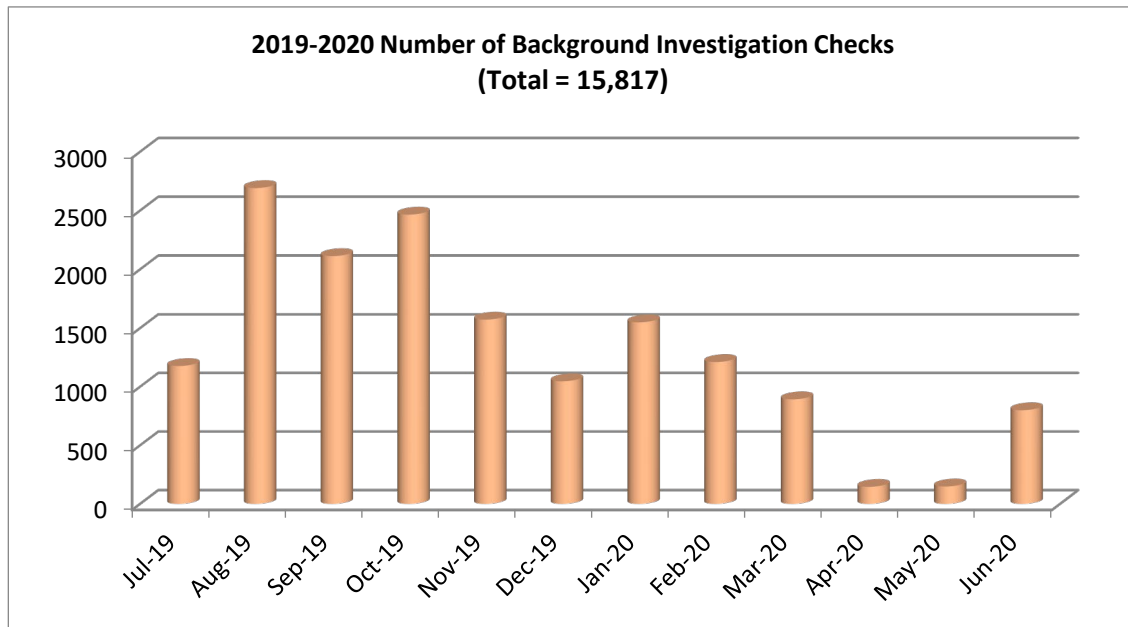
- Idaho State University – Deaf/Hard of Hearing, Family Consumer Science, Marketing Technology Education
- University of Idaho – Theater Arts

Background Investigation

Idaho Code 33-130 states, “The department of education, through the cooperation of the Idaho state police, shall establish a system to obtain a criminal history check on individuals to include, but is not limited to, certificated and noncertificated employees, all applicants for certificates pursuant to chapter 12, title 33, Idaho Code, substitute staff, individuals involved in other types of student training such as practicums and internships, and on all individuals who have unsupervised contact with students in a K-12 setting.” As per Idaho Code 33-512(15) and IDAPA 08.02.02.075 background investigation checks are required for:

1. All applicants for certificates;
2. Certificated and noncertificated employees;
3. Substitute teachers;
4. Contractors who have unsupervised contact with students in a public K-12 setting, including contractors who are providing student services;
5. Student teachers or any postsecondary candidates who have unsupervised contact with students in a public K-12 setting;
6. Volunteers who have unsupervised contact with students in a public K-12 setting;
7. Any individuals who have unsupervised contact with students in a public K-12 setting.

During the 2019-2020 school year, a total of 15,817 background investigation checks were processed and completed. In April and May of 2020, the number of background checks processed was minimal as a result of COVID-19.



Idaho State Department of Education

Departments & Programs



CHILD NUTRITION PROGRAMS

Colleen Asumendi Fillmore, PhD, RDN, LD, SNS, Director

<https://www.sde.idaho.gov/cnp/>

APPLICABLE STATE AND FEDERAL STATUTES

[7 CFR 210 NSLP National School Lunch Program](#)

[7 CFR 225 SFSP Summer Food Service Program](#)

[7 CFR 226 CACFP Child and Adult Care Food Program](#)

[7 CFR, 250 USDA Foods](#)

WHO WE SERVE

The State Department of Education (SDE) administers the US Department of Agriculture (USDA) Child Nutrition Programs funded through USDA/Food and Nutrition Service. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, Summer Food Service Program, Fresh Fruit and Vegetable Program, School Wellness, USDA Foods, Snacks, At-Risk Suppers, Special Milk Program, Equipment Grant, Technology Information Grant, Administrative Review and Training Grant, and No Kid Hungry Breakfast After the Bell Grant. These programs help fight hunger and obesity by reimbursing organizations such as schools, child care centers and after-school programs for providing healthy meals to children.

PROGRAMS

National School Lunch and Breakfast Programs

The National School Lunch Program (NSLP) is a federally assisted meal program operating in public schools, nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946. In addition, sponsors of the NSLP may choose to offer School Breakfast and After-School Snack Programs. The Special Milk Program is available for children who do not have access to lunch.

Child and Adult Care Food Program

The Child and Adult Care Food Program (CACFP) is a federally funded program administered by the U.S. Department of Agriculture (USDA) Food and Nutrition Services (FNS). The goal of the program is to provide well-balanced, nutritious meals to the participants at child care centers, family day care homes, outside school hour centers, at-risk afterschool centers, emergency shelters and adult day care centers.



Summer Food Service Program

The U.S. Department of Agriculture's Summer Food Service Program (SFSP) serves healthy meals and snacks during the summer months when school meals are not available.

During the school year, meals are served through the National School Lunch and School Breakfast programs, but these programs end when school ends. Since hunger doesn't take a summer vacation, the SFSP helps fill the hunger gap.

The program is sponsored by school districts, local government agencies, camps, or public or private nonprofit organizations. Many meal sites also have games and reading activities to build healthy bodies and minds. The SFSP helps our children return to school in the fall ready to learn.

Fresh Fruit and Vegetable Program

The Fresh Fruit and Vegetable Program (FFVP) is part of a U.S. Department of Agriculture (USDA) initiative to offer elementary schools a wider variety of fresh produce than what is available through regular USDA Child Nutrition Programs, such as the National School Lunch Program (NSLP). Idaho elementary schools may apply for a competitive grant to administer the Fresh Fruit and Vegetable Program. Grant applications are released in the spring for funding in the next school year.

The goal of the program is to create healthier school environments by providing healthier food choices, expanding the variety of fruits and vegetables children experience, increasing children's fruit and vegetable consumption, and making a difference in children's diets to impact their present and future health.

School Wellness

Schools play an essential role in creating a healthy environment for students to grow and learn every day. Schools not only provide nutritious meals and time for physical activity, but they also educate Idaho's children about the importance of nutrition and physical fitness. There is a growing body of evidence demonstrating that good nutrition and physical activity contribute to improved academic performance, attendance rates, behavior, and lifelong health and well-being.

USDA Foods

The United States Department of Agriculture (USDA) purchases foods through direct appropriations from Congress, under the surplus removal program and price support activities. The foods are distributed to State agencies for use by eligible outlets, including schools.



Smart Snacks

The Healthy Hunger Free Kids Act of 2010 directed the USDA to establish nutrition standards for all foods and beverages sold to students in school during the school day, including foods sold through school fundraisers. The Smart Snacks in School nutrition standards will help make the healthy choice the easy choice by offering students more of the foods and beverages that research has shown are essential for health. These options include whole grains, fruits and vegetables, leaner protein, and lower-fat dairy products.

KEY RESPONSIBILITIES

- Idaho Child Nutrition Programs (CNP) provide USDA reimbursement and USDA Foods to participating programs statewide
- Conduct compliance reviews (more than 100 annually) statewide in all CNP areas
- Provide training in a variety of topic areas (approximately 34 courses with a total enrollment of approximately 20,011 and 2,446 individual users)
- Reallocated monies awarded to Idaho for additional outreach to CNP sponsors
- Certification of Idaho USDA/CNP FNS Reports to USDA Western Regional Office
- Financial Responsibility – allowable USDA revenues/expenses (see chart below)
- Obtaining and administering child nutrition grants from the USDA
 - Administrative Review and Training Grant
 - Equipment Grant
 - Child Nutrition Technology Innovation Grant
- Oversight of software compliance with USDA regulations and contracts
 - CCG Software Projects Oversight
 - IDL Training System
 - Procurement
 - Audits
 - Nutrient Analysis
- Personnel staffing and oversight of State Agency staff
- USDA Professional Standards oversight for all statewide CNP personnel
- National Committee on USDA Professional Standards

RESPONSE TO COVID-19 PANDEMIC

The Idaho State Department of Education Child Nutrition Programs opted into every waiver offered by USDA and in addition submitted Idaho-specific statewide waivers to provide flexibility to all of our CNP Idaho sponsors during the 2020-21 school year. These waivers allow school districts to serve meals in non-congregate settings, provide grab-n-go service, bus route deliveries, home deliveries and more. These waivers provided flexibility throughout Idaho to combat hunger during the Pandemic.



The Families First Coronavirus Response Act authorized a temporary assistance program for households with children affected by school closures during the public health emergency. The Department of Education partnered with the Department of Health and Welfare to develop Idaho's Pandemic Electronic Benefit Transfer (PEBT) plan to distribute funds for students who were eligible for free or reduced-price lunch. The Department of Health and Welfare distributed more than \$8 million to Idaho families to address food insecurity. As allowed under USDA program flexibilities due to unanticipated school closures, the CNP programs switched to feeding all children free in a non-congregate setting utilizing the SFSP and SSO operations. On August 31, 2020, all sponsors were notified that USDA granted SSO/SFSP extensions through school year 2020-21.

ABOUT

The Child Nutrition Programs are aligned with the following items from the State Department of Education Strategic Plan.

Strategy 1.4: Improve the Ways in Which Funding is Leveraged to Benefit Students

The SDE seeks to more purposefully allocate state funds for programs in a way that maximizes flexibility for districts. Historically, the budgeting process does not afford adequate attention to the mechanisms through which funds are disbursed, leading to unnecessary burden for districts using these funds. As a result of stakeholder feedback on this process, SDE is working with appropriate state-level personnel to adjust funding streams to allow greater flexibility.

Specific projects associated with this strategy include:

- Supporting local school districts through regional and statewide training on USDA regulations, removing barriers and providing flexibility and waiver implementation as allowed by USDA.
- Apply for USDA grants that will provide additional funding that will be utilized for Idaho CNP local school districts and leverage USDA federal funds, where possible, for district use
- Various workshops and presentations throughout the year including:
 - National USDA and School Association Presentations on Idaho's best practices
 - Statewide Child Nutrition Programs/Trainings
 - Regional USDA Supervisors Meetings
 - Summer Food partner meetings for expanding program and increasing participation
 - Hunger Summit
 - REACH: ICTE Conference
 - Recurring CNP Webinars and Town Halls to support CNP program operation during COVID-19.

Strategy 2.4: Engage and Collaborate with Diverse Stakeholder Groups to Ensure Mutual Responsibility for K-12 Education in Idaho

SDE will create a consistent process for the receipt of stakeholder groups' input. SDE will link its communications and feedback plan and the Community Relations Officer's work, allowing them to

Idaho State Department of Education

Departments & Programs



act in tandem with one another. SDE will continue to be present at stakeholder meetings and involved with their work, and will experiment with new approaches to structured consultation with stakeholders.

Idaho Child Nutrition Programs will continue to collaborate with stakeholders throughout the state

and nationwide, linking communication and feedback plans to ensure best practice and new approaches in the area of feeding Idaho students. Partnerships include:

- Food Stamps - Health and Welfare (Direct Certification Project)
- Care Line 211- Child and Adult Care Food Program and Summer Food
- FRAC- Food Research Action Committee (Hunger Summit)
- National and Idaho SNA (School Nutrition Association)
- National Committee on USDA Professional Standards
- National Committee on Paper Reduction
- Health and Welfare (Wellness)
- Dairy West
- Feed the Gap No Kid Hungry
- Idaho Commission for Libraries
- Live Better Idaho
- Long Live Idaho through University of Idaho Eat Smart Program
- FDA- Food Share Program
- Healthy Eating Active Living (HEAL) Coalition, which includes diverse organizations including St. Luke's and Saint Alphonsus
- Regional Public Health Districts University of Idaho Extension
- Career and Technical Education

FY 20 BUDGET

State Agency USDA CNP Budget	Dollars
SAE (State Administrative Expense)	\$1,239,298
Audit Funds	\$143,504
Fresh Fruit and Vegetable (FFVP) Admin	\$69,644
USDA Foods - Food Distribution (FDP) ^{SFY}	\$7,923,913
Technology Innovation Grant	\$1,134,646.58
Summer Food Admin	\$127,640
NSLP Equipment Grant	\$4,619
NSLP CACFP Meal Service Training ^{SFY}	\$96,776
Administrative Review Training ^{SFY}	\$980,336
SUBTOTAL	\$2,344,017.58

Idaho State Department of Education

Departments & Programs



Discretionary Accounts	
USDA Foods	\$192,782.07
Training Account	47,338.91
DC Substantial Improvement Award	\$218,668
SUBTOTAL	\$458,788.98
Total	\$12,179,165.56

Flow Through Money – Federal FY20	
Child Nutrition Programs	Dollars
National School Lunch (NSLP)	\$51,163,671
National Breakfast (SBP)	\$17,408,844
Child Care & Adult (CACFP)	\$7,930,061
Cash in Lieu	\$437,165
Summer Food (SFSP)	\$4,006,709
After School Snack (NSLP)	\$416,534
Fresh Fruit and Vegetable (FFVP)	\$1,985,274
Special Milk (SMP)	\$46,013
Technology Innovation Grant	\$250,000
NSLP Equipment Grant	\$124,679
Total	\$83,768,950

Report based on awarded totals for FFY 2020 grants

SFY Award amount based on available balance at end of SFY

Idaho State Department of Education

Child Nutrition Programs

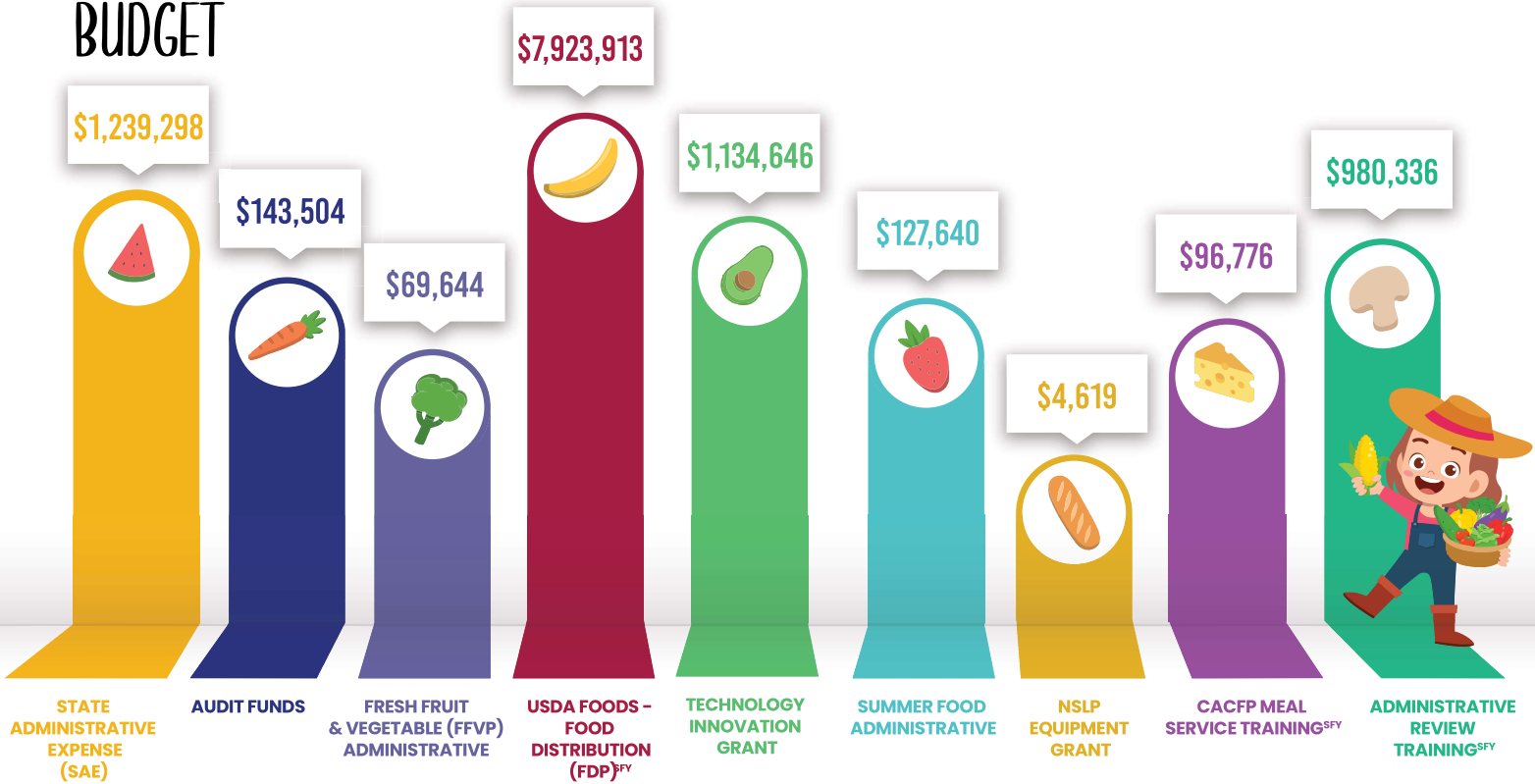
Superintendent of Public Instruction Sherri Ybarra, Ed.S.



STATE AGENCY USDA CNP BUDGET

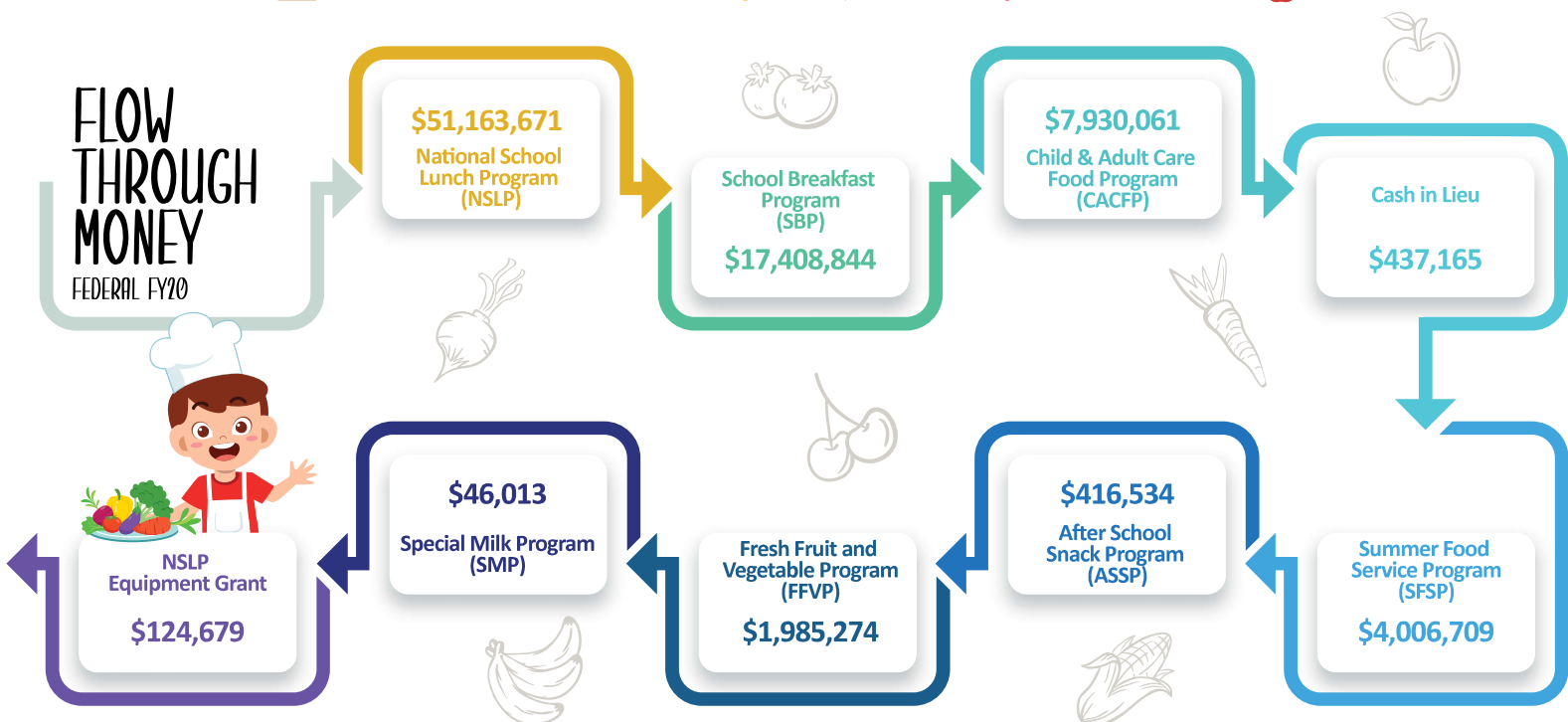
The Idaho State Department of Education, Child Nutrition Programs are dedicated to improve the health of all Idaho children by serving and promoting dietary guidance that links scientific research to the nutritional needs of all students and customers we serve.

FY20 BUDGET



FLOW THROUGH MONEY

FEDERAL FY20



Report based on awarded totals for FFY 2020 grants

^{SFY} Award amount based on available balance at end of SFY

DISCRETIONARY ACCOUNTS



DC SUBSTANTIAL IMPROVEMENT AWARD
\$218,668.00



USDA FOODS
\$192,782.07



TRAINING ACCOUNT
\$47,338.91

FEDERAL REIMBURSEMENTS

\$49,749,282.25

\$28,646,417.68*

\$6,959,823.98*

\$1,643,712.84*



SEAMLESS
SUMMER
OPTION

CHILD AND ADULT
CARE FEEDING
PROGRAM

SUMMER FOOD
SERVICE PROGRAM

SCHOOL MEAL
PROGRAM



FY20 MEALS SERVED



SCHOOL MEALS SERVED:

24,965,378

SFSP MEALS SERVED:

6,487,112*

SSO MEALS
SERVED:

1,281,337*

CACFP MEALS SERVED:

4,573,835*



*FY20 for SSO, SFSP, and CACFP ran from October 1, 2019 – September 30, 2020. Finalized numbers for these programs were not yet available when this infographic was created.



Idaho Child Nutrition Programs collaborates with stakeholders throughout the state and nationwide linking communication and feedback plans to ensure best practice and new approaches in the area of feeding Idaho students.

Partnerships include:



This institution is an equal opportunity provider.

Idaho State Department of Education

Departments & Programs



COMMUNICATIONS DEPARTMENT

Karlynn Laraway, Director and Press Secretary

www.sde.idaho.gov/communications/

WHO WE SERVE

The Communications Department operates under a service bureau model to meet the internal and external communication needs of Superintendent Ybarra and her office's other departments. We communicate relevant information to school districts, charter schools, school leaders, educators, parents and other education stakeholders using a variety of methods. The team also responds to queries and public records requests submitted by the public and the media.

SERVICES

News Releases and Media Advisories

The communications team drafts and distributes news releases and media advisories to support the work of Superintendent Ybarra's departments and advance her mission of supporting schools and students to achieve. The Communications team produces approximately 80 releases and advisories annually.

Media Liaison

The Communications Director serves as the press secretary for Superintendent Ybarra and the State Department of Education. Each year, the communications team provides information to local, state and national media to advance the Superintendent's mission of supporting schools and students to achieve.

Internal Communications

The Communications Department produces informative messages and bulletins for department staff including a daily media update covering education news and a weekly compilation of various department activities and projects.

External Stakeholder Communications

The Communications Department shares information with school district and charter school leaders, educators, parents, policymakers, and the general public in our weekly newsletter, on our website and on social media platforms.

Website Resources

The Communications Department develops, maintains and updates the agency's website at www.sde.idaho.gov. The site receives more than 630,000 visitors annually and contains more than 8,000 documents, providing resources and information to education stakeholders.

Idaho State Department of Education

Departments & Programs



Social Media Communications

A communications specialist manages the State Department of Education's Facebook, Twitter, LinkedIn and YouTube social media accounts and content. Social media messages are viewed almost 1.9 million times, creating opportunities for engagement with a broad audience of stakeholders.

Public Records Requests

Public records requests submitted by the public, researchers or the media are fulfilled by the Communications Department in accordance with Idaho Code Title 74. In the past three years, the Communications team has fulfilled more than 700 public records requests.

Agency Wide Calendar

Communications maintains an online agency-wide calendar of events that includes trainings, public hearings and department-sponsored meetings to engage **and inform** the public.

Event Coordination and Promotion

Communications assists the SDE's other departments with event planning and promotion.

Award and Recognition Programs

Communications manages the department's award and recognition programs, including Idaho Teacher of the Year, U.S. Presidential Scholars, Picture My Future art contest and Holiday Card contest.

Graphic Production

Communications designs graphics at the request of the agency's other departments for use in brochures, emails, bulletins, web pages, posters, reports and infographics.

Accessibility

The Rehabilitation Act of 1973 was amended in 1998 to include section 508. The section's purpose is to "...require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities." The Communications Department ensures all digital communications, including website content, created by department staff are compliant with 508 requirements, ensuring all citizens have access to information the department produces.



CONTENT & CURRICULUM DEPARTMENT

Todd Driver, Director

<https://www.sde.idaho.gov/academic/standards/>

APPLICABLE STATE AND FEDERAL STATUTES

[Idaho Code 33-118](#)

[Idaho Code 33-129](#)

[Idaho Code 33-1627](#)

[Idaho Code 33-1632](#)

[Idaho Administrative Rule 08.02.03.04.01](#)

[Idaho Administrative Rule 08.02.03.200](#)

WHO WE SERVE

The Content & Curriculum Department serves Idaho's students, educators and stakeholders by facilitating the process of developing content standards for all subject areas and reviewing and recommending curricular materials to help districts implement the standards. The group also provides a variety of services and supports to school districts, charter districts and individual educators, including professional development, technical assistance, and school improvement strategies. The team also supports districts or schools exploring a shift to a mastery-based education system.

CONTENT STANDARDS AND CURRICULUM REVIEW

Idaho Content Standards Review

Idaho's content standards articulate what Idaho students are expected to know and be able to do in each content (subject) area at each grade level. In Idaho, as in most states, standards are adopted as statewide minimum expectations. Local school districts have the ability to add to the standards and can implement the standards based on local decisions. The standards are designed to ensure all Idaho students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs, focusing on developing the critical thinking, problem-solving, and analytical skills students need to be successful.

Content standards are reviewed and updated on a rotating basis, (one year ahead of the curricular materials adoption schedule) but may be updated more frequently if necessary. At a minimum, all content areas, including those without corresponding curricular materials, will be reviewed every six years. A review committee -- Idaho elementary and secondary educators with experience in the applicable content area, representatives from higher education, school administrators, and parents of school-aged children -- make an initial determination regarding the need to update standards and develop initial recommendations for creating new content standards or amendments to the existing standards.

Idaho State Department of Education

Departments & Programs



The department provides multiple opportunities for public input on the draft recommendations, including a public comment period of not less than 20 days. Final recommendations are provided to the State Board of Education and the Legislature for approval.

Based on direction from the 2020 Legislature, Idaho is currently rewriting content standards in English Language Arts (ELA), Mathematics and Science. Standards will be submitted to the Legislature in 2022.

Curriculum Review

The Curricular Materials adoption process has its basis in Sections 33-118 and 33-118A, Idaho Code. It is further defined in IDAPA 08.02.03, subsection 128, Rules Governing Thoroughness.

Idaho adopts materials in the content areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/ technical education, science, health, physical education, handwriting, and driver education. These are adopted on a six-year rotating schedule. In addition, computer science and computer applications are adopted annually.

The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject items that are considered unsuitable for use in their designated subject area.

This process maintains local control for school boards in the choice of instructional materials by providing a list of approved materials. The review and adoption process also provides, through a contract with each publisher, a price that is good for the length of the adoption cycle, ensuring access to high quality instructional materials for all Idaho schools at the lowest possible price. It is recommended that districts choose materials from the list of vetted and approved materials, but school districts are not required to choose materials from the list.

CONTENT AREA SUPPORT AND PROFESSIONAL DEVELOPMENT

Content coordinators provide guidance to local education agencies and connect them with state-sponsored resources that help students master knowledge and skills. Coordinators provide information on best practices in their respective content areas, work with lead teachers to review curriculum submitted for adoption at the state level, and facilitate the standards review and adoption processes for their content areas.

Coordinators also support the efforts of local education agencies in aligning curriculum, instruction, and assessment to the Idaho Content Standards. Coordinators may represent the State Department of Education (SDE) in a professional capacity on a variety of commissions, task forces, committees and study groups. Coordinators support schools and districts with support in the content areas of Arts/Humanities, Computer Science, English Language Arts, Foreign Language, Technologies, Physical Education/Health, Science, and Social Studies.

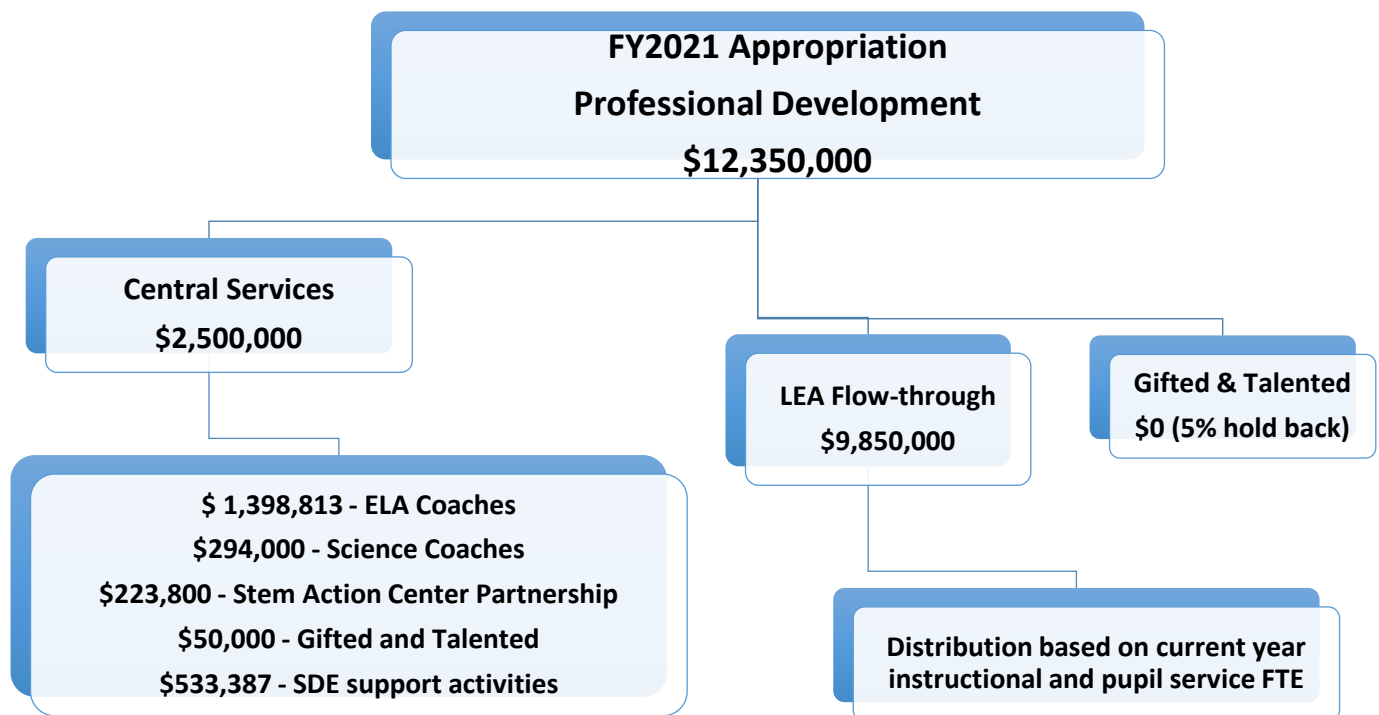
Idaho State Department of Education

Departments & Programs



Professional Development

Professional development funds support resources in the State Department of Education in the superintendent's central services budget. Funds distributed to districts and charter schools are to be used to support professional development activities for educators and staff to improve student learning and can be used for educator mentoring and collaboration.



Idaho ELA/Literacy Coaches

The State Department of Education has full-time regional coaches focused on supporting educators in improving instructional practices and developing deeper understanding of Idaho's English Language Arts/Literacy Content Standards. \$1,398,813 is allocated and used to contract with 13 ELA/Literacy specialists to provide this strategic support. They connect to schools and districts by attending regional superintendent meetings, through personal visits with district leaders, by conducting needs assessments, and through email lists, newsletters, and social media. They network with teachers through large group events and get to know local school leaders through follow-up support at the site level. The purpose of the Idaho Coaching Network is to improve student performance through ongoing professional development for teachers, instructional coaches, curriculum teams, administrators, and support staff. This network provides a cohesive, strategic, and sustainable method for implementing the Idaho Content Standards for English Language Arts/Literacy, cultivates local leadership, and facilitates implementation of research-based instructional strategies.

Idaho State Department of Education

Departments & Programs



Math Initiative

In 2008, through Idaho Code 33-1627, the Idaho Legislature acknowledged that mathematical skills are increasingly important to the future academic and career success of Idaho students. To promote improvement of mathematical instruction and student achievement, the statute calls for one or more of the following: high quality, ongoing professional development for Idaho educators; a statewide online mathematical instruction program for remedial and advancement opportunities; and formative assessments to assist teachers in identification purposes. The superintendent's budget for FY20/21 appropriated \$1,717,800 for the initiative. Nearly 87% of the allocation provides funding for the Idaho Regional Math Centers, described in the next section.

Idaho Regional Math Centers

The Idaho Regional Mathematics Centers are housed within the colleges of education at each of Idaho's four-year institutions of higher education: Boise State University, Lewis Clark State College, Idaho State University and the University of Idaho. The diversity and geography associated with Idaho's districts and schools necessitates a need for a statewide system of regional centers. Each center is staffed with Directors and Regional Specialists, all of whom have experience in K-16 mathematics education, designing and delivering professional development, instructional technologies and educational research.

Regional center staff work collaboratively with the State Department of Education and representatives from local industries, as well as faculty from higher education, to ensure the best possible support is provided for each region. Connections to schools and districts are made through personal visits with district leaders, attending regional superintendents' meetings, as well as use of surveys, email lists and newsletters. Center staff network with teachers through large group events and get to know local school leaders through follow-up support at the site level.

Idaho Science and Aerospace Scholars

Idaho Science and Aerospace Scholars (ISAS) is a competitive program that allows high school juniors to take an engaging online NASA-developed course on Space Exploration through Idaho Digital Learning that teaches a broad range of Science, Technology, Engineering and Mathematics (STEM) skills aligned with Idaho Content Standards. The allocation for this program is \$175,000.

Partnership with STEM Action Center

The SDE partners with the STEM Action Center in the annual summer iSTEM event. This intensive four-day event held at Universities in each of the six regions connects hundreds of K-12 teachers in the areas of Science, Math, and Technologies. We partner by providing a grant, training, and support to the course providers and the STEM Action Center. This year the partnership grant is \$281,000, which sponsors 23 courses in this diverse professional development event.



Science Coaches

The Idaho Science Coaches are experienced science teachers contracted by the SDE to provide customized professional development services as requested by districts, schools and teachers. They teach a nine-week online course, supporting teachers in implementing the standards in their own classrooms, reaching 20-60 education professionals per session. Additionally, they run monthly webinars on effective teaching practices reaching 10-50 teachers a month, produce a monthly newsletter with announcements and resource links reaching 5,000 people a month, and manage the Idaho Science Coaching Center with links to standards, implementation modules, assessment tools, digital resources, inquiry units and lessons, Idaho based phenomenon and other resources.



IDAHO MASTERY EDUCATION DEPARTMENT

Todd Driver, Director

<https://www.sde.idaho.gov/mastery-ed/>

LEGISLATIVE DEFINITION

Through [Idaho Code 33-1632](#), the Legislature defines mastery-based education as “an education system where student progress is based on a student’s demonstration of mastery of competencies and content, not seat time or the age or grade level of the student”.

Legislative Charge

The Legislature directs the State Department of Education to move Idaho toward mastery-based education by:

- Providing ongoing statewide outreach and communications to increase awareness and understanding of and promote interest in mastery-based education for teachers, administrators, parents, students, business leaders, and policymakers
- Facilitating and maintaining a mastery education network, composed of Idaho public school districts and charter schools that collaborate to transition Idaho to mastery-based education
- Creating a sustainability plan for statewide scaling of mastery-based education and ensuring that all public school districts and charter schools participating in the mastery education network develop plans that describe how the public school district or charter school will maintain a mastery-based approach to education. Plans must include a process to develop the rubrics and assessments necessary to determine mastery and award credit.

The department supports the efforts of schools to transition to mastery-based education through the Idaho Mastery Education Network (IMEN), ultimately benefitting the students and families they serve. The duties of the IMEN include:

- Advise the Superintendent of Public Instruction and the State Board of Education on the progress of the transition to mastery-based education
- Develop evidence-based recommendations for continued implementation
- Implement the policies of the Legislature and the State Board of Education for the transition to mastery-based education
- Provide network resources, including professional development, coaching and best practices, to Idaho public school districts and charter schools.



Funding

Mastery-based education has been supported through an ongoing appropriation that provides \$1,050,000 directly to schools and \$300,000 to support SDE efforts. For fiscal year 2022, the superintendent is requesting restoration of the \$50,000 that was cut as part of the 5% holdback.

The funds to schools are distributed through a grant application process. Schools can apply for The Practicing Grant, designed for experienced IMEN teams, which includes a reflective process to develop measurable goals and a budget aligned to each component of the Idaho Mastery Based Education Framework, along with a comprehensive communication plan. To date, more than 25 schools have applied in FY2021.

The Exploration Grant supports schools in taking a full year to reflect on current practices and develop goals aligned to the Framework, ultimately completing a Practicing grant application in the process. For support and guidance, each Exploration team is assigned an experienced IMEN mentor. The desire to participate in the IMEN exceeded our expectations, with more than 40 schools submitting Exploration Grant applications.

Cumulatively, including those schools whose mastery-based practices have moved beyond the need for financial support, there are close to 100 schools practicing mastery-based principles throughout the state, representing over 30 districts and 9 charter schools.

CURRENT STATEWIDE SUPPORT FOR IMPLEMENTATION

The Idaho Mastery-Based Education Framework

Created to guide and support, the Framework represents a statute-based anchor for mastery efforts throughout the state.

Staging Guide

Representative of the cumulative efforts of the IMEN from its inception and based on the Framework, this expansive interactive resource, provides the support and resources necessary to start and sustain mastery-based principles at any stage of implementation.

Idaho College and Career Readiness Competencies

Building on previous efforts of the IMEN, subskills and student-facing performance level descriptors have been created to support the Idaho State Board of Education-approved College and Career Readiness Competencies.



Communication and Support Plan

In lieu of face-to face-meetings, the SDE sponsors a weekly virtual training and networking opportunity with Framework-aligned emphasis to support the Exploration Grant teams, provide a forum for administrative support, and provide training for the entire IMEN.

DEVELOPING SUSTAINABILITY

Statewide Scalable/Sustainable Implementation Plan

Idaho Code requires the department to create a sustainability plan for statewide scaling of mastery-based education – a plan that ensures all districts and charter schools participating in IMEN are prepared to maintain mastery-based education in their schools. This includes developing evidence-based recommendations for continued implementation. This comprehensive sustainability plan, supporting mastery through its many perspectives, will be complete by June 30, 2021.



MASTERY BASED EDUCATION



The Mastery-Based Education Framework

The Framework, established in 2020, builds on the definition of mastery provided in Idaho law and spotlights the legislative intent to provide learning environments where students are empowered, competencies are demonstrated, learning is personalized, and mastery is recognized. It guides and supports without prescribing any particular model or method.

- Learning Culture *empowers students*
- Instructional Practices *personalize learning*
- Curriculum and assessment enable students to *demonstrate mastery*
- Policies and systems *recognize mastery*

Mastery Funding

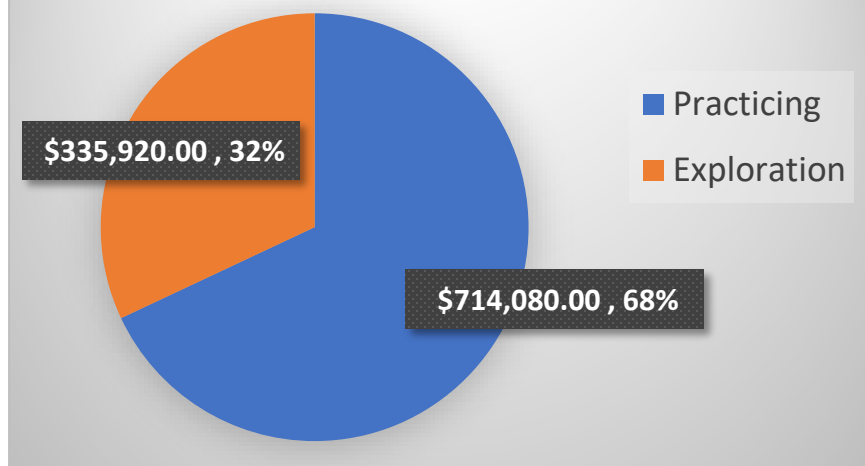
Exploration Grant: A full year for teams interested in moving closer to mastery principles to reflect and set goals for implementation the following year.

- Mentor and Financial Support
- Pattern set for future success
- **Over 40 applicant teams**

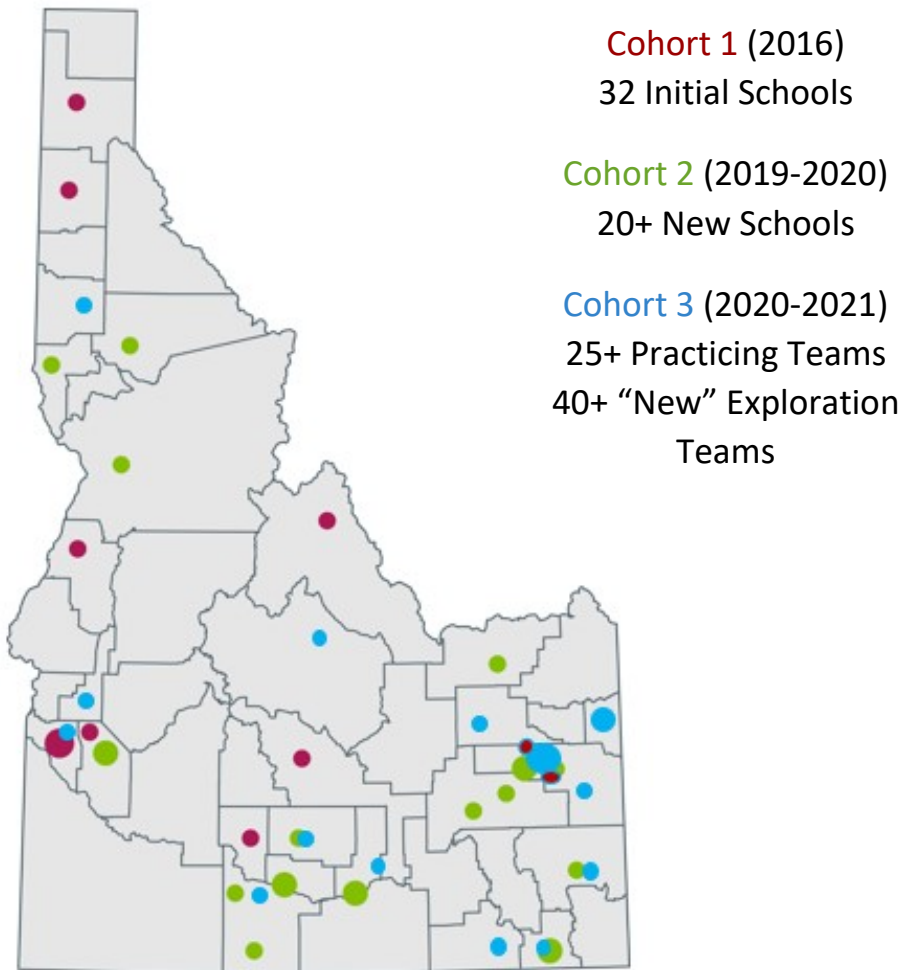
Practicing Grant: For experienced IMEN team to continue their growth and refine their practices.

- Framework referenced Budget
- Framework Inspired Goals
- **Over 25 applicant teams**

Mastery Grant Funding 2020-2021



Growth of Mastery-Based Education in Idaho



Additional Resources

- **Staging Guide**
 - An impressive interactive collection of guidance documents, exemplars, and resources representative of IMEN work from 2016-Current Practices
 - Organized around the Framework
 - Systemically helps answer, "What does mastery look like?" with indicators, self-assessments, and goal setting
 - Walks teams through the different stages of implementation with over 75 resources including a full Professional Development course for each part of the Framework
- **Idaho College and Career Readiness Competencies**
 - Well written, comprehensive, and based on work from the National Association of Colleges and Employers (NACE), the College and Career Readiness Competencies were approved by the Idaho State Board of Education in 2017.
 - In a concerted effort to connect and align the work of the SBOE and the IMEN, Subskills and Performance Level Descriptors (PLDs) were created to help achieve the competencies and measure student performance.
 - The competencies represent an essential component of the Idaho vision for Mastery-Based Education.



CONTRACTS AND PROCUREMENT DEPARTMENT

Kathleen E. Corless, MBA, Contracts and Procurement Officer

<https://www.sde.idaho.gov/contracting-opportunities/>

WHO WE SERVE

All agency staff in the State Department of Education and business managers in Idaho's 115 School Districts and 66 Charter Schools.

ROLE OF CONTRACTS AND PROCUREMENT OFFICER

- Responsible for supporting and conducting strategic negotiation events for different programs across the State Department of Education.
- Develop and lead price and terms-and-conditions negotiations with our vendors.
- Lead sourcing events from project kick-off to contract execution.
- Create Strategic Sourcing partnerships in order to increase contract value and reduce cost.
- Establish relationships with our programs and departments to review and monitor contracts to develop next year's roadmap and enhance negotiation and value.
- Ensure that procurement processes and procedures associated with the SDE are compliant with all federal, state and local laws and the highest level of internal operations control.
- Fiduciary responsibility for contracting the best cost solution for the SDE.

Federal Procurement

- Follow procurement process set forth in 7 CFR 3016.36
- 3016.20 – A state must expand and account for grant funds in accordance with State laws and procedures for expending and accounting for its own funds.
- Executive Order 12549 (Debarment and Suspension)
- Nondiscrimination - Civil Rights Act of 1964, Americans with Disabilities Act and Age Discrimination Act of 1975
- Security of Student Data - Federal Family Educational Rights and Privacy Act (FERPA)
- Limitations of Lobbying Activities in accordance with 34 CFR Part 82
- Ownership of Material - U.S. Copyright Law, 17 U.S.C. § 101, et seq.
- Whistleblower Protection – Pursuant to Section 1533 of the Act
- Copyright License and Patent Rights – 34 CFR Part 80
- Human Trafficking – Pursuant to 22 U.S.C. 7104(g) and 2 CFR Part 175
- Equal Employment Opportunity – Executive Order 11246
- Reporting – Pursuant to 34 CFR Part 80



State Procurement

- State Procurement Act, Idaho Code 67-9203
- Authorize exemption for Superintendent of Public Instruction
- Ethics in Procurement – 67-9233
- It is the intent of the Legislature that all persons involved in the process of procuring property for the state conduct themselves in a manner that protects the public interest and fosters confidence in the integrity of the process.
- Unethical breach of public trust to:
 - Attempt to realize personal gain through state office or employment
 - Attempt to influence a state officer or employee
- Security of Student Data – Pursuant to Idaho Student Data Act
- Public Records – Pursuant to Idaho Code 74-101
- Idaho Board of Examiners policy
- Payment – Pursuant to Idaho Code 67-2302
- Contract Annual Report – Pursuant to Idaho Code 67-9219

State Department of Education
FY 2020 Contracts >\$25,000.00

Program	Contract #	Vendor	Total Not To Exceed	State Funds	Federal Funds	Contract Expiration	Contract Description	Procurement Method	Additional Information
Student Engagement	20-7816	Sources of Strength	\$ 25,000.00	\$ 25,000.00		7/19/2020	Training and implemenation 10 schools	Sole Source	Sources of Strength is a trademarked evidenced based program for youth suicide prevention.
Federal Programs	20-4411	Idaho Association of School Administrators	\$ 25,328.00	\$ 25,328.00		6/30/2020	Superintendent and Principal leadership professional development	Association partnership	
Technology Services	20-8504	CompuNet	\$ 25,665.07	\$ 25,665.07		6/30/2020	Cisco SmartNet Renewal/Support	State Contract	Transferred to the State Board of Education for FY2021
Student Engagement	20-7206	Kim Olson	\$ 25,947.00		\$ 25,947.00	6/30/2020	21 CLCC Program Support	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Federal Programs	19-4436	Whiteley Educational Consultants	\$ 26,800.00	\$ 9,648.00	\$ 17,152.00	6.30.2020	Idaho Principals Network-faciliation, coaching, training	Sole Source	Contractor has been training and working with Idaho's principals since the beginning of the Principal Network project. The contractor has an excellent track record and her philosophy and background regarding mentoring and coaching meets the professional development criteria for providing principal network services.
Federal Programs	20-4417	Mary Gervase	\$ 28,000.00		\$ 28,000.00	6/20/2020	Principal Mentoring Services	Sole Source	Contractor has been training and working with Idaho's principals since the beginning of the Principal Mentoring Project. The contractor has an excellent track record and her philosophy and background regarding mentoring and coaching meets the professional development criteria for providing principal mentoring services.
Federal Programs	20-4418	Educational Leadership Coaching INC	\$ 28,000.00		\$ 28,000.00	6/20/2020	Principal Mentoring Services	Sole Source	Contractor has been training and working with Idaho's principals since the beginning of the Principal Mentoring Project. The contractor has an excellent track record and her philosophy and background regarding mentoring and coaching meets the professional development criteria for providing principal mentoring services.

State Department of Education
FY 2020 Contracts >\$25,000.00

Program	Contract #	Vendor	Total Not To Exceed	State Funds	Federal Funds	Contract Expiration	Contract Description	Procurement Method	Additional Information
CONTENT & CURRICULUM	20-3635	IDAHO DIGITAL LEARNING ACADEMY	\$ 28,850.00	\$ 28,850.00		5/29/2020	Online ISAS STEM Class	State Agency Agreement	IDLA Author of course content.
Student Engagement	20-7819	Katherine Walker	\$ 29,473.11		\$ 29,473.11	6/15/2020	Idaho Lives Project	Application and selection review process for contracted position	Only one provider because of the uniqueness and characteristics of the product or service offered.
Student Engagement	19-7203	Jannus Inc	\$ 30,000.00		\$ 30,000.00	10/1/2019	Idaho Out of School Network	Sole Source	Jannus Inc is Idaho's Out of School Network provider.
Federal Programs	194437.00	Dennis Dunn	\$ 30,350.00		\$ 30,350.00	6.30.3030	Principal Mentoring Services	Sole Source	Contractor has been training and working with Idaho's principals since the beginning of the Principal Mentoring Project. The contractor has an excellent track record and her philosophy and background regarding mentoring and coaching meets the professional development criteria for providing principal mentoring services.
Student Engagement	20-7820	HSC Group	\$ 31,683.74	\$ 31,683.74		6/15/2020	Idaho Lives - Project Manager	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise.
Federal Programs	20-4356	Galaxy Event Center	\$ 32,000.00	\$ 8,640.00	\$ 23,360.00	10/8/2019	Meeting rooms, Catering for FACE and SHSS	Solicitaion	
Superintendent	20-0004	DeliverEd	\$ 32,000.00	\$ 32,000.00		6/30/2020	Partnership to support SDE Leadership Team progress and development or strategic plan	Solicited	
Student Engagement	20-7818	Astrolabe LLC	\$ 33,373.13		\$ 33,373.13	6/15/2020	Grant - Idaho Lives Project	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Content & Curriculum	20-3566	Stem Action Center	\$ 36,505.00	\$ 36,505.00		6/30/2020	PD Training	State Agency Agreement	
Student Engagement	20-7810	Illuminate & Elevate	\$ 37,320.63	\$ 37,320.63		6/30/2020	Idaho Lives Project Eastern Idaho	Application and selection review process for contracted position	Subaward HC155100

State Department of Education
FY 2020 Contracts >\$25,000.00

Program	Contract #	Vendor	Total Not To Exceed	State Funds	Federal Funds	Contract Expiration	Contract Description	Procurement Method	Additional Information
Student Engagement	20-7509	Boise State University	\$ 38,400.00		\$ 38,400.00	7/21/2020	Online Summer Camp	State Agency Agreement	Provided last minute solution when summer youth summit was canceled - and transitioned to virtual onlie animation and design camp.
Federal Programs	19-4435	Dennis Dunn	\$ 40,250.00	\$ 14,490.00	\$ 25,760.00	6.30.2020	Idaho Principals Network-faciliation, coaching, training	Sole Source	Contractor has been training and working with Idaho's principals since the beginning of the Principal Network project. The contractor has an excellent track record and his philosophy and background regarding mentoring and coaching meets the professional development criteria for providing principal network services.
Special Education	20-5049	Utah State University (Taese)	\$ 40,970.00		\$ 40,970.00	12/31/2020	National Assessment and Training	Sole Source	The Contractor has unique knowledge of OSEP requirements, survey collection, and analysis as required for documenting information for annual federal submission in the SPP/APR under 34 CFR § 300.600-603.
Technology Services	20-8502	VLCM	\$ 42,774.24	\$ 42,774.24		6/30/2020	Barracuda Renewal/Support	State Contract	Only one provider for the product or service
CONTENT & CURRICULUM	20-3702	IDAHO DIGITAL LEARNING ACADEMY	\$ 43,330.00	\$ 43,330.00		6/30/2020	PERC Online Portal	Legislative Appropriation line item	
Technology Services	20-8500	CompuNet	\$ 44,239.48	\$ 44,239.48		6/30/2020	VMWare licenses	State Contract	Only one provider for the product or service
Special Education	20-5018	Metis Educational Consulting	\$ 46,200.00		\$ 46,200.00	6/30/2020	Implement State Systemic Improvement Plan professional development	Sole Source	METIS has worked with the Cultivating Leaders project and the Idaho SPDG Project for the last 5 years and to bring in a new contractor at this point would require significantly more resources to bring them up to project speed and expertise. METIS has been working with the State of Idaho on various projects for the last 15 years. They also work in Alaska and Washington providing similar support.
Student Engagement	20-7508	Strivven Median LLC	\$ 47,180.00		\$ 47,180.00	8/30/2021	Virtual Job Shadow	Sole Source	Vendor provided unique features and support and option to customize lesson using their materials as well as other external lessons.
Student Engagement	20-7821	QPR Institute	\$ 49,500.00		\$ 49,500.00	6/15/2020	Idaho Lives Project	Sole Source	QPR training is trademarked providing an asynchronous online suicide prevention training program

State Department of Education
FY 2020 Contracts >\$25,000.00

Program	Contract #	Vendor	Total Not To Exceed	State Funds	Federal Funds	Contract Expiration	Contract Description	Procurement Method	Additional Information
Federal Programs	20-4451	Education Northwest	\$ 49,955.00	\$ 17,984.00	\$ 31,971.00	8/31/2020	Idaho Building Capacity Evaluation	Sole Source	Education Northwest and Comp Center 17 are the regional technical centers serving Idaho identified by the U.S. Department of Education.
Special Education	20-5013	Idaho Parents Unlimited	\$ 50,000.00		\$ 50,000.00	6/30/2020	Student and parent art training programs	State Agency Agreement	
Student Engagement	20-7801	Judy Gabert	\$ 51,415.87	\$ 51,415.87		6/30/2020	Idaho Lives Project Support	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Student Engagement	20-7212	Jannus Inc	\$ 51,825.00		\$ 51,825.00	10/31/2020	Idaho Out of School Network	Sole Source	Jannus Inc is Idaho's Out of School Network provider.
Student Engagement	20-7215	ThomasKelly	\$ 54,000.00		\$ 54,000.00	6/30/2021	Software for 21st CCLC Program	Competitive Bid	
Assessment & Accountability	19-2800	Education Northwest Center for Research	\$ 55,000.00	\$ 55,000.00		9/21/2019	2018-2019 Istation Reading Assessment Implementation Evaluation for SDE	Sole Source	Education Northwest and Comp Center 17 are the regional technical centers serving Idaho identified by the U.S. Department of Education.
Special Education	20-5008	IBESDB	\$ 60,448.00		\$ 60,448.00	6/30/2020	Provide services to children attending Idaho School for the Deaf and Blind	State Agency Agreement	
Student Engagement	20-7803	Nancy Schmidt	\$ 61,291.23	\$ 61,291.23		6/30/2020	Idaho Lives Project Support	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Student Engagement	20-7802	Ali Shields	\$ 62,113.37	\$ 62,113.37		6/30/2020	Idaho Lives Project Support	Application and selection review process for contracted position	Subaward HC155100 Contracted position requires specific skills, experience and expertise
Child Nutrition	20-9037	IDLA	\$ 65,000.00		\$ 65,000.00	12/31/2020	Child Nutrition Program	State Agency Agreement	
Child Nutrition	20-9002	Keddington & Christensen	\$ 69,315.00		\$ 69,315.00	9/30/2020	Desk Reviews	Competitive Bid	
Special Education	20-5012	Idaho Department of Juvenile Corrections	\$ 70,000.00		\$ 70,000.00	6/30/2020	Provide special education services to students with disabilities who are in IDJC facilities	State Agency Agreement	

State Department of Education
FY 2020 Contracts >\$25,000.00

Program	Contract #	Vendor	Total Not To Exceed	State Funds	Federal Funds	Contract Expiration	Contract Description	Procurement Method	Additional Information
Content & Curriculum	20-3022	Emily Morgan Consulting LLC	\$ 78,474.16	\$ 78,474.16		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Content & Curriculum	20-3021	Brandon Bolyard	\$ 79,540.83	\$ 79,540.83		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Content & Curriculum	20-3030	Whitney Wagoner	\$ 79,968.34	\$ 79,968.34		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Content & Curriculum	20-3024	Karrie Jayo	\$ 79,991.66	\$ 79,991.66		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Content & Curriculum	20-3026	Rhonda Urquidi, LLC	\$ 79,991.66	\$ 79,991.66		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Assessment & Accountability	20-2003	Tembo	\$ 80,000.00	\$ 32,500.00	\$ 47,500.00	6/30/2020	Licensing and maintenance of the Idaho Report Card required for Title 1 funding	Sole Source	Vendor provides ongoing maintenance for Idaho Report card at www.idahoschools.org
Content & Curriculum	20-1702	Boise State University	\$ 80,000.00	\$ 80,000.00		6/30/2020	IMEN with Dr. Heather Williams	State Agency Agreement	
Content & Curriculum	20-3025	Thomas Educational Corporation	\$ 80,512.50	\$ 80,512.50		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Content & Curriculum	20-3027	Heather Miller	\$ 80,512.50	\$ 80,512.50		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Content & Curriculum	20-3019	Lisa Nance	\$ 81,434.16	\$ 81,434.16		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise

State Department of Education
FY 2020 Contracts >\$25,000.00

Program	Contract #	Vendor	Total Not To Exceed	State Funds	Federal Funds	Contract Expiration	Contract Description	Procurement Method	Additional Information
Content & Curriculum	20-3028	Scott Corgatelli	\$ 81,559.16	\$ 81,559.16		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Student Engagement	20-7822	BPA Health	\$ 83,700.00		\$ 83,700.00	6/15/2020	Idaho Lives Project	Grant Subaward	Partner agency in grant application
Content & Curriculum	20-3020	Jill Diamond	\$ 84,515.84	\$ 84,515.84		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Student Engagement	20-7800	Katherine Walker	\$ 86,615.87		\$ 86,615.87	6/30/2020	Idaho Lives Project Support Director	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Content & Curriculum	20-3023	Jackie Miller	\$ 87,965.84	\$ 87,965.84		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Content & Curriculum	20-3029	Madison School District	\$ 89,175.00	\$ 89,175.00		6/15/2020	ELA/Literacy Coaching Network	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
Child Nutrition	20-9045	Nutri-Link Technologies	\$ 90,000.00		\$ 90,000.00	6/31/2021	Software - Free and Reduced Meals	Competive Bid	
Content & Curriculum	19-3559	Boise State University	\$ 108,564.00	\$ 108,564.00		6/30/2020	Modeling and Data Analysis Project leadership - MODAL	State Agency Agreement	
Federal Programs	20-4402	Education Northwest	\$ 118,500.00	\$ 36,735.00	\$ 81,765.00	6/30/2020	Provide 3 networking PD opportunities for Idaho Superintendents Network	Sole Source	Education Northwest and Comp Center 17 are the regional technical centers serving Idaho identified by the U.S. Department of Education.
Student Engagement	20-7502	CoBro	\$ 130,200.00		\$ 130,200.00	9/30/2021	GEAR UP Support Services	Sole Source	Only one provider for the product or service
Special Education	20-5009	IBESDB	\$ 131,720.00		\$ 131,720.00	6/30/2020	Standard requirements and continued professional development for Educational Interpreters	State Agency Agreement	
Content & Curriculum	18-3562	Curriculum Associates	\$ 137,001.00	\$ 137,001.00		6/30/2020	K-2 Math Screener	Competive Bid	

State Department of Education
FY 2020 Contracts >\$25,000.00

Program	Contract #	Vendor	Total Not To Exceed	State Funds	Federal Funds	Contract Expiration	Contract Description	Procurement Method	Additional Information
Assessment & Accountability	20-2002	MetaMetrics, Inc	\$ 170,000.00	\$ 110,500.00	\$ 59,500.00	6/30/2020	Annual licensing for the use of Lexile and Quantile measures for Grades 3-8 and High School for 2019-20 school year	Sole Source	Only one provider for the product or service
Assessment & Accountability	20-2120	Cognia (formerly AdvancEd)	\$ 182,450.00	\$ 182,450.00		6/30/2020	Statewide Engagement Surveys	Solicited	Solicited and reviewed options for student, parent and staff engagement content and delivery vendor
Technology Services	20-8006	DISYS Inc	\$ 200,000.00	\$ 200,000.00		6/30/2020	Statewide Longitudinal Data System - Maintenance	Application and selection review process for contracted position	Contracted position requires specific skills, experience and expertise
TECHNOLOGY SERVICES	20-8007	ESP SOLUTIONS GROUP INC	\$ 210,000.00	\$ 210,000.00		6/30/2021	Statewide Longitudinal Data System - Maintenance	Sole Source	ESP selected as vendor in competitive bid in 2011 and is the only vendor to provide ongoing maintenance and support for the state reporting manager/data collection application.
Content & Curriculum	20-3035	reDesign	\$ 250,000.00	\$ 250,000.00		6/30/2020	Support of IMEN	Sole Source	reDeisign is an educational design company suporting states implementing mastery based education.
Content & Curriculum	20-3551	Lewis Clark State College	\$ 258,009.32	\$ 258,009.32		6/30/2020	Regional Math Center	State Agency Agreement	
Federal Programs	19-4301	JMP	\$ 275,000.00		\$ 275,000.00	6/30/2020	Instructional Framework Workshops	Competive Bid	
Special Education	20-5011	Idaho Department of Corrections	\$ 285,439.00		\$ 285,439.00	6/30/2020	Provide free appropriate public education to school age inmates who are eligible for special education services	State Agency Agreement	
Assessment & Accountability	20-2300	The College Board	\$ 299,800.00	\$ 299,800.00		6/30/2020	PSAT/NMSQT Testing Services	Competive Bid	Continued contract with vendor for product/service orginally a competitive bid
Special Education	19-5020	PCG	\$ 300,749.00		\$ 300,749.00	Ongoing	Contract resulting from RFP for statewide optional e-IEP with PCG	Competive Bid	
Content & Curriculum	20-3701	Certiport	\$ 321,300.00	\$ 321,300.00		8/26/2020	Adobe Professional Certified Certificates	Competive Bid	
Content & Curriculum	20-3550	University of Idaho	\$ 337,511.56	\$ 337,511.56		6/30/2020	Regional Math Center	State Agency Agreement	
Content & Curriculum	16-3702	Adobe	\$ 375,000.00	\$ 375,000.00		6/30/2020	Adobe Technology Education and Certification Program	Competive Bid	

State Department of Education
FY 2020 Contracts >\$25,000.00

Program	Contract #	Vendor	Total Not To Exceed	State Funds	Federal Funds	Contract Expiration	Contract Description	Procurement Method	Additional Information
Content & Curriculum	20-3553	Idaho State University	\$ 450,640.79	\$ 450,640.79		6/30/2020	Regional Math Center	State Agency Agreement	
Content & Curriculum	16-3000	Dell Marketing	\$ 490,881.60	\$ 490,881.60		6/30/2020	Microsoft Idaho Technology Education and Certification Program	Competitive Bid	
Assessment & Accountability	18-2700	Imagination Station	\$ 505,825.00	\$ 505,825.00		6/30/2021	Idaho Reading Indicator	Competitive Bid	
Content & Curriculum	20-3552	Boise State University	\$ 642,689.00	\$ 642,689.00		6/30/2020	Regional Math Center	State Agency Agreement	
Assessment & Accountability	20-2005	University of Wisconsin	\$ 645,000.00	\$ 645,000.00		6/30/2020	English Language Proficiency Assessment	Sole Source	Only one provider for the product or service
Federal Programs	20-4406	University of Idaho	\$ 680,595.27	\$ 193,039.00	\$ 487,556.00	6/30/2020	Regional School Improvement and Idaho Building Capacity Project	State Agency Agreement	Subaward agreement for flow-through federal monies to the university to carryout exact requirements of the federal grant.
Federal Programs	20-4407	Idaho State University	\$ 734,350.01	\$ 154,600.00	\$ 579,750.00	6/30/2020	Idaho Building Capacity Project	State Agency Agreement	Subaward agreement for flow-through federal monies to the university to carryout exact requirements of the federal grant.
Child Nutrition	20-9005	Colyar Technology Solutions, Inc	\$ 923,000.00		\$ 923,000.00	9/30/2022	Child Nutrition Program Maintenance, enhancement and support	Sole Source	Vendor developed the program under a competitive bidding process, and is therefore the only vendor to provide ongoing maintenance and support
Assessment & Accountability	20-2301	The College Board	\$ 975,000.00	\$ 975,000.00		originally expired 6/30/2020 extended to 1/31/2021	SAT Testing Services	Competitive Bid	Continued contract with vendor for product/service originally a competitive bid
Federal Programs	20-4403	Boise State University	\$ 1,009,541.00	\$ 14,234.00	\$ 995,306.00	6/30/2020	Idaho Building Capacity Project	State Agency Agreement	Subaward agreement for flow-through federal monies to the university to carryout exact requirements of the federal grant.
Content & Curriculum	20-3561	Imagine Learning Inc	\$ 1,200,000.00	\$ 1,200,000.00		6/30/2020	Student Software Licenses - SDE Negotiated to Unlimited Licenses and 102 Math Facts Site Licenses	Sole Source	Imagine Learning acquired Think Through Math - with whom the state had a prior contract under the previous administration. For continuity of services - the SDE continued this contract
Special Education	20-5006	Boise State University	\$ 1,284,758.00		\$ 1,284,758.00	6/30/2020	SESTA - SPED support to LEA's	State Agency Agreement	
Special Education	20-5006	Boise State University	\$ 1,284,758.00		\$ 1,284,758.00	6/30/2020	SESTA - SPED support to LEA's	State Agency Agreement	

State Department of Education
FY 2020 Contracts >\$25,000.00

Program	Contract #	Vendor	Total Not To Exceed	State Funds	Federal Funds	Contract Expiration	Contract Description	Procurement Method	Additional Information
Special Education	20-5007	University of Idaho	\$ 1,306,538.00		\$ 1,306,538.00	6/30/2020	Professional Development and support to personnel supporting special education students	State Agency Agreement	
Assessment & Accountability	095041 (6)	University of California Santa Cruz	\$ 1,365,686.00	\$ 409,705.80	\$ 955,980.20	6/30/2021	Statewide Assessment	Sole Source	Member fee agreement for use of items for the interim and summative assessments and access for all teacehrs to teacher instructional resources
Federal Programs	20-4501	Imagine Learning	\$ 2,250,000.00	\$ 2,250,000.00	\$ -	6/30/2020	ELL Student Software Licenses	Legislative Appropriation line item	SDE negotiated additioanl licenses and new programs at no additional costs. Including new program for Pre-K licenses, Middlebury for 7-12, Imagine Reading 3-8, New Comer 7-12, Imagine Espanol individual and site licenses, Imagine Learning Site license.
Assessment & Accountability	20-2001	Cambium Assessment (Formerly AIR)	\$ 4,007,947.00	\$ 1,202,384.10	\$ 2,805,562.90	6/30/2020	Statewide Assessment	Competitive Bid	This contract provides for the administration, scoring and reporting for the Idaho Standard Achievement Test in ELA and Math; the development, administration scoring and reporting of the ISAT Science assessment and the Alternative Assessments for students with significant cognitive disabilities in ELA, Math and Science.

Federal Funds	Total	\$ 26,851,913.94	\$ 13,710,290.45	\$ 13,141,622.21
State Funds			51%	49%
Federal and State Funds				

Idaho State Department of Education

Departments & Programs



FEDERAL PROGRAMS DEPARTMENT

Karen Seay, Director

<https://www.sde.idaho.gov/federal-programs/>

APPLICABLE FEDERAL AND STATE STATUTES

[Elementary and Secondary Education Act \(ESEA\) of 1965 \(20 U.S.C.6301 and 42 U.S.C.11301\),](#)

[reauthorized as Every Student Succeeds Act \(ESSA\), 2015](#)

[Idaho Code 33-1617](#)

[House Bill No. 629](#)

[House Bill No. 631](#)

WHO WE SERVE

The Federal Programs Department works directly with local education agencies (LEAs) to support Idaho's students and educators implementing programs authorized under the Elementary and Secondary Education Act (ESEA) and reauthorized as the Every Student Succeeds Act (ESSA), 2015. The ESEA represents a historic commitment to equal opportunity for all students, especially vulnerable populations, to achieve academically. Approximately 150,000 of these students are from low-income families, 1,765 live in foster care, 5,500 are migratory students, 19,000 are English learners, and more than 8,000 students are identified as homeless. Federal Programs staff address barriers to students' learning by providing technical assistance, professional development, and program services to LEA and school administrators and teachers. Staff collaborate with more than 30 community partners to support all students to achieve in education and in life.

PROGRAMS

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 and most recently reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The Federal Programs Department oversees eight ESEA programs representing students from low-income families, foster care children, migratory students, English learners, and students identified as homeless. After setting aside necessary and allowable reservations for state administration and other state-level activities, the SDE allocates the remainder of grants as flow-through subawards to Idaho LLEAs.

More information about each of our programs is available.

[Funding and Accountability](#)

[Coronavirus Aid, Relief, and Economic Security \(CARES\) Act](#)

[Title I-A Improving Basic Programs](#)

[School Improvement](#)

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Idaho State Department of Education

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[Title I-C Migrant Education Program](#)

[Title I-D Education of Neglected, Delinquent & At-Risk Youth](#)

[Title II-A Supporting Effective Instruction](#)

[Title III-A and State English Learner Programs](#)

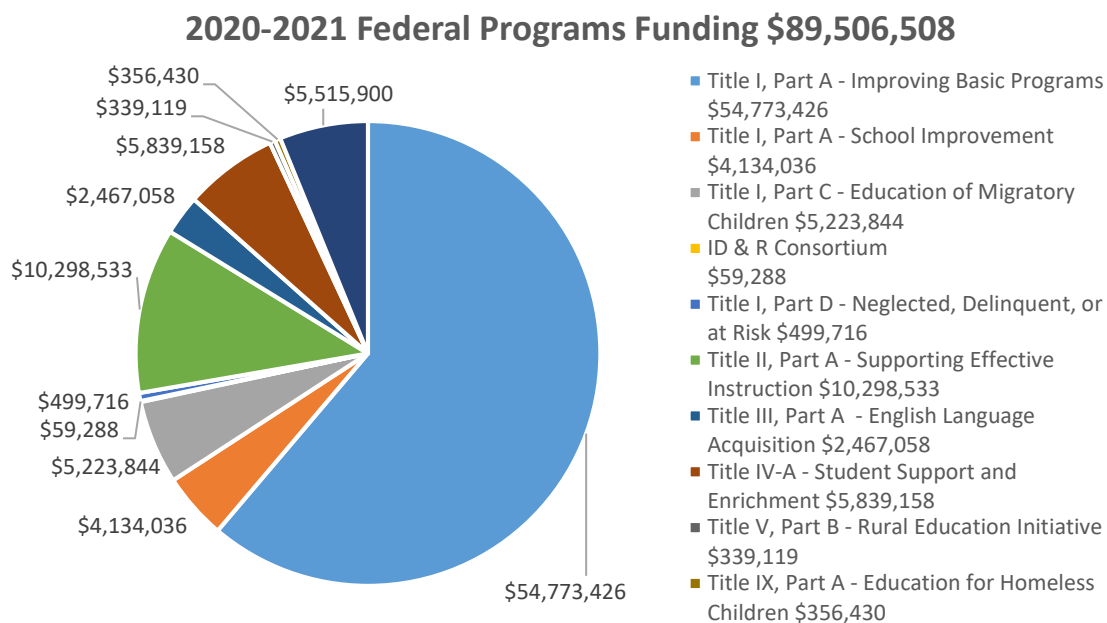
[Title IV-A Student Support and Academic Enrichment](#)

[Title V-B Rural and Low-Income Students](#)

[Title IX-A Homeless Education Program](#)

Funding and Accountability

The Federal Programs department regularly develops and updates fiscal procedures and processes to comply with the Uniform Grant Guidance and for external audits. Budgets are developed and tracked for all of the ESSA programs. Grant reimbursements are reviewed and approved to ensure compliance with generally accepted accounting principles, standards, and procedures. Contracts and subawards for external contractors are managed on a regular basis, and an annual analysis of the effectiveness and accuracy of grant applications is conducted.



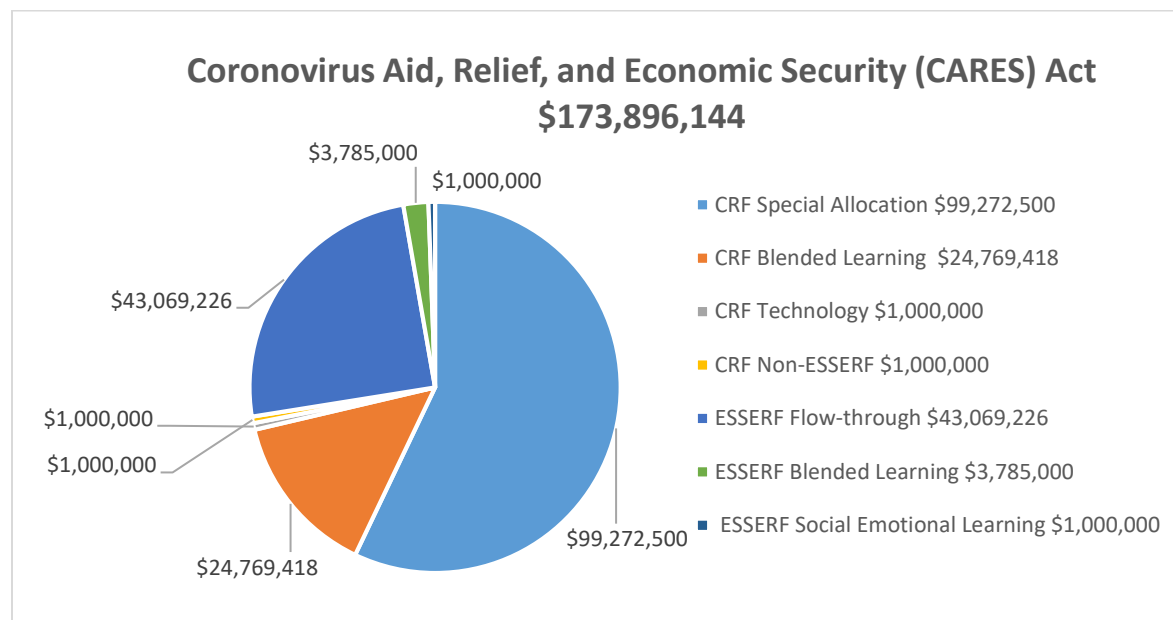
USE OF FUNDS

- Flow-through to LEAs
- Administrative funds to cover salaries and benefits
- Staff travel and LEA training expenses, conferences and workshops
- Technical support and LEA program monitoring
- Materials and supplies



Coronavirus Aid, Relief, and Economic Security (CARES) Act

On March 27, 2020, the CARES Act was signed into law to provide economic relief to states to address the Coronavirus pandemic. Idaho received financial aid for K-12 public schools through the Elementary and Secondary School Emergency Relief Fund (ESSERF) from the U.S. Department of Education and through the Coronavirus Relief Fund (CRF) from the U.S. Department of Treasury. The Idaho State Department of Education (SDE) manages seven CARES Act funds for K-12 public education, allocating and distributing flow-through subawards to LEAs. In addition, the department provides technical assistance, and addresses questions related to CARES Act funding. Additionally, reimbursement requests are reviewed and approved to ensure compliance with generally accepted accounting principles, standards, and procedures.



CARES Act Grants Managed by the Idaho State Department of Education

Coronavirus Relief Funds (CRF) \$126,041,918 - Mar 1 - Dec 30, 2020

- Coronavirus Relief Special Allocation
- Coronavirus Relief Distance/ Blended Learning
- Coronavirus Relief Technology
- Coronavirus Relief Non-ESSER

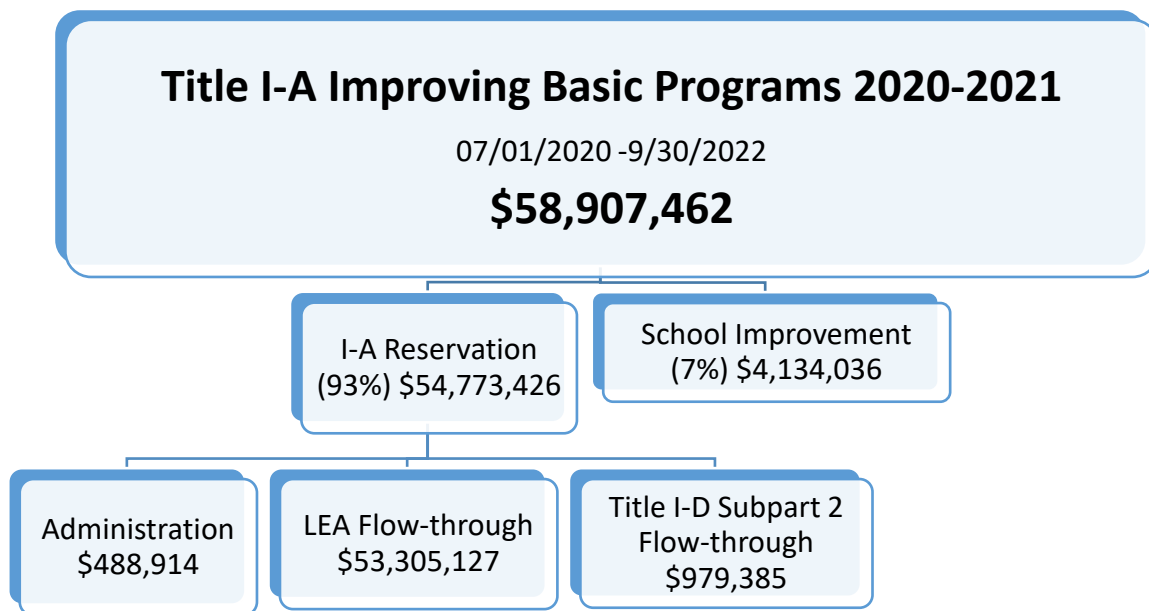
Elementary and Secondary School Emergency Relief Fund (ESSERF) \$47,854,226 – Mar 13, 2020 - Sep 30, 22

- ESSERF Flow through to LEAs
- ESSERF State Set-Aside Reserve, Blended Learning (aka Learning Management System (LMS))
- ESSERF State Set-Aside Reserve, Social Emotional Learning



Title I-A Improving Basic Programs

The purpose of the Title I-A program is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. The Title I-A program provides flow-through funds to LEAs to operate Schoolwide and Targeted Assistance programs. Of Idaho's 444 Title I-A schools, 378 schools operate a Schoolwide Program (85%) and 66 schools operate a Targeted Assistance Program (15%). LEAs are supported through technical assistance, professional development, and LEA program monitoring.



USE OF FUNDS

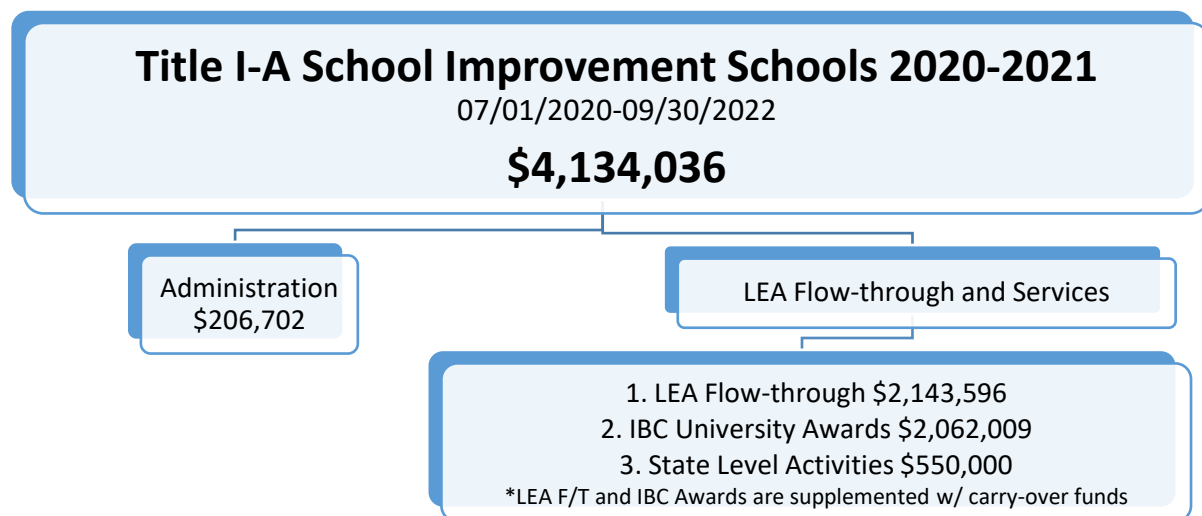
Title I-A funds are supplemental to state and local funds and are used for:

- Administration of the program at the State level, staff professional development, LEA technical assistance and professional development, Federal programs monitoring.
- Eligible Idaho LEAs receive a subaward of a Title I-A formula-based allocation. LEAs typically use these funds for additional teacher and paraprofessional staff for all grades, including preschool and kindergarten. Other uses of funds include instructional materials, professional development, and parent and family engagement trainings and materials.



School Improvement

The Title I-A School Improvement program provides support to schools that have been designated in improvement as outlined in the Idaho Consolidated State (Accountability) Plan. School Improvement (SI) provides technical assistance through the Idaho Building Capacity Project (IBC), including virtual check-ins and school site visits. Professional development is provided through state-sponsored activities such as the Idaho Superintendents Network and Mentoring, Idaho Principal Mentoring Project, Idaho Principal Network and Comprehensive Support and Improvement (CSI) convenings. School Improvement also provides flow-through funds to schools in the form of grants through the School-Wide Improvement Plan (SWIP). The School Improvement program supports more than 50 LEAs representing approximately 68 schools. In SY2019-2020, the School Improvement program supported more than 15,000 students.



USE OF FUNDS

Title I-A School Improvement funds are supplemental to state and local funds and may be used for:

- Administration of the program;
- Educational programs and interventions;
- Administrator and teacher professional development;
- Support for educational technology;
- Parental involvement activities;
- Activities authorized under Title I-A, Title II-A, and Title IV-A.



Family and Community Engagement

The Family and Community Engagement program represents a partnership between educators, families, and the greater school community. The purpose of the Family and Community Engagement program is to support all local education agencies (LEAs) in their endeavors to build meaningful relationships with students, parents, and families. This engagement is essential for school improvement. Technical support provided by department staff is centered on assisting each district with the development of school district family engagement policies, creation of individual school building family engagement plans, and design of school-parent compacts that support mutual agreements. LEAs with a Title I-A allocation equal to or more than \$500,000 set-aside 1% of their allocation to engage parents and families.

USE OF FUNDS

Title I-A funds are supplemental to state and local funds and may be used for:

- Administration of the program at the State level – ongoing professional development and technical assistance to each of Idaho's school districts.
- Idaho Family and Community Engagement Conference – statewide annual event for school administrators, teachers, school counselors, school community resource coordinators, and community organizations. 2020 event statistics: 425 attendees, all regions represented, 86 school districts, 27 charter schools, 18 community organizations, and representation from other states.
- Support for parent/family/community activities – for example, instructional cooking classes.

Foster Care

Under ESEA, each state educational agency designates a point of contact to collaborate with the state health and welfare department to ensure procedures are in place to support students in foster care. Idaho's 1,765 students in foster care experience much higher levels of residential and school instability than their peers and represent one of the most vulnerable student subgroups.

A main priority of the Foster Care program is to limit educational disruption by keeping each child in foster care in his or her school of origin if it is determined to be in the child's best interest. In collaboration between the Idaho State Department of Education and the Idaho Department of Health and Welfare, a statewide electronic communication system is in place to inform state and LEA stakeholders, including the school district foster care liaison, school building principal, case social worker, and the SDE foster care liaison, of students' transportation and educational needs.

USE OF FUNDS

Title I-A funds are supplemental to state and local funds and may be used for:

- Assistance in the ability to meet the requirements at the state and local levels. For example, 1 FTE

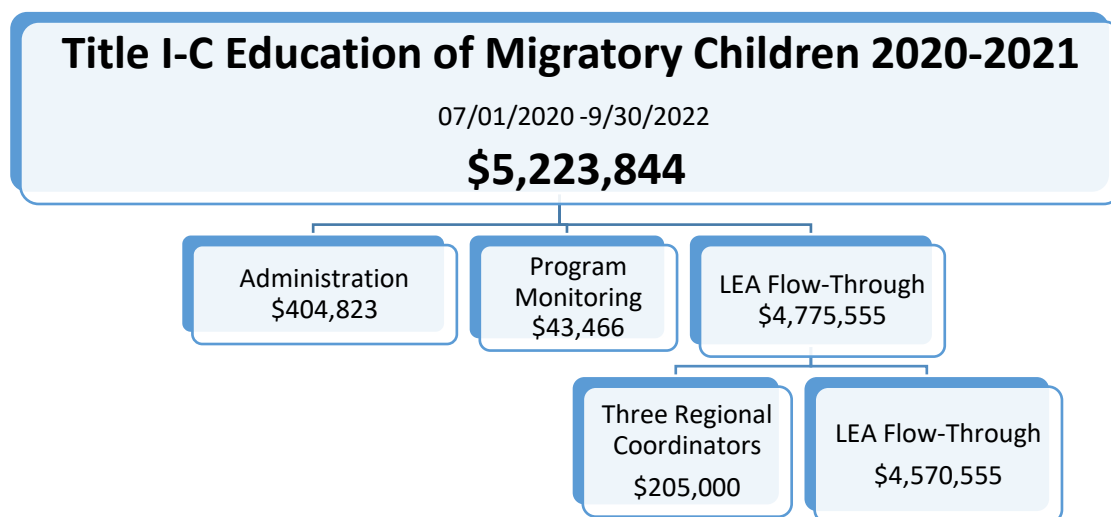


at the State level provides ongoing technical assistance and professional development for all local education agencies

- Formal training opportunities and state/community resources

Title I-C Migrant Education Program

Authorized by the Elementary and Secondary Education Act (ESEA), The Title I-C Migrant Education Program (MEP) provides formula grants to improve educational opportunities for the children of migratory farmworkers. The Title I-C program provides supplemental year-round services to support the unique educational needs of migratory children and to reduce the impact of academic disruptions from repeated moves and cultural and language barriers. Strategies are implemented by LEAs based on the State Migrant Education Program Service Delivery Plan. In 2019-2020, 5,470 students received services from the Idaho Migrant Education Program. Of these students, 1,708 migratory children received summer services, including summer school and credit recovery support.



USE OF FUNDS

Title I-C funds are supplemental to state and local funds and may be used for:

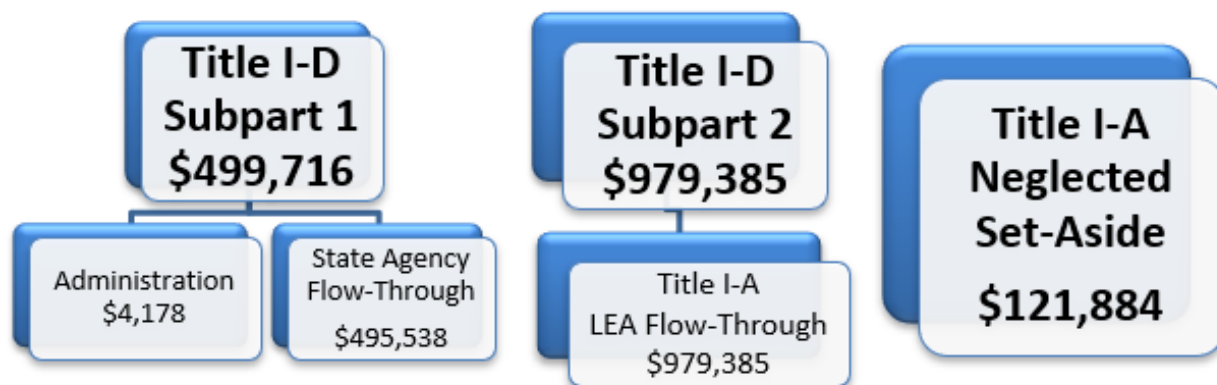
- Administration: professional development for LEAs, eligibility approval, State Parent Advisory Council meetings, the State's Migrant Student Leadership Institute, books and supplies directly for schools, monitoring, and Bi-National Teacher Exchange program
- Regional Coordinators support local migrant family liaisons in 43 LEAs: one-on-one training, assistance in finding and qualifying eligible children, and supporting data collection, services to eligible students in districts without migrant funding
- Flow-through to 43 LEAs to identify and serve migratory students: migrant family liaison, graduation specialist, paraprofessionals, preschool and summer school teachers.



Title I-D Education of Neglected, Delinquent & At-Risk Youth

The Title I-D program is authorized by the Elementary and Secondary Education Act (ESEA). Title I-D supports neglected, delinquent or at-risk youth to meet the State academic content and achievement standards, provides a successful transition from a facility to school or employment, and prevents at-risk youth from dropping out of school.

The Subpart 1 program provides supplemental educational services for students under the jurisdiction of the Idaho Department of Correction (IDOC) or the Idaho Department of Juvenile Corrections (IDJC). The Subpart 2 program provides a support system and coordination between schools and facilities for students who are being detained for short periods in 11 regional/county juvenile detention centers and eight alternative settings. The Neglected/At-Risk program provides dropout prevention services to district at-risk or district/facility partner programs in seven districts.



USE OF FUNDS

Title I-D and Title I-A Neglected Set-aside funds are supplemental to state and local funds and may be used for:

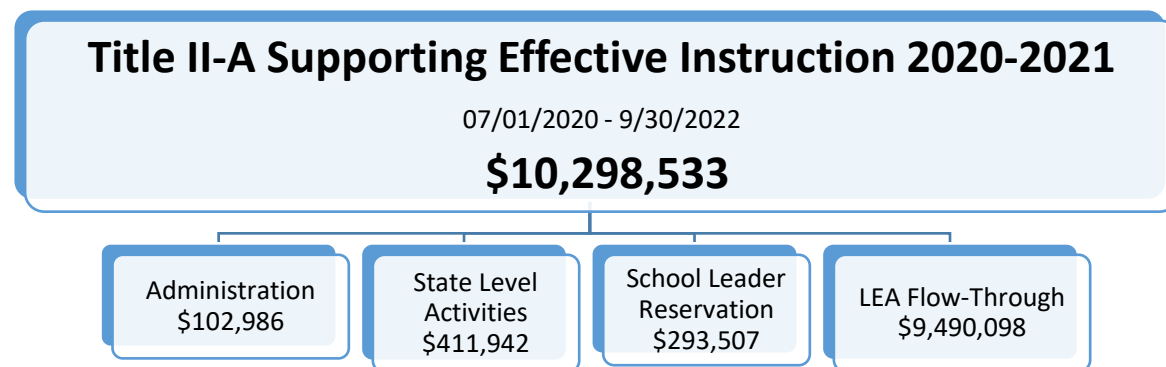
- Administration Activities: (.30 FTE) provide technical assistance/professional development to districts/facilities; participate in Federal programs monitoring; collaborate with state agency partners
- Subgrant 1 Awards: Equipment, academic/vocational personnel, and transitional services for students age 21 and younger in the custody of IDOC or IDJC
- Subgrant 2 Awards: Supporting the districts tasked with providing the education to students residing in all 11 County Juvenile Detention education sites through extended time, academic intervention services, social/emotional counseling, and transition services
- Title IA-Neglected Set-Aside: Drop-out prevention programs, substance misuse testing, social/emotional counseling, and college/career counseling



Title II-A Supporting Effective Instruction

The Title II-A Supporting Effective Instruction program is authorized by the Elementary and Secondary Education Act (ESEA). This program provides formula grants to all LEAs to provide opportunities that will enable educators to be effective and prepare all students to meet the challenging State academic standards, and to provide low-income and minority students greater access to effective teachers and leaders.

More than 600 educators from across Idaho participated in various Danielson Framework workshops across Idaho during the 2019-2020 school year. Additionally, more than 25 Title II-A program reviews, either on site or as desk reviews, were conducted, and more than 750 technical assistance phone calls were completed in the past year. Technical assistance includes assisting district and school leaders with evaluations policies, Career Ladder Data System information, and information regarding the Title II-A Supporting Effective Instruction program.



USE OF FUNDS

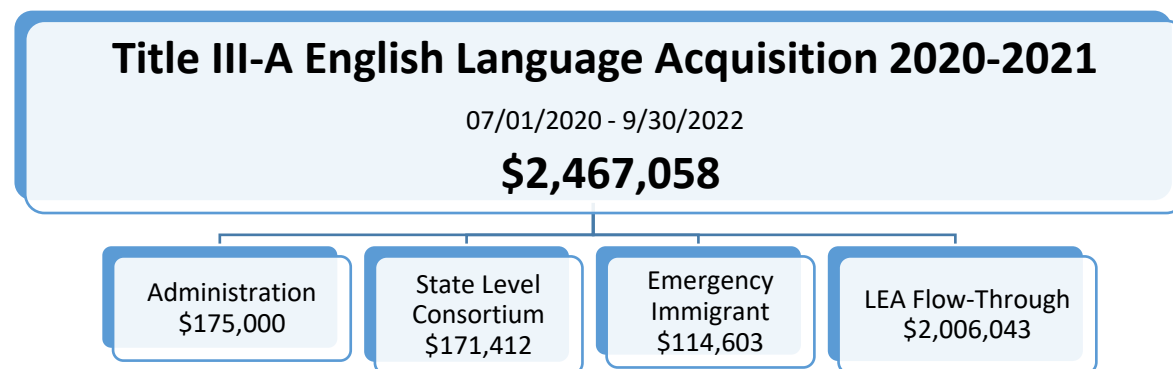
Title II-A funds are supplemental to state and local funds and may be used for:

- Administration of the program at the State level
- State Support Activities include Danielson Framework trainings for LEA and school staff; Career Fair and professional development supported by the SDE; and technical assistance support to LEAs
- Direct Services for Danielson Framework training venues; Idaho Principal Mentoring Project. These funds are restricted to school leaders.
- All LEAs are sub awarded a Title II-A formula-based allocation. LEAs typically use these funds for professional development, instruction coaches, and recruiting and retaining teachers.



Title III-A and State English Learner Programs

The Title III-A English Language Learner program is authorized by the Elementary and Secondary Education Act (ESEA). The purpose of this program is to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English. The program goal is to support local education agencies (LEAs) in developing strong English acquisition programs that embrace each learner's unique identity to help break down barriers that prevent English Learners from succeeding in school. For school year 2020-2021, the State of Idaho is serving approximately 19,000 English Learner students.



USE OF FUNDS

Title III-A funds are supplemental to state and local funds and may be used for:

- Administration, used for salaries and benefits for SDE staff; also includes books and supplies that go directly to school districts
- Allocation flow-through to Title III-A grant recipients, which supplements the state English Learner funds
- A maximum of 15% of the total allocation is used for the Immigrant Program grant, which is provided to school districts to support their growing immigrant population.
- A final allocation is provided to the state's English Learner Consortium, comprised of small school districts that would not qualify for Title III-A funding on their own.



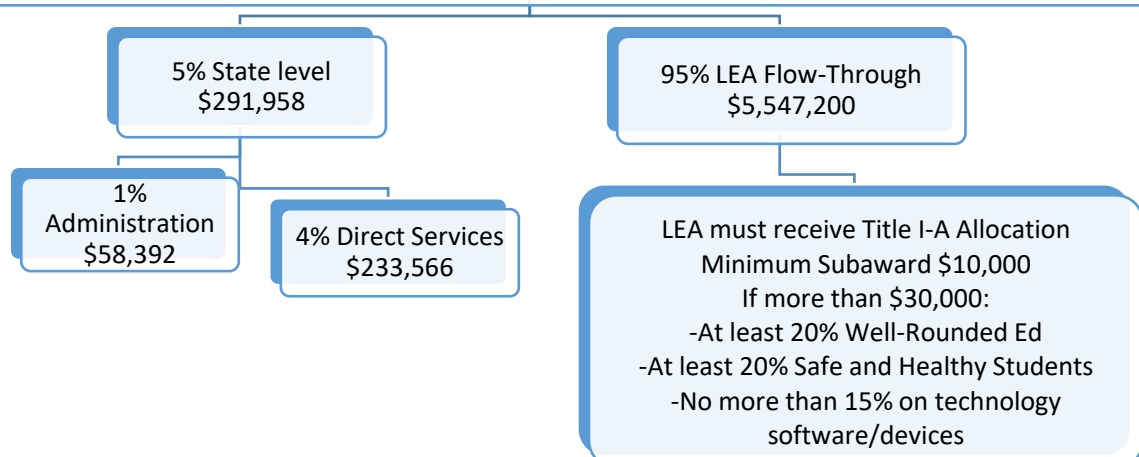
Title IV-A Student Support and Academic Enrichment

The Title IV-A Student Support and Academic Enrichment program is authorized by the Elementary and Secondary Education Act (ESEA). The Title IV-A program is designed to increase the capacity of State educational agencies and local educational agencies, schools and communities to: 1) provide students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. All LEAs who received a Title I-A allocation the previous year, receive a Title IV-A allocation in the current year. The SDE partners with the Governor's STEM Action Center and the NW RISE (Rural Innovation and Student Engagement) project to support students and teachers with well-rounded activities related to STEM education and rural education.

Title IV-A Student Support and Academic Enrichment 2020-2021

07/01/2020 -9/30/2022

\$5,839,158



USE OF FUNDS

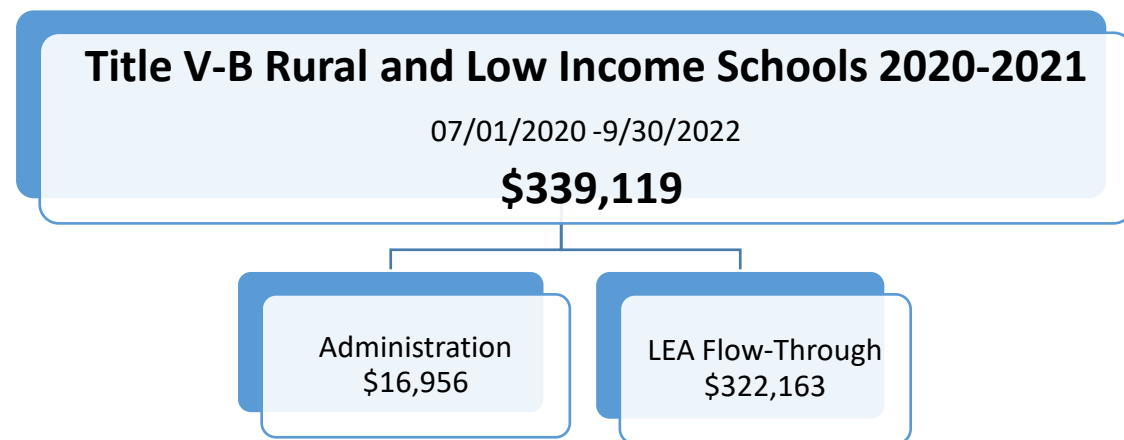
Title IV-A funds are supplemental to state and local funds and are used for:

- Administration of the program at the State level
- Flow-through to LEAs
- State Support Activities including Student Engagement & Safety Coordination
- Direct services to LEAs
- Support for STEM and NW RISE
- Professional development and LEA program monitoring



Title V-B Rural and Low-Income Students

The Title V-B Rural and Low-Income School (RLIS) program is authorized by the Elementary and Secondary Education Act (ESEA). The purpose of the RLIS program is to provide rural districts with financial assistance to improve student achievement, ensure that rural school students achieve at the same level of proficiency as all other students, and to provide equity for rural or low-income schools. Idaho Code 33-319 defines rural schools as fewer than 20 enrolled students per square mile, or school districts within a county that contain less than 25,000 residents. In SY2019-2020, the Rural Education program supported more than 17,000 students. SDE staff provide training and technical assistance to these rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement.



USE OF FUNDS

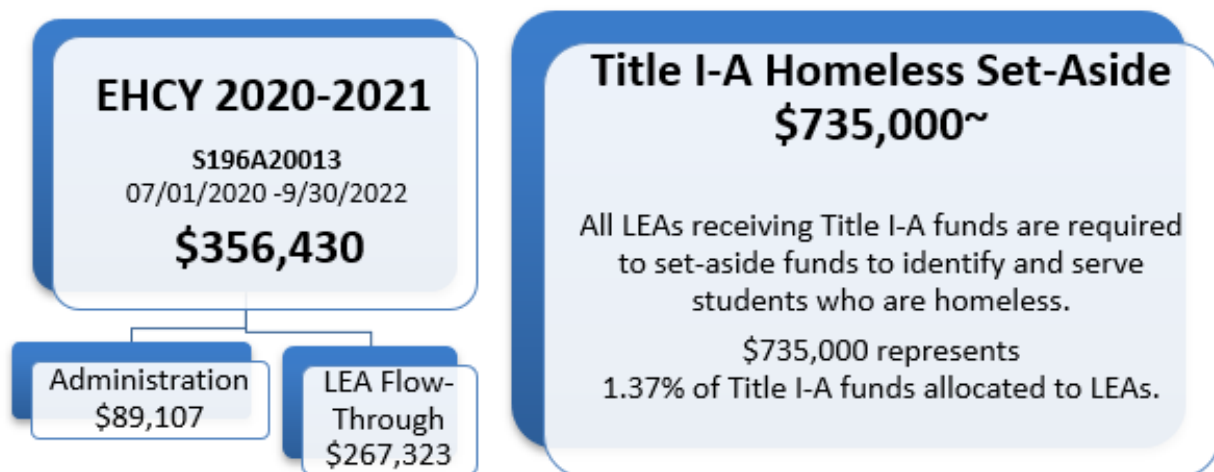
Title V-B funds are supplemental to state and local funds and may be used for:

- Administration of the program
- Teacher recruitment and retention; signing bonuses
- Teacher professional development
- Support for educational technology
- Parental involvement activities
- Activities authorized under Title I-A, Title II-A, Title III, and Title IV-A



Title IX-A Homeless Education Program

The McKinney-Vento Act's Education for Homeless Children and Youth (EHCY) and the Title IX-A section of the Every Student Succeeds Act (ESSA) ensures students who are experiencing homelessness – defined as lacking a fixed, regular or adequate nighttime residence – have protections and services to keep students enrolled and attending school. The program focuses on reducing barriers and ensuring students, including public preschool students, have equal access to a free appropriate public education, are able to stay in their school of origin and receive free breakfast/lunch. Other barriers are removed so students can fully participate in their education and prepare for college or careers. In 2019-2020, 8,103 students were identified as experiencing homelessness in Idaho public schools and charters.



USE OF FUNDS

EHCY & Title IX-A funds are supplemental to state and local funds and may be used for:

- Administration Activities: (.70 FTE) provide technical assistance/professional development to districts/charters; participate in Federal programs monitoring; conduct awareness activities; and work collaboratively with other SDE departments, state agencies and partner programs who support families and students experiencing in Idaho.
- EHCY Subgrant Awards: Currently 29 districts/charters are awarded between \$3,000-\$38,000 per year as part of a three-year grant cycle. These grants help to improve their local programs and increase student success and well-being.
- Title IA-Homeless Set-Aside: In 2020-21 districts sets aside approximately \$735,000 to support students to fully participate in school, i.e. transportation, school supplies, fees, uniforms, etc.

Idaho State Department of Education

Departments & Programs



OFFICE OF INDIAN EDUCATION

Johanna J. Jones, Coordinator

<https://www.sde.idaho.gov/indian-ed/>

APPLICABLE STATE AND FEDERAL STATUTES

[Idaho Code 67-4001](#)

[Idaho Code 33-1280](#)

[Idaho Code 33-4601](#)

Elementary Secondary Education Act as Amended by Every Student Succeeds Act, 2015, Section 8538

WHO WE SERVE

The Office of Indian Education (OIE) is committed to increasing equitable educational opportunities, culturally responsive learning environments, and high-quality teaching so that American Indian students may flourish in their learning atmospheres. Narrowing opportunity gaps contribute to overall improvements in education, economic, and social growth within Idaho. Removing barriers to achieve educational potential so that all students in Idaho are prepared for college and careers is an essential requirement for equity in education. The touchstones of OIE work are to take a proactive stance in building partnerships, facilitating space, and supporting culturally responsive practices that promote equity in education and the public school systems.

Partnerships and collaborations are essential to providing the most appropriate education for Idaho's students. As it is, education expands beyond curricula and assessment: It also includes coordination of services, supports, engagement, and communication for families to ensure their children are healthy (physically, emotional, mentally, etc.), secure (food, housing, transportation, etc.), and ready to learn.

We work diligently with internal and external stakeholders to achieve results that will improve educational opportunities and academic achievement for American Indian students. We collaborate with many entities including Health & Welfare, Juvenile Justice, Office of Drug Policy, Native American Coalition of Boise, Idaho State Museum, Tribes, schools, universities/colleges, individuals, and others to widen the support systems to achieve equity in education.

Currently, we are working with the National Comprehensive Center on a pilot project titled Circles of Reflection. This pilot involves Idaho, Washington, North Carolina, and Oklahoma. The purpose of the pilot is to understand how the state education agency (SEA) can advance teaching and learning for American Indian students with culturally responsive ideas to improve student outcomes. A guide and an Idea Bank will be created to share with educational leaders across the nation.



PROGRAMS

Indian Education Summit

The annual Indian Education Summit delivers quality workshops and engaging subject matter experts to assist educators and administrators in the K-20 public school system in developing and implementing culturally responsive pedagogy through policies, programs and curricula. This critical work helps educators, administrators, policymakers and others gain valuable perspectives about the five tribes of Idaho in an accurate and relevant manner. It also provides insight into how to incorporate authentic community engagement to increase student learning. Collaborations and partnerships from the summits help grow opportunities for academic success for our students. The SDE, OSBE, public institutions of higher education, and the tribes of Idaho graciously provide general funding for the summit.

Johnson O'Malley

The Johnson-O'Malley Act of 1934 was passed on April 16, 1934, to subsidize education, medical attention, and other services provided by States or Territories to Indians living within their borders. Today, the Johnson-O'Malley program's purpose is to financially assist those efforts designed to meet the specialized and unique educational needs of eligible Indian students, including programs supplemental to the regular school program and school operational support, where such support is necessary to maintain established State educational standards. All services must be approved by the local Indian Education Committee.

The Office of Indian Education provides oversight for the JOM contracts at the following LEAs:

- Plummer-Worley #44
- Mountain View #244
- Coeur d'Alene #271
- Kamiah #304
- Lewiston #340
- Lapwai #341

Impact Aid

Since 1950, Congress has provided financial assistance to local school districts through the Impact Aid Federal Grant Program. Impact Aid was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands. The Impact Aid law (now Title VII of the Elementary and Secondary Education Act of 1965 (ESEA)) provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who do not live on Federal property but who have parents in the uniformed services or employed on eligible Federal property.

Idaho State Department of Education

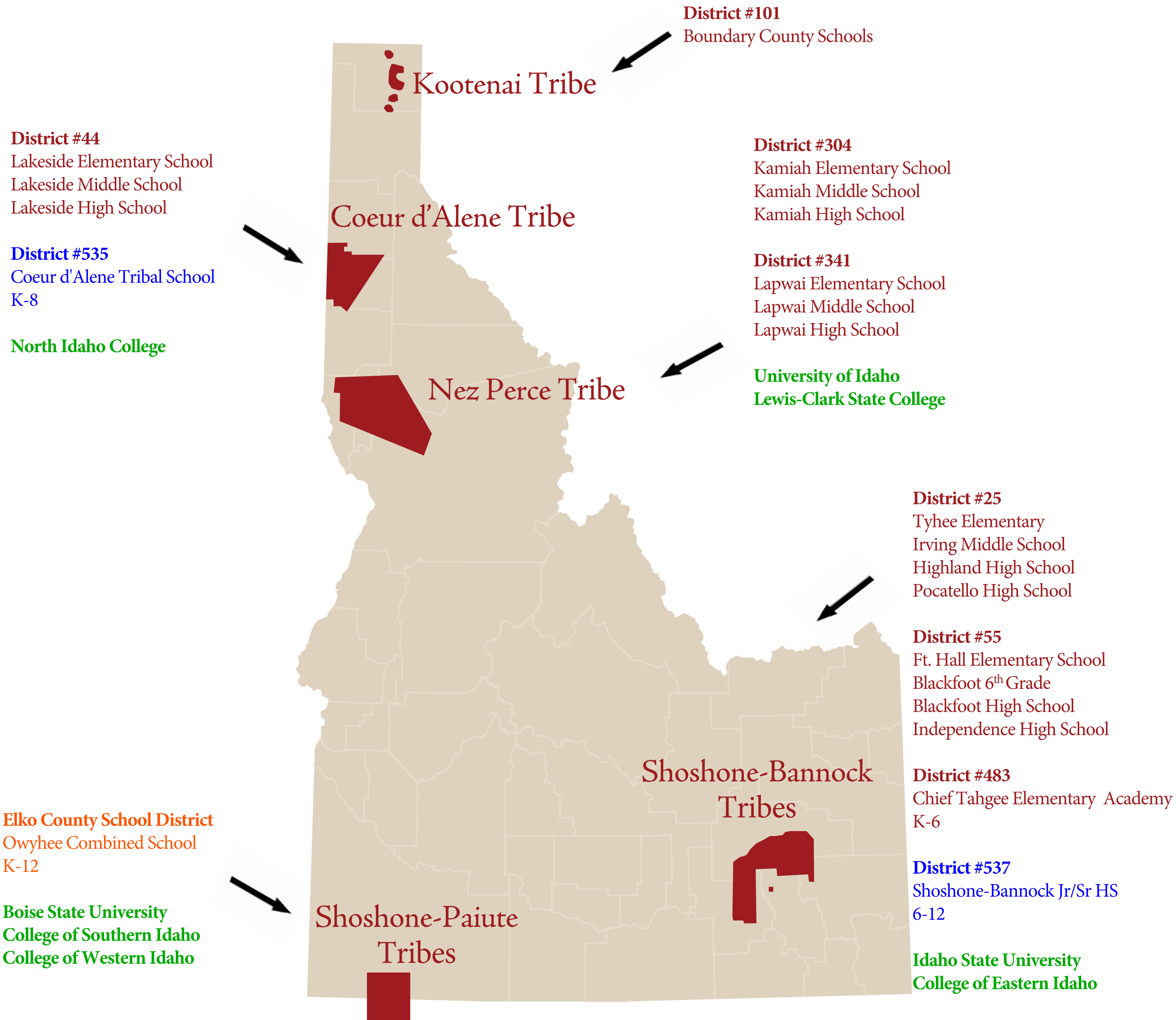
Departments & Programs



School districts use Impact Aid for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Payments for children with disabilities must be used for the extra costs of educating these children.

The Office of Indian Education is the designated collector and keeper of yearly applications for the following LEAs:

- Blackfoot #55
- Bruneau/Grandview #365
- Kamiah #304
- Lapwai #341
- Mackay #182
- Mountain Home #193
- Plummer Worley #44
- Snake River #52
- Chief Tahgee Elementary Academy #483



IDAHO INDIAN EDUCATION COMMITTEE

JOHANNA J. JONES

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Coeur d'Alene Tribe

MR. GARY AITKEN, JR
Kootenai Tribe

DR. MARY JANE MILES
Nez Perce Tribe

MR. LADD EDMO
Shoshone-Bannock Tribes

TO BE DETERMINED
Shoshone-Paiute Tribes

K-12 Tribal Representatives

MR. JESSE LaSARTE
Coeur d'Alene Tribe

TO BE DETERMINED
Kootenai Tribe

MS. JOYCE MCFARLAND
Nez Perce Tribe

MS. JESSICA JAMES
VICE CHAIR
Shoshone-Bannock Tribes

TO BE DETERMINED
Shoshone-Paiute Tribes

BIE School Representatives

MS. TINA STRONG
Coeur d'Alene Tribal
School

MR. HANK McARTHUR
Shoshone-Bannock Jr/Sr
HS

State Board of Education Representative

DR. LINDA CLARK
Ex-Officio
State Board of Education

Four-Year College/University Representatives

DR. LESLIE WEBB
Boise State University

DR. REX FORCE
Idaho State University

MR. BOB SOBOTTA, JR.
Lewis-Clark State College

DR. YOLANDA BISBEE - CHAIR
University of Idaho

Two-Year College Representatives

MR. JASON
OSTROWSKI
College of Southern Idaho

MR. JAIME BARAJAS-
ZEPEDA
College of Western Idaho

MS. EFFIE HERNANDEZ
College of Eastern Idaho

DR. GRAYDON STANLEY
North Idaho College

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Education

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State Department of Education



Idaho State Department of Education

Departments & Programs



PUBLIC SCHOOL FINANCE DEPARTMENT

Julie Oberle, Chief Financial Officer for Public Schools

<https://www.sde.idaho.gov/finance/>

WHO WE SERVE

Superintendents, Charter School Administrators and Business Managers of Idaho's 115 School Districts, 66 Charter Schools and one Cooperative Service Agency.

SERVICES

Calculate and Distribute State Appropriation Payments

- Advanced Opportunities (33-4602, Idaho Code)
 - Overload Courses
 - Dual Credits
 - Postsecondary Credit-Bearing Examinations
 - Career Technical Certificate Examinations
 - Career Technical Education Workforce Training Courses
 - Scholarships to Idaho Public Postsecondary Educational Institutions for Early Graduates
- Bond Levy Equalization Support Program (33-906)
- Border Contracts (33-1403)
- Charter School Advance [33-5208(6)]
- Charter School Facilities [33-5208(5)]
- College and Career Advisors and Student Mentors [33-1002(2)(r), 33-1212A]
- Content and Curriculum (appropriation intent language) (*suspended for FY 2021*)
- Continuous Improvement Plans and Training (33-320)
- Discretionary (33-1018)
- English Language Learners (33-1617)
- Exceptional Education
 - Exceptional Contracts (33-2004)
 - Serious Emotional Disturbances (SED) (33-2005)
 - Tuition Equivalency Allowances (33-1002B)
- Gifted / Talented (appropriation intent language) (*suspended for FY 2020, FY 2021*)
- Idaho Digital Learning Academy (33-1020)
- Idaho Educational Services for the Deaf and the Blind (appropriation intent language)
- IT Staffing (appropriation intent language)
- Leadership Premiums (33-1004J) (*suspended for FY 2021*)
- Literacy Intervention (33-1614, 33-1615, 33-1616)
- Math & Science Requirement (33-1021)
- Master Educator Premiums (33-1004I)

Idaho State Department of Education

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- National Board for Professional Teaching Standards [33-1004E(2)]
- Obligations to Retirement and Social Security Benefits (33-1004F)
- Prior Year Adjustments [33-1009(5)]
- Professional Development (appropriation intent language)
- Remediation (appropriation intent language)
- Safe and Drug-Free [3-2506, 63-2552A, 63-3035A, 63-3067]
- Salary-based Apportionment (33-1004E)
- School Facilities Funding (Lottery) (33-905)
- School Facilities Maintenance Match (33-1019)
- Transportation Support (33-1006)
- Technology (Classroom, Classroom Infrastructure, Instructional Management System) (appropriation intent language)
- Unemployment (paid to Department of Labor for benefit of School Districts and Charter Schools) [33-1002(2)(g)]

Provide Training

- Legislature – Education Committees
- Idaho Association of School Business Officials (IASBO) – Annual Spring Workshop for New School Business Officials
- Idaho School Boards Association – Annual Fall Convention presentation for school trustees
- Adjunct faculty presentations at institutions of higher education
- Annual State Department of Education Workshop for New Superintendents and Charter School Administrators
- Semi-annual State Department of Education Charter Start workshop for individuals interested in opening a charter school
- Annual Charter School Boot Camp for board members and staff of new charter schools
- Annual State Department of Education Idaho System for Educational Excellence (ISEE) Road Show for school district and charter school personnel
- Annual Post-Legislative Workshops for School District and Charter School Superintendents, Administrators, and School Business Officials
- Annual Education Law Institute (attended by trustees, superintendents, administrators, school business officials)

Public Schools (K-12) Budget Request

- Assist Superintendent of Public Instruction with formulation and input of the annual Public School Budget request submitted to the Office of the Governor and the Legislature by September 1.



Attendance / Enrollment

- Provide technical support to school district and charter school personnel regarding the submission and reporting of attendance and enrollment data.
- Review ISEE attendance and enrollment data for reasonableness, identify possible errors and/or omissions, and contact school district and charter school personnel to resolve.
- Generate and review attendance, enrollment, and support unit reports for accuracy and reasonableness; work with ISEE programmer on data upload and calculation issues.

Staffing (Administrative, Instructional, Pupil Service, Classified)

- Provide technical support to school district and charter school personnel regarding the submission and reporting of staffing data.
- Review ISEE staffing data for reasonableness, identify possible errors and/or omissions, and contact School District and Charter School personnel to resolve.
- Generate and review staffing reports for accuracy and reasonableness; work with ISEE programmer on data upload and calculation issues.

Idaho Financial Accounting Reporting Management System (IFARMS)

Provides the basis for complete financial and cost accounting, the development of school budgets, and the preparation of comprehensive financial reports in a uniform manner, regardless of school size.

- Provide technical support to school district and charter school business officials on the use of established accounting codes.
- Review the Annual Financial Report submitted by each school district and charter school for reasonableness and identify possible errors and/or omissions, and contact the appropriate school personnel to resolve [33-701(7)].
- Financial data from the Annual Financial Report is used to:
 - Generate the Idaho School Districts and Charter Schools Financial Summaries Report
 - Basis for calculating Annual Tuition Rates for each school district and charter school (33-1405)
 - Tuition rates are also used by the SDE in the calculation of several of the tuition equivalency distributions
 - Prepare annual Federal Surveys, which are then used to rank Idaho's educational spending as compared to other states and to allocate Title I dollars to the State of Idaho.
 - Basis for determining School District/Charter School and State of Idaho Maintenance of Effort for Title and Special Education funds as well as the maintenance of State Financial Support for Special Education.
 - Assist SDE's Special Education and Child Nutrition Staff.
 - Provide data for the Fiscal section of the School Report Cards.



Continuous Improvement Training

- Provide technical support to school district and charter school personnel on the permissible uses of Continuous Improvement Training Funds.
- Review and process reimbursement requests for permissible uses (33-320).

School District / Charter School Annual Budgets

- Provide technical support to school district and charter school personnel regarding the submission of reports of annual and revised budgets.
- Review annual and revised budgets and supporting documentation for reasonableness, identify possible errors and/or omissions, confirm compliance with applicable Idaho Code and administrative rules, and contact school district and charter school personnel to resolve.
- Assist State Tax Commission in review of tax levy requests to ensure they accurately reflect the School District's approved budget and are in compliance with applicable Idaho Code and administrative rules.

School Calendars

- Provide technical support to school district and charter school personnel on the calculation and submission of their instructional hours for the upcoming school year (33-512).
- Review the instructional hour calendars submitted annually by each school district and charter school for reasonableness, identify possible errors and/or omissions, and contact the appropriate school personnel to resolve [33-701(7)].
- Update the instructional hour calendars as revisions and closures occur.

School Building Maintenance

- Provide technical support to school district and charter school business personnel on allowable school building maintenance expenditures, the reporting of those expenditures, and overall guidance on compliance (33-1019).
- Determine the annual local and state school building maintenance requirement for each individual school district and charter school.
- Review the School Building Maintenance Report submitted annually by each school district and charter school for reasonableness, identify possible errors and/or omissions, and contact the appropriate school personnel to resolve.

School Buildings (New, Closed, Reconfigurations)

- Receive and process requests for new school buildings to be added to, removed from, or have changes made within the Statewide Longitudinal Data System.
- Help ensure building information included in required federal reporting is accurate and in compliance.

Idaho State Department of Education

Departments & Programs



Manuals

- Attendance / Enrollment
- ISEE Staff Data Guidance
- IFARMS
- School Building Maintenance
- School Calendars
- Indirect Costs

Historical Data

- Attendance / Enrollment
- Staffing
- Financial Summaries
- Tax Levies / Market Values

Publications

- Financial Summaries for Idaho School Districts and Charter Schools
- Tax Levies for School Purposes
- Data Acquisition Calendar
- School Level Financial Information (Per Pupil Expenditures) on the Statewide Report Card

Other

- The Chief Financial Officer, Public School Finance represents the Superintendent of Public Instruction on the Idaho Credit Rating Enhancement Committee (designee)

Idaho State Department of Education

Departments & Programs



Three-year History of Public School Appropriations

	PUBLIC SCHOOLS APPROPRIATION* 2018-2019	PUBLIC SCHOOLS APPROPRIATION* (Original) 2019-2020	PUBLIC SCHOOLS APPROPRIATION* (1% Holdback) 2019-2020	PUBLIC SCHOOLS APPROPRIATION* (Original) 2020-2021	PUBLIC SCHOOLS APPROPRIATION* (5% Holdback) 2020-2021
1 REVENUES					
a. General Fund	\$1,774,811,000	\$1,887,420,200	\$1,868,546,000	\$1,974,146,800	\$1,875,439,500
STATE DEDICATED REVENUE					
b. Endowment / Lands	\$50,325,600	\$51,260,000	\$51,260,000	\$52,586,400	\$52,586,400
c. Miscellaneous	5,000,000	11,156,500	11,156,500	8,000,000	8,000,000
d. Lottery Dividend	18,562,500	22,842,500	22,842,500	24,187,500	24,187,500
e. Bond Levy Equalization Fund	12,796,700	15,448,900	15,448,900	16,609,900	16,609,900
f. Cigarette and Lottery Taxes	4,024,900	4,024,900	4,024,900	4,024,900	4,024,900
TOTAL STATE DEDICATED REVENUE	\$90,709,700	\$104,732,800	\$104,732,800	\$105,408,700	\$105,408,700
TOTAL STATE REVENUES	\$1,865,520,700	\$1,992,153,000	\$1,973,278,800	\$2,079,555,500	\$1,980,848,200
g. FEDERAL REVENUES	\$264,115,000	\$264,115,000	\$264,115,000	\$250,000,000	\$250,000,000
TOTAL REVENUES	\$2,129,635,700	\$2,256,268,000	\$2,237,393,800	\$2,329,555,500	\$2,230,848,200
2 STATUTORY EXPENDITURES					
a. Transportation	\$73,010,000	\$75,334,700	\$75,334,700	\$83,040,000	\$83,040,000
b. Border Contracts	1,200,000	1,200,000	1,200,000	1,484,100	1,484,100
c. Exceptional Contracts and Tuition Equivalents	5,390,900	5,761,000	5,761,000	5,833,400	5,833,400
d. Salary-based Apportionment (Administrators, Classified)	203,518,300	213,050,600	213,050,600	220,436,600	216,140,300
e. Employer's Benefit Obligations (Administrators, Classified)	38,180,000	41,289,200	41,289,200	42,720,600	41,888,000
f. Career Ladder Salaries	761,566,200	806,572,300	806,572,300	848,562,300	826,265,900
g. Career Ladder Employer's Benefit Obligations	142,869,800	156,313,700	156,313,700	164,334,900	160,013,800
h. Master Educator Premiums	17,773,600	7,175,400	7,175,400	7,175,400	7,175,400
i. Leadership Premiums	90,000	18,400,700	18,400,700	19,310,000	0
j. Teacher Incentive Award (Nat'l Bd Cert)	4,024,900	90,000	90,000	90,000	90,000
k. Idaho Safe and Drug-Free Schools	23,184,500	4,024,900	4,024,900	4,024,900	4,024,900
l. Bond Levy Equalization Support Program	7,893,700	23,387,900	23,387,900	25,406,500	25,406,500
m. Charter School Facilities	9,788,500	8,840,000	8,840,000	10,372,600	10,372,600
n. Idaho Digital Learning Academy	18,562,500	11,854,200	11,854,200	12,078,400	12,078,400
o. School Facilities Funding (lottery)	3,905,000	22,842,500	22,842,500	24,187,500	24,187,500
p. School Facilities Maintenance Match	15,000,000	4,104,000	4,104,000	1,972,200	1,972,200
q. Advanced Opportunities	5,930,000	18,000,000	18,000,000	20,000,000	20,000,000
r. Math and Science Requirement	652,000	6,590,900	6,590,900	6,502,600	6,502,600
s. Continuous Improvement Plans and Training	1,400,000	652,000	652,000	652,000	652,000
t. Mastery-Based Education	150,000	1,400,000	1,400,000	1,400,000	1,350,000
u. College and Career Advisors and Student Mentors	9,000,000	9,000,000	9,000,000	9,000,000	9,000,000
v. Literacy Intervention	13,156,500	26,146,800	26,146,800	26,146,800	26,146,800
w. Innovative Schools	100,000	0	0	0	0
3 NON-STATUTORY EXPENDITURES					
a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	36,500,000	36,500,000	29,200,000	36,500,000	26,500,000
b. IT Staffing	8,000,000	8,000,000	6,400,000	8,000,000	4,000,000
c. Student Achievement Assessments	3,100,000	2,258,500	2,258,500	2,258,500	2,258,500
d. Math Initiative	1,817,800	1,817,800	1,817,800	1,817,800	1,717,800
e. Remediation / Waiver (non Title I)	5,456,300	5,456,300	5,456,300	5,456,300	5,106,300
f. English Language Learners	4,870,000	4,870,000	4,870,000	4,870,000	4,870,000
g. Professional Development (Reading Coaches, District Funding, G/T)	21,550,000	21,550,000	16,980,000	22,550,000	12,350,000
h. Content and Curriculum	6,350,000	6,350,000	6,030,000	6,350,000	4,450,000
4 FEDERAL EXPENDITURES	264,115,000	264,115,000	264,115,000	250,000,000	250,000,000
TOTAL EXPENDITURES	\$1,708,105,500	\$1,812,948,400	\$1,799,158,400	\$1,872,533,400	\$1,794,877,000
5 PUBLIC EDUCATION STABILIZATION FUNDS	\$0	\$0	\$0	\$0	\$0
6 NET STATE FUNDING	\$421,530,200	\$443,319,600	\$438,235,400	\$457,022,100	\$435,971,200
7 SUPPORT UNITS	15,339	15,601	15,601	15,821	15,821
8 DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)	\$27,481	\$28,416	\$28,090	\$28,887	\$27,556

* Excludes the Idaho Educational Services for the Deaf and the Blind.

Idaho State Department of Education

Departments & Programs



SCHOOL CHOICE DEPARTMENT

Michelle Clement Taylor, Coordinator

<https://www.sde.idaho.gov/school-choice/>

APPLICABLE STATE AND/OR FEDERAL STATUTES

[Idaho Code 33-202 and 33-203](#)

[Idaho Code 33-1402](#)

[Idaho Code 33-1619](#)

[Idaho Code 33: Chapter 52](#)

[Idaho Administrative Rule 08.02.03.118](#)

[Idaho Administrative Rule 08.02.04](#)

WHO WE SERVE

School choice includes educational opportunities outside the traditional or neighborhood public schools. Those opportunities include charter, magnet, and alternative schools; open and dual enrollment programs; and the non-public school options of home school and private schools. The School Choice Coordinator provides support to schools, families, students, community members, and groups who are interested or need assistance related to the various options. All of the educational opportunities allow students and families to find the options that best match their needs and allow them to thrive in that educational setting.

SERVICES

The role of the School Choice department is to provide support and assistance related to accessing, developing and implementing high-quality educational options. The funding for the School Choice Coordinator's position is included in the Superintendent of Public Instruction Budget.

Technical Support

The School Choice Coordinator interfaces with all of the divisions within the State Department of Education (SDE) to ensure alternative, charter and magnet schools are receiving necessary services and resources. The coordinator serves as a liaison between the various divisions of the SDE and school or district personnel. The coordinator works with the ISEE and technology team to ensure choice schools are set up correctly and any changes in their configurations are approved by their district or authorizer. The Idaho Public Charter School Commission and Idaho school district personnel receive support regarding the oversight and authorization of choice schools. Working with districts and private schools participating in the Every Student Succeeds Act (ESSA) equitable services requirements is an additional example of assistance provided to schools and districts. Families looking at choice options receive information and resources allowing them to make informed decisions about the options available.



Training

The School Choice department provides training for charter school developers, school districts, school administrators and school boards. Idaho Code §§ 33-5211(3) requires charter petitioners to attend a workshop provided by the state department of education (SDE). The workshop covers the requirements and process for starting a charter school. This summer we provided a virtual workshop, allowing more people to attend.

New charter schools receive additional training before the start of their first year. The training covers the functions of the various SDE departments, education programs, state system, and data/reporting requirements they will use once they open. The goal of the training is to help the schools start serving students on the first day of school. Based on the success of the virtual training for the school developers, the training for the schools opening in 2021-22 will be provided virtually in a format that will allow for customization of the material for the various schools.

The Idaho Public Charter School Commission, school district and charter school boards, and community groups receive training on relevant topics as requested. The training may relate to general school choice options or specific education topics affecting the schools or the boards. Training for the school boards is done in partnership with the Idaho School Boards Association.

School, Program, and Application Review

Collaboration and coordination with other division in the SDE and external organizations is a key component of the school choice coordinator's role. Participating in federal program monitoring visits and accreditation reviews are two examples of this service. Additionally, Idaho Code 33-1002(4) requires approval of alternative school programs in order for the schools to receive additional funding. The school choice coordinator reviews annual regular school year and summer school applications in order to meet this requirement. Finally, the coordinator serves as the Equitable Services Ombudsman, which is a requirement of the Every Student Succeeds Act. The ombudsman ensures the public schools are working with private schools in their district to provide equitable services related to the federal Title programs.

RESPONSE TO COVID-19

Requests for technical assistance from parents/guardians, district administrators and charter school leaders have increased since the spring and each request is unique.

In March, the number of calls relating to choice options doubled within the first week of the school closures. Common questions from parents were about options relative to their specific needs, including home school requirements and how to re-enroll in public schools in the future, should they withdraw their children during the pandemic. Parents also asked about the various online and private schools.



These calls continued throughout the summer, as local school districts made decisions about their return to school plans.

At the same time, district administrators also were asking about options. Administrators sought guidance regarding home school requirements. As districts considered implementing online programs, administrators asked for examples of successful online programs and distance education options they could use as models. Districts that traditionally offer summer school wanted to make sure their creative solutions for providing summer learning programs were allowable within the requirements for alternative summer school programs.

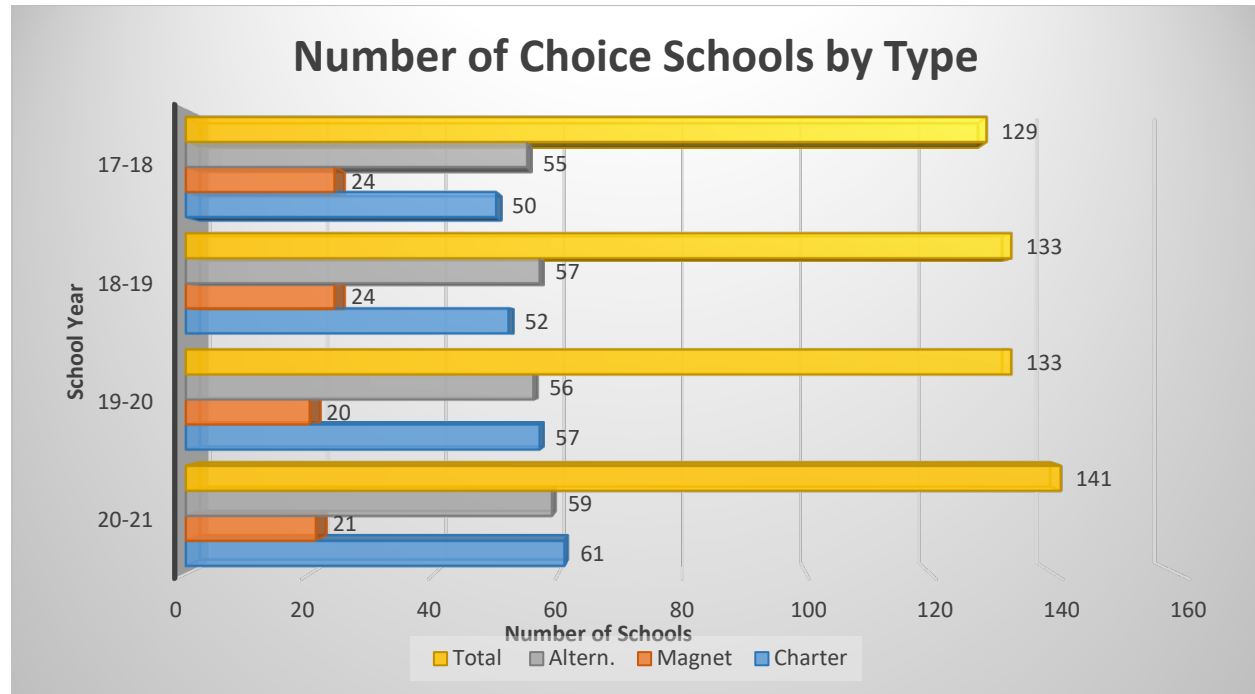
Charter school leaders have requested assistance that is more fundamental in nature. New charter school leaders have needed additional guidance and support related to the opening of their schools, while existing charters were concerned about enrollment, attendance, and budgets. Many of the schools experienced lower than expected attendance and in many cases decreased enrollment. This in turn has led to questions about fall enrollment and funding.

Finally, as the Equitable Services Ombudsman, the coordinator provided guidance to both districts and private schools in calculating equitable service funding specific to the Coronavirus Aid, Relief & Economic Security (CARES) Act economic assistance to education. The Elementary and Secondary School Emergency Relief (ESSER) funds will continue through this school year, which means on-going support for the districts and the private schools.

COVID-19 has affected all of the students, families, schools, systems, and communities in different ways. While many of the impacts have been challenging for those affected, I also have received calls from parents and school leaders sharing their successes.

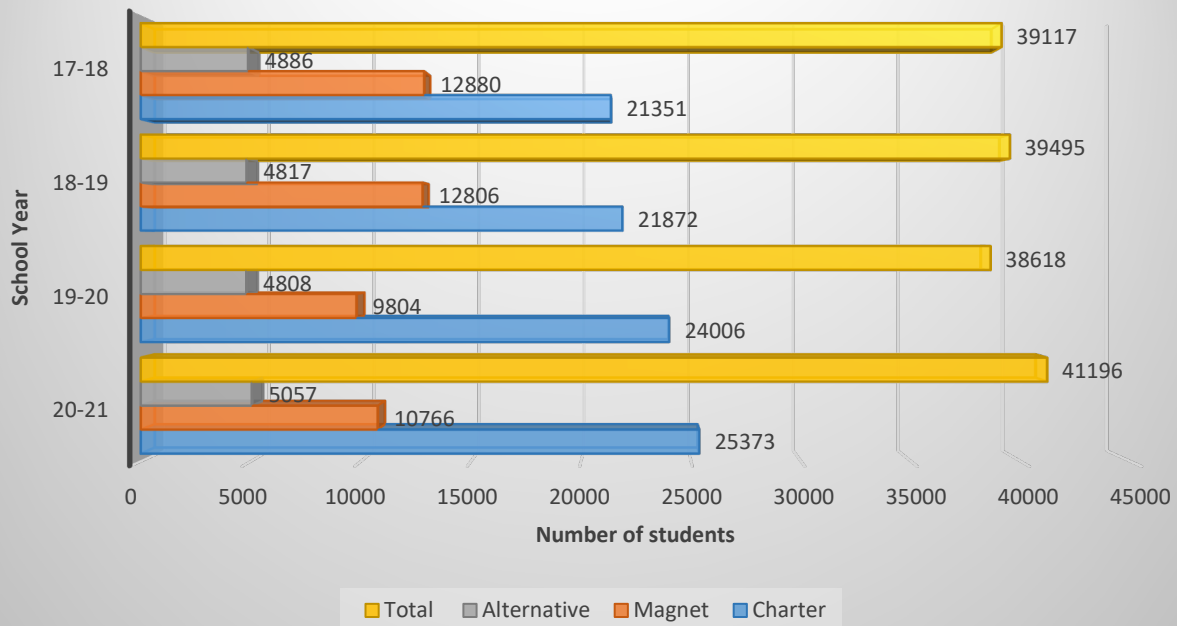


PUBLIC SCHOOL CHOICE BY THE NUMBERS

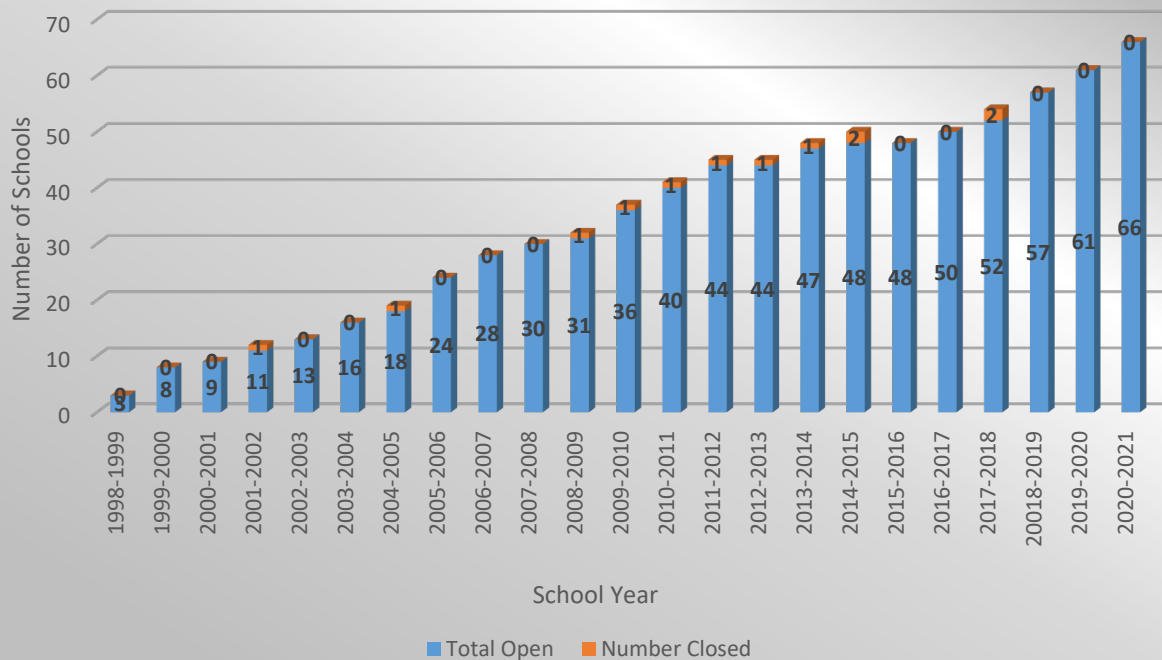




Enrollment in Public Choice Schools



Idaho Charter Schools: Number of schools by year





IDAHO SCHOOL CHOICE: OPTIONS FOR MEETING THE NEEDS OF ALL STUDENTS

PUBLIC SCHOOLS AND PROGRAMS

The State Department of Education provides technical assistance and support for all of the following public school options, answering questions about different opportunities and requirements.

Alternative Schools

- Part of local district
- Students must qualify as at-risk
- School designed to meet the needs of secondary students
 - Specialized curriculum that may include: credit recovery, career focus, personal development, study skills, life skills
 - Unique schedules: length of classes, number of classes, hours of operation
 - Policies and procedures may be different from other secondary schools
- Grades 6-12
- IDAPA [08.02.03.110](#), [Idaho Code 33-1002](#)(4)

Charter Schools

- Established through an application process
- District or Idaho Public Charter School Commission provides oversight
- Focus on specific model, methods of instruction, or curriculum
- Selection through application and lottery
- Grades K-12
- Idaho Code [33-52](#), IDAPA [08.02.04](#)

Magnet Schools

- Part of local district
- Curriculum/instruction developed around specific focus, such as:
 - Arts
 - Math, science, STEM
 - International Baccalaureate
- May use an advisory board to maintain mission and focus
- Selection may be through a lottery

Online Schools

- District and Charter options
- Schooling at home – parent may be a learning coach
- Complete instructional program
- Grades K-12
- Idaho Code [33-1619](#), [33-5202A](#), [33-5205](#)(6)



Dual Enrollment

- Program subject to school district or LEA policies
- Participation in multiple choice options at the same time
- Idaho Code [33-203](#)

Open Enrollment

- Program based on policies established by the school districts
- Allows students to attend schools outside their neighborhood zones
- Subject to space availability
- Yearly application process
- Idaho Code [33-1402](#)

NONPUBLIC SCHOOL TYPES AND PROGRAMS

The State Department of Education does not oversee the nonpublic options, but provides technical assistance and support when requested.

Home School

- Idaho Code [§§33-202](#), IDAPA [00.02.03.118](#)
- Opportunity for parents to provide instruction/education to suit their needs and beliefs
- Not regulated or overseen by the state or districts
- No verification for diplomas or graduation by Idaho State Department of Education or Board of Education
- The SDE receives calls from parents who want to home school their students but are uncertain of the regulations. Public school personnel will request assistance when home school students decide to enroll in the schools and they need to determine grade or class placement. External agencies request assistance with diploma verification for home school students or understanding Idaho's home school laws.

Private School

- Not regulated or overseen by the state or districts
- Not required to follow state accreditation or professional certification requirements
- Education program determined by the developers/founders
- Eligible to participate in Federal Title Program equitable services
- The School Choice Coordinator serves as the Equitable Services Ombudsman, providing support to private schools and districts. Additionally, community members and parents contact the SDE with questions about private schools; those questions are referred to the coordinator to address.

Idaho State Department of Education

Departments & Programs



SPECIAL EDUCATION DEPARTMENT

Dr. Charlie Silva, Director

www.sde.idaho.gov/sped/

APPLICABLE STATE AND FEDERAL STATUTES

[Idaho Code 33-201](#), [203](#), [205](#) & [209](#)

[Idaho Code 20-504\(a\)\(3\)](#)

[Idaho Code 32-717](#)

[Idaho Code 33-1002B](#)

[Idaho Code 33-1304](#)

[Idaho Code 33-1501](#)

[Idaho Code 33-2001](#), [2002](#), [2004](#), 2005, [2009](#), [2010](#)

[Idaho Code 33-5205 -5208](#)

[Idaho Administrative Rule \(IDAPA\) 08.02.03.109](#)

[Individuals with Disabilities Education Act \(IDEA\) Regulations 34 CFR 300](#)

[20 U.S. Code 1412](#)

WHO WE SERVE

The Special Education Department works collaboratively with school districts, local educational agencies (LEAs), other agencies, and parents to ensure students receive quality, meaningful, and necessary special education services. A list of the Special Education Division staff and positions dedicated to assisting districts, agencies, and parents can be found on the department's website.

PROGRAMS

The Individual with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The United States Congress reauthorized the IDEA in 2004 and most recently amended the IDEA through Public Law 114-95, the Every Student Succeeds Act, in December 2015.

The U.S. Department of Education is the federal agency that administers the IDEA grants. Federal funds through IDEA are intended to assist states in providing special education and related services to students with disabilities, so all students with disabilities have access to a free appropriate public education.



Individual with Disabilities Education Act (IDEA) Part B Grant - Section 611 School-age

With reauthorization in 2004, the Idaho State Department of Education (SDE) receives a federal grant each year under Section 611 of the IDEA for students ages 3-21. After setting aside necessary and allowable amounts for state administration and other state-level activities, the SDE sends the remainder of the grant as flow-through to LEAs.

Individual with Disabilities Education Act (IDEA) Part B Grant - Section 619 Preschool-age

The SDE also receives an annual preschool grant under Section 619 of IDEA. This is a smaller grant that may only be used to provide special education and related services to children ages 3-5.

These two federal grants provide additional funding to LEAs for the expensive costs of educating children with disabilities in the local communities throughout the state. The department's policy has always been to focus on student results by sending the maximum amount possible to LEAs to reinforce the mutual responsibility for accountability with stakeholders in the progress of students with disabilities.

Special Education Child Count

In school year 2019-20, special education services were provided to 35,846 students who met established eligibility criteria for one or more of the 15 recognized categories of disabilities.

Response to COVID-19

When the global pandemic forced the sudden closure of schools in spring 2020, the Special Education Department provided guidance and support to local education agencies by hosting weekly webinars. The weekly meetings focused on the responsibilities of educators to serve students in virtual environments and adherence to IDEA requirements. From the questions presented in these webinars, we developed comprehensive resources to support special education educators in the transition to online instruction. The Special Education Department also engaged families with students with disabilities by partnering with agencies like Idaho Parents Unlimited and the Idaho Disabilities Rights agency to answer parents' questions about special education services in a virtual/online learning environment. Our support continues in the current school year.

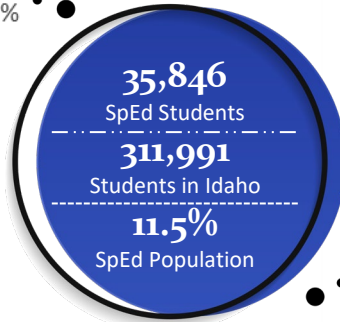
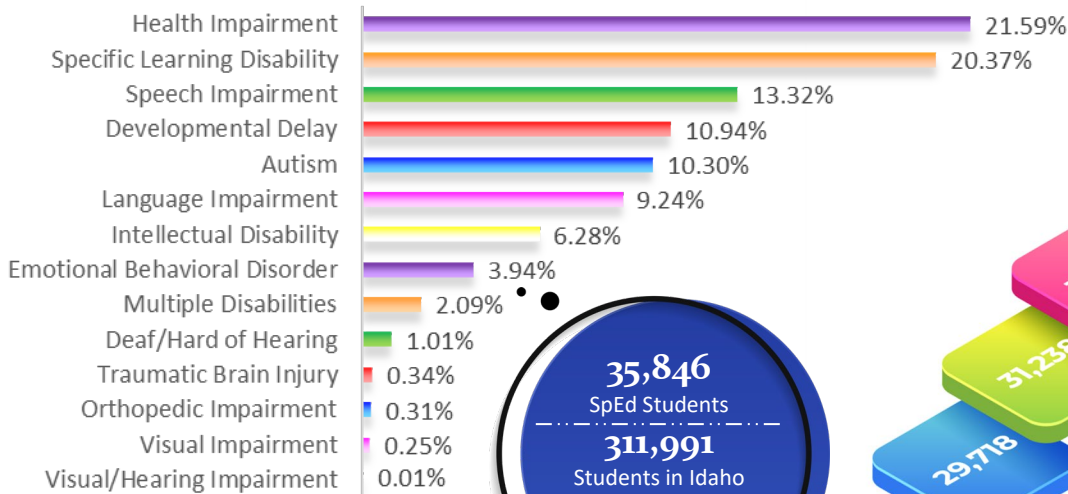


SPECIAL EDUCATION

To enable all students to achieve high academic standards and quality of life, the Special Education department works collaboratively with districts, agencies, and parents to ensure students receive quality, meaningful, and needed services.

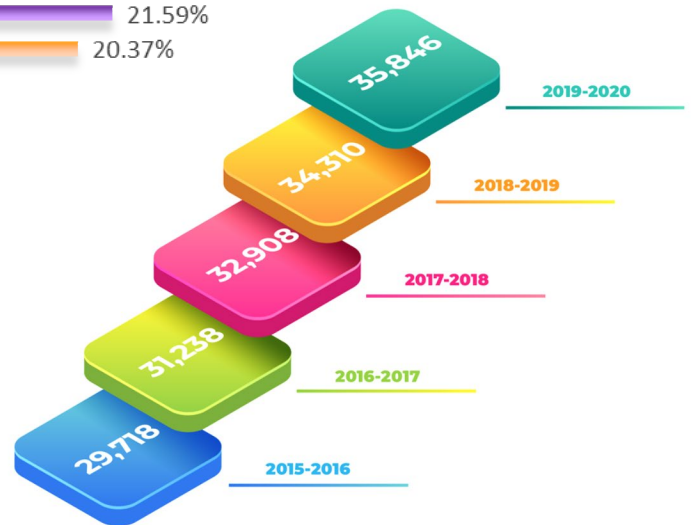
Who We Serve

Disability Categories 2019-2020 School Year



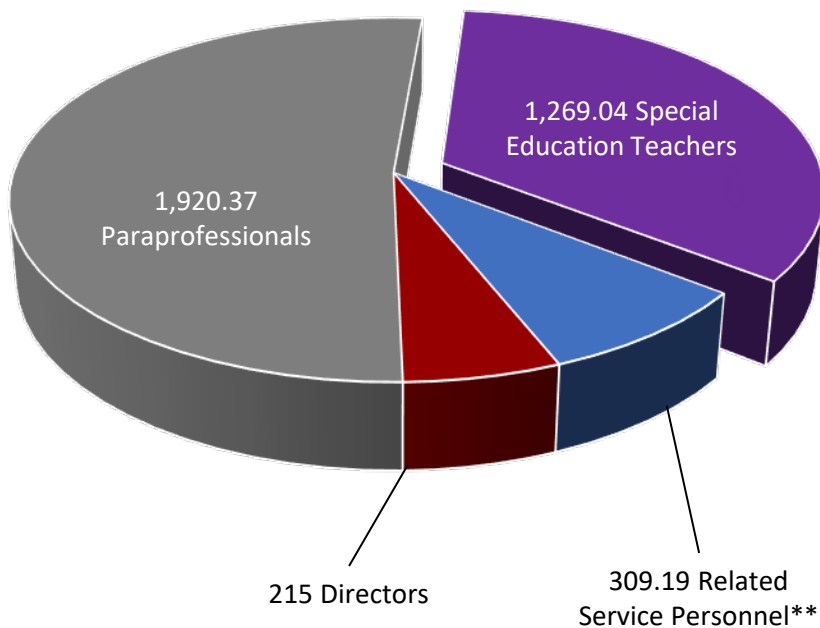
How We've Grown

Number of Idaho Students Receiving Special Education Services



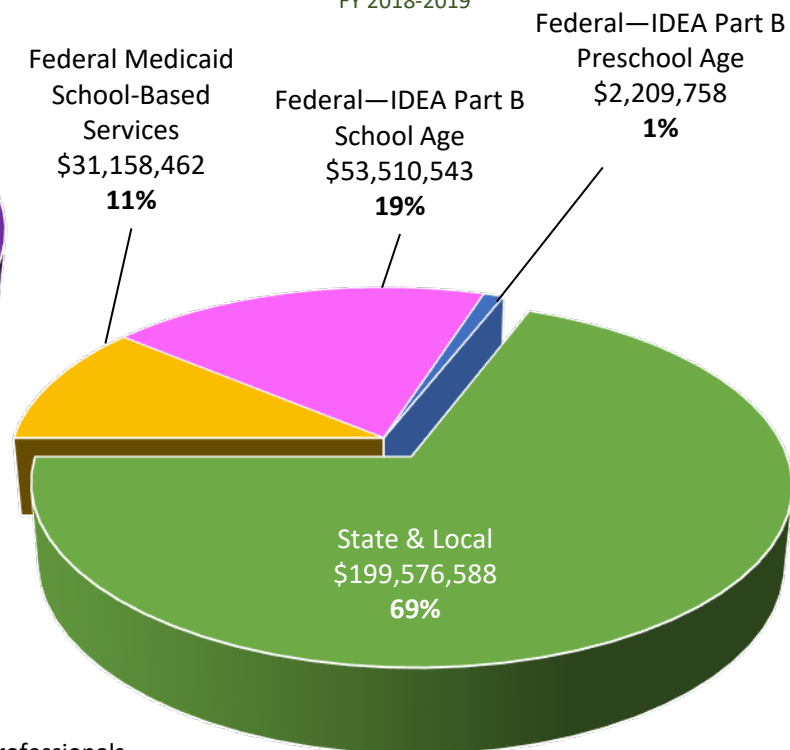
Staffing

2018-2019 School Year*



Funding

FY 2018-2019

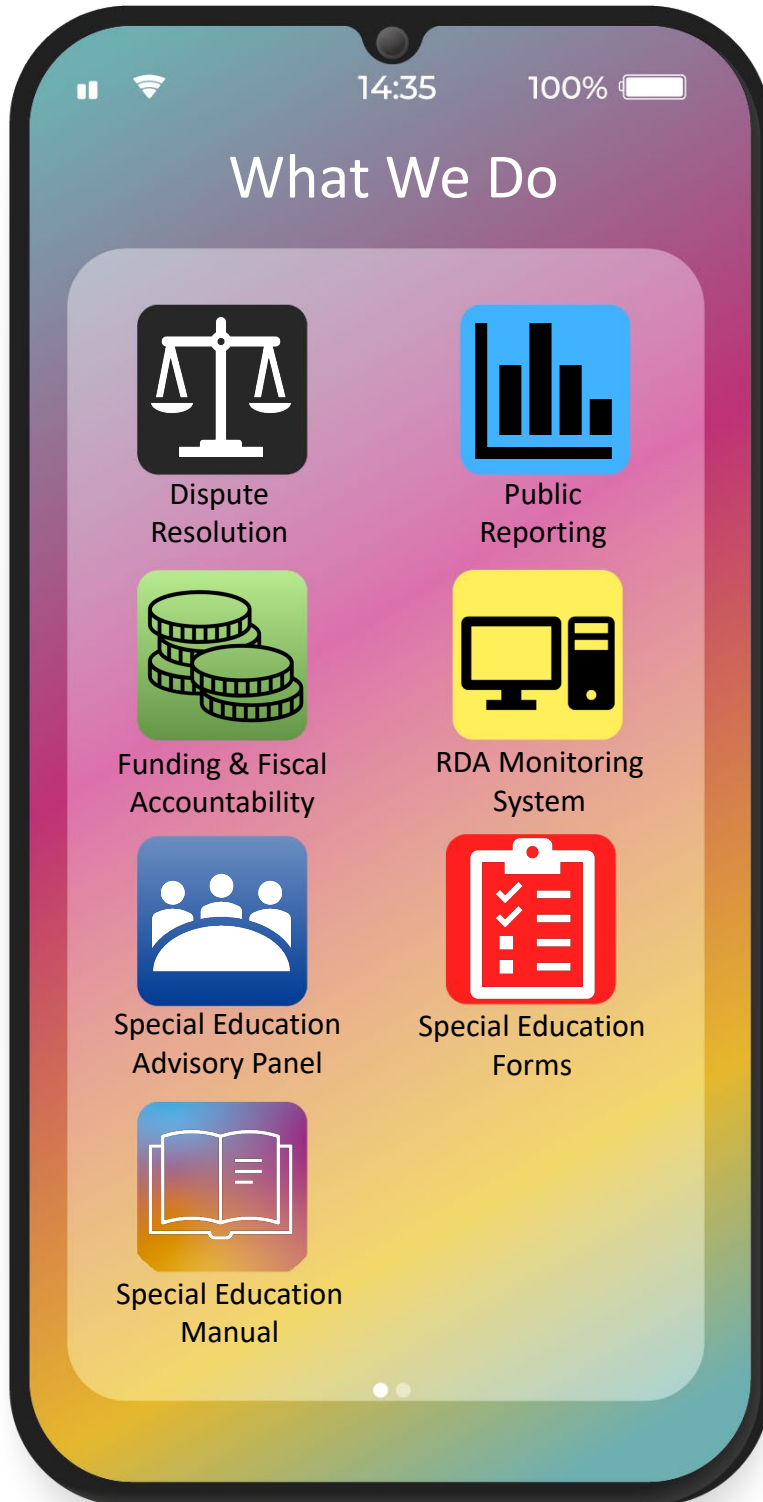


*Data are based off of the EDFacts submission on special education professionals

** Speech-Language Pathologists, Interpreters, Occupational Therapists, Physical Therapists



SPECIAL EDUCATION



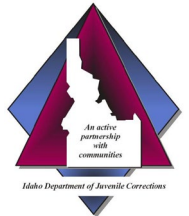
Collaborators & Partners

Idaho Department of Health & Welfare



Idaho Public Television

Idaho Department of Juvenile Corrections



Idaho Department of Corrections

Idaho Parents Unlimited



Idaho Division of Vocational Rehabilitation

National Center on Improving Literacy



Idaho Commission for the Blind and Visually Impaired

American Indian & Alaska Native Head Start



Idaho Voices for Children

Idaho Bureau of Educational Services for the Deaf & Blind



Idaho Children's Trust Fund

Idaho Special Education Support & Technical Assistance



Idaho Commission for Libraries

Idaho State Department of Education

Departments & Programs



STUDENT ENGAGEMENT & SAFETY COORDINATION DEPARTMENT

Dr. Eric Studebaker, Director

<https://www.sde.idaho.gov/student-engagement/>

APPLICABLE STATE AND FEDERAL STATUTES

[Idaho Code 18-917A](#)

[Idaho Code 33-136](#)

[Idaho Code 33-512B](#)

[Idaho Code 33-1631](#)

[Idaho Code 33-1701 to 33-1708](#)

[Idaho Code 33-4602](#)

[IDAPA Rule 08.02.03.106](#)

[IDAPA Rule 08.02.02.111](#)

[IDAPA Rule 08.02.02.230](#)

[IDAPA Rule 08.02.03.160](#)

[Higher Education Act of 1965, as amended, Title IV, Part A, Subpart 2, Chapter 2](#)

[20 U.S.C 1070a-21—1070a-28](#)

[Title 34 Code of Federal Regulations part 694](#)

[Education Department General Administrative Regulations \(EDGAR\) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99](#)

WHO WE SERVE

The Student Engagement & Safety Coordination (SESC) Department includes programs and services that are designed to create optimal and safe learning conditions so students will be ready for college and their careers. We address barriers to postsecondary education, toxic school climates, youth-risk behaviors, suicide, dropout, and delinquency during and after school hours. These issues are significant obstacles to student success. In working to address these barriers, Student Engagement & Safety Coordination staff work directly with students, district administrators, school counselors, teachers, post-secondary partners, and multiple state agencies and community partners.

PROGRAMS

Advanced Opportunities

Advanced Opportunities allow for students to individualize their high school learning plan to get a jump start on their future. These options include dual credit, technical competency credit, Advanced Placement exams, International Baccalaureate programs, Career and Technical Education (CTE) certification exams, high school overload courses, and regionally approved workforce training courses. The Advanced



Opportunities program provides every student attending an Idaho public school an allocation of \$4,125 to use toward Advanced Opportunities in grades 7-12. In addition, Early Graduation Scholarships are available for high school students who graduate at least one full year early. These scholarships are equal to 35% of the Average Daily Attendance (ADA) for a given school year, equating to roughly \$1,800. Scholarships can be used at Idaho public post-secondary institutions. The awarded amount doubles for students who graduate two years early and triples for students who graduate three years early. Funding for this program comes from state legislative general fund appropriations and is authorized by Idaho Code §33-4602.

Youth Suicide Prevention

The State Department of Education is committed to the health and safety of all Idaho students and provides technical assistance, guidance, training and resources to prevent bullying, violence and suicide. The Student Engagement and Safety Coordination office provides resources, links to our partner agencies, and information on programmatic efforts to foster resilience and grit in an effort to address the root causes of suicide ideation, attempts and completions. The death of a student by suicide is a profoundly tragic event and our goal is to equip schools with the tools to effectively prevent, intervene and if needed, appropriately respond to the sudden death of a student. To comply with Idaho Code §33-136, the SDE has drafted and maintains a model school policy on suicide prevention. This policy was informed by stakeholder feedback and adapted from: Model School District Policy on Suicide Prevention found on the Suicide Prevention Resource Center website.

Many of the services that support Youth Suicide Prevention are provided through contractors who support the Idaho Lives Project services. The Idaho Lives Project brings comprehensive, evidence-based programs to communities statewide and strives to help Idaho youth find the hope, help and strength they need to flourish. Funding for this program and related services comes from a partnership with the Idaho Department of Health and Welfare. This calendar year, the SDE was awarded two federal grants from the Substance Abuse and Mental Health Services Administration; the Garrett Lee Smith (GLS) grant and the Advancing Wellness and Resiliency in Education (Project AWARE) grant. Together these two projects will bring \$10 million to support Idaho students over the next five years.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)

GEAR UP Idaho focuses on early intervention strategies to assist students in becoming prepared for post-secondary education. GEAR UP Idaho serves a cohort of students in 24 districts from the 7th grade into their first year of college. GEAR UP's two grade-level cohorts are currently in the 8th and 9th grades. Offering a comprehensive support program designed to meet the needs of participating schools, students and parents, GEAR UP Idaho works to achieve three primary goals:

1. Increase the academic performance and preparation for postsecondary education for GEAR UP students.
2. Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.



3. Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students.

GEAR UP reserves 50% of federal funding each year to provide scholarships to participating students who attend an eligible Idaho college or university. The program also works to develop resources and collaborate with statewide partners to strengthen college access initiatives in the state of Idaho. This program is federally funded and authorized under the Higher Education Act of 1965, as amended, Title IV, Part A, Subpart 2, Chapter 2.

Safe and Drug Free Schools

Safe & Drug Free Schools (SDFS) helps districts and schools establish and maintain a safe and positive learning environment before, during, and after school. Students are far more likely to realize their academic and life skills potential in a supportive school climate that is safe and free from violence, drugs, and alcohol. Safe & Drug Free Schools provides technical assistance, guidance, and support on bullying, violence, drug and alcohol prevention; addresses youth risk behaviors; and assists with emergency operations and crisis prevention. The Idaho Legislature has allocated funds for school districts and public charter schools to implement substance abuse prevention measures and school safety improvements. To draw down funding, districts and charters are asked to provide the following: a brief summary of outcomes related to previous Safe & Drug Free expenditures, a plan to train school staff in bullying prevention, as required by Idaho Code §33-1631, and a budget proposal. Funding availability is dependent upon available tobacco and lottery tax revenue. Drawdown requests for SDFS funds are conducted through the SDFS Funding Application, part of the ISEE portal.

In addition to Safe and Drug Free funding for districts, the Student Engagement & Safety Coordination Department hosts the Annual Idaho Prevention & Support Conference, a gathering focused on innovation, best practices, collective problem-solving, and motivation to most effectively address youth risk behaviors, foster optimal health, and support academic success for Idaho students. Funding for this program comes from state legislative general fund appropriations of tobacco and lottery tax revenues.

21st Century Community Learning Centers (CCLC)

Community learning centers provide academic enrichment opportunities and a broad array of additional services such as art, music, physical fitness, cultural diversity, drug and violence prevention, and youth development activities to students during non-school hours. Centers are authorized under and funded by Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The program primarily supports those students who attend high-poverty and low-performing schools. The program helps students meet challenging state and local academic standards. In order to maximize federal funds and ensure quality programs with a high need are funded, the SDE hosts a grant competition for eligible entities (ESSA, Sec. 4204(b)). The SDE selects eligible entities through a rigorous peer review process with stakeholders from all regions of Idaho with experience in youth development, education, grant reviewing, and/or similar programming.



School Health

The School Health services program includes a variety of primary care services that are available within the school or in a closely linked facility. Such services are designed to be preventive in nature and include education, first aid, screening, medication administration, emergency care, and appropriate management of all health conditions of students. Student Engagement & Safety Coordination staff support several federally funded rural school nurse positions throughout Idaho, conduct the biannual Idaho Youth Risk Behavior Survey, conduct the biannual Idaho School Health Profiles survey, and support 504 district training and support. Funding for this program and related services comes from the federal Centers for Disease Control and Prevention and in partnership with the Idaho Department of Health and Welfare.

Driver Education

The Idaho Driver Education program is dedicated to providing our students with the tools and skills necessary to become safer drivers. This is accomplished by hiring highly qualified professional educators as instructors and using standards-based, proven curriculum. The primary purpose of driver education is to provide new drivers with a foundation to become competent and responsible roadway users. State law requires anyone under 17 years of age who is applying for an Idaho driver's license to successfully complete 30 hours of class and 12 hours of in-car instruction. All students 14 1/2 – 21 years of age and living in a public school district that offers driver education are eligible to enroll whether they attend a public school, charter school, private school, or home school. Public programs also are offered online through the Idaho Digital Learning Alliance. Funding for this program comes from state legislative general fund appropriations and the driver training fund. It is authorized by Idaho Code 33-1701 - 33-1708.



STUDENT ENGAGEMENT & SAFETY COORDINATION

The Student Engagement & Safety Coordination department provides programs and services that create optimal and safe learning conditions so students will be ready for college or career. We address barriers to postsecondary education, toxic school climates, youth-risk behaviors, suicide, dropout, and delinquency during and after school hours. In working to address these barriers, our team works directly with students, district administrators, school counselors, teachers, post-secondary partners, multiple state agencies and community partners.

ADVANCED OPPORTUNITIES FY2020

11,474

STUDENTS SERVED
CREDIT BY
EXAMINATION

10,770

STUDENTS SERVED
OVERLOAD
COURSES

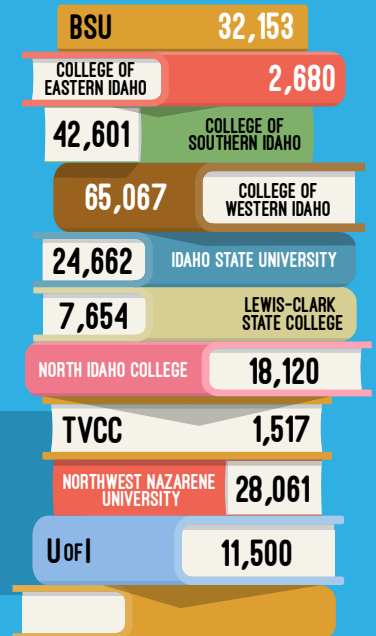
29,768

STUDENTS SERVED
DUAL
CREDIT

\$585,896

EARLY GRADUATION SCHOLARSHIPS AWARDED

CREDITS DELIVERED BY POST-SECONDARY INSTITUTIONS



*Funds sent to school districts for distribution related to this activity

DRIVER EDUCATION

\$154K

Advanced Opportunity funds paid for 981 students to take Driver Education classes in the 2019-2020 school year

Average Driver Education Cost Per Student:

\$335

Family Out of Pocket

\$177

State Support Reimbursement

\$125

\$33



STUDENTS ENROLLED
PUBLIC CLASSES OFFERED
SCHOOL DISTRICTS OFFERING CLASSES

YOUTH SUICIDE PREVENTION

5

Idaho has the fifth highest mortality rate in the U.S.

Source: Centers for Disease Control & Prevention

98% OF

Teachers & School Administrators believe schools play an important role in preventing youth suicide

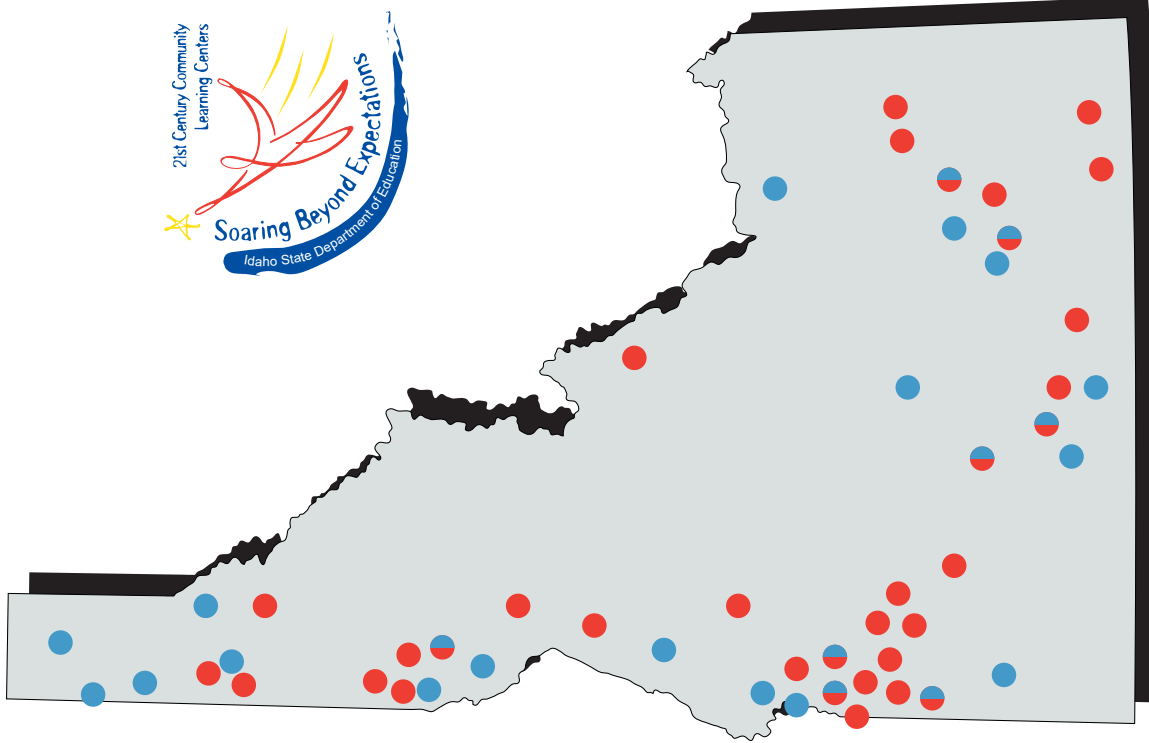
33% OF

Teachers & School Administrators have not received any training on suicide prevention

Source: Idaho Suicide-Safe Schools Survey 2018



STUDENT ENGAGEMENT & SAFETY COORDINATION



21ST CCLC GRANTEES

American Falls (SD)
Ask Inc. (Salmon River SD)
Blackfoot (SD)
Boise (SD)
Boys & Girls Club (Magic Valley)
Boys & Girls Club (Nampa)
Caldwell (SD)
Cascade (SD)
Cassia (SD)
Community Youth in Action
Emmott (SD)
Hansen (SD)
Idaho Falls (SD)
Kellogg (SD)
Kendrick (SD)
The Kids Klub, Inc.
Kootenai Joint (SD)
Lapwai (SD)
Lake Pend Oreille (SD)
Marsing (SD)
Mountain Home (SD)
Nampa (SD)
Notus (SD)
Onieda (SD)
Parma (SD)
Payette (SD)
Pocatello / Chubbuck (SD)
Potlatch, City of
Salmon Lemhi's after School Prgrm
Treasure Valley YMCA University of Idaho
Wendell (SD)
West Ada (SD)
West Side (SD)

GEAR UP IDAHO SCHOOLS

Aberdeen (Aberdeen MS & HS)
American Falls (William Thomas MS & American Falls HS)
Blackfoot (Mountain View MS & Blackfoot HS)
Boundary County (Boundary County MS & Bonners Ferry HS)
Buhl (Buhl MS & HS)
Castlefjord (Castlefjord Schools)
Culdesac (Culdesac Jr/Sr HS)
Dubois (Clark County Jr/Sr HS)
Emmett (Emmett MS & HS)
Gooding (Gooding MS & HS)
Hansen (Hansen Jr/Sr HS)
Homedale (Homedale MS & HS)
Jerome (Jerome MS & HS)
Kellogg (Kellogg MS & HS)
Lapwai (Lapwai Middle/Sr HS)
Marsing (Marsing MS & HS)
Minidoka (East Minico MS, West Minico MS, Minico Sr HS,
Mount Harrison Jr/Sr HS)
New Meadows (Meadows Valley School)
Nez Perce (Nez Perce School)
Notus (Notus Jr/Sr HS)
Twin Falls (Robert Stuart Jr HS & Canyon Ridge HS)
Weiser (Weiser MS & HS)
Wendell (Wendell MS & HS)
West Bonner County (Priest River Jr HS & Priest River
Lamanna HS)



GEAR UP
IDAHO



STUDENT TRANSPORTATION DEPARTMENT

Derek Newland, Director

<https://www.sde.idaho.gov/student-transportation/>

APPLICABLE STATE AND FEDERAL STATUTES

[Idaho Code 33-1006](#)

[Idaho Code 33-1501 - 1514](#)

[IDAPA 08.02.02.002.02](#)

WHO WE SERVE

Student Transportation is staffed by one Director, one Senior Financial Specialist, one Administrative Assistant, and four Regional Specialists. The team supports school districts and charter schools by providing extensive training and technical and financial reviews of local program operations. Student Transportation is an integral part of the total educational system, contributing significantly to the learning process by providing safe and dependable transportation. In school year 2016-2017, about 105,310 of Idaho's children relied on bus services to attend school. In school year 2017-2018, that number increased to 106,466. Throughout Idaho, 3,400 buses travel a total of more than 24 million miles, and student transportation programs are operated by 112 school districts, 31 charter schools, and 3 in-lieu schools.

PROGRAMS

Student Transportation

Student Transportation funding is established in Idaho Code 33-1006 and is calculated on the previous year's actual expenditures.

- Reimbursable/ Non-Reimbursable Mileage
- Expenses reimbursed at 50% or 85%
- Funding cap model to cap district expenses at 103% of statewide average
- Block grant calculation based on non-transportation measures of support units and enrollment
- Proportional adjustment to discretionary spending
- 2017-2018 Statewide Transportation Funds reimbursed during FY 2018-2019 – \$88.9 mil
- COVID response related mileage was added as reimbursable during school closures
- Student Transportation Total Operational 2018-2019 Expenses – \$688,730
- Student Transportation Total Operational 2019-2020 Budget – \$619,900
- Student Transportation Total Operational 2019-2020 Expenses – \$677,255

Response to Covid-19

In response to school closures in the spring of 2020 due to the global health pandemic, Student Transportation sought flexibility for districts to utilize school buses and transportation staff to deliver meals



and learning materials to support continuing education services. Districts were instructed to report this mileage as reimbursable.

In addition, Student Transportation worked with the Idaho Attorney General's office to draft model language for districts using contracted busing services. The model language can be used to address payment during long term school closures such as those that occurred in the spring.



STUDENT TRANSPORTATION

Student Transportation supports school districts and charter schools by providing extensive training and technical and financial reviews of the districts' program operations. Student Transportation is an integral part of the total educational system, contributing significantly to the learning process by providing safe and dependable transportation.

105,310

2016-2017 SCHOOL YEAR



**CHILDREN
SERVICES** THAT RELY ON **BUS**
TO ATTEND SCHOOL



106,466

2017-2018 SCHOOL YEAR

STUDENT TRANSPORTATION PROGRAMS IN IDAHO
ARE OPERATED BY:

112

School Districts

31

Charter
Schools

3

In-Lieu Schools



3,400 BUSES

Travel

24 MILLION

Reimbursable Miles Per Year

STUDENT TRANSPORTATION STAFFING

- 1 Director
- 1 Senior Financial Specialist
- 1 Administrative Assistant
- 4 Regional Specialists



Reimbursable &
Non-reimbursable
mileage

Expenses reimbursed
at 50% or 85%

Funding Established in
Idaho Code Section 33-1006

Funding cap model to
cap district expenses
at 103% of statewide
average

Block grant
calculation based on
non-transportation
measures of support
units and enrollment

Proportional
adjustment to
discretionary
spending



\$88.9 MIL

2017-18 Funds Reimbursed in 2018-19



\$619,900

2019-20 Operational Budget



\$677,255



2019-20 Operational Expenses

Idaho State Department of Education

Departments & Programs



TECHNOLOGY SERVICES

Louie Konkol, Director

<https://www.sde.idaho.gov/tech-services/broadband/>

WHO WE SERVE

Technology Services at the Idaho State Department of Education provides services and support for the growing technology needs of Idaho schools and students. Our focus is to promote the use of emerging technology trends for students to enhance their learning, increase productivity, and promote creativity.

PROGRAMS

Broadband Program

The Broadband Program is responsible for reimbursing Idaho's public schools for the remaining portion of their internet and school network connectivity that is not covered under the federal E-rate program. Authorized under Idaho Code 33-5601 - 33-5605, this effort is done in coordination with the Education Opportunity Resource Committee, which makes budget and policy recommendations and determines the reimbursement methodology.

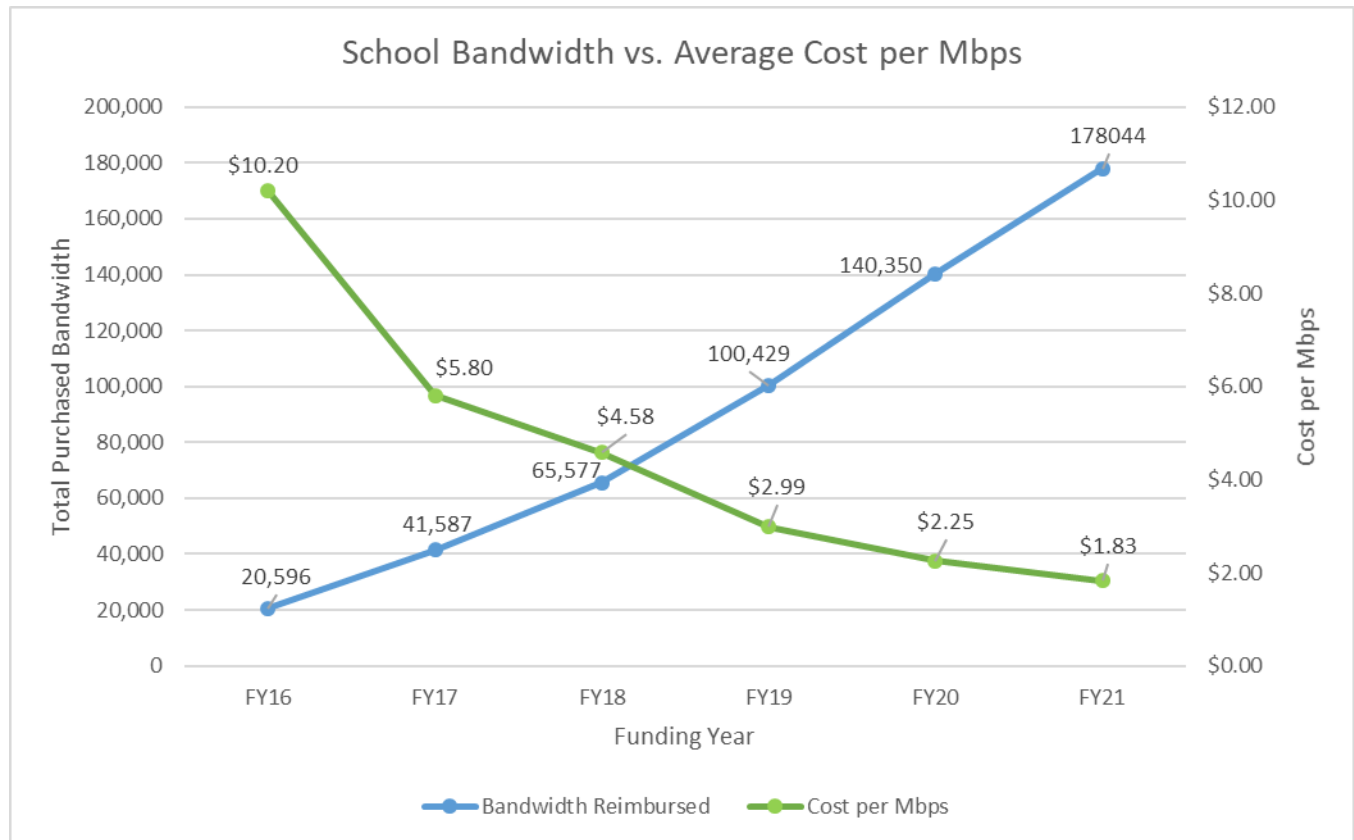
This program provides essential bandwidth necessary for students to receive a 21st century education. In addition to providing funding for the bandwidth, the team directly supports school district personnel with the technology guidance, security guidance, contracting and procurement guidance, and E-rate guidance necessary to navigate the process to procure and implement broadband and related services.

Approximately 75% of the funds for school bandwidth are provided by the federal E-rate program. The remaining portion is provided through state funds.

As the federal E-rate program is extremely complex and difficult to navigate without extensive training and experience, the SDE provides a dedicated E-rate Coordinator to provide training to school districts. In addition to annual regional trainings on changes to the program, district personnel are able to directly contact the SDE for support with their E-rate issues. This includes answers to challenging questions as well as direct assistance with how to fill out the necessary forms.

The Broadband Program provides high-quality, equitable and efficient services to Idaho's schools and students. The available bandwidth provided to students continues to increase while bandwidth costs continue to decline. Since the program's inception, bandwidth costs have been reduced from \$94.35/Mbps in fiscal year 2015 (under the Idaho Education Network or IEN) to \$1.83/Mbps in FY2021.

The broadband team independently reviews and analyzes hundreds of federal applications, RFPs, contracts and utilization charts each year to identify trends in Idaho's growing broadband infrastructure. Since last year, the amount of bandwidth needed by schools has increased 27%, while the annual cost of these high-speed connections has reduced by almost 20%.



In April of 2020, the broadband program made approximately \$400,000 of remaining year-end funds available to school districts for related services needed to expand on-campus Wi-Fi to outdoor spaces so students without reliable home Internet could access broadband despite extended school closures. Thirty-five schools applied for, and were reimbursed for, devices and services that expanded coverage to more than 200 buildings statewide.

As other institutions and Internet service providers also sought to expand their Wi-Fi access for student and public use, the broadband team contacted these providers and [created a map for public use](#). The map, featuring 381 hotspots state-wide, was often circulated on the SDE's social media, and to date has been viewed nearly 19,000 times.

BROADBAND INFRASTRUCTURE IMPROVEMENT GRANT IMPACT

Broadband Infrastructure Improvement Grant

The Broadband Infrastructure Improvement Grant (BIIG) is authorized by Idaho Code 33-910 and provides monies and support to implement the building of fiber or fiber-equivalent infrastructure services. This key program is facilitating the building of fiber networks and internet services to rural areas that have never had such availability in the past. To date, \$1.5 million in state funds have been allocated to approved projects. Utilizing a matching provision of the federal E-rate program, this has

Idaho State Department of Education

Departments & Programs



amounted to more than \$17.6 million of infrastructure buildout, mostly in rural Idaho. This has provided upgraded, equitable broadband services to Idaho's students, as well as provided improved broadband services to many Idaho communities.

BIIG leverages a matching provision in the federal E-rate program to minimize the required state or local monies needed to fund large infrastructure projects. Without E-rate and this grant program, the entire \$17.6 million shown in the chart below would have been borne by districts.

Success Story in the Avery School District

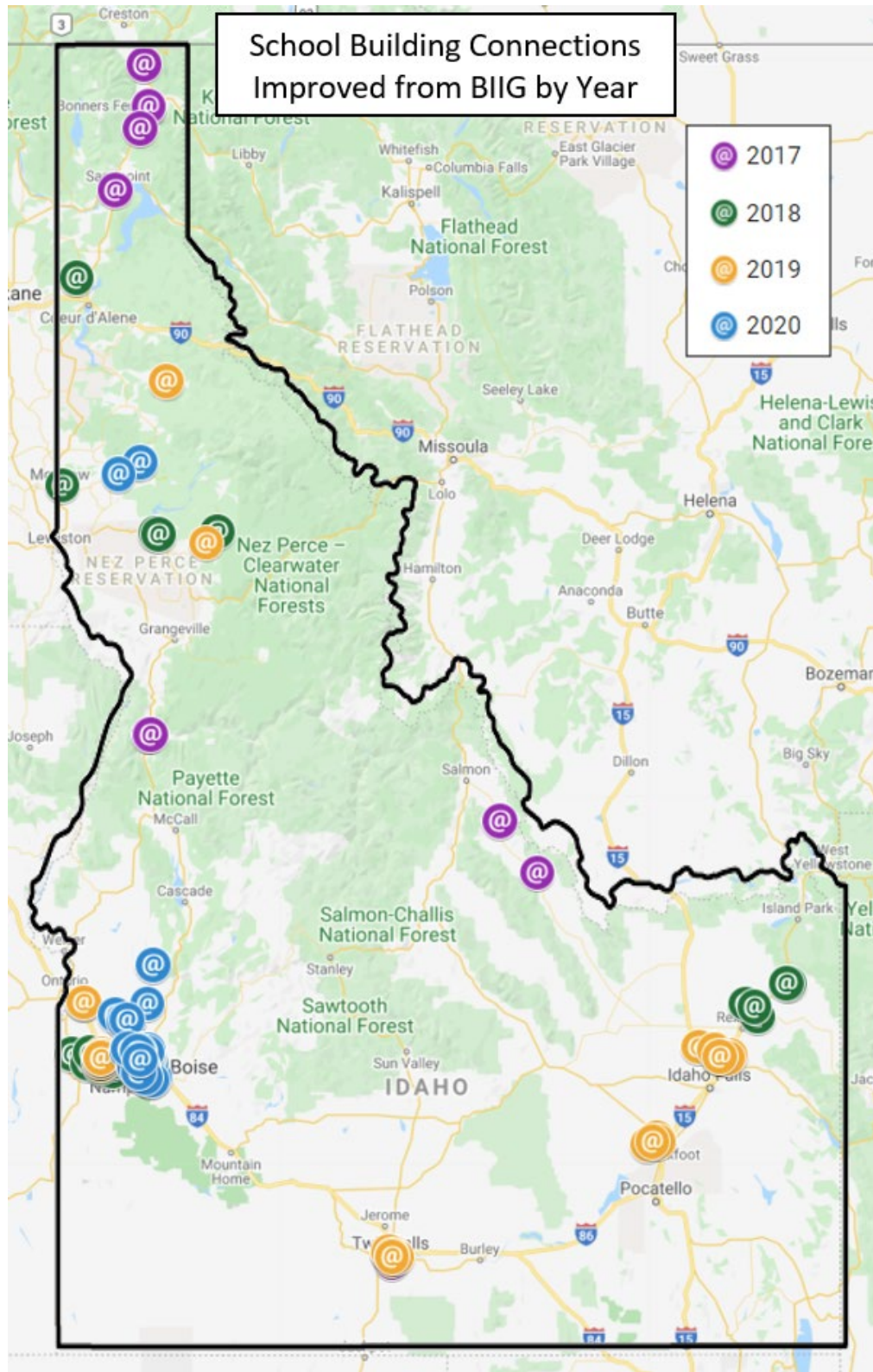
In 2016, the remote Avery School District in Calder, Idaho, had no cell phone service and internet services provided by a satellite company. The internet services were spotty, and the bandwidth was limited, cutting off the district's students from many of the educational services available to students in other parts of the state. One such project in the Avery School District took nearly three years to complete, but their fiber is now live.

With a Broadband Infrastructure Improvement Grant (which amounted to nearly 50% of the Avery district's annual budget) the district qualified for a federal grant that ran fiber from Plummer, Idaho, to Calder, a highway distance of 42 miles. The fiber connection, which went live in June 2020, provides students in the Calder School District with 21st century internet service. Eventually, the fiber connections will provide the entire St. Maries area with modern internet service.

<i>Number of approved projects to date</i>	24
<i>Number of buildings impacted</i>	144
<i>Total cost of projects</i>	\$ 17,630,499.50
<i>BIIG funds committed</i>	\$ 1,580,8731.40
<i>Anticipated cost to districts for these projects</i>	\$ 0

Idaho State Department of Education

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Idaho State Department of Education

Departments & Programs



REPORTS TO MEET STATUTORY OR LEGISLATIVE APPROPRIATION REQUIREMENT

Public Schools Performance Report	Idaho Code 67-1901 - 1905
Advanced Opportunities Annual Totals FY2020	HB 629 & 33-4602
Alternative School Revenues & Expenditure Report	33-1002F
Contracting Report FY2020	SB 1410 & HB 631 (Tab 7)
Idaho Public Driver Education FY20 Annual Report	33-1708
Idaho English Learner Program 2019-2020 Annual Summary	33-1617 & HB 629
English Learner Enhancement Grants 2019-2020 Annual Summary	HB 629
Instructional Technology – Technology Education & Certificates FY2020	HB 631
Remedial Coursework (ISAT Remediation) FY21 Distribution FY2020 Summary of Expenses	HB 629
Literacy Intervention FY2021 Distribution FY2020 Summary of Expenses	33-1616
Mastery Based Education Annual Review	33-1632
Math Initiative Report	33-1627
Professional Development	HB 627 (Tab 6, page 3)
Student Behavioral Health Services Evaluation	HB 627

REPORTS POSTED ON SDE WEBSITE

Annual Achievement Update www.idahoschools.org	IDAPA 08.02.03.112
Idaho Reading Initiative - Fall & Spring IRI Results https://www.sde.idaho.gov/assessment/accountability/results.html	33-1615
Class Size https://www.sde.idaho.gov/finance/	33-135

REPORTS TO BE DELIVERED

Literacy Intervention Program (SBOE)	HB 629
Annual Enrollment Report	13-1027 & 33-1028
Local Salary Schedule	33-1028
LEA Distribution and Expenditure Report	33-1028
Leadership Premiums	33-1004J
School Building Maintenance Report	33-1019
Exceptional Child Education Report GT	33-1007
Exceptional Child Education Report Special Education	33-1007

***All reports will be posted on the SDE website at <https://www.sde.idaho.gov/superintendent/leg-priorities.html>**

Part I – Agency Profile

Agency Overview

The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, research, and technical assistance to school districts and schools to promote the academic success of students.

The vision of the State Department of Education is to support schools and students to achieve by ensuring:

- **All Idaho students persevere in life and are ready for college and careers.**

The strategy to attaining this goal is to consistently remind students that they are going to experience misfortunes and falls, but that's certainly not the end of the path to their college and career readiness; it's how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

Revenue and Expenditures

Revenue	FY 2017 ¹	FY 2018 ²	FY 2019 ³	FY 2020 ⁴
General Fund	1,584,669,400	1,685,262,200	1,785,265,900	1,898,399,000
Federal Grant	229,207,500	230,722,600	264,338,500	264,338,500
Dedicated Fund	77,387,000	91,638,500	91,010,700	105,062,300
Total	1,891,263,900	2,007,623,300	2,140,615,100	2,267,799,800
Expenditure	FY 2017 ⁵	FY 2018 ⁶	FY 2019 ⁷	FY 2020 ⁸
Personnel Costs	0	0	0	0
Operating Expenditures	12,593,300	12,725,900	12,971,800	12,667,600
Capital Outlay	1,300	1,200	0	0
Trustee/Benefit Payments	12,047,500	11,800,300	728,800	0
Lump Sum	1,866,621,800	1,983,095,900	2,086,915,700	2,255,132,200
Total	1,891,263,900	2,007,623,300	2,100,616,300	2,267,799,800

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of School Districts Supported ⁹	115 Districts 50 Charters 1 COSSA	115 Districts 52 Charters 1 COSSA	115 Districts 57 Charters 1 COSSA	115 Districts 61 Charters 1 COSSA
Number of Public School District (K12) Students ¹⁰	295,738	299,225	303,787	308,285
Teacher FTE	16,067 ¹¹	16,451 ¹²	16,572 ¹³	17,252 ¹⁴

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
FTE Student Teacher Ratio	18.41	18.19	18.33	17.87

Cases Managed and/or Key Services Provided		FY 2017	FY 2018	FY 2019	FY 2020
Number of schools participating in the Idaho Mastery Education Network	Cohort 1	32	32	32	32
	Cohort 2	--	--	30	30
	Cohort 3	--	--	--	--

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1						
All Idaho students persevere in life and are ready for college and careers.						
Objective A						
Fully Implement the Idaho Content Standards						
I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3. *New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2 years of data is available.		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.
	Actual	73.0%	72.4%	70.4%	NA	
	Benchmark			*	TBD	TBD

II. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.
	3 rd Grade ELA ¹⁵ Actual	47.7%	50.5%	50.7%	NA	
	3 rd Grade ELA ¹⁶ Benchmark	55.6%	58.2%	60.8%	63.4%	66.1%
	3 rd Grade Math ¹⁵ Actual	50.9%	52.9%	53.3%	NA	
	3 rd Grade Math ¹⁶ Benchmark	44.8%	48.1%	51.3%	54.6%	57.8%
	8 th Grade ELA Actual	52.9%	54.7%	54.4%	NA	
	8 th Grade ELA Benchmark	55.6%	58.2%	60.8%	63.4%	66.1%
	8 th Grade Math Actual	39.5%	42.1%	41.5%	NA	
	8 th Grade Math Benchmark	44.8%	48.1%	51.3%	54.6%	57.8%
	High School ELA Actual	60.3%	60.6%	60.4%	NA	
	High School ELA Benchmark	55.6%	58.2%	60.8%	63.4%	66.1%
	High School Math Actual	33.2%	34.2%	34.7%	NA	
	High School Math Benchmark	44.8%	48.1%	51.3%	54.6%	57.8%

Goal 1 <i>All Idaho students persevere in life and are ready for college and careers.</i> Objective B <i>Provide pathways to success post high school</i>						
I.	Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
		Actual	71.0%	64.0%	64.0%	65%
		Benchmark	80%	80%	80%	80%
II.	Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks		Class of 2017	Class of 2018	Class of 2019	Class of 2020
		SAT	34% ¹⁷	33% ¹⁸	32% ¹⁹	NA
		SAT Benchmark	60%	60%	60%	60%
III.	High School Cohort Graduation Rate		Class of 2017	Class of 2018	Class of 2019	Class of 2020
		Graduation Rate Actual ²¹	79.7%	80.6%	80.7% ²²	-----
		Graduation Rate Benchmark	82.2%	84.8%	87.3%	89.9%

Goal 1 <i>All Idaho students persevere in life and are ready for college and careers.</i> Objective C <i>Expand participation in the Idaho Mastery Education Network (IMEN).</i>						
I.	Percentage of students in IMEN that meet their 3-year growth target in ELA and Math [^]		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
		IMEN Cohort 1 ELA Actual	60.1%	62.0%	62.1%	NA
		ELA Benchmark	60.9%	64.4%	65.4%	NA
		IMEN Math Cohort 1 Actual	45.3%	45.5%	46.4%	NA
		Math Benchmark	51.0%	53.8%	54.2%	NA

[^]Growth metric can only be calculated for 20 schools in Cohort 1 due to grades served.

Goal 3 <i>Recruit and retain effective teachers</i> Objective A <i>Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.</i>						
II.	Teacher Retention Rate		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
		Actual	88.35%	89.02%	88.23%	89.29%
		Benchmark	92.%	92.%	92.%	92%

Notes

NA: Data not available due to the disruptions caused by COVID-19. The Idaho Standards Achievements Tests summative assessments were canceled for the 2019-2020 school year. The spring 2020 SAT and ACT administrations were canceled/postponed and the Idaho State Board of Education waived the College Entrance Exam graduation requirement for the class of 2020.

Values in bold are the accountability calculations restricted to students continuously enrolled in Idaho in the listed year. Non-bold values are for all students.

For More Information Contact

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- ¹ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2017>, page 1-3, FY2016 Actual by Fund Source
- ² <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>, page 1-3, FY2017 Actual by Fund Source
- ³ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2018 Actual by Fund Source
- ⁴ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2019 Total Appr by Fund Source
- ⁵ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2017>, page 1-3, FY2016 Actual by Expenditure Classification
- ⁶ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>, page 1-3, FY2017 Actual by Expenditure Classification
- ⁷ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2018 Actual by Expenditure Classification
- ⁸ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2020>, page 1-3, FY2020 Total Appr Expenditure Classification
- ⁹ <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls>, Historical Fall Enrollment of Charter Schools by Grade by Year
- ¹⁰ <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>, Historical Fall Enrollment/Membership by Grade for Idaho Public Schools
- ¹¹ <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2016-2017/2016-2017-Statewide-Certificated-Staff-Salary-Summary.xlsx>, 2016-2017 Statewide Certificated Staff Salary Report
- ¹² <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2017-2018/2017-2018-Statewide-Certificated-Staff-Salary-Summary.xlsx>, 2017-2018 Statewide Certificated Staff Salary Report
- ¹³ <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2018-2019/2018-2019-Statewide-Certificated-Staff-Salary-Report.xlsx>, 2018-2019 Statewide Certificated Staff Salary Report
- ¹⁴ <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2019-2020/2019-2020-Statewide-Certificated-Staff-Salary-Report.xlsx>, 2019-2020 Statewide Certificated Staff Salary Report
- ¹⁵ Results reflect accountability results, which are restricted to students continuously enrolled in Idaho schools during the listed school year and available at <https://idahoschools.org/>.
- ¹⁶ <https://www.sde.idaho.gov/assessment/accountability/files/state-goals/ESSA-State-Plan-Long-Term-and-Interim-Progress-Goals.docx> Goals are not set at specific grades but derived using the same methodology.
- ¹⁷ <https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>, 2017 Idaho College Board SAT Suite of Assessments Annual Report
- ¹⁸ <https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>, 2018 Idaho College Board SAT Suite of Assessments Annual Report
- ¹⁹ <https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf>, 2019 Idaho College Board SAT Suite of Assessments Annual Report

²⁰ The ACT Profile Report – State, Graduating Class 2019 Public High School Students Idaho, Page 7 - Table 1.1 – Five Year Trends Percent of Students Who Met College Readiness Benchmarks – Met All Four. Figures may change slightly over time due to updated data.

²¹ <https://idahoschools.org/state/ID/graduation>, Four-Year Graduation Rate

²² <https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2019-4-Year-Grad-Rate-Master.xlsx>

ADVANCED OPPORTUNITIES



Annual Totals FY 20

Compiled 9.15.2020



IDAHO
STATE DEPARTMENT OF EDUCATION

*All figures are based on data available September 15, 2020. Information reported can be subject to change.

Advanced Opportunities Activity and Payment Distributions: FY 20

Fast Forward Program

\$ 23,077,900.95

Students Served: 39,304

Examinations

	Amount	Headcount	Students Served
Exam Total	\$1,609,957.95	19,093	11,474
Advanced Placement (AP)	\$1,372,846.00	15,117	
International Baccalaureate (IB)	\$45,934.00	386	
Professional Certification Exams (CTE)	\$170,819.95	3,361	
College Level Examination Program (CLEP)	\$20,358.00	229	

Overload Courses

	Amount	Headcount	Students Served
Overload Total	\$1,722,703.00	16,492	10,770
Idaho Digital Learning	\$831,320.00	11,099	
Districts	\$809,649.00	4,655	
*Brigham Young Univ-Independent Study	\$40,629.00	252	
*Other	\$41,105.00	485	

Dual Credit

	Amount	Headcount	Credits	Students Served
Dual Credit Total	\$19,113,373.00	78,144	235,382.5	29,768
Boise State University	\$2,390,847.00	10,570	32,153	
College of Eastern Idaho	\$198,161.00	922	2,680	
College of Southern Idaho	\$3,141,298.00	13,760	42,601	
College of Western Idaho	\$4,833,024.00	20,233	65,067	
Idaho State University	\$1,821,526.00	8,007	24,662	
Lewis-Clark State College	\$561,012.50	2,451	7,654	
North Idaho College	\$1,319,941.00	7,246	18,120	
University of Idaho	\$860,760.00	3,976	11,500	
*Brigham Young University-Idaho	\$8,280.00	58	158	
*Northwest Nazarene University	\$2,096,976.00	10,007	28,061	
*Treasure Valley Community College	\$98,725.00	469	1,517	
*Other	\$89,022.50	445	1,209.5	
Total Dual Credit Tuition	\$17,419,573.00			
Out-of-District Tuition	\$1,693,800.00			

** Funds sent to school districts for distribution related to this activity*

Workforce Training Courses

	Amount	Headcount	Students Served
Workforce Training Total	\$45,771.00	98	70
College of Eastern Idaho	\$2,775.00	6	
College of Southern Idaho	\$845.00	2	
College of Western Idaho	\$24,000.00	53	
Idaho State University	\$11,000	22	
North Idaho College	\$7,151.00	15	

Early Graduation Scholarship**\$****585,896****Early Graduation Scholarship**

Early Graduation Scholarship Totals	Amount	Students Awarded Scholarships	Eligible Scholarships
Post-secondary Scholarships	\$118,400.00	76	331
School District Awards	\$467,496.00		

Advanced Opportunities Demographic Breakdown FY 20*Total Students: 39,304*

Race	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
American Indian	249	0.63%	1.12%
Asian	739	1.88%	1.28%
Black or African American	344	0.88%	1.18%
Hispanic	5,613	14.28%	18.25%
Native Hawaiian or Pacific Islander	118	0.30%	0.31%
White	31,248	79.50%	75.12%
Multiple	993	2.53%	2.74%

Gender	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Female	22,201	56.49%	48.71%
Male	17,087	43.47%	51.29%
Unknown	16	0.04%	n/a

Other Demographics	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Private/Homeschool	218	0.55%	n/a
Free/Reduced Lunch	8,493	21.61%	30.96%
Special Education	787	2.00%	10.11%
504	1,742	4.43%	4.99%
At Risk	2,171	5.52%	10.39%
English Learners	721	1.83%	4.40%
Gifted	3,623	9.22%	6.12%
Neglected/Delinquent	3	0.01%	n/a
Homeless	417	1.06%	1.53%

Advanced Opportunities Participation and Expenditure FY 20

ID	L.E.A. Name	AO Payment FY 20	AO Participation	Total Students (7-12)	Percent	Participation Rank	Expenditure Per Participating Student	Expenditure Rank
1	BOISE INDEPENDENT DISTRICT	\$1,543,716.00	3928	12452	31.55%	39	\$393.00	94
2	JOINT SCHOOL DISTRICT NO. 2	\$4,056,585.50	6384	19540	32.67%	35	\$635.43	25
3	KUNA JOINT DISTRICT	\$371,240.00	721	2715	26.56%	56	\$514.90	55
11	MEADOWS VALLEY DISTRICT	\$1,425.00	11	72	15.28%	113	\$129.55	143
13	COUNCIL DISTRICT	\$20,911.00	64	122	52.46%	5	\$326.73	113
21	MARSH VALLEY JOINT DISTRICT	\$49,939.00	87	633	13.74%	123	\$574.01	38
25	POCATELLO DISTRICT	\$1,004,589.00	1770	5972	29.64%	47	\$567.56	40
33	BEAR LAKE COUNTY DISTRICT	\$95,855.00	174	497	35.01%	25	\$550.89	45
41	ST MARIES JOINT DISTRICT	\$53,645.00	79	446	17.71%	103	\$679.05	20

44	PLUMMER- WORLEY JOINT DISTRICT	\$8,470.00	9	173	5.20%	140	\$941.11	4
52	SNAKE RIVER DISTRICT	\$44,370.00	198	881	22.47%	80	\$224.09	132
55	BLACKFOOT DISTRICT	\$169,640.00	330	1877	17.58%	106	\$514.06	56
58	ABERDEEN DISTRICT	\$29,145.00	81	331	24.47%	63	\$359.81	103
59	FIRTH DISTRICT	\$50,144.00	109	397	27.46%	53	\$460.04	68
60	SHELLEY JOINT DISTRICT	\$106,050.00	251	1053	23.84%	71	\$422.51	82
61	BLAINE COUNTY DISTRICT	\$226,683.00	548	1641	33.39%	31	\$413.66	87
71	GARDEN VALLEY DISTRICT	\$12,002.00	28	122	22.95%	76	\$428.64	78
72	BASIN SCHOOL DISTRICT	\$33,410.00	47	164	28.66%	48	\$710.85	14
73	HORSESHOE BEND SCHOOL DISTRICT	\$10,125.00	22	119	18.49%	98	\$460.23	67
83	WEST BONNER COUNTY DISTRICT	\$17,277.00	50	437	11.44%	130	\$345.54	109

84	LAKE PEND OREILLE DISTRICT	\$85,599.00	246	1685	14.60%	118	\$347.96	108
91	IDAHO FALLS DISTRICT	\$363,863.00	988	4917	20.09%	88	\$368.28	100
93	BONNEVILLE JOINT DISTRICT	\$1,335,579.50	2425	6206	39.08%	19	\$550.75	46
101	BOUNDARY COUNTY DISTRICT	\$41,395.00	126	663	19.00%	94	\$328.53	112
111	BUTTE COUNTY JOINT DISTRICT	\$17,060.00	31	172	18.02%	102	\$550.32	48
121	CAMAS COUNTY DISTRICT	\$6,740.00	20	89	22.47%	81	\$337.00	111
131	NAMPA SCHOOL DISTRICT	\$883,119.00	1649	7033	23.45%	72	\$535.55	51
132	CALDWELL DISTRICT	\$313,401.45	750	2626	28.56%	49	\$417.87	85
133	WILDER DISTRICT	\$10,200.00	35	202	17.33%	107	\$291.43	121
134	MIDDLETON DISTRICT	\$387,683.00	811	2014	40.27%	18	\$478.03	64
135	NOTUS DISTRICT	\$12,015.00	46	214	21.50%	84	\$261.20	128

136	MELBA JOINT DISTRICT	\$92,353.00	173	444	38.96%	20	\$533.83	52
137	PARMA DISTRICT	\$121,648.00	163	514	31.71%	38	\$746.31	10
139	VALLVUE SCHOOL DISTRICT	\$997,755.00	1535	4502	34.10%	30	\$650.00	23
148	GRACE JOINT DISTRICT	\$14,665.00	46	241	19.09%	93	\$318.80	114
149	NORTH GEM DISTRICT	\$5,025.00	18	78	23.08%	74	\$279.17	125
150	SODA SPRINGS JOINT DISTRICT	\$95,246.00	165	407	40.54%	17	\$577.25	34
151	CASSIA COUNTY JOINT DISTRICT	\$299,200.00	515	2606	19.76%	91	\$580.97	32
161	CLARK COUNTY DISTRICT	\$6,440.00	27	60	45.00%	13	\$238.52	130
171	OROFINO JOINT DISTRICT	\$102,439.00	181	589	30.73%	43	\$565.96	41
181	CHALLIS JOINT DISTRICT	\$8,250.00	26	161	16.15%	109	\$317.31	115
182	MACKAY JOINT DISTRICT	\$5,510.00	13	94	13.83%	121	\$423.85	81

192	GLENNS FERRY JOINT DISTRICT	\$8,295.00	28	186	15.05%	115	\$296.25	120
193	MOUNTAIN HOME DISTRICT	\$111,594.00	309	1637	18.88%	95	\$361.15	102
201	PRESTON JOINT DISTRICT	\$184,815.00	383	1449	26.43%	57	\$482.55	62
202	WEST SIDE JOINT DISTRICT	\$85,995.00	148	359	41.23%	16	\$581.05	31
215	FREMONT COUNTY JOINT DISTRICT	\$57,630.00	124	1024	12.11%	128	\$464.76	65
221	EMMETT INDEPENDEN T DIST	\$151,890.00	300	1252	23.96%	70	\$506.30	59
231	GOODING JOINT DISTRICT	\$76,245.00	155	643	24.11%	68	\$491.90	60
232	WENDELL DISTRICT	\$63,647.00	115	476	24.16%	66	\$553.45	44
233	HAGERMAN JOINT DISTRICT	\$24,785.00	63	143	44.06%	14	\$393.41	93
234	BLISS JOINT DISTRICT	\$4,275.00	11	61	18.03%	99	\$388.64	96
242	COTTONWO OD JOINT DISTRICT	\$56,141.00	79	173	45.66%	12	\$710.65	15

243	SALMON RIVER JOINT SCHOOL DIST	\$8,060.00	18	52	34.62%	29	\$447.78	70
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$49,049.50	125	550	22.73%	79	\$392.40	95
251	JEFFERSON COUNTY JT DISTRICT	\$280,382.00	783	2760	28.37%	50	\$358.09	105
252	RIRIE JOINT DISTRICT	\$37,375.00	102	370	27.57%	51	\$366.42	101
253	WEST JEFFERSON DISTRICT	\$33,980.00	54	307	17.59%	105	\$629.26	27
261	JEROME JOINT DISTRICT	\$227,615.00	404	1933	20.90%	85	\$563.40	42
262	VALLEY DISTRICT	\$8,580.00	30	275	10.91%	132	\$286.00	124
271	COEUR D'ALENE DISTRICT	\$624,757.00	985	4913	20.05%	90	\$634.27	26
272	LAKELAND DISTRICT	\$321,189.00	503	2181	23.06%	75	\$638.55	24
273	POST FALLS DISTRICT	\$372,399.00	516	2761	18.69%	97	\$721.70	12
274	KOOTENAI DISTRICT	\$8,110.00	5	64	7.81%	137	\$1,622.00	1

281	MOSCOW JOINT DISTRICT	\$167,736.00	292	1146	25.48%	59	\$574.44	36
282	GENESEE JOINT DISTRICT	\$33,574.00	48	145	33.10%	32	\$699.46	17
283	KENDRICK JOINT DISTRICT	\$15,420.00	28	116	24.14%	67	\$550.71	47
285	POTLATCH DISTRICT	\$26,817.00	40	222	18.02%	101	\$670.43	22
287	TROY SCHOOL DISTRICT	\$32,720.00	45	138	32.61%	36	\$727.11	11
288	WHITEPINE JT SCHOOL DISTRICT	\$9,185.00	16	105	15.24%	114	\$574.06	37
291	SALMON DISTRICT	\$42,205.00	119	393	30.28%	45	\$354.66	107
292	SOUTH LEMHI DISTRICT	\$2,248.00	12	39	30.77%	42	\$187.33	135
302	NEZPERCE JOINT DISTRICT	\$5,735.00	16	70	22.86%	78	\$358.44	104
304	KAMIAH JOINT DISTRICT	\$18,375.00	48	197	24.37%	65	\$382.81	97
305	HIGHLAND JOINT DISTRICT	\$9,975.00	22	70	31.43%	40	\$453.41	69

312	SHOSHONE JOINT DISTRICT	\$18,530.00	42	223	18.83%	96	\$441.19	73
314	DIETRICH DISTRICT	\$12,919.00	35	101	34.65%	28	\$369.11	99
316	RICHFIELD DISTRICT	\$5,775.00	12	81	14.81%	116	\$481.25	63
321	MADISON DISTRICT	\$235,698.00	580	2486	23.33%	73	\$406.38	91
322	SUGAR- SALEM JOINT DISTRICT	\$95,670.00	277	845	32.78%	33	\$345.38	110
331	MINIDOKA COUNTY JOINT DISTRICT	\$282,837.00	344	2587	13.30%	126	\$822.20	7
340	LEWISTON INDEPENDENT DISTRICT	\$321,686.00	544	2195	24.78%	62	\$591.33	30
341	LAPWAI DISTRICT	\$11,475.00	40	222	18.02%	100	\$286.88	123
342	CULDESAC JOINT DISTRICT	\$3,000.00	8	39	20.51%	86	\$375.00	98
351	ONEIDA COUNTY DISTRICT	\$53,270.00	122	825	14.79%	117	\$436.64	75
363	MARSING JOINT DISTRICT	\$77,455.00	141	393	35.88%	23	\$549.33	50

365	BRUNEAU- GRAND VIEW JOINT DISTRICT	\$12,215.00	49	150	32.67%	34	\$249.29	129
370	HOMEDALE JOINT DISTRICT	\$56,754.00	135	561	24.06%	69	\$420.40	84
371	PAYETTE JOINT DISTRICT	\$49,439.00	166	648	25.62%	58	\$297.83	117
372	NEW PLYMOUTH DISTRICT	\$148,335.00	219	467	46.90%	9	\$677.33	21
373	FRUITLAND DISTRICT	\$65,864.00	164	817	20.07%	89	\$401.61	92
381	AMERICAN FALLS JOINT DISTRICT	\$76,505.00	173	708	24.44%	64	\$442.23	72
382	ROCKLAND DISTRICT	\$4,894.00	24	95	25.26%	61	\$203.92	134
391	KELLOGG JOINT DISTRICT	\$37,375.00	67	487	13.76%	122	\$557.84	43
392	MULLAN DISTRICT	\$905.00	5	50	10.00%	135	\$181.00	137
393	WALLACE DISTRICT	\$12,285.00	30	207	14.49%	119	\$409.50	89
401	TETON COUNTY DISTRICT	\$67,425.00	138	866	15.94%	111	\$488.59	61

411	TWIN FALLS DISTRICT	\$691,833.00	1320	4324	30.53%	44	\$524.12	53
412	BUHL JOINT DISTRICT	\$32,720.00	75	607	12.36%	127	\$436.27	76
413	FILER DISTRICT	\$96,374.00	222	806	27.54%	52	\$434.12	77
414	KIMBERLY DISTRICT	\$188,925.00	277	900	30.78%	41	\$682.04	19
415	HANSEN DISTRICT	\$16,860.00	40	158	25.32%	60	\$421.50	83
417	CASTLEFORD DISTRICT	\$17,110.00	64	148	43.24%	15	\$267.34	127
418	MURTAUGH JOINT DISTRICT	\$33,162.00	56	153	36.60%	21	\$592.18	29
421	MCCALL- DONNELLY JT. SCHOOL DISTRICT	\$89,797.00	217	624	34.78%	27	\$413.81	86
422	CASCADE DISTRICT	\$2,970.00	10	95	10.53%	133	\$297.00	118
431	WEISER DISTRICT	\$117,223.00	266	824	32.28%	37	\$440.69	74
432	CAMBRIDGE JOINT DISTRICT	\$6,870.00	12	54	22.22%	82	\$572.50	39

433	MIDVALE DISTRICT	\$4,875.00	11	51	21.57%	83	\$443.18	71
451	VICTORY CHARTER SCHOOL	\$50,340.00	98	192	51.04%	7	\$513.67	57
452	IDAHO VIRTUAL ACADEMY	\$112,854.00	221	1137	19.44%	92	\$510.65	58
453	R. MCKENNA CHARTER HIGH SCHOOL	\$450.00	2	386	0.52%	143	\$225.00	131
455	COMPASS CHARTER SCHOOL	\$222,200.00	212	409	51.83%	6	\$1,048.11	2
457	INSPIRE VIRTUAL CHARTER	\$33,421.00	81	741	10.93%	131	\$412.60	88
458	LIBERTY CHARTER	\$83,185.00	100	204	49.02%	8	\$831.85	6
460	THE ACADEMY AT ROOSEVELT CNTR	\$825.00	6	114	5.26%	139	\$137.50	142
461	TAYLORS CROSSING CHARTER SCHOOL	\$30,195.00	52	147	35.37%	24	\$580.67	33
462	XAVIER CHARTER SCHOOL	\$24,024.00	81	296	27.36%	54	\$296.59	119
463	VISION CHARTER SCHOOL	\$163,216.00	172	309	55.66%	4	\$948.93	3

464	WHITE PINE CHARTER SCHOOL	\$2,625.00	22	137	16.06%	110	\$119.32	144
465	NORTH VALLEY ACADEMY	\$20,885.00	38	83	45.78%	11	\$549.61	49
466	iSUCCEED VIRTUAL HIGH SCHOOL	\$14,280.00	68	654	10.40%	134	\$210.00	133
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$1,350.00	14	101	13.86%	120	\$96.43	147
469	IDAHO CONNECTS ONLINE CHARTER	\$8,080.00	28	166	16.87%	108	\$288.57	122
470	Kootenai Bridge Academy	\$30,885.00	36	312	11.54%	129	\$857.92	5
475	SAGE INT. SCHOOL OF BOISE	\$6,675.00	42	425	9.88%	136	\$158.93	138
476	Another Choice Virtual Charter	\$10,215.00	24	383	6.27%	138	\$425.63	80
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	\$1,350.00	15	85	17.65%	104	\$90.00	149
480	NORTH IDAHO STEM CHARTER ACADEMY	\$58,641.00	102	181	56.35%	3	\$574.91	35
482	AMERICAN HERITAGE CHARTER DISTRICT	\$12,465.00	27	118	22.88%	77	\$461.67	66

485	IDAHO STEM ACADEMY DBA BINGHAM ACADAMEY	\$26,860.00	66	117	56.41%	2	\$406.97	90
486	UPPER CARMEN PUBLIC CHARTER SCHOOL	\$675.00	9	NULL	NULL	145	\$75.00	151
487	FORREST M. BIRD CHARTER DISTRICT	\$52,135.00	101	278	36.33%	22	\$516.19	54
489	ID COLLEGE & CAREER READINESS ACADEMY	\$13,669.00	32	159	20.13%	87	\$427.16	79
490	ID DISTANCE EDUCATION ACADEMY DISTRICT	\$6,205.00	34	NULL	NULL	147	\$182.50	136
491	CDA CHARTER ACADEMY DISTRICT	\$107,980.00	152	511	29.75%	46	\$710.39	16
492	ANSER CHARTER SCHOOL	\$300.00	4	NULL	NULL	149	\$75.00	152
493	NORTH STAR CHARTER DISTRICT	\$77,401.00	100	374	26.74%	55	\$774.01	9
494	POCATELLO COMM. CHARTER SCHOOL, INC.	\$1,425.00	10	75	13.33%	125	\$142.50	141
495	FORRESTER ACADEMY, INC.	\$1,650.00	17	109	15.60%	112	\$97.06	146
497	PATHWAYS IN EDUCATION - NANPA, INC.	\$4,050.00	15	298	5.03%	141	\$270.00	126

498	GEM PREP: MERIDIAN, INC.	\$150.00	1	78	1.28%	142	\$150.00	140
531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	\$750.00	7	20	35.00%	26	\$107.14	145
534	GEM PREP: ONLINE	\$82,526.00	119	258	46.12%	10	\$693.50	18
537	SHOSHONE- BANNOCK JR- SR HIGH DISTRICT	\$4,275.00	12	NULL	NULL	152	\$356.25	106
555	CANYON OWYHEE SERVICE (COSSA)	\$1,555.00	18	134	13.43%	124	\$86.39	150
559	THOMAS JEFFERSON CHARTER DISTRICT	\$41,666.00	70	NULL	NULL	150	\$595.23	28
641	KTEC - Kootenai Tech Ed Campus	\$35,050.00	223	338	65.98%	1	\$157.17	139
768	MERIDIAN TECHNICAL CHARTER DISTRICT	\$51,445.00	72	NULL	NULL	148	\$714.51	13
785	MERIDIAN MEDICAL ARTS CHARTER	\$153,218.00	190	NULL	NULL	151	\$806.41	8
795	IDAHO ARTS CHARTER SCHOOL	\$26,073.00	86	NULL	NULL	146	\$303.17	116
813	MOSCOW CHARTER SCHOOL	\$750.00	8	NULL	NULL	144	\$93.75	148

Grade by Grade Comparison FY20

Grade	Number of Students Using Advanced Ops.	Total Students	Participation Percentage	Overload	Total Number of Dual Credits Taken	Number of Exams Taken	Amount Expended	Average Usage Per Participating Student
7	317	25,323	1.25%	439	22	1	\$37,706.00	\$118.95
8	825	24,689	3.34%	1,098	155	3	\$98,963.00	\$119.96
9	4,429	24,940	17.76%	3,199	8,699	588	\$1,115,331.00	\$251.82
10	9,227	23,953	38.52%	3,433	41,487	2,556	\$3,630,275.00	\$393.44
11	13,032	22,956	56.77%	3,606	99,016	7,237	\$8,335,014.40	\$639.58
12	12,785	22,020	58.06%	4,717	86,003	8,708	\$7,580,715.55	\$592.94
Totals 40,615* 143,881** 28.23%								
*This number will vary based on many factors including dual enrollment or grade level of funding request(s).								
** All student totals are taken based on November 1, 2019 data.								

Total Student Usage

Amount Expended by Students	
\$4,125	758
> \$3,500	1,021
> \$3,000	1,234
> \$2,500	2,464
> \$2,000	5,214
> \$1,500	9,654
> \$1,000	18,610
> \$500	35,817
> \$ 0	74,348
Total:	149,120*
*Data is from all student use from FY17, FY18, FY19 and FY20.	

Idaho State Department of Education

Alternative School Revenues & Expenditure Report

Idaho Code §33-1002F 2019-20 School Year



District/Charter Number	School District / Charter School	Combined Enrollment**	Alternative School Revenues	Alternative School Expenditures
001	Boise Independent	1103	\$ 4,318,168.78	6,456,635.17
002	Meridian Joint	1542	7,899,505.24	8,733,006.16
003	Kuna Joint	376	1,114,707.87	1,295,692.75
025	Pocatello	632	1,994,167.64	2,560,090.15
033	Bear Lake County	10	63,389.19	137,192.64
041	St. Maries Joint	15	128,638.79	82,343.03
051	Blaine County	55	439,553.23	1,006,436.94
055	Blackfoot	276	1,149,790.77	1,676,122.96
083	West Bonner County	15	22,244.00	26,364.23
084	Lake Pend Oreille	146	745,826.16	1,121,248.84
091	Idaho Falls	345	1,409,253.42	1,464,718.79
093	Bonneville Joint	180	1,004,167.42	1,363,442.96
101	Boundary County	55	18,876.49	44,557.65
131	Nampa	1460	2,559,461.78	2,729,407.40
132	Caldwell	692	2,659,238.06	3,316,655.55
134	Middleton	153	786,144.76	1,158,664.10
139	Vallivue	593	1,833,629.45	2,795,947.52
151	Cassia County Joint	353	1,356,302.53	1,523,901.60
171	Orofino Joint	124	2,144,946.80	3,814,654.59
193	Mountain Home	112	931,103.92	1,059,860.50
201	Preston Joint	53	569,205.27	641,644.85
221	Emmett Independent	202	911,013.75	1,162,896.25
232	Wendell	91	52,825.95	52,896.00
251	Jefferson County Joint	233	635,475.38	839,464.98
261	Jerome Joint	225	546,891.68	546,891.68
271	Coeur d' Alene	399	1,088,881.24	2,016,101.81
272	Lakeland	255	747,849.46	987,668.47
273	Post Falls	537	1,481,384.02	1,754,700.70
281	Moscow	14	116,871.45	314,578.21
291	Salmon	5	40,703.18	71,362.41
312	Shoshone Joint	18	123,042.63	146,972.89
321	Madison	155	1,087,657.39	1,418,224.84
322	Sugar-Salem Joint	20	144,941.45	154,150.90
331	Minidoka County Joint	501	1,688,385.44	2,457,381.69
340	Lewiston Independent	317	1,027,340.54	1,602,418.13
351	Oneida County	9	60,057.93	71,631.70
371	Payette Joint	75	85,956.39	86,835.79
372	New Plymouth	75	30,131.48	37,246.22
373	Fruitland	25	262,114.16	262,675.74

Idaho State Department of Education

Alternative School Revenues & Expenditure Report

Idaho Code §33-1002F 2019-20 School Year



District/Charter Number	School District / Charter School	Combined Enrollment**	Alternative School Revenues	Alternative School Expenditures
381	American Falls Joint	66	312,829.44	400,247.54
391	Kellogg	4	9,541.31	10,143.35
401	Teton County	15	101,030.09	258,474.17
411	Twin Falls	840	2,246,978.74	2,849,736.62
412	Buhl Joint	53	299,932.77	419,819.28
414	Kimberly	33	39,126.78	40,896.74
421	McCall-Donnelly Joint	29	222,419.67	509,770.61
431	Weiser	112	263,901.63	294,919.14
433	Midvale	15	135,260.51	273,097.32
452	Idaho Virtual Academy	336	1,953,180.62	1,474,078.07
453	Richard McKenna Charter School	315	1,728,131.20	1,337,319.10 *
457	Inspire Connections Academy	74	395,065.91	395,065.91
466	iSucceed Virtual High School	389	1,492,657.22	1,351,121.84
469	Idaho Connects Online School	327	1,629,873.12	1,688,910.33
470	Kootenai Bridge Academy	417	1,988,620.02	1,485,387.00
476	Another Choice Virtual Charter School	115	81,571.83	95,312.84
523	Elevate Academy	314	2,557,660.30	4,668,928.00
555	COSSA Centerpoint Academy	211	1,121,110.14	1,259,751.67
COMBINED TOTAL		15,111	\$59,858,736.39	\$75,905,666.32

Note:

*Report not yet received. Expenditures amounts have not been verified.

**Combined enrollment is the total enrollment for the regular school year and summer school alternative schools. In most cases, there are duplications of enrollment count since many of the at-risk students attend summer school as well as the regular school year.

Individual District/Charter reports available upon request.

IDAHO PUBLIC DRIVER EDUCATION

Fiscal Year 2020 Annual Report



IDAHO STATE DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT AND SAFETY COORDINATION | DRIVER EDUCATION

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CREATED 09/03/2020

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ANNUAL STATUTORY REQUIREMENTS

Idaho Code §33-1707 states in part: ...Annually, not later than the first day of September in each year, the state superintendent of public instruction shall cause the supervisor of driver training to prepare a report listing the names of the school districts having submitted the reports as required in section 33-1706, Idaho Code, and the amounts of money paid each as computed under the provisions of subsection a. of this section.

Idaho Code §33-1708 states in part: ...Annually, not later than the first day of September, the state superintendent of public instruction shall cause the supervisor of driver training to prepare a report showing the actual expenses incurred in administering and supervising the driver training program during the preceding fiscal year ending June 30.

PUBLIC DRIVER EDUCATION FINANCIAL SUMMARY

REVENUE

FY 2020 Beginning Cash Balance	\$4,902,834.97
FY 2020 Total Revenue	\$2,203,713.47

EXPENDITURES

FY 2020 Expenditures Accounts 2029/2030	\$1,218,706.06
FY 2020 Reimbursements	\$1,010,155.84

BALANCE

FY 2020 Ending Cash Balance	\$2,227,142.38
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DRIVER EDUCATION FINANCIAL SUMMARY: FY 2020 FUND 0319-00

REVENUE

FY 2020 Beginning Cash Balance	\$4,902,834.97
FY 2020 Revenue	\$2,203,713.47
Statutory Transfer Out (SB1427 Sec 2)	\$3,660,700.00
Total	\$3,445,848.44

EXPENDITURES

Personnel Costs	\$92,586.77
Communication Costs	\$1,411.41
Employee Development Costs	\$349.40
General Services	\$100.00
Professional Services	\$49,920.10
Administrative Services	\$1,601.11
Employee Travel Costs	\$1,037.94
Administrative Supplies	\$720.41
Computer Supplies	\$0
Specific Use Supplies	\$0
Insurance	\$370.69
Rentals & Operating Leases	\$3,456.08
Misc. Expenditures	\$5,746.31
Computer Equipment	\$0
Misc. Payments as Agent (IBOL)	\$51,250.00
Non-Fed Payments Subgrantees.....	\$1,010,155.84
Total Expenditures	\$1,218,706.06
FY 2019 Year Ending Balance	\$2,227,142.38

PUBLIC SCHOOLS STATISTICAL PICTURE

Student Reimbursement Enrollment.....	8,458
Classes Provided	442
School District Providing Course.....	102
Public Driver Education Instructors	279
Total District Cost.....	\$2,963,315.96
Total Fees Collected from Students.....	\$1,677,559.10
Total State Reimbursement	\$1,010,155.84
Percentage of Cost to District	9.30%
Average District Cost (Loss) per Student	\$32.58
Average Fee Charged	\$177.33
Highest Public Fee Charged	\$325
Lowest Public Fee Charged	
With Advanced Opportunity Funds	\$0
Without Advanced Opportunity Funds.....	\$75
Average Instructor Hourly Rate	\$23.62

TITLE 33 EDUCATION CHAPTER 17 DRIVER TRAINING COURSES

33-1707. Reimbursement – Determination

Certification. a. From the data provided by the school district, as required by section 33-1706, Idaho Code, the state department of education shall compute the average of the number of pupils enrolling in the course and those completing the same, and determine for such average number, the per-pupil cost thereof. The amount due the district from the driver training fund in the state treasury shall be the total cost of operating the program, or the average of the number enrolling in the course and those completing the same, multiplied by one hundred twenty-five dollars (\$125), whichever is the lesser.

IDAHO PUBLIC SCHOOL DISTRICT INFORMATION

District #	School	Instructor Wage	Student Fee	Reimbursement
1	Boise	27.83	230.00	Not Reported
2	West Ada	24.02	200.00	117,500.00
3	Kuna Joint	23.00	200.00	36,031.10
11	Meadows Valley	25.00	150.00	750.00
13	Council	-	-	No Program
21	Marsh Valley	-	-	No Program
25	Pocatello	21.00 Class 18.50 Car	175.00	23,125.00
33	Bear Lake County	23.26	AO Money	2,562.50
41	St. Maries	18.00	200.00	7,250.00
44	Plummer/Worley**	16.38	225.00	1,375.00
52	Snake River	25.00	AO Money	7,364.29
55	Blackfoot	26.00 Class 20.27 Car	131.00	15,875.00
58	Aberdeen	16.79	145.00	3,467.44

District #	School	Instructor Wage	Student Fee	Reimbursement
59	Firth	35.66	75.00	1,875.00
60	Shelley Joint	23.26	200.00	9,114.52
61	Blaine County	36.25	270.00	17,750.00
71	Garden Valley**	20.00	275.00	2,000.00
72	Boise County**	20.00	200.00	Not Reported
73	Horseshoe Bend**	20.00	275.00	1,250.00
83	West Bonner County**	35.00 Class 25.00 Car	275.00	6,500.00
84	Lake Pend Oreille**	25.00	275.00	22,437.12
91	Idaho Falls	-	-	No Program
93	Bonneville	24.00	250.00	Not Reported
101	Boundary County**	24.00	325.00	14,750.00
111	Butte County	21.33	150.00	2,000.00
121	Camas County**	-	175.00	1,375.00
131	Nampa**	23.00	225.00	59,000.00
132	Caldwell	24.00	AO money	39,000.00
133	Wilder	-	-	No Program
134	Middleton	19.00	140.00	10,485.52
135	Notus	25.00	175.00	3,375.00
136	Melba Joint	25.00	250.00	5,375.00
137	Parma	22.00	150.00	10,312.50
139	Vallivue	23.00	190.00	45,000.00
148	Grace Joint	-	-	No Program

District #	School	Instructor Wage	Student Fee	Reimbursement
149	North Gem	20.00	225.00	Not Reported
150	Soda Springs	25.00	AO Money	5,421.50
151	Cassia County Joint	20.32	175.00	31,398.52
161	Clark County	25.00	150.00	875.00
171	Orofino Joint	21.30	150.00	3,511.15
181	Challis Joint	21.00	200.00	1,625.00
182	Mackay Joint	25.64	150.00	2,562.50
192	Glenns Ferry Joint	20.00	150.00	1,380.58
193	Mountain Home	21.00	165.00	23,553.51
201	Preston Joint	25.03	120.00	20,250.00
202	West Side Joint	26.70	AO Money	6,500.00
215	Fremont County Joint	20.00	100.00	11,375.00
221	Emmett Joint	20.00	AO Money	3,287.79
231	Gooding Joint	25.00	225.00	4,692.30
232	Wendell	18.50	185.00	5,625.00
233	Hagerman Joint	30.00	AO Money	2,375.00
234	Bliss Joint**	35.00	100.00	1,312.50
242	Cottonwood Joint	20.99	135.00	3,500.00
243	Salmon River	-	-	No Program
244	Mountain View	26.03	180.00	10,750.00
251	Jefferson County Joint	22.00	170.00	23,062.50
252	Ririe Joint	17.00	150.00	2,625.00

District #	School	Instructor Wage	Student Fee	Reimbursement
253	West Jefferson	23.00	150.00	2,750.00
261	Jerome County Joint	26.43	125.00	3,734.93
262	Valley	20.00	200.00	1,750.00
271	Coeur d'Alene	30.26	190.00	34,000.00
273	Post Falls	25.00	195.00	15,796.33
274	Kootenai	-	-	No Program
281	Moscow	25.00	165.00	12,516.58
282	Genesee Joint	38.08	300.00	2,250.00
283	Kendrick Joint	18.00	120.00	900.34
285	Potlatch**	-	-	No Program
287	Troy**	-	175.00	2,500.00
288	White Pine Joint**	-	150.00	1,375.00
291	Salmon	25.00 Class 20.00 Car	250.00	3,883.92
292	South Lemhi	22.00	AO Money	750.00
302	Nezperce Joint	23.00	134.00	1,750.00
304	Kamiah	20.00	200.00	2,062.50
305	Highland Joint	25.00	102.50	1,250.00
312	Shoshone Joint	23.64	125.00	5,875.00
316	Richfield**	-	135.00	575.00
321	Madison	20.14	100.00	22,875.00
322	Sugar-Salem Joint	17.25	125.00	Not Reported
331	Minidoka County Joint	25.00	125.00	6,437.50

District #	School	Instructor Wage	Student Fee	Reimbursement
340	Lewiston	22.50	165.00	22,571.68
341	Lapwai	25.00	112.50	468.26
351	Oneida**	20.00 Class 22.00 Car	250.00	32,375.00
363	Marsing	-	-	No Program
365	Bruneau-Grandview Joint	21.00	150.00	2,875.00
370	Homedale Joint	20.00	180.00	11,125.00
371	Payette Joint	20.00	125.00	12,057.05
373	Fruitland	18.79	125.00	6,987.18
381	American Falls Joint	25.00	AO Money	7,218.07
382	Rockland	22.00	265.00	875.00
391	Kellogg Joint	21.00	159.00	5,312.50
392	Mullan	20.64	100.00	1,250.00
393	Wallace	22.50	125.00	2,812.50
401	Teton County	39.97	125.00	9,125.00
411	Twin Falls	25.00	180.00	26,750.00
412	Buhl Joint	23.95	200.00	5,233.80
413	Filer	22.50	215.00	4,411.31
414	Kimberly	23.75	100.00	8,585.93
415	Hansen**	-	275.00	500.00
417	Castleford Joint	20.00	AO Money	3,312.50
418	Murtaugh Joint	25.00	200.00	2,500.00

District #	School	Instructor Wage	Student Fee	Reimbursement
421	McCall-Donnelly Joint	25.00	210.00	6,872.88
422	Cascade	21.50	200.00	1,500.00
431	Weiser	22.00	125.00	5,750.00
432	Cambridge Joint	17.50	150.00	Not Reported
433	Midvale	25.00	175.00	1,125.00
460	Conner Academy**	35.00	245.00	45,572.24
461	Taylor's Crossing Charter**	20.00	250.00	8,250.00
463	Vision Charter	-	-	No Program
485	Bingham Academy	25.00	90.00	Not Reported
487	Forrest M Bird Charter**	35.00	275.00	7,500.00
493	North Star Charter**	-	-	No Program
494	Pocatello Community Charter**	35.00	247.82	6,625.00
497	Pathways in Education**	19.71	AO Money	1,000.00

**Contracted with private company

No Program means that a course did not run during this fiscal year.

Not Reported means the district did not submit a reimbursement claim by the end of the fiscal year (June 30, 2020).

AO Money means that the eligible students were able to use their Advanced Opportunities Funds to cover the cost of the driver education course.

Federal law prohibits discrimination on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle, Washington 98174-1099, (206) 220-7880; Fax (206) 220-7887.

2019-2020 ANNUAL SUMMARY

Idaho English Learner Program



IDAHO STATE DEPARTMENT OF EDUCATION
ENGLISH LEARNER & TITLE III-A PROGRAM | FEDERAL PROGRAMS DEPARTMENT

Compiled by Maria A. Puga, English Learner Program Coordinator

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10.30.2020

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BACKGROUND

The Idaho English Learner (EL) Program and Title III-A assist school districts with federal and state requirements of English Learners (ELs). We help districts create, implement, and maintain development programs that provide equal learning opportunities for ELs. Our goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Federal Program's English Learner Department oversees state and federal grant requirements, monitoring visits for all Title III-A districts, the state English Learner's 3-year Enhancement Grant, professional development activities, and the English Learner Management System (ELMS).

During the 2018-2019 school year, the Idaho State Department of Education (SDE) submitted the Idaho Consolidated Plan to the US Department of Education (USDE). In this plan, the SDE reviewed the English Learner Program goals and also requested a change to the ACCESS test exit criteria. From 2017-2019, the ACCESS exit criteria was set as follows: 5.0 Composite, and 4.0 in the listening, speaking, reading and writing domains. The new exit criteria, which was approved by the USDE is now: 4.2 Composite, 3.5 in listening, reading and writing, and 1.0 in speaking. This new exit criteria went into effect during the 2020 administration of the ACCESS test.

State Level Summary

During the 2019-2020 school year, the Idaho English Learner Program oversaw 131 English Learner educational programs. Of these LEAs, 92 had only state EL funding and 39 had both state and federal funding, through the Title III-A program. Compared to the 2018-2019 school year, our EL programs have increase by an additional 33 LEAs qualifying for state funding and one additional LEA qualifying for Title III-A funding. Any LEA which has at least one English Learner enrolled at their school will qualify for state EL funding. LEAs must meet a \$10,000 allocation threshold to qualify for additional federal funding through the Title III-A program.

All Idaho district/charters are required, under the Title VI of the Civil Rights Act of 1964, to provide a comprehensive English language proficiency program for students who cannot speak, read, or write English well enough to participate meaningfully in educational programs. Federal and State legislation requires that district/charters provide Language Instruction Educational Programs (LIEP) and services to support the language development of EL students. As part of state and federal guidelines, each LEA includes a Home Language Survey as part of their registration process in order to initially screen students for a language other than English.

LEAs submit their English Learner plans through the Consolidated Federal and State Grant Application (CFSGA) each year. In this plan, the LEAs include their EL program information, core language instructional program, yearly goals, and annual budget. The EL Program Coordinator reviews each plan, provides feedback and indicates where changes or additions need to be made to ensure each LEA is meeting the state and federal minimum requirements. LEAs must have their plan approved by the program coordinator before funding is distributed.

PROGRAM MONITORING

A State is required to oversee and monitor the activities of its Local Education Agencies (LEAs). In the 2019-2020 school year, nine out of the 39 Title III-A LEAs were monitored through the Federal Programs Monitoring process. A State is required to oversee and monitor the activities of its Local Education Agencies (LEAs). The SDE monitors on a 6-year cycle and uses the following factors to determine district priority:

- Coordination with other Federal Programs
- District requests for program evaluation
- New Title III Coordinator and/or New Superintendent
- District improvement status

- Sudden and/or significant increase in the number of English Learners
- Formal compliance complaint filed with the Idaho State Department of Education, Idaho State Board of Education and/or U.S. Department of Education - Office for Civil Rights

Title III-A monitoring involves reviewing an LEA's core instructional education program, certified staffing and proper supervision of paraprofessionals, parent engagement activities, student support, and proper use of funds. Due to Covid-19 related restrictions, one LEA had their monitoring visit done virtually. The following LEAs were monitored during the 2019-2020 school year: Wendell School District #232, Buhl Joint District #412, Nampa School District #131, Vallivue School District #139, Bonneville Joint District #093, Cassia County Joint District #151, American Falls Joint District #381, Wilder School District #133, and Payette Joint District #371.

STATE ENHANCEMENT GRANTS

The English Learner (EL) Enhancement Grant Program is funded by the state of Idaho through a competitive grant process. The state legislature has earmarked \$450,000 to this enhancement grant and awards range from \$10,000-\$85,000 depending on the chosen project. LEAs have the option of choosing from the following grant options: Implementation of Coteaching model, funding for a Regional Coordinator, or Program Enhancements.

Grantee districts use the funds for additional resources to enhance core EL program services for English learners and to improve student English language skills to allow for better access to the educational opportunities offered in public schools. Grants are funded for three years (2017-2018, 2018-2019, and 2019-2020) with ongoing funding contingent on districts meeting grant benchmarks. Each grant recipient creates yearly and three-year goals and works with a grant mentor to ensure benchmarks are being met. The 2019-2020 school year was the end of a three-year grant cycle. A new grant cycle will begin in 2020-2021 with 12 new grant recipients.

State English Learner Goals

The State of Idaho's English Learner Program goals taken from the [2019 Idaho Consolidated Plan reads](#):

Percent of Students Making Expected Progress toward English proficiency 2018 baseline, 2023 long-term goal, and 2019-2022 interim targets

	2018 Baseline	2019	2020	2021	2022	2023
Interim Targets	74.07%	75.80%	77.53%	79.26%	80.98%	82.71%
State Results		76.36%*	62.37%			

*The new English Learner progress measure was not in place in 2019. The included data are what the results would have been if the calculation was operational and applied to the 2019 data.

Idaho will reduce the number of English learners who are not making expected progress to English proficiency, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline.

The WIDA ACCESS assessment is administered to all identified English Learners, either electronically or paper based, and includes assessments in reading, writing, listening, and speaking. A student will receive an overall composite score and a scale score in each of the four domains. The reading and writing component are weighted 35% each, while speaking and listening are weighted 15% each in the overall composite score.

In the 2019-2020 testing period, 62.4% of students made expected progress. This was a 6.7% increase from the 2018-2019 testing period. According to the Idaho State Consolidated Plan, the stated goal for students making progress in 2019-2020 was 77.5%.

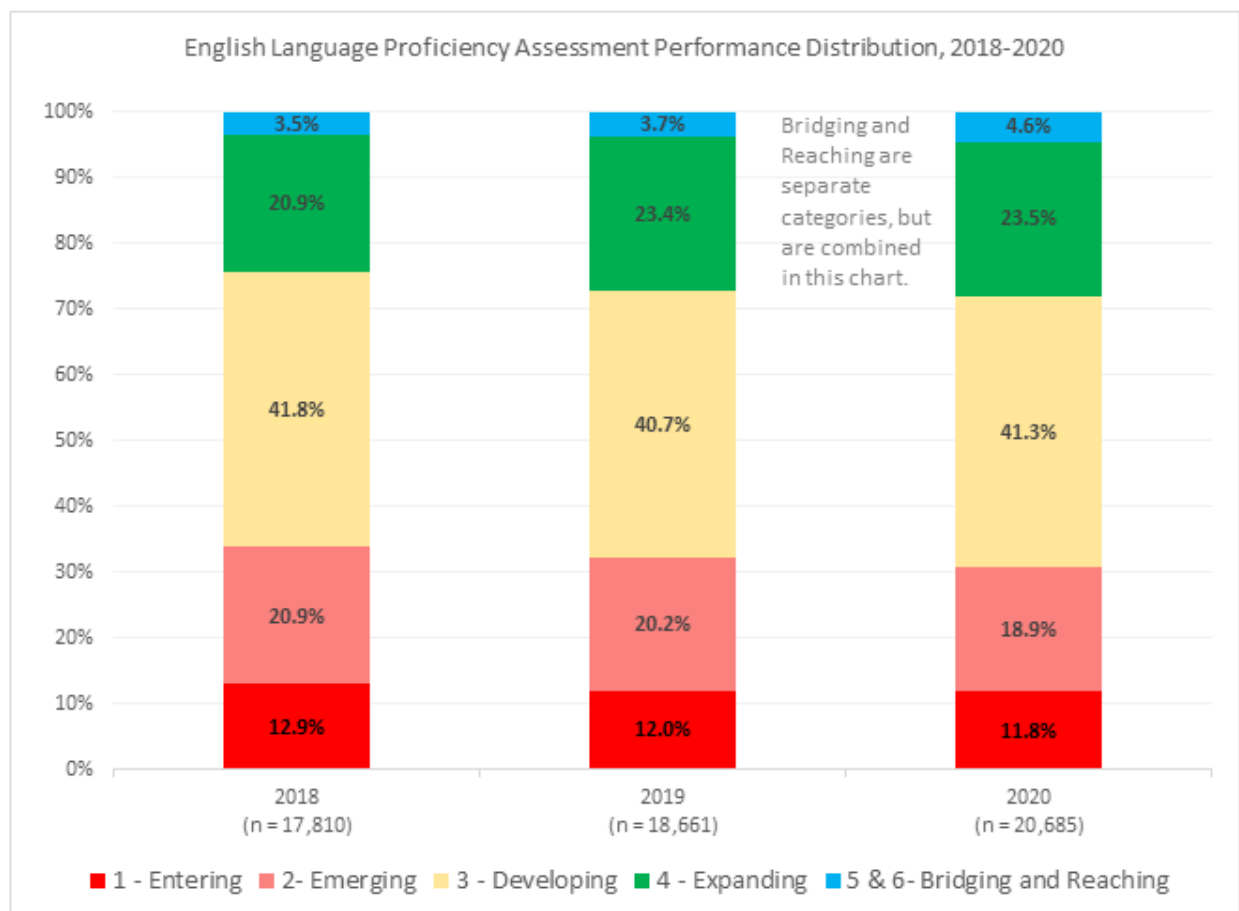
English Language Proficiency Assessment

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based language instruction educational program. Using the Kindergarten W-APT or the WIDA Screener, districts/charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English learners (ELs) participate annually in a standardized English language proficiency assessment to monitor academic English language proficiency growth in four distinct language domains: Reading, Writing, Listening, and

Speaking. The ACCESS for ELLs annual language proficiency assessment is typically administered from the last week in January to the first week in March.

During the 2019-2020 school year, the testing window was January 27, 2020 to March 6, 2020. During this time period, there were 20,909 tests administered. The 2020 ACCESS test administration was the first time Idaho had a new exit criteria (4.2 composite, 3.5 listening, 3.5 reading, 3.5 writing, and 1.0 speaking).

We had an influx of students exit the program due to this modification—3,892 students, or 19.3% of the state’s total EL population. Below is a performance distribution chart, which reflects the percentage of students scoring at each WIDA performance level: 1- Entering, 2- Emerging, 3- Developing, 4- Expanding, 5- Bridging, and 6- Reaching. The State of Idaho has determined a 4.2 composite score as the benchmark for state proficiency.



2019-2020 List of LEA Allocations

LEAs have the opportunity of multiple funding allocations based on their EL student population. The following table shows funding allocations for: State EL Allocations, State Enhancement Grant Allocations, Federal Title III-A Allocations, and Title III-A Immigrant Allocations.

*Title III-A LEAs for federal monitoring purposes.

LEA Name	EL Student Population (Based on 2019 ELMS data)	State EL Allocations	State Enhancement Grant Allocations	Federal Title III-A Allocations	Federal Title III-A Immigrant Allocations
BOISE INDEPENDENT DISTRICT*	2552	\$554,452	\$83,750	\$264,359	\$81,340
JOINT SCHOOL DISTRICT NO. 2*	1740	\$378,035	\$15,000	\$180,247	\$22,870
NAMPA SCHOOL DISTRICT*	1681	\$365,217	\$83,750	\$174,135	
CALDWELL DISTRICT*	1302	\$282,875		\$134,874	
VALLIVUE SCHOOL DISTRICT*	1118	\$242,898		\$115,814	
JEROME JOINT DISTRICT*	916	\$199,012	\$15,000	\$94,889	
TWIN FALLS DISTRICT*	822	\$178,589	\$30,000	\$85,151	
IDAHO FALLS DISTRICT*	731	\$158,818		\$75,724	
CASSIA COUNTY JOINT DISTRICT*	697	\$151,431		\$72,202	
BLAINE COUNTY DISTRICT*	686	\$149,041		\$71,063	
MINIDOKA COUNTY JOINT DISTRICT*	621	\$134,919		\$64,329	
BONNEVILLE JOINT DISTRICT*	612	\$132,964		\$63,397	
BLACKFOOT DISTRICT*	407	\$88,425	\$83,750	\$42,161	
WENDELL DISTRICT*	333	\$72,348		\$34,496	
AMERICAN FALLS JOINT DISTRICT*	308	\$66,917		\$31,906	
TETON COUNTY DISTRICT*	304	\$66,048		\$31,491	
JEFFERSON COUNTY JOINT DISTRICT*	296	\$64,309		\$30,663	
MOUNTAIN HOME DISTRICT*	267	\$58,009		\$27,659	

ABERDEEN DISTRICT*	242	\$52,577		\$25,069	
KUNA JOINT DISTRICT*	213	\$46,277		\$22,065	
BUHL JOINT DISTRICT*	188	\$40,845		\$19,475	
GOODING JOINT DISTRICT*	188	\$40,845		\$19,475	
WILDER DISTRICT*	185	\$40,193		\$19,164	
FREMONT COUNTY JOINT DISTRICT*	175	\$38,021	\$83,750	\$18,128	
HOMEDALE JOINT DISTRICT*	171	\$37,152		\$17,714	
MADISON DISTRICT*	169	\$36,717		\$17,507	
FRUITLAND DISTRICT*	157	\$34,110	\$15,000	\$16,264	
PAYETTE JOINT DISTRICT*	153	\$33,241	\$15,000	\$15,849	
MARSING JOINT DISTRICT*	147	\$32,372		\$15,435	
SHOSHONE JOINT DISTRICT*	144	\$31,286		\$14,917	
HERITAGE COMMUNITY CHARTER SCHOOL, INC.*	136	\$29,548	\$15,000	\$14,088	
WEISER DISTRICT*	128	\$27,809		\$13,260	
POCATELLO DISTRICT*	123	\$26,723		\$12,742	
SNAKE RIVER DISTRICT*	110	\$23,899		\$11,395	
PARMA DISTRICT*	109	\$23,682		\$11,291	
MIDDLETON DISTRICT*	108	\$23,464		\$11,188	
EMMETT INDEPENDENT DISTRICT*	106	\$23,030	\$15,000	\$10,981	
VALLEY DISTRICT*	101	\$21,943		\$10,463	
SHELLEY JOINT DISTRICT*	100	\$21,726		\$10,359	
COEUR D'ALENE DISTRICT	85	\$17,815			
KIMBERLY DISTRICT	76	\$16,512			
PRESTON JOINT DISTRICT	72	\$15,643			
MOSCOW DISTRICT	69	\$14,991			
GLENNS FERRY JOINT DISTRICT	63	\$13,687			
MELBA JOINT DISTRICT	59	\$12,818			
WEST JEFFERSON DISTRICT	59	\$12,818			
FILER DISTRICT	57	\$12,384			

SUGAR-SALEM JOINT DISTRICT	55	\$11,949			
LAKE PEND OREILLE SCHOOL DISTRICT	48	\$10,429			
POST FALLS DISTRICT	47	\$10,211			
NEW PLYMOUTH DISTRICT	45	\$9,777			
MCCALL-DONNELLY JOINT SCHOOL DISTRICT	44	\$9,560			
MURTAUGH JOINT DISTRICT	44	\$9,560			
FUTURE PUBLIC SCHOOL, INC.	40	\$8,690			
NOTUS DISTRICT	37	\$8,039			
CASTLEFORD DISTRICT	34	\$7,387			
BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	31	\$6,735			
FIRTH DISTRICT	30	\$6,518			
CLARK COUNTY DISTRICT	28	\$6,083			
HERITAGE ACADEMY, INC.	28	\$6,083			
HANSEN DISTRICT	24	\$5,214			
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	22	\$4,780			
INSPIRE ACADEMICS, INC.		\$4,780			
DIETRICH DISTRICT	20	\$4,345			
BLISS JOINT DISTRICT	19	\$4,128			
RICHFIELD DISTRICT	19	\$4,128			
LEWISTON INDEPENDENT DISTRICT	18	\$3,911			
THE VILLAGE CHARTER SCHOOL, INC.	18	\$3,911			
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	17	\$3,693			
HAGERMAN JOINT DISTRICT	16	\$3,476			

PATHWAYS IN EDUCATION - NAMPA, INC.	16	\$3,476			
RIRIE JOINT DISTRICT	16	\$3,476			
THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.	16	\$3,476			
VISION CHARTER SCHOOL, INC.	16	\$3,476			
XAVIER CHARTER SCHOOL, INC.	16	\$3,476			
COMPASS PUBLIC CHARTER SCHOOL, INC.	14	\$3,042			
IDAHO VIRTUAL HIGH SCHOOL, INC.	13	\$2,824			
LAKELAND DISTRICT	13	\$2,824			
BOUNDARY COUNTY DISTRICT	12	\$2,607			
IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	10	\$2,173			
IDAHO VIRTUAL ACADEMY, INC.	10	\$2,173			
ISUCCEED VIRTUAL HIGH SCHOOL, INC.	10	\$2,173			
NORTH VALLEY ACADEMY, INC.	9	\$1,955			
ONEIDA COUNTY DISTRICT	8	\$1,738			
OROFINO JOINT DISTRICT	8	\$1,738			
ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	8	\$1,738			
LEGACY PUBLIC CHARTER SCHOOL, INC.	7	\$1,521			
NORTH STAR CHARTER SCHOOL, INC.	7	\$1,521			
GEM PREP: ONLINE LLC		\$1,304			
GRACE JOINT DISTRICT	6	\$1,304			
WHITE PINE CHARTER SCHOOL, INC.	6	\$1,304			

ALTURAS INTERNATIONAL ACADEMY, INC.	5	\$1,086			
BUTTE COUNTY JOINT DISTRICT	5	\$1,086			
CHALLIS JOINT DISTRICT	5	\$1,086			
CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	5	\$1,086			
BASIN SCHOOL DISTRICT	4	\$869			
KELLOGG JOINT DISTRICT	4	\$869			
MEADOWS VALLEY DISTRICT	4	\$869			
MONTICELLO MONTESSORI CHARTER SCHOOL, INC.	4	\$869			
ST MARIES JOINT DISTRICT	4	\$869			
SYRINGA MOUNTAIN SCHOOL, INC.	4	\$869			
THE ACADEMY, INC.	4	\$869			
WEST SIDE JOINT DISTRICT	4	\$869			
CAMAS COUNTY DISTRICT	3	\$652			
IDAHO VIRTUAL EDUCATION PARTNERS, INC.	3	\$652			
LIBERTY CHARTER SCHOOL, INC.	3	\$652			
MARSH VALLEY JOINT DISTRICT	3	\$652			
PEACE VALLEY CHARTER SCHOOL, INC.	3	\$652			
SALMON DISTRICT	3	\$652			
HORSESHOE BEND SCHOOL DISTRICT	2	\$435			
MOUNTAIN VIEW SCHOOL DISTRICT	2	\$435			
SOUTH LEMHI DISTRICT	2	\$435			
THE POCA TELLO COMMUNITY CHARTER SCHOOL, INC.	2	\$435			

VICTORY CHARTER SCHOOL, INC.	2	\$435			
BEAR LAKE COUNTY DISTRICT	1	\$217			
CAMBRIDGE JOINT DISTRICT	1	\$217			
CASCADE DISTRICT	1	\$217			
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	1	\$217			
GEM PREP: MERIDIAN, LLC	1	\$217			
IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.	1	\$217			
IDAHO STEM ACADEMY, INC.	1	\$217			
LAPWAI DISTRICT	1	\$217			
NORTH GEM DISTRICT	1	\$217			
NORTH IDAHO STEM CHARTER ACADEMY, INC.	1	\$217			
SODA SPRINGS JOINT DISTRICT	1	\$217			
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	1	\$217			
THREE CREEK JOINT ELEMENTARY DISTRICT	1	\$217			
WALLACE DISTRICT	1	\$217			
WEST BONNER COUNTY DISTRICT	1	\$217			

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2019-2020 ANNUAL SUMMARY

English Learner Enhancement Grants



IDAHO STATE DEPARTMENT OF EDUCATION
ENGLISH LEARNER & MIGRANT DEPARTMENT | EL ENHANCEMENT GRANTS

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BACKGROUND

The English Learner (EL) Enhancement Grant Program is funded by the state of Idaho through a competitive grant process. Grantee districts use the funds for additional resources to enhance core EL program services for English learners and to improve student English language skills to improve access to the educational opportunities offered in public schools. Grants are funded for three years (2017-2018, 2018-2019, and 2019-2020) with ongoing funding contingent on districts meeting grant benchmarks.

HB 629 authorizes \$450,000 to be awarded to LEAs through a three-year competitive grant process to support English language learners who are not reaching statewide accountability interim targets or long-term goals. An additional \$50,000 is provided for program evaluation by funding four coaches who support the LEAs in implementing their grants and then who provide the SDE with an annual report on progress.

There are three Enhancement Grant options. Option I, is a co-teaching model of instruction between the EL teacher and the general education teacher who share in the responsibility of planning, instructing, and assessing students. Option II provides additional supports to enhance core EL program services. Option III supports one full-time certificated EL teacher to serve as a regional EL coach for three districts.

This report documents the third year of funding and implementation of the Idaho 3-Year cycle EL Enhancement Grants and includes descriptions of the twelve grant awardees' projects and progress during the 2019-2020 academic year.

Option I Co-Teaching

Option I Grant Awardee Profiles and Grant Descriptions

This report documents the third year of funding and implementation of the Idaho 3 – year cycle EL Enhancement Grants. Included are descriptions of the awardees' projects and progress during the 2019-2020 academic year.

In the 2017-2019 Grant Cycle, the SDE awarded \$83,750 per year to support Co-Teaching models in three districts: Boise Independent School District, Fremont School District, and Nampa School District.

What is EL Co-Teaching?

Co-Teaching is a model of instruction in which an EL teacher and general education (content area) teacher share the responsibility of planning, instructing and assessing students. According to Honigsfeld & Dove, co-teaching is an inclusive practice that accommodates the needs of diverse English Language Learners, helping them meet national and state standards by creating a structure for innovative collaboration between mainstream and EL teachers (2008).

The content teacher is a subject-area specialist and contributes the curriculum content to the lesson. The EL teacher is an expert in language acquisition and provides effective, scaffolded strategies for EL students to access the content in the lessons. By co-planning and teaching, EL students benefit greatly through the model by having language-supported instruction as they learn alongside their English-speaking peers in a language-rich general education environment.

BOISE SCHOOL DISTRICT

The Boise School District (BSD) is recognized by parents and school districts for their approach to support the English Language Learners from diverse cultures and for providing the opportunity to acquire skills in a second language. In implementing a dual language program and supporting a growing population of English Language Learners, BSD maintains a strong commitment to providing quality education in the least restrictive environment, which allows students to remain with their peers in their content classes.

Grant Proposal

The Boise Independent School District continues to advance inclusive opportunities for English Learners through a co-teaching model. The school site of focus is Whittier Elementary, with the highest English Language Learner population in the district. During the 2019-2020 school year, Boise School District enrolled 2,286 EL students; Whittier Elementary EL students totaled 139 students. Thirty-three new arrivals identified as EL in 2019-2020 at Whittier Elementary, for a total of 16.45% of BSD district-wide EL population. This grant-funding source provides specialized EL staffing and co-teaching professional development to a district supported model.

Co-Teaching Goals with Outcomes:

Goal 1: By the end of the grant cycle, the number of ELs meeting ISAT proficiency in English Language Arts (ELA) and Math will increase by 5% each year.

Outcome 2018-2019

Whittier ELA

- ELA proficiency among English Learners increased from 13.3% in 2018 to 17.1% in 2019
- The percent of English Learners on track for ELA proficiency in the future (i.e. meeting their growth targets) increased from 21.3% in 2018 to 33.9% in 2019

Whittier Math

- Math proficiency among English Learners increased from 13.3% in 2018 to 19.5% in 2019
- The percent of English Learners on track for Math proficiency in the future (i.e. meeting their growth targets) increased from 26.4% in 2018 to 33.9% in 2019

Outcome 2019-2020

School Level

No ISAT Data available due to COVID-19.

Goal 2: By the end of the grant cycle, co-teachers will focus co-planning on the language demands of each lesson and differentiation strategy needed to make lessons comprehensible as measured by informal observations, teacher self-reflection survey, lesson plans and the co-teaching rubric.

BSD and Whittier Elementary met the target to focus co-planning on language demands with informal observations by EL Specialist (ES) and administration. The lesson plans were focused on language demands and differentiation as teachers used co-teaching rubric and teacher self-reflected surveys as part of their planning and preparing. Whittier teachers co-plan weekly to identify content and language for the lesson using Danielson Framework considering the three domains: planning and preparing, classroom environment, and instruction. The weekly co-planning builds upon previous years. During the planning week, each teacher takes a task and completes it for the good of the team. Even though they formally meet according to their school calendar planning time teachers do informally have stand-up meetings or drive-by for clarification and updates on their planning. After a lesson, the Content Teacher (CT) and EL Specialist (ES) reflect and add notes, extension or clarifications for the lesson taught.

Whittier can serve as a model for other schools because it is incorporating interns (student teachers) into this process. The content teacher and EL Specialist keep a shared document to co-plan and prepare, which allows teachers to pull up the document and their text, gather their manipulatives, visual cues, vocabulary, and Thinking Maps and work effectively and efficiently. The co-teaching rubric lends itself in reflective conferencing and conscientious teaching.

Budget 2019-2020: Monies were allocated as intended

Personnel \$72,004

Employee Benefits \$832

Purchased Services: \$5,000

Professional Development/Travel Expenses: \$7,164

Supplies and Materials: \$0

Concluding Summary

The Boise School District does an exceptional job keeping the district focused on equal access for all students. This vision drives all decisions for curriculum, instruction and funding priorities. They have a long-range plan for the district and build programs to support it. BSD has several highly qualified personnel that can teach and mentor their EL staff. They not only respond with flexibility to requests for training, but they include other districts. Many districts in the state lack the resources to pay for expert trainers. BSD extends invitations to training, shares resources, opens their classrooms to visits, and collaborates with other districts.

The reviewer's final thoughts for 2019-2020: the English Learner Enhancement Grant is a tool that is allowing educational professionals to be creative and strategic in instructing culturally diverse learners. Co-teaching is creating a framework that incorporates highly effective

instructional strategies to be implemented as a team and not in isolation. As Whittier Elementary teacher Eisenberg stated, “I feel that (co- teaching) has empowered our EL's to engage and advocate in the classroom and empowered our teachers to increase accessibility across grade level content.”

FREMONT COUNTY JOINT SCHOOL DISTRICT

Fremont County Joint School District is located in eastern Idaho. Henry's Fork Elementary School has 80-90 English Learner students grades K-3. The school struggles with funding for an additional bilingual teacher and has low student performance/achievement on ACCESS 2.0, IRI, and ISAT assessments.

Grant Proposal

Fremont County School District's proposal includes a Bilingual teacher and building district-wide teacher capacity to serve EL students in a co-teaching/collaborative instruction and intervention model.

Third Year Goals

- To research articles and present findings in Co-Teaching Team meetings.
- To establish a district protocol for instructional planning and student data analysis.
- To develop an electronic backpack in Mileposts, Fremont County's data management system.

2019-2020 Budget

Grant funds were budgeted to cover the following expenses: 1 FTE Bilingual Teacher salary and benefits, teacher stipends and benefits for PLC meetings, and copies for training materials.

Progress to Date

The Kindergarten team honored the planning time that was set aside daily and weekly. It was evident through observations that the team met and activities were consistent throughout the classrooms. The data analysis facilitated a focus on identifying student needs and documenting those in Milepost, meeting their goal.

The drive to improve instruction for English Learners was important to Henry's Fork Elementary School. The Bilingual teacher, Mrs. Vargas-Piel, modeled best practices for English Learners to her teammates. She also looked to develop those practices for the English Learners in other grade levels, through their pullout instruction.

The district was unable to expand the co-teaching model beyond Kindergarten at Henry's Fork due to some constraints in creating willing grade-level teams to collaborate with EL specialist.

Final Thoughts

Fremont County continued to work on implementing their grant project at Henry's Fork Elementary School. The switch in lead teacher allowed greater progress toward their goals and increased focus on language acquisition practices for students in grades 1-5. The focus on data and growth remained strong throughout the grant, and their intentionality in analyzing Istation data was a strength. The restrictions from Covid-19 interrupted a site visit to observe EL services and provide observational feedback. The teachers and support staff are committed to their students,

NAMPA SCHOOL DISTRICT

The Nampa School District serves 14,168 kindergarten through twelfth grade students. Of these students, approximately 1900 are identified as English Learners. The Nampa School District serves students at 14 elementary schools, four middle schools, three traditional high schools, two innovation high schools, one career technical high school, three schools specifically for special education programs and three district authorized charter schools.

According to the English language data trends, the EL students in the Nampa School District struggle in the areas of reading and writing and many demonstrate the inability to test above a level three in English language proficiency. Additionally, the district has seen a large discrepancy between EL students and non-EL students when comparing their ELA and Math ISAT data. Based on this data, the district saw a need to dig deeper into effective instructional strategies, core content accessibility and overall best practices for their EL students.

Grant Proposal

In May of 2015, the Nampa School District conducted a district wide audit in which it was reported that the district was “negligent” in serving and supporting the EL population. Due to the survey results, in combination with their EL data, the district created an EL task force. The EL task force researched EL program models that provided inclusion for EL students, was research based, could be supported at all district buildings and offered embedded support and professional development. Through their research, the district discovered the co-teaching model included all of the above characteristics and in 2016-2017 they began the implementation of co-teaching.

Third Year Goals

- EL students will show 5% or more growth in academic achievement as measured by the ISAT and/or IRI in one or more content areas.
- The support of a full-time district co-teaching coach will have a direct impact on EL specialists and the district co-teaching model, providing an increase in teacher capacity and the implementation of effective co-teaching practices. This impact will be measured by a teacher reflection survey at the conclusion of the school year.
- Increase ongoing co-teaching collaboration through the implementation of an electronic co-teaching planning form.
- Continue ongoing professional development for all co-teaching teams.

Budget

The total grant money awarded was \$82,115. The majority of this funding covered the salary for a full-time district co-teaching coach. The remaining budget covered registration fees and substitutes for professional development, travel expenses for local and national conferences and co-teaching materials and resources. The Nampa School District is fully committed to the co-teaching model and does not rely solely on grant funds to support their co-teaching program. The district uses general funding to cover the benefits for the full-time district co-teaching coach.

Progress to Date

The Nampa School District has been successful in implementing a district wide co-teaching program and continues to see growth in their EL data. Unfortunately, due to Covid-19 causing school closures this year, the Nampa School district was unable to collect 2020 ISAT data.

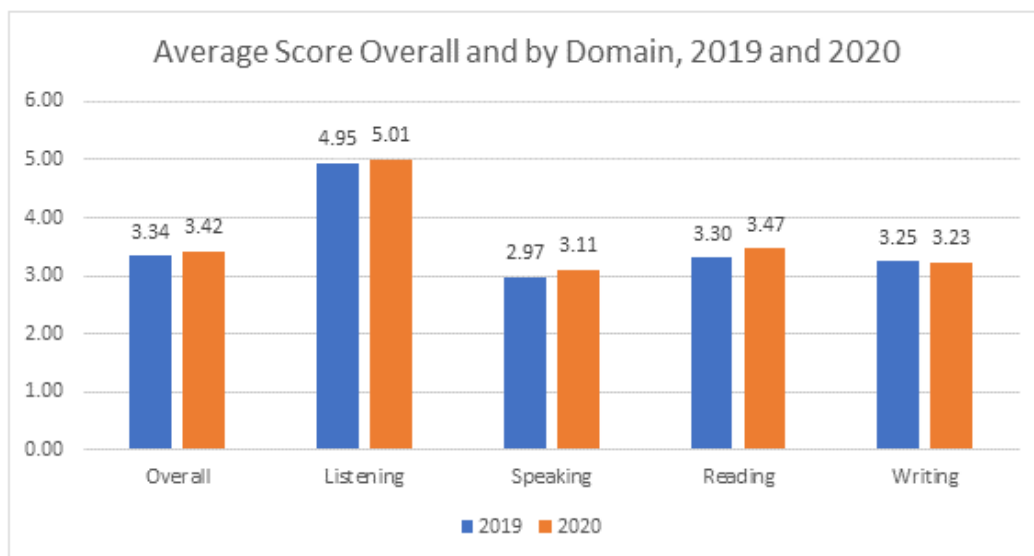
Nampa ELA ISAT

- ELA proficiency among English Learners increased from 18.1% in 2018 to 22.2% in 2019
- The percent of English Learners on track for ELA proficiency in the future (i.e. meeting their growth targets) increased from 44.8% in 2018 to 46.4% in 2019

Nampa Math ISAT

- Math proficiency among English Learners increased from 14.5% in 2018 to 16.7% in 2019
- The percent of English Learners on track for Math proficiency in the future (i.e. meeting their growth targets) decreased from 31.5% in 2018 to 28.7% in 2019

On the 2020 ACCESS assessment, EL students showed growth in English language proficiency.



Note: Results restricted to English Learners continuously enrolled in Nampa School District with a valid overall result on the regular ACCESS assessment.

With the school closures this spring, the co-teaching coach met with small groups of co-teaching teams on a weekly basis to help support them as they worked with students online. In addition, the co-teaching teams successfully used the new electronic planning form as teachers and students moved to remote learning.

Adding the full-time co-teaching coach whose role is 100% devoted to the needs of EL students and supporting the co-teaching model, makes the difference in the success of their co-teaching program.

During the 2019-2020 school year, the Co-teaching Coach accomplished the following training and activities to strengthen co-teaching:

- Facilitated the “Onward” book study
- Attended the Idaho Association of Bilingual Education Conference with co-teaching teams
- Attended Andrea Honigsfeld’s co-teaching and co-planning training with co-teaching teams
- Attended Andrea Honigsfeld’s administration training with building administrators
- Facilitated Thinking Maps training for co-teachers
- Facilitated overview training on the co-teaching model for all building level coaches
- Conducted one on one meetings with all new co-teaching partnerships at the beginning of the school year
- Completed observation and coaching cycles with all new co-teaching partnerships and EL specialists
- Facilitated monthly 90-minute district wide co-teaching collaboration meetings
- Facilitated a full day district wide co-teaching collaboration meeting in the fall
- Scheduled all co-teaching partnerships to take one professional day and observe their peers co-teaching
- Created and implemented an electronic planning form for co-teachers
- Created an end of the year reflection survey for all EL specialists and administrators and collected feedback from 24 teachers and 14 administrators

Reviewer’s Comments

I commend the Nampa School District for all the hard work they have put forth implementing a successful co-teaching model to ensure academic and linguistic success for their EL students. With the full-time co-teaching coach, the district has the ability to offer their co-teaching partnerships ongoing professional development and consistent coaching support. This training and support has created the strong foundation needed for the successful implementation of the co-teaching program model. It has also given the district the ability to offer continued support to teachers and administrators each year, which has a direct impact on increased academic and linguistic success for their EL students.

Option II - Enhance EL Core services

Option II provides additional supports to enhance core EL program services. The additional supports range from additional staff, instructional material, technology, or parent engagement activities.

Grant amounts under Option II range from \$10,000-\$15,000 per year for three years. Districts receive funding to support enhancements to their current English Language Development (ELD) programming. Grants in this category include projects for parent/community programs, before/after-school programs, supplemental curricula, and English as a New Language (ENL)/Bilingual teacher certification.

Option II Grant Awardee Profiles and Grant Descriptions

The following includes descriptions of the eight grant awardees' projects and progress during the 2019-2020 academic year.

Emmett School District

Emmett Independent School District has a student population of approximately 2,682 students. The district not only encompasses the immediate area of Emmett but also supports schools in Sweet-Montour and the small community of Ola. Of the 2,682 students, 104 children have been identified as English Learners. The district also serves 44 Migrant students. With strong interest and support from district administration, the district has sought various ways of increasing parent involvement to support their children's academic success.

English Learner Family/Community Program

The grant proposed a three-year plan to provide educational training for parents in order to support their children's academic success. The proposal included three parent trainings per year to be held during the evenings and Saturdays to accommodate parents' work schedules. These trainings involved parents through active participation, ready-to-use skills and appropriate student-based activities.

In addition to the trainings, the grant coordinator followed-up with technical assistance and classroom activities/lessons which parents could further use to increase their child's success. The trainings began in the fall and were planned for winter and spring sessions. This schedule was continued through the duration of the grant cycle until the spring of 2020 when COVID-19 forced the closure of the district until August 2020.

Budget

The annual budget of \$12,500 has been set for the three-year grant cycle. Expenses include: three family/parent meetings and four preplanning/follow-up meetings with additional parent trainings. Other expenses include training and planning stipends for staff, travel, materials, supplies, day care and parent incentives.

Third Year Goals

- Continue to introduce training concept to parents to garner an ongoing commitment to the program. Schedule family events that consist of introducing the purpose of these trainings.
- Ensure that program goals were driven by parent requests and participation in the decision-making process.
- Implement trainings.
- Adjust grant implementation of trainings and activities as impacted by community spread of COVID-19.

Progress to Date

The EL Enhancement Grant for Emmett School District focused on parent and family involvement, with the goal of continuing participation through and beyond the life of the grant. This goal is being accomplished by having parent meetings held throughout the school year with attendees participating in the decision-making process. Meetings began in fall and continued through February. As a result of parent requests, the meetings were held early

afternoons on Saturdays to accommodate the many parents working in the agricultural industry. As expected and based on previous history, parent participation varied as the meetings continued, primarily due to work schedules. One important point to note was that parents invited other family members, their children, and friends to the meetings.

The grant coordinator based all activities and events on two tenets: the parents felt welcomed and parents were involved in the decision-making process so they had ownership in the program. As the parents gained confidence, they recommend topics and speakers. Parents requested particular themes such as ESL classes for parents, citizenship education, and activities to help their children's educational career. In addition, the information at the meetings was always provided in a language that they could understand.

Throughout the grant years, documentation has been collected including parent invitations, program agendas, sign-in sheets, presentation materials and pictures of the parents and their families taken during meetings and activities. All materials are available in informational binders. These binders were developed for each year and available to school principals and other school officials for review and to serve as an on-going documentation for all meetings and activities. They also serve as training manuals for other school districts wanting to implement similar projects/activities.

Throughout the three-year grant cycle, several speakers presented a number of topics which involved and informed parents of school functions. The navigation of the school web page and accessing student grades were two of the subjects covered in presentations as requested by parents. Several speakers who recruit for local colleges and state universities presented to attendees, which included parents as well as their middle and high school students.

As requested by parents, ESL classes were scheduled and taught by an ESL teacher from the school district. Classes are held at the district alternative school on Tuesdays and Thursdays from 5:00 to 7:00 pm. in order to meet the needs of working parents. In addition to the ESL classes, citizenship classes were also available to parents.

Some of the interesting highlights of the program that are often times overlooked included the attendance and participation by fathers at many of the meetings. Mothers were usually the ones who attended the events, so this was an exciting development. There were several families who had both the father and mother attend meetings and while some mothers were not able to attend due to work or other obligations, the father was present. Fathers in attendance stated that they felt that they too had to show interest in their son/daughter's education.

The grant coordinator ensured presenters had a bilingual representative for the meetings and activities which included translation of information being presented. Another area which required additional support was the use of technology to access computer-based programming such as the language learning software, Rosetta Stone. Some individuals needed instruction on keyboarding and how-to login to use a program. These additional steps add to the learning

process which highlights the language and technological gaps that still exist and may prevent access to vital services to the community. This learning opportunity and support would prove to be an important parental tool as the district moved to digital communication during the spring and summer months of 2020.

One of the highlight presentations was by Victor Dominguez, retired police officer, Idaho Internet Crimes Against Children Coalition. Mr. Dominguez presented information and safety strategies to parents on enticement by internet child predators, child pornography, cyber bullying and sexting involving children and teens; all of which have become much too common in today's internet environment. Parents learned to protect children by becoming familiar with the apps on their devices, and available software solutions to monitor their activity. As explained to parents, the first line of defense will always be informed and knowledgeable parents, guardians and teachers. All information and discussion topics were available in Spanish and a translator was present to take questions and clarify understanding for participants. Again, given the fact that student instruction and communication become a foundation of learning through uncertain times, this learning is an invaluable tool for parents to ensure the safety of their children.

During the final year of the grant, ESL classes were scheduled for the spring of 2020 but due to the illness of the instructor and the closure of district schools and facilities, classes were canceled. When the district administration decided not to reopen before the scheduled end of the 2019-2020 school year, all remaining grant activities were suspended. In review, there were 104 identified EL students enrolled in the district last year. Parents attending informational meetings averaged approximately 24 participants per meeting. The growth of parent participation in scheduled events over the last three years has gone from 16% to 24% parent attendance.

As the district shut down programs and facilities in the spring of 2020, the program coordinator maintained contact with parents. Communication with parents and families increased dramatically as staff members were committed to helping parents and students connect with the internet and problem solve their individual technology issues. The goal was to support students to continue and complete their academic work. The majority of the parent contact was by telephone, Zoom, and video chatting.

To facilitate the alignment of activities, email and one-on-one discussions with math and language arts teachers will be coordinated through the school RTI team that meets weekly. Formative assessments will have ongoing narratives regarding the program progress, activities, the amount of student participation and quality of parent participation; feedback from teachers and most importantly from EL students.

The Grant coordinator believes the success of the program is highly likely, given the close collaboration among the school administrators, the teacher coordinators, and instructors. Most importantly, she is committed to the program encouraging and supporting EL parent

input into the training process with the main goal of helping students experience academic and social success in schools.

Summary

The work and tireless efforts of the grant coordinator is to be commended. She has led by example as programing was implemented and adjusted to meet the specific needs of students' parents and unforeseen challenges. Her awareness, ability to involve parents in activities, and foremost, her commitment to the EL community has powered the successful outcome. It is a slow process to build a community program that is viable on a long-term basis. The grant coordinator earned the trust of an often times apprehensive population of community members to be included in an academic environment. She also earned the support of district administration to provide a well-organized and meaningful learning opportunity for community families. This has been the key to a successful program.

I recommend that this program be recognized and made available to a wide audience throughout the state based on not only the program longevity but the knowledge and expertise of the grant administrator. Her experience in development and implementation of this program would be a benefit to any school staff and community members interested in establishing an effective program.

Fruitland School District

Fruitland School District has a population of approximately 1,757 students, of which 28% are Hispanic ethnicity and 9% are English Language Learner identified.

In the past four years (2016-2020), the Fruitland School District's English Language Learners have not exited the language program at an appropriate rate. Students maintain stagnant in level 3 developing and level 4 expanding proficiency levels. The district applied for this grant to support the reading and writing areas that influence the developing and expanding proficiency levels. In addition, this grant will support new EL students that are at level 1 entering and level 2 emerging language levels.

Grant Proposal

The grant proposal is to address the needs of English Language Learners (ELs) that have not exited the language program due to not meeting the Idaho language exit criteria. ELs will participate in three (3) consecutive years of summer school targeting language and academic skills.

Goals with Outcomes

Goal 1: Implement a successful summer school that measures with pre/post assessment for student language and academic needs

Fruitland director designee and consultant analyzed student data and appropriate grade-level skills for each subject area. Pre/post-test for each grade level were provided for staff to implement. Skills were specific to reading, math, writing, listening, speaking, and how STEAM could be incorporated.

Goal 2: Implement a successful summer school that measures with pre/post needs assessment for staff in addressing instruction and school culture

The work on this goal has been in cooperation and collaboration with Fruitland School District designee. It was requested that consultant provides specific lessons to be modeled on summer school training day. The lesson to be modeled from beginning to end (looking at a lesson through the eyes of an EL teacher), with pre/post assessment, unpack how student ACCESS data is part of the lesson and used within content and language lessons. Because teacher and staff turnover are ongoing, the consultant provided teacher strategies and student skills that are monitored and modeled for the English language in four domains: speaking, reading, writing, and listening within the content of reading and math. Due to COVID-19, the summer school program had to be cancelled.

Goal 3: Implement a successful summer school program with parent involvement

The 2018-2019 parent survey provided parents the opportunity to have input in developing the summer school program. The survey included ideas on cultural enrichment activities, skills of concern, and areas to improve programming. This is added to the information from teacher and formative data which pave summer school goals: increase math lessons, blending lessons, and cultural activities.

Goal 4: Implement a successful summer school program, which supports a variety of teaching and learning styles to develop the English language proficiency skills of English Language students.

The summer school training was scheduled to provide take away strategies to implement with students supporting the teaching and student learning styles. The training agenda was set for WIDA, ACCESS Scores, lesson planning, skill to be tested, modeled lesson from beginning to end with content (math or reading) highlighting speaking, listening (peer and self-feedback), reading, and writing. This professional development focused on building staff culture and build teaching quality to better support ELs and all learning styles. Unfortunately, due to COVID-19, summer school was cancelled and this included PD plans.

Budget 2019-2020

Grant of \$15,000 was not fully used as summer school was canceled due to COVID-19.

Concluding Summary

As a result of having the EL Enhancement Grant, Fruitland has enhanced its preparation of teachers for extending core English Language Learner skills and enriched academic experience. Summer staff training included WIDA specific training on transferring student report data into the summer classroom. Students with consecutive attendance at summer school demonstrated positive academic and language gains, positive self-esteem, and positive adaptive skills. The data for 2018 and 2019 pre/post had positive gains toward proficiency; 2020 data was not available due to COVID-19.

Heritage Community Charter School (HCCS)

Heritage Community Charter School provides a K-8 education in a smaller setting with a K-5 dual language program, which is a 50-50 model. This model includes 50% English instruction and 50% Spanish instruction. The content covered includes a K-2 focus on literacy, math, science, and art; grades 3-5 focus on literacy, history, geography, and art.

The 2019-2020 SY total enrollment was 489 students; 66.05% are free and reduced lunch and 162 identified as English language learners. The 2018-2019 SY total enrollment was 500 students; 62 % are free and reduced lunch and 135 identified as English language learners. The 2017-2018 SY the total enrollment was 529 students; 68 % are free and reduced lunch and 121 identified as English language learners.

Grant Proposal

The grant proposal is to extend the core language instruction education program for students attending Heritage Community Charter, which serves K-8 students. Over the past three (3) years, the grant extended the EL services by hiring a paraprofessional and pay for Imagine Learning licenses.

Note: Grant proposal indicates that funds projected to buy Imagine Learning license for students, but in 2017-2018 and 2018 -2019, Idaho SDE covered these expenses. To continue the needed extended support, a printer was purchased specifically for the intervention materials needed for the EL support from the EL Enhancement grant.

Budget 2019-2020

Grant awarded \$14,100 pay for FTE 0.5 paraprofessional and benefits.

Goal 1: HCCS implemented support staff to extend the language and academic services.

HCCS hired 1.5 FTE certified ENL Teacher and Paraprofessional. The certified teacher salary is funded from Title III-A and State EL. This grant provides for .5 paraprofessional FTE.

Goal 2: HCCS implemented an effective intervention with ELs during their extended time of support.

Heritage's original vision to support ELs was through technology. Teacher and student feedback suggested that students could be better supported by additional time with a paraprofessional. As a result, HCCS has moved to a teacher-and-student focus. There was not enough student contact time for two EL interventions, Imagine Learning and teacher provided intervention. So, the RTI team at HCCS determined that students would receive face-to-face teacher intervention and not Imagine Learning time. The EL enhancement staff provided intervention as a push-in model for younger grades, with an EL specialist supporting student in the general education classroom. The teacher would take the skills of academic context and work on the language students needed to master the task. The EL enhancement staff worked with older students and had a pull-out model for EL intervention to extend the core English language program.

Goal 3: Implemented an increase of time on Imagine Learning (K-8) to close language and academic gaps.

During the 2019-2020 SY, HCCS determined to move towards push-in instruction with paraprofessional support versus using Imagine Learning. No data is available.

Concluding Summary

The EL enhancement grant provided essential support to extend the EL core program at HCCS with salaries that directly extended EL support services. The adjustments made along the EL enhancement grant cycle extended the EL core program reasonably and appropriately with the original grant request. The original grant was to extend Imagine Learning time with paraprofessional support. Through the lens of reflective teachers and the data, the need for an EL teacher to instruct EL core skills was the reasonable and appropriate move. ACCESS scores for 2020 demonstrated 20.98% of EL achieving the exit criteria.

Jerome School District

The Jerome School District serves 4,023 kindergarten through twelfth grade students. Of these 4,023 students, approximately 53% are Hispanic and 22% are identified as English Learners. With their student demographics, the district was committed to building up their dual immersion program to create a community of biliterate students who can celebrate cultural diversity and obtain a more global human capital.

At the request of a group of community stakeholders, the Jerome School District began investigating, learning, planning and training for a dual immersion program in 2015-2016. In 2016-2017, the district provided one dual immersion classroom for kindergarten and an English and Spanish partnership for first grade at Jefferson Elementary School. In 2017-2018, the district added one English and Spanish partnership for second grade. In 2018-2019, the district added the dual immersion program to third grade. In 2019-2020, the dual immersion program grew into the fourth grade at Summit Elementary School. It is the district's goal to continue adding one grade level per school year until they reach the twelfth grade.

Grant Proposal

The district proposal is to use the grant funding to add one grade level each year to their current dual immersion program. The proposal includes using grant funding to purchase additional dual immersion curriculum and supplies needed, as well as professional development and training. The Jerome School District will use other funding sources for the salary and benefits of the dual immersion teachers.

Jerome has modeled their dual immersion program after the program used by the state of Utah. Therefore, the dual immersion professional development Jerome provides for their dual immersion teachers is through the Audii Training (Annual Utah Dual Immersion Institute). Spanish teachers attend four days of training, while English teachers attend two days of training during the month of August. This is followed up annually with two to three days of training held throughout the school year.

Third Year Goals

This grant supports the school program goals to:

- Add two fourth grade dual immersion classes at Summit Elementary School, made up of 25 English speaking students and 25 Spanish speaking students
- Dual immersion students will obtain simultaneous literacy in two languages and build cultural competency
- Retain high quality dual immersion teachers
- Implement the AAPPL language assessment beginning with dual immersion students in the fourth grade to assess Spanish language proficiency
- Increase dual immersion and EL student scores on standardized tests

Budget

The grant budget of \$15,000 covered expenses for the following:

- Registration fees for the Annual Audii summer conference and mid-year training
- Stipends for teachers to attend the Annual Audii training during the summer
- Travel related costs for the Audii conference
- Registration for the annual La Cosecha dual language conference
- Travel related costs for the La Cosecha dual language conference
- English language arts (ELA) and math curricula and textbooks for the dual immersion fourth grade classes
- Dual immersion classroom supplies

Progress to Date

The Jerome School District successfully implemented the dual immersion program in the fourth grade at Summit Elementary School with 50 students enrolled. The fourth-grade students received English instruction for half of their day and Spanish instruction for half of their day. Students received Spanish instruction in literacy, math and science, while they received English instruction in literacy, math and social studies.

The Jerome School District continues to work very hard to recruit and retain qualified dual immersion teachers. Jefferson Elementary School continued their third year with the same qualified dual immersion staff members. The fourth-grade Spanish language teacher at Summit Elementary is a local resident of Jerome with three years of teaching experience. The fourth grade English language teacher has 20 years of teaching experience in elementary education.

This year, the fourth-grade dual immersion teachers and administrator from Summit Elementary attended the Annual Audii conference that took place in August. The first and third grade dual teams with the assistant principal from Jefferson Elementary attended La Cosecha, the annual dual language conference in Albuquerque, New Mexico on November 13th-16th. In addition to the annual conferences, the dual immersion teachers at each site collaborated on an ongoing basis. The district has also created a dual immersion district committee that meets regularly throughout the year to discuss curriculum, assessment, professional development and student enrollment procedures.

Due to COVID-19, the district was unable to assess students on the ISAT assessment in Spring 2020. They administered the AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) assessment in the fall, but were unable to administer it in the spring to collect Spanish language growth data. The dual immersion EL students also took the ACCESS and 100%

of the students in the fourth-grade dual immersion program at Summit Elementary showed growth in their overall English language scores.

Reviewer's Comments

It has been an absolute pleasure working with both Jefferson Elementary and Summit Elementary School as they continue to grow their program. The Jerome School District has a deep commitment to the success of the program. Recruiting and hiring high quality dual immersion teachers is a very difficult task. Finding and implementing high quality Spanish curricula and assessment can also be a challenge. It is clear; they have made it a priority to ensure quality staff, curricula and assessment are in place to guarantee the success of the program.

Payette School District

Payette School District student population is approximately 1,363. During the school year 2019-2020, the six Payette School District schools identified 161 English Learners, including 137 migrant students. These students represent approximately 80 families and are equally distributed among all the grade levels. The EL student population is diverse from the beginner level to the early fluent level of language acquisition. These results are found across the grade levels, from the kindergarten to high school level.

Grant Proposal

The grant was established as a three-year plan to provide educational and interactive trainings for parents of English language learners/migrant students supporting the academic success of their children. The plan offered nine different trainings/meetings per year on Saturdays to accommodate working parents' schedules and childcare needs. The program sought to involve the EL and migrant parents through active participation and trainings which built stronger bonds between the parent and child by providing the parent with ready to use skills and activities to assist their child at home.

The grant proposed educational monthly trainings beginning in September and concluding in May each year. The trainings included such topics as student academic requirements for success, school organization and student supports, literacy activities, math activities, and student financial aid information for college and career opportunities. An established curriculum was implemented to provide hands-on activities and practical applications to teach parents in how to support their children's academic career along with how to use community resources and support systems.

As the 2019-2020 school year began, the parents were invited to several meetings and activities to encourage participation in the monthly parent trainings. These activities included Parent Action Committee meetings, FAFSA informational and support night and a Family Turkey Bingo Night.

The grant coordinator has documented an increase in parental involvement in family night meetings, FAFSA nights, and the PAC meetings as well as an increase in parental involvement in student's academic needs. There has also been a higher attendance for parent/teacher conferences, family fun nights, sporting events, etc. The grant coordinator believes that when the parents see that they have additional support from staff and administration they feel welcomed and included in the school community.

Due to the COVID-19 closure of district, schools, and facilities, parent trainings and meetings were suspended throughout the spring and summer months. The focus was shifted to

supporting online student learning and family visitation. The grant coordinator and district translator made “porch visits” to check in with students whose parents do not speak English. They helped make sure the students and parents had either the academic packets or addressed technology issues needed for the students to be able to do their course work. The grant coordinator also held ZOOM meetings with students for homework help and conference calls with parents. Again, she and the district translator ensured that parents knew how to access information on the district website during the COVID shutdown and throughout the summer months to maintain a line of communication.

Budget

The District received \$15,000 annually for the three-year grant cycle to conduct family and community meetings. The grant also covered staff stipends, travel expenses, training opportunities, supplies and materials.

Third Year Goals

- Continue to involve parents through active educational trainings and grow a strong core group of participants.
- Provide the parent with proven ready-to-use activities to assist their child in their academic success.
- Continue to support and grow stronger communications between the school and home.
- Adjusted Third Year Goal: due to the closure of district schools and activities during the COVID-19 pandemic, remaining funds were used to purchase 60 Chromebooks for EL students and families to ensure availability to online instruction, support for classes and communication with parents.

Progress to Date

The third year of the grant saw a change in district administration which included a new superintendent and Federal Programs administrator. While these administrators took on their new responsibilities and gained knowledge about district organizational structure and programing, the grant coordinator was also new to the administration of the EL Enhancement Grant and particularly the budgeting process. There was a period of time during the fall and winter months in which these individuals were working with the district business manager to better understand the allocation of funds and programming. Planned activities and classes were adjusted. Fall and winter activities were implemented later than designed but also adjusting the demands of parents’ work schedules many of which revolve around the agricultural industry and fall harvest. Plans had included meetings that consisted of introducing training concepts for parent academic support at home and appropriate educational activities. Efforts have focused on a curriculum that allowed parents to become active learners to better support their children’s education. Included were activities that focused on reading strategies for parents to

support reading during off-school hours. Parents also had an opportunity to learn about math strategies to support their students.

Family events were primarily focused on students in elementary grade levels. While there are established families with children in EL/Migrant in various grades, most EL students are overwhelmingly represented in the elementary grade levels beginning in K and 1st grade through the 6th grade. Although the emphasis was in the elementary levels, accommodations were made for parents' requests for trainings for students from all levels. By focusing on the families of elementary students, the grant coordinator is focused on the long-term goal to create a strong relationship with families over the K-12 educational career of their students.

The biggest challenge facing the district and grant coordinator was the decline in student grades due to the pandemic. EL parents and students struggled to communicate effectively with teachers and the schools as instruction went online. Often times older students suffered the most because parents were relying on them to provide daycare for the younger siblings or go to work in the fields with the parents to try to recoup the income lost when jobs were put on hold.

Due to the fact that students will in all probability be limited to hybrid classes or periods of online learning only, the grant coordinator decided to use carryover funding from 2019-2020 to purchase sixty Chromebooks for EL students and families to use for the 2020-2021 school year, with approval from the SDE. This will support students who did not have available computers and the opportunity to stay connected with class content and support. It will also give parents a means to be involved in their children's education and stay in communication with school staff. The grant coordinator and district translator will continue to monitor students' needs and provide support as needed. They will also use the devices to connect with parents and ensure their ability to be fully involved in their children's academic progress.

Final Thoughts

The district grant coordinator has worked hard to tailor parent involvement activities and training to the identified families in the community. The initial attempts during the first year of the grant did not garner the interest that was hoped for with fewer than eight to ten participants per event. The coordinator reviewed different aspects of the organization, communications, and participant input to further parent involvement in the future. Her team, which included a parent, attended the national training for The Family Leadership Institute to gain further knowledge and ideas to strengthen their program. New to an administrative role and facing a pandemic she is to be commended on her collaborative efforts. She has made an honest review of programming and willingness to adjust implementation to better meet the needs of the targeted population. She has also continued to seek advice and support to grow trust and participation of families and community members. Focus has also been made to work

with school staff and administration on appropriate communication and support of students and their families in pursuit of academic success.

As communities and schools face the challenges in our changing environment, the efforts to support students and their families from the Idaho State Department of Education are an important component to success. It is a pleasure to be a small part of this process and work with individuals who are passionate in their service to the greater good of all.

It is important to continue to provide these opportunities in small districts and communities. The provision for additional time and support to develop programming that is appropriate for their unique needs is critical to their success. They often times do not have the experienced staff and community resources that larger districts draw from and to expect similar results is unrealistic. Having the opportunity for program and staff development over a substantial time frame is a commitment to long term gains in the success of our students in rural and distant communities.

Twin Falls School District - IB Perrine Elementary School

The Twin Falls School District is comprised of approximately 9,400 students. Of these 9,400 students, approximately 72% are Caucasian, 20% Hispanic and 8% other ethnicities. The majority of the other ethnicities are refugees brought into the community in a joint effort through the College of Southern Idaho and the federal government refugee program.

IB Perrine Elementary School is located in the northwest area of the Twin Falls community and serves 561 students. Of these 561 students, approximately 66% are Caucasian, 20% Hispanic and 98% are students from low-income families. This year, IB Perrine served approximately 103 EL students with over 80 receiving English language services during the school day and 44 consistently attending their after-school program.

Grant Proposal

The funding from this grant enhanced the school's core EL program by increasing the support provided to EL students during core instruction and intervention time. In addition to EL intervention, IB Perrine offers Tier 1 or Tier 2 reading intervention to all EL students based on individual student academic goals. The school is also very creative with their scheduling in order to staff the EL after-school program.

The grant funding is for the salary of a paraprofessional working under the educational umbrella of a certified EL teacher and in cooperation with the certified classroom teachers. The paraprofessional assists with instruction during EL intervention and tier intervention time. By having an EL paraprofessional, EL students receive individual and small group support in their mainstream classroom, increased targeted intervention time, as well as, embedded support navigating school life. EL intervention and tier support is based upon results of the spring ACCESS 2.0 scores, with priority given to students with the highest need academically and a history of engagement challenges.

Third Year Goals

- By the end of the third year, IB Perrine will have at least 95% of all EL students actively engaged in their tier I and tier II intervention.
- IB Perrine will have less than 5% of their discipline referrals associated with EL students.
- With an increase in engagement and a decrease in discipline issues, EL students will increase linguistic and academic performance.

Budget

The \$15,000 grant budget in combination with \$2,100 from IB Perrine's general building budget funded the salary and benefits for the EL paraprofessional.

Progress to Date

IB Perrine continues to increase the support provided to their EL students throughout the school day with the additional paraprofessional. EL students receive academic support during

their core instruction in the traditional classroom, language development instruction during EL intervention and an additional 45 minutes of intense tier I or tier II reading intervention. It is important to note that IB Perrine has been able to implement the 45-minute reading intervention school-wide, so that all students have the opportunity to receive tier I or tier II reading instruction at their current skill level. For their EL students, this tier intervention is in addition to the intervention they receive through EL services.

IB Perrine continues to offer a successful after-school program for EL students, Tuesday through Friday, for two hours each day. This year they had an average of 44 EL students attend the program.

With the increased support funded through the grant, 89% of their EL students showed growth in their overall scale score on the 2020 ACCESS and 100% of EL students were actively engaged on a consistent basis in their tier I and tier II intervention. This spring, IB Perrine had 20 of their 103 EL students exit from the EL program. In addition, discipline referrals for EL students were only 5.3% of the total referrals or 14 of 242 referrals.

Reviewer's Comments

The staff at IB Perrine has worked hard to create a solid plan of support to meet the needs of their EL students. Through their continued commitment and creativity, they have created daily schedules that include in class support, EL language intervention and additional tier I and tier II reading intervention. Along with this support, students have the opportunity to extend their learning through the after-school program. With this support, the IB Perrine staff believe they will not only help EL students increase their linguistic and academic skills, but also give them skills and motivation to stay in school, graduate, and be career and life ready beyond graduation.

Twin Falls School District - Rock Creek Elementary School

Rock Creek Elementary School in the Twin Falls School District currently serves 90 EL students. These students speak a variety of languages including Bosnian, Russian, Turkish, Chinese, German, Napoli, Farsi and Spanish.

Rock Creek Elementary has nearly doubled their EL student population recently, going from 50 students in 2017-2018 to 90 students in 2018-2019. With the large increase in EL students, the Twin Falls School District added a full time EL teacher at Rock Creek Elementary School, using district funds.

Rock Creek offers EL intervention services during the school day that focus on language and vocabulary development, writing strategies and access to core content. They also have a very successful extended day tutoring program. This program for their EL students looks slightly different each year with focused support in academic areas based on student needs.

Grant Proposal

The grant proposal was written to fund additional EL support throughout the school day by hiring an EL paraprofessional who helps students in need of more specific language and academic instruction to reach grade level benchmarks. The EL paraprofessional is also the contact person for EL families, acting as a bridge between staff and parents. This provides students the best educational options possible in the school setting.

The EL paraprofessional works collaboratively with the certified EL teacher each day to support all K-5 EL students. The type of support given at each grade level is built around the linguistic and academic needs of each EL student, focusing on language and vocabulary acquisition while also helping students navigate and access grade level core content.

Third Year Goals

- Provide additional classroom and after school tutoring support that will enable students to increase English language acquisition and achieve grade level academic success
- Continue establishing strong school to home connections by increasing positive communication and discussions between home and school
- Increase ACCESS, IRI and ISAT scores for EL students, with the ultimate goal of exiting students from the program as fluent readers, writers and communicators in the general classroom environment

Budget

Rock Creek Elementary received \$15,000 per year for the grant cycle. Each year's budget includes the salary and benefits for the EL paraprofessional.

Progress to Date

This year, Rock Creek offered additional support to their EL students throughout the school day with the additional paraprofessional. The support looks a little different at each grade level

based on student needs. Kindergarten through third grade EL intervention groups were structured around English language arts with an emphasis on vocabulary, oral fluency, reading and writing development. Fourth grade students received pre-teaching support in writing, emphasizing vocabulary and theme development, in addition to instruction in writing form and structure. Fifth grade students received push-in support for both math and writing throughout the year.

Rock Creek also offered an after-school tutoring program for one hour, two days per week, for their 4th and 5th grade EL students. Based on ISAT data, these students received additional instruction in math to give them an extra boost on skills they still needed to master.

In addition, Rock Creek believes in the importance of making sure their EL students have the opportunity to participate in all school related events. They worked very hard encouraging and motivating their EL students to take part in one of their after-school clubs. Clubs included Kindness Club, Robotics, Choir, and Student Council.

The paraprofessional also had the opportunity to be a liaison, working to strengthen the communication between the school and parents. Phone calls were made and parent meetings were scheduled as a follow up for the after-school program.

Rock Creek Elementary School is extremely pleased by the growth they saw with their EL students this year. On the ACCESS, 84% of their EL students made growth with 79% of the 84% jumping at least one proficiency level. In addition, 18 EL students exited out of the EL program.

Reviewer's Comments

The EL team at Rock Creek does a wonderful job thinking outside of the box in regards to meeting the needs of their EL population. Giving EL students more specific language instruction during the school day, as well as, offering these same students additional support beyond the school day, gives them the language instruction they need.

West Ada School District

As the largest school district in Idaho, West Ada serves approximately 39,500 total students with roughly 1,600 of those students being English language learners with approximately 92 different native languages spoken. The West Ada EL Program Enhancement Grant is designed to support the academic, social and emotional needs of their most at-risk EL students who attend their three EL high schools, four EL middle schools and ten EL magnet elementary schools.

Centennial High School serves the largest EL high school population in the West Ada School District with approximately 160 EL students. EL students fall into one of two distinct sub-groups at Centennial High School. The first subgroup consists of students who attend the English Language and Cultural Immersion program (ELCI). The ELCI students are refugee and immigrant students, born outside the United States and have English language levels between beginning and early intermediate. Many of these students have similar characteristics that include, new to the country within three years, limited or no formal schooling and/or clinical PTSD. The second subgroup is long-term EL students. Many of these students have been in the school system a number of years, but have not met the language requirements for exiting the EL program.

At the middle school level, West Ada serves roughly 270 EL students with Lewis and Clark Middle School serving the largest percentage of those students. At the elementary level, West Ada serves about 750 EL students with Desert Sage, Barbara Morgan, Ustick and Chief Joseph Elementary schools serving the highest percentage of those students.

Grant Proposal

The West Ada School District grant proposal includes EL support in the areas of extended day programs, summer school, and family involvement support activities. The extended day programs include personalized and targeted EL tutoring with morning and afternoon intervention groups, as well as, push-in during the school day to fill the gaps for their neediest students. The summer school program gives both elementary and middle school EL students the opportunity to continue their learning through a portion of the summer months. The district will use grant funding to hire EL teachers and paraprofessionals to support EL students during summer school. The family involvement and support activities include events offered throughout the school year focused on career and college success, school informational nights, cultural celebrations and award assemblies.

Third Year Goals

Extended Day Programs:

- EL students in the ELCI program will have access to common core math classes
- EL students at Centennial High School will create a college and/or career plan
- EL students in the ELCI program will maintain a combined GPA of a 2.8 or higher

- ELCI seniors will graduate at the same rate or better than the general education population

Summer School:

- A two-week summer school will be available to 100 elementary EL students. Summer school enrollment will be prioritized based on student ACCESS scores
- Summer school will be available to all EL middle school students

Family Involvement and Support:

- EL families will attend at least one family involvement event to gain knowledge on school practice and how to support their children's education

Budget

The West Ada School District received \$15,000 per year for the three-year grant cycle. Each year's budget covers part of the salary and benefits for EL teacher and paraprofessional tutors for extended day and summer school, tutoring supplies and ELCI materials.

Progress to Date

The West Ada School District shared that all EL students attending the ELCI program accessed an ELD Algebra class taught by a trained EL/Math teacher. Next year, an ELD Geometry class will be added to the program. The West Ada School District is proud of the growth they have made within their ELCI program. They started the program with one full-time English teacher and a part-time counselor. Currently, they have two full-time English teachers, one full-time math teacher, one full-time social studies teacher, a part-time science teacher, two full-time paraprofessionals and one full-time counselor.

All students in the ELCI program created an individualized career and college plan with support from counselors. In addition, with the support of EL counselors and paraprofessionals, the ELCI students had an average GPA of a 3.2 and 100% of the seniors graduated.

Although the in-person elementary summer school program was cancelled due to COVID-19, West Ada was still able to offer daily online English language support for their EL students. Elementary students used the Imagine Learning program and the middle school students used iLit as English language support. In addition, West Ada hired EL teachers and paraprofessionals to support the EL students for two months in June and July.

The majority of parents or other family members attended one or more specially designed family events. These events included family informational nights, cultural events, family conferences, cooking with Chef Murray, juntos podemos family nights and college and career night.

Reviewer's Comments

Dr. Diane Oliva, the West Ada Federal Program Coordinator, has built a strong EL program that addresses the language, academic, social and emotional needs of all EL students. West Ada also has an amazing EL parent involvement program at both the individual school level and the district level that values the role of parents and creates a community where parents are true partners in the education of their children. It has been a pleasure working and learning from the students, families and staff of the West Ada School District.

Conclusions and Recommendations: Year 3

- Ongoing communication through email, phone calls, google meets and onsite visits provided each site with continued support with program implementation.
- Each site successfully implemented year 3 of their grant proposal.
- All grant awardees reported language and academic growth with their EL population.

Option III Grants Background

Option III Grants supported one full-time certificated EL teacher to serve as a regional EL coach. The funds will be used to support the EL teacher and the work that he or she does with surrounding regional districts/charters that wish to participate. Grant amounts under Option III are \$83,750 per year for three years.

The Regional EL Coach activities may include, but are not limited to:

- Assist existing school staff with identifying and screening potential ELs.
- Work with school staff to determine program placement for identified ELs.
- Provide professional development to school staff of ELs.
- Assist school staff with state reporting for ELs such as ELMs, ISEE, ACCESS 2.0.
- Assist school with preparing for the annual ACCESS 2.0 assessment.
- Work with school staff with monitoring progress of exited EL students.
- Work with school staff to increase family involvement for parents/families of ELs.
- Serve as the point of contact for the participating districts/charters with the SDE.

Option III Grant Awardee Profiles and Grant Descriptions

The following includes a description of the grant awardee project and progress during the 2019-2020 academic year.

Blackfoot School District, Bingham County

Bingham County in southeastern Idaho, has five independent school districts, three of which share school boundaries. The three districts—Blackfoot, Snake River, and Aberdeen—collectively share approximately 1,000 English Learners. English Learner students frequently transfer between these three districts, and it is difficult to effectively place and serve students without creating gaps or interrupting graduation plans.

Grant Proposal

The grant proposal was written to develop a Regional EL Coach who would serve as a liaison to create an effective and efficient system for identifying, placing, and serving EL students in the three districts. The increase in communication and establishing a consistent set of procedures for the region allows for fewer instructional gaps and more efficient placement of students. The Regional Coach provides professional development to EL teachers and staff in the districts to align services and increase instructional supports.

Goals

- To establish consistent routines and procedures for recruiting and identifying EL students in the three districts
- To provide professional development for staff in the three districts specific to English learners
- Meet once per trimester collectively with all districts to discuss progress and needs

Budget

The Blackfoot School District, which was the fiscal agent for this grant, received \$83,750. Grant funds were budgeted to cover the following expenses: salary and benefits for EL Regional Coach, WIDA training, book study materials, travel for state and national conferences, regional training, and mileage. Funds were also designated for books, resources, incentives for students, and parent nights.

Progress to Date

The Regional EL Coach worked with each of the districts to determine their priorities and how they could be supported. A handbook, created as part of this project, outlines specific procedures for identifying and placing students. This handbook has served as a resource for EL staff in each of the three districts. A common enrollment sheet maintains consistency in identifying English Learners among and between the districts.

Professional Development has been ongoing throughout the project; EL strategies included in New Teacher training, Go-To Strategies, and WIDA training by Mia Allen. The coach worked with staff from all three districts to provide professional development and share WIDA and

other English acquisition resources. Additional supports and activities throughout the year included book studies and WIDA ACCESS 2.0 training and support.

The Regional Outreach Center enriches parent participation and provides access to family engagement activities. Partnering with ISU for student volunteers to interpret during Parent Teacher Conferences, making a “Translate” sign for interpreters to stand by, and creating newcomer videos all facilitate a welcoming environment to the schools by setting students and parents up for success.

Reviewer’s Comments

It has been a pleasure to work with Bingham County as they developed the Regional Coach position and procedures. They supported English Learners through best practices and aligned resources and procedures to ensure smooth transitions for students among the districts. The level of intentionality and drive to provide staff the resources they needed to be successful and the compassion and care to consider how to include, involve, and embrace parents is what has made this grant successful. They were on target for their goals throughout the project and have positive outcomes. The enthusiasm of the grant coordinator and coach is reflected in their strong implementation of the Enhancement Grant.

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Instructional Technology

Technology Education and Certificates FY20



OVERVIEW

The U.S. Bureau of Labor Statistics says 50 percent of current jobs required some degree of technology skills and by 2022 at least three out of every four jobs will require those skills. Idaho statistics corroborate these trends. Recognizing that Idaho employers are increasingly demanding basic skills by employees in software programs commonly used in business and college environments, in 2015 the Idaho Legislature funded a project to provide free training in those programs for Idaho students in grades 9-12, and for adults, including teachers and community members.

The \$1,295,245.40 appropriated in FY2020 covers projects that include three or more of the following components:

- (1) Certification of skills and competencies;
- (2) Professional development for teachers;
- (3) Integration with curriculum standards;
- (4) Online access to research-based content and curriculum; or
- (5) Instructional software for classroom use.

Microsoft Imagine Academy - Program costs \$505,506.15

The Idaho Microsoft Imagine Academy helps bridge the skills gap by providing Idaho schools the curriculum for teaching technology and the learning tools that will enable students and teachers to achieve success. The courses can also be self-taught coursework (available at participating public libraries), designed for those taking the classes to work at their own pace.

Microsoft Certifications

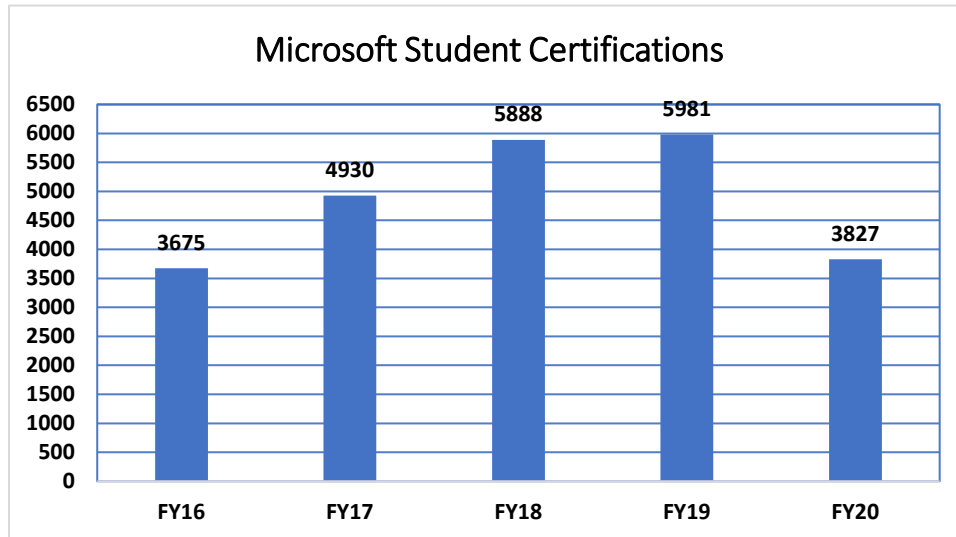
Students participating in Microsoft Imagine Academy can earn Microsoft Office Specialist Certifications. In just three years, the program saw a nearly 65% increase in the number of certifications earned by students. In the 2019/2020 school year, the COVID-19 disruptions resulted in a decline, but the number of students enrolled in FY2021 shows the program will quickly rebound.

In addition to certifications in Microsoft Office applications like Word, Excel and PowerPoint, the Microsoft Imagine Academy package also provides certifications in specific advanced-technology skills such as a Microsoft Technology Associate (MTA) and Microsoft Certifications Solutions Associate/ Expert (MCSA/MCSE). Finally, the Microsoft Certified Educator (MCE) exams also measure competency in the area of Information and Communication Technologies (ICT). The latter programs can help students move directly into information technology jobs.

Tables 1 and 2 show the number of students and teachers receiving Microsoft certifications in each of the previous five years.

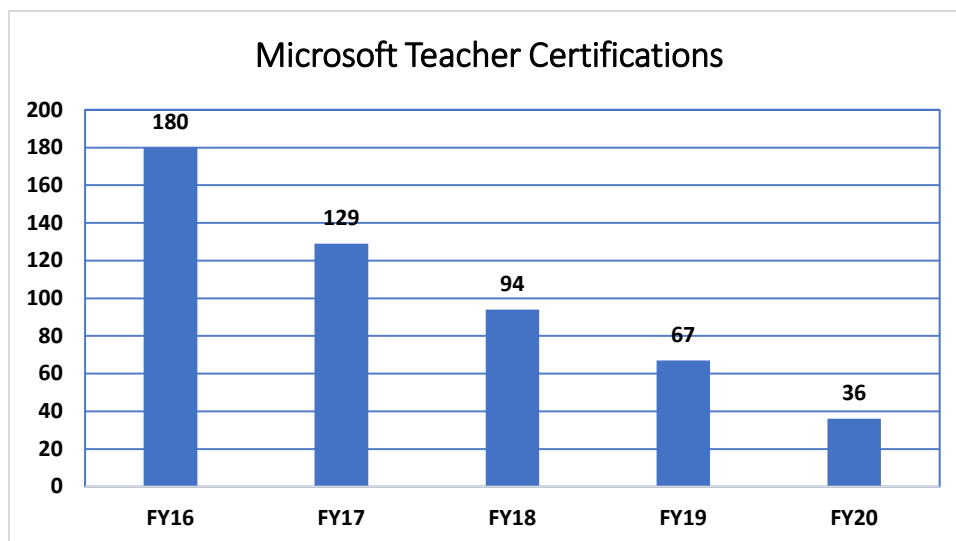


Table 1 – Microsoft Student Certifications



Educators are also able and encouraged to receive their Microsoft Certifications and many of those teaching computer science courses received their certifications in the early years of the program. Table 2 shows the number of teachers receiving Microsoft certifications in each of the previous five years.

Table 2 – Microsoft Teacher Certifications



Instructional Technology

Technology Education and Certificates FY20



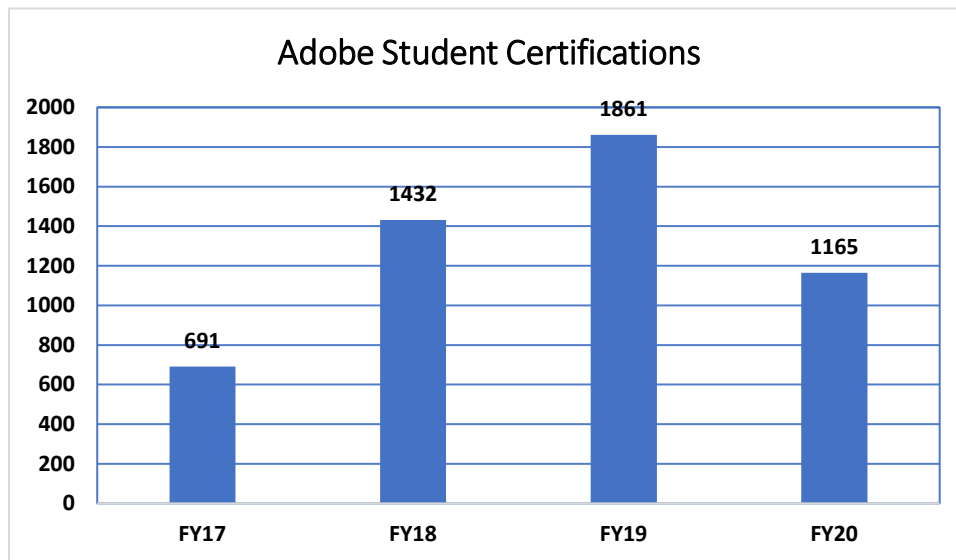
Create Idaho Adobe - Program costs \$789,739.25

In the 2016/17 school year, Idaho was the first state to implement a state partnership with Adobe, launching Create Idaho. The partnership offers students and educators certifications in a collection of software used for graphic design, video editing, web development and photography. These programs, like InDesign, Illustrator, and Photoshop allow students to demonstrate their knowledge, skills and their individual creativity. Certifications for Adobe more than doubled after the first year. In addition, the number of schools participating in Create Idaho grew from 25 in the first year to 65 schools in the second year and is now operating in over 170 schools in the state. Again, COVID-19 disruptions resulted in a decline in FY2020, but we are on track to exceed prior performance in FY2021.

Adobe Certifications

Table 3 shows the number of students receiving Adobe certifications in each of the previous four years.

Table 3 – Adobe Student Certifications



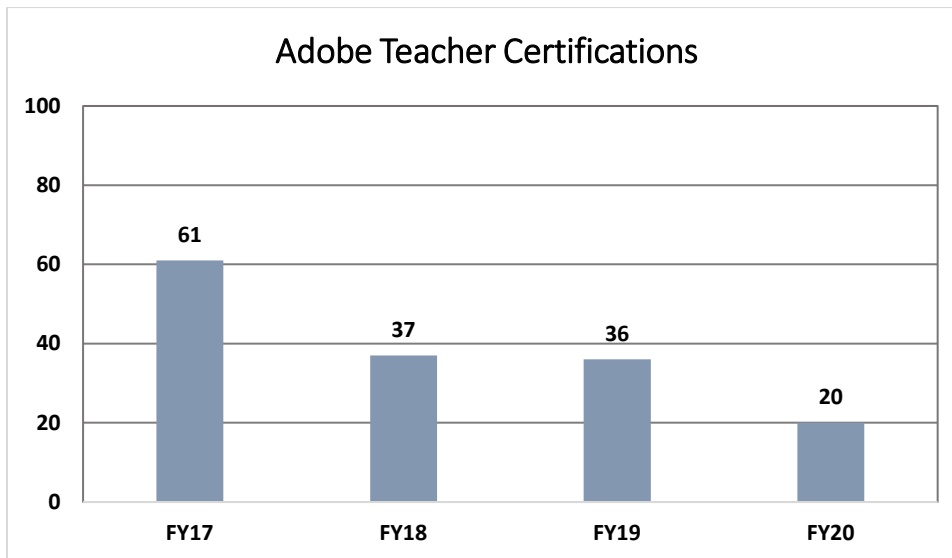
Educators are also able and encouraged to receive their Adobe Certifications and many of those teaching computer science courses received their certifications in the early years of the program. Tables 4 shows the number of teachers receiving Adobe certifications in each of the previous four years.

Instructional Technology

Technology Education and Certificates FY20



Table 4 – Adobe Teacher Certifications



Idaho State Department of Education

Reports



ISAT Remediation

FY 2021 Distribution

House Bill 629, Division of Children's Programs, Section 6

SCHOOL DISTRICT / CHARTER SCHOOL		Non-Proficient Total in Math and Language	FY 2021 Payment
001	Boise Independent	13,210	372,052
002	West Ada Joint	16,026	451,365
003	Kuna Joint	3,606	101,561
011	Meadows Valley	103	2,901
013	Council	196	5,520
021	Marsh Valley Joint	586	16,504
025	Pocatello	6,098	171,746
033	Bear Lake County	654	18,420
041	St. Maries Joint	602	16,955
044	Plummer / Worley Joint	316	8,900
052	Snake River	1,024	28,840
055	Blackfoot	2,386	67,200
058	Aberdeen	510	14,364
059	Firth	549	15,462
060	Shelley Joint	1,319	37,149
061	Blaine County	1,745	49,147
071	Garden Valley	116	3,267
072	Basin	161	4,534
073	Horseshoe Bend	114	3,211
083	West Bonner County	580	16,335
084	Lake Pend Oreille	1,889	53,203
091	Idaho Falls	6,197	174,535
092	Swan Valley Elementary	24	676
093	Bonneville Joint	6,994	196,982
101	Boundary County	777	21,884
111	Butte County	298	8,393
121	Camas County	98	2,760
131	Nampa	8,686	244,636
132	Caldwell	4,699	132,344
133	Wilder	428	12,054
134	Middleton	2,080	58,582
135	Notus	258	7,266
136	Melba Joint	540	15,209
137	Parma	616	17,349
139	Vallivue	5,115	144,061

Idaho State Department of Education

Reports



SCHOOL DISTRICT / CHARTER SCHOOL		Non-Proficient Total in Math and Language	FY 2021 Payment
148	Grace Joint	246	6,928
149	North Gem	89	2,507
150	Soda Springs Joint	505	14,223
151	Cassia County Joint	3,631	102,265
161	Clark County Joint	94	2,647
171	Orofino Joint	619	17,434
181	Challis Joint	309	8,703
182	Mackay Joint	137	3,859
191	Prairie Elementary	***	***
192	Glenns Ferry Joint	270	7,604
193	Mountain Home	2,655	74,776
201	Preston Joint	1,382	38,923
202	West Side Joint	272	7,661
215	Fremont County Joint	1,384	38,980
221	Emmett Independent	1,701	47,908
231	Gooding Joint	956	26,925
232	Wendell	894	25,179
233	Hagerman Joint	187	5,267
234	Bliss Joint	101	2,845
242	Cottonwood Joint	145	4,084
243	Salmon River Joint	65	1,831
244	Mountain View	699	19,687
251	Jefferson County Joint	3,278	92,323
252	Ririe Joint	388	10,928
253	West Jefferson	342	9,632
261	Jerome Joint	3,148	88,661
262	Valley	408	11,491
271	Coeur d' Alene	5,209	146,708
272	Lakeland	2,203	62,046
273	Post Falls	3,200	90,126
274	Kootenai Joint	82	2,309
281	Moscow	895	25,207
282	Genesee Joint	93	2,619
283	Kendrick Joint	163	4,591
285	Potlatch	301	8,477
287	Troy	46	1,296
288	Whitepine Joint	108	3,042
291	Salmon	512	14,420
292	South Lemhi	59	1,662
302	Nezperce Joint	42	1,183

Idaho State Department of Education

Reports



SCHOOL DISTRICT / CHARTER SCHOOL		Non-Proficient Total in Math and Language	FY 2021 Payment
304	Kamiah Joint	279	7,858
305	Highland Joint	105	2,957
312	Shoshone Joint	365	10,280
314	Dietrich	113	3,183
316	Richfield	121	3,408
321	Madison	2,577	72,580
322	Sugar-Salem Joint	744	20,954
331	Minidoka County Joint	2,937	82,719
340	Lewiston Independent	2,532	71,312
341	Lapwai	409	11,519
342	Culdesac Joint	77	2,169
351	Oneida County	1,664	46,866
363	Marsing Joint	469	13,209
364	Pleasant Valley Elementary	-	0
365	Bruneau-Grand View Joint	218	6,140
370	Homedale Joint	852	23,996
371	Payette Joint	1,121	31,572
372	New Plymouth	498	14,026
373	Fruitland	955	26,897
381	American Falls Joint	1,072	30,192
382	Rockland	68	1,915
383	Arbon Elementary	***	***
391	Kellogg Joint	624	17,575
392	Mullan	77	2,169
393	Wallace	284	7,999
394	Avery	-	0
401	Teton County	1,194	33,628
411	Twin Falls	5,452	153,552
412	Buhl Joint	913	25,714
413	Filer	1,041	29,319
414	Kimberly	1,231	34,670
415	Hansen	186	5,239
416	Three Creek Joint Elementary	***	***
417	Castleford Joint	268	7,548
418	Murtaugh Joint	162	4,563
421	McCall-Donnelly Joint	433	12,195
422	Cascade	106	2,985
431	Weiser	979	27,573
432	Cambridge Joint	85	2,394
433	Midvale	68	1,915

Idaho State Department of Education

Reports



SCHOOL DISTRICT / CHARTER SCHOOL		Non-Proficient Total in Math and Language	FY 2021 Payment
002C	Meridian Technical Charter High School	15	422
002C	Meridian Medical Arts Charter High School	7	197
131C	Idaho Arts Charter School	627	17,659
131C	Gem Prep: Nampa	225	6,337
201C	SEI Tec	-	0
221C	Payette River Technical Academy	-	0
281C	Moscow Charter School	91	2,563
331C	ARTEC Regional Professional Technical Charter School	-	0
451	Victory Charter School	78	2,197
452	Idaho Virtual Academy	1,176	33,121
453	McKenna Charter School	158	4,450
454	Rolling Hills Public Charter School	136	3,830
455	Compass Public Charter School	263	7,407
456	Falcon Ridge Public Charter School	73	2,056
457	INSPIRE Connections Academy	595	16,758
458	Liberty Charter School	121	3,408
460	Connor Academy	286	8,055
461	Taylor's Crossing Public Charter School	122	3,436
462	Xavier Charter School	298	8,393
463	Vision Charter School	301	8,477
464	White Pine Charter School	255	7,182
465	North Valley Academy	148	4,168
466	iSucceed Virtual High School	171	4,816
468	Idaho Science and Technology Charter School	313	8,815
469	Idaho Connects Online (ICON)	138	3,887
470	Kootenai Bridge Academy	67	1,887
472	Palouse Prairie Charter School	74	2,084
473	The Village Charter School	339	9,548
474	Monticello Montessori Charter School	148	4,168
475	Sage International School of Boise	410	11,547
476	Another Choice Virtual Charter School	409	11,519
477	Blackfoot Charter Community Learning Center	401	11,294
478	Legacy Charter School	142	3,999
479	Heritage Academy	169	4,760
480	STEM Charter Academy	89	2,507
481	Heritage Community Charter School	420	11,829
482	American Heritage Charter School	121	3,408
483	Chief Tahgee Elementary Academy	64	1,803
485	Bingham Academy	29	817

Idaho State Department of Education

Reports



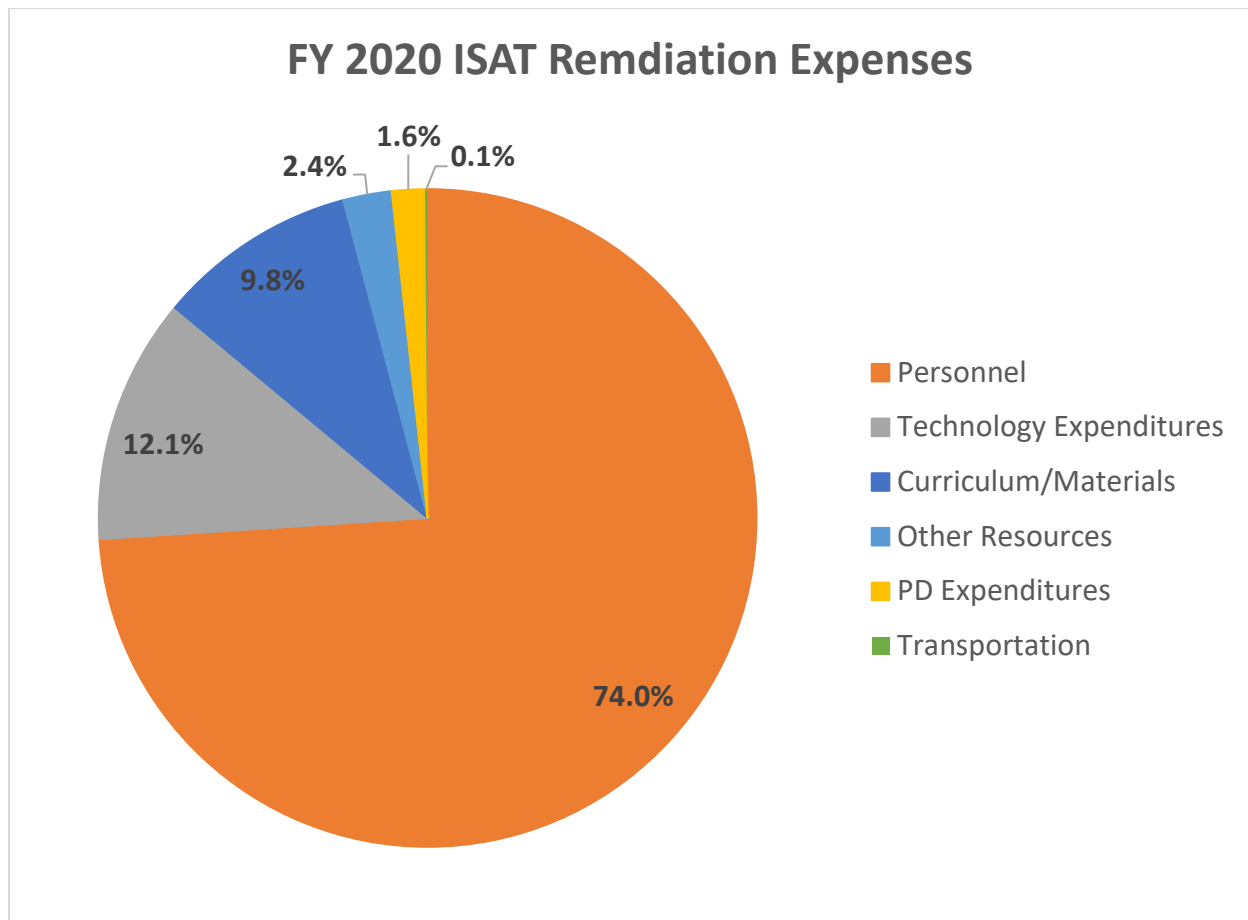
SCHOOL DISTRICT / CHARTER SCHOOL		Non-Proficient Total in Math and Language	FY 2021 Payment
486	Upper Carmen Charter School	49	1,380
487	Forrest M. Bird Charter School	201	5,661
488	Syringa Mountain School	67	1,887
489	Idaho Technical Career Academy	59	1,662
491	Coeur d' Alene Charter Academy	97	2,732
492	Anser Charter School	209	5,886
493	North Star Charter School	325	9,153
494	Pocatello Community Charter School	219	6,168
495	Alturas International Academy	258	7,266
496	Gem Prep: Pocatello	86	2,422
497	Pathways in Education - Nampa	134	3,774
498	Gem Prep: Meridian	92	2,591
499	Future Public School	66	1,859
508	Hayden Canyon Charter School	-	0
511	Peace Valley Charter School	149	4,196
513	Project Impact STEM Academy	165	4,647
518	ARTEC - Industrial	-	0
523	Elevate Academy	239	6,731
528	Forge International School	143	4,028
531	FernWaters Public Charter School	56	1,577
532	Treasure Valley Classical Academy	145	4,084
534	Gem Prep: Online	291	8,196
540	Island Park Charter School	-	0
544	MOSAIC	-	0
550	Doral Academy of Idaho	-	0
553	Pinecrest Academy of Idaho	-	0
555	COSSA Academy	63	1,774
559	Thomas Jefferson Charter School	114	3,211
	TOTAL	167,410	4,715,000

Note: The Spring 2020 ISAT was not administered. Spring 2019 ISAT data was used to calculate payment. SDE's Assessment & Accountability staff estimated testing data for charter schools first beginning operation in the 2019-2020 school year. Data are redacted with *** when necessary to protect student privacy.



Summary of Expenses for FY 2020 ISAT Remediation Funds

The chart below summarizes the usage of FY 2020 ISAT remediation funds, as reported by districts and charter schools to the SDE. Slightly under three-quarters of funds were used to support personnel. The second highest percentage of funds were used to support technology expenditures. Individual districts and charters reported varied distributions of their funds, with different entities spending between zero percent and one-hundred percent of their ISAT remediation funds in each category, with the exception of transportation.



Idaho State Department of Education

Reports



Literacy

FY 2021 Distribution

Idaho Code 33-1615, 33-1616

LEA #	SCHOOL DISTRICT / CHARTER SCHOOL	Previous Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2017 - FY 2019)	FY 2020 Distribution	Current Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2018 - FY 2020)	FY 2021 Distribution
001	Boise Independent	2,738.00	1,859,744	2,701.67	1,770,892
002	West Ada	3,137.67	2,131,212	3,265.67	2,140,580
003	Kuna Joint	728.67	494,938	730.33	478,717
011	Meadows Valley	18.33	12,450	19.00	12,454
013	Council	42.67	28,983	41.67	27,314
021	Marsh Valley Joint	165.67	112,529	168.33	110,337
025	Pocatello	1,463.33	993,944	1,582.33	1,037,187
033	Bear Lake County	147.33	100,072	156.00	102,255
041	St. Maries Joint	146.67	99,623	153.33	100,505
044	Plummer / Worley Joint	75.33	51,167	72.67	47,634
052	Snake River	250.33	170,033	247.33	162,120
055	Blackfoot	515.33	350,030	592.00	388,045
058	Aberdeen	134.33	91,242	128.00	83,902
059	Firth	101.00	68,603	113.33	74,286
060	Shelley Joint	348.00	236,374	333.33	218,491
061	Blaine County	452.00	307,014	436.67	286,229
071	Garden Valley	23.00	15,622	25.67	16,826
072	Basin	30.67	20,832	37.67	24,692
073	Horseshoe Bend	18.33	12,450	22.67	14,860
083	West Bonner County	157.33	106,864	150.33	98,538
084	Lake Pend Oreille	462.33	314,030	481.00	315,286
091	Idaho Falls	1,404.67	954,100	1,430.33	937,554
092	Swan Valley Elementary	5.67	3,851	6.67	4,372
093	Bonneville Joint	1,599.33	1,086,320	1,630.33	1,068,650
101	Boundary County	214.33	145,580	223.00	146,172
111	Butte County	79.33	53,884	66.33	43,478
121	Camas County	24.67	16,757	24.33	15,948
131	Nampa	1,995.33	1,355,297	2,014.67	1,320,577

Idaho State Department of Education

Reports



LEA #	SCHOOL DISTRICT / CHARTER SCHOOL	Previous Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2017 - FY 2019)	FY 2020 Distribution	Current Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2018 - FY 2020)	FY 2021 Distribution
132	Caldwell	1,188.33	807,155	1,235.67	809,958
133	Wilder	129.00	87,621	131.67	86,307
134	Middleton	430.33	292,295	439.00	287,756
135	Notus	58.33	39,620	55.67	36,491
136	Melba Joint	112.67	76,529	100.00	65,548
137	Parma	140.33	95,317	124.33	81,496
139	Vallivue	1,164.00	790,629	1,253.33	821,534
148	Grace Joint	51.00	34,641	49.00	32,119
149	North Gem	19.00	12,905	15.67	10,271
150	Soda Springs Joint	123.67	84,001	145.33	95,261
151	Cassia County Joint	931.33	632,591	943.00	618,118
161	Clark County Joint	22.67	15,398	20.00	13,110
171	Orofino Joint	137.67	93,510	145.00	95,045
181	Challis Joint	46.67	31,700	42.33	27,746
182	Mackay Joint	30.00	20,377	33.00	21,631
191	Prairie Elementary	1.67	1,134	0.67	439
192	Glenns Ferry Joint	64.33	43,695	61.67	40,423
193	Mountain Home	595.67	404,600	642.33	421,035
201	Preston Joint	316.67	215,093	301.00	197,300
202	West Side Joint	77.33	52,525	99.00	64,893
215	Fremont County Joint	303.00	205,808	293.00	192,056
221	Emmett Independent	389.67	264,677	416.00	272,680
231	Gooding Joint	205.00	139,243	201.67	132,191
232	Wendell	242.67	164,830	240.67	157,755
233	Hagerman Joint	48.00	32,603	49.00	32,119
234	Bliss Joint	21.67	14,719	21.67	14,204
242	Cottonwood Joint	43.67	29,662	46.33	30,368
243	Salmon River Joint	17.67	12,002	20.33	13,326
244	Mountain View	189.67	128,830	170.00	111,432
251	Jefferson County Joint	852.67	579,163	893.00	585,344
252	Ririe Joint	86.33	58,638	82.33	53,966
253	West Jefferson	60.67	41,209	63.67	41,734
261	Jerome Joint	687.67	467,089	698.33	457,742
262	Valley	79.33	53,884	80.33	52,655
271	Coeur d' Alene	1,250.67	849,498	1,382.33	906,090

Idaho State Department of Education

Reports



LEA #	SCHOOL DISTRICT / CHARTER SCHOOL	Previous Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2017 - FY 2019)	FY 2020 Distribution	Current Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2018 - FY 2020)	FY 2021 Distribution
272	Lakeland	552.33	375,162	589.33	386,294
273	Post Falls	879.67	597,502	972.33	637,343
274	Kootenai Joint	20.33	13,809	17.67	11,582
281	Moscow	258.33	175,467	259.00	169,769
282	Genesee Joint	27.33	18,563	27.33	17,914
283	Kendrick Joint	35.33	23,997	38.33	25,125
285	Potlatch	67.67	45,964	71.33	46,755
287	Troy	24.33	16,526	26.67	17,482
288	Whitepine Joint	29.67	20,153	36.33	23,814
291	Salmon	115.00	78,112	118.33	77,563
292	South Lemhi	19.33	13,130	18.33	12,015
302	Nezperce Joint	15.33	10,413	16.00	10,488
304	Kamiah Joint	71.00	48,226	67.67	44,356
305	Highland Joint	27.33	18,563	29.67	19,448
312	Shoshone Joint	98.67	67,020	99.33	65,109
314	Dietrich	30.00	20,377	30.00	19,664
316	Richfield	35.33	23,997	36.67	24,036
321	Madison	575.33	390,784	575.33	377,118
322	Sugar-Salem Joint	186.00	126,338	175.67	115,148
331	Minidoka County Joint	744.33	505,574	777.67	509,748
340	Lewiston Independent	611.33	415,236	584.67	383,240
341	Lapwai	106.67	72,454	117.33	76,908
342	Culdesac Joint	14.00	9,509	13.67	8,960
351	Oneida County	300.67	204,225	453.33	297,149
363	Marsing Joint	147.33	100,072	152.00	99,633
364	Pleasant Valley Elementary	-	-	1.00	655
365	Bruneau-Grand View Joint	45.00	30,566	41.33	27,091
370	Homedale Joint	190.67	129,510	196.33	128,691
371	Payette Joint	258.67	175,698	256.67	168,242
372	New Plymouth	105.33	71,544	113.00	74,069
373	Fruitland	260.67	177,056	253.00	165,837
381	American Falls Joint	198.67	134,943	213.67	140,057
382	Rockland	12.67	8,606	15.00	9,832

Idaho State Department of Education

Reports



LEA #	SCHOOL DISTRICT / CHARTER SCHOOL	Previous Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2017 - FY 2019)	FY 2020 Distribution	Current Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2018 - FY 2020)	FY 2021 Distribution
383	Arbon Elementary	2.00	1,358	1.67	1,095
391	Kellogg Joint	172.00	116,828	187.00	122,575
392	Mullan	10.00	6,792	12.33	8,082
393	Wallace	73.67	50,039	78.00	51,127
394	Avery	3.00	2,038	4.67	3,061
401	Teton County	240.67	163,471	252.00	165,181
411	Twin Falls	1,385.67	941,195	1,442.67	945,642
412	Buhl Joint	225.00	152,828	227.33	149,010
413	Filer	233.00	158,262	228.00	149,450
414	Kimberly	284.67	193,358	295.00	193,367
415	Hansen	41.33	28,073	41.00	26,875
416	Three Creek Joint Elementary	2.00	1,358	2.00	1,311
417	Castleford Joint	62.00	42,113	60.67	39,768
418	Murtaugh Joint	46.33	31,469	49.33	32,335
421	McCall-Donnelly Joint	144.67	98,265	154.33	101,160
422	Cascade	25.67	17,436	28.67	18,793
431	Weiser	201.67	136,981	201.00	131,752
432	Cambridge Joint	23.67	16,077	19.67	12,893
433	Midvale	8.67	5,889	12.67	8,305
002C	Meridian Technical Charter High School	-	-	-	0
002C	Meridian Medical Arts Charter High School	-	-	-	0
131C	Idaho Arts Charter School	184.67	125,434	182.67	119,737
131C	Gem Prep: Nampa	79.67	54,115	82.67	54,189
201C	SEI Tec	-	-	-	0
221C	Payette River Technical Academy	-	-	-	0
281C	Moscow Charter School	28.67	19,474	26.33	17,259
331C	ARTEC Regional Professional Technical Charter School	-	-	-	0
451	Victory Charter School	22.67	15,398	23.67	15,515

Idaho State Department of Education

Reports



LEA #	SCHOOL DISTRICT / CHARTER SCHOOL	Previous Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2017 - FY 2019)	FY 2020 Distribution	Current Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2018 - FY 2020)	FY 2021 Distribution
452	Idaho Virtual Academy	127.00	86,263	121.33	79,529
453	McKenna Charter School	39.50	26,830	37.67	24,692
454	Rolling Hills Public Charter School	23.33	15,847	26.33	17,259
455	Compass Public Charter School	55.33	37,582	54.67	35,835
456	Falcon Ridge Public Charter School	24.33	16,526	28.00	18,353
457	INSPIRE Connections Academy	56.00	38,037	54.67	35,835
458	Liberty Charter School	22.67	15,398	27.00	17,698
460	Connor Academy	86.00	58,414	82.33	53,966
461	Taylor's Crossing Public Charter School	36.00	24,452	36.00	23,597
462	Xavier Charter School	69.33	47,091	68.00	44,573
463	Vision Charter School	69.67	47,322	63.33	41,512
464	White Pine Charter School	103.00	69,961	112.00	73,414
465	North Valley Academy	43.00	29,207	43.33	28,402
466	iSucceed Virtual High School	-	-	-	0
468	Idaho Science and Technology Charter School	37.00	25,132	47.50	31,135
469	Idaho Connects Online (ICON)	-	-	-	0
470	Kootenai Bridge Academy	-	-	-	0
472	Palouse Prairie Charter School	34.00	23,094	33.67	22,070
473	The Village Charter School	72.33	49,129	75.00	49,161
474	Monticello Montessori Charter School	65.33	44,374	74.00	48,506

Idaho State Department of Education

Reports



LEA #	SCHOOL DISTRICT / CHARTER SCHOOL	Previous Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2017 - FY 2019)	FY 2020 Distribution	Current Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2018 - FY 2020)	FY 2021 Distribution
475	Sage International School of Boise	60.33	40,978	59.67	39,113
476	Another Choice Virtual Charter School	24.00	16,302	25.67	16,826
477	Blackfoot Charter Community Learning Center	178.00	120,904	191.67	125,636
478	Legacy Charter School	28.00	19,019	30.67	20,104
479	Heritage Academy	48.33	32,827	41.00	26,875
480	STEM Charter Academy	48.00	32,603	52.00	34,085
481	Heritage Community Charter School	108.67	73,812	121.33	79,529
482	American Heritage Charter School	52.67	35,775	63.33	41,512
483	Chief Tahgee Elementary Academy	45.00	30,566	46.33	30,368
485	Bingham Academy	-	-	-	0
486	Upper Carmen Charter School	9.33	6,337	12.67	8,305
487	Forrest M. Bird Charter School	-	-	-	0
488	Syringa Mountain School	50.33	34,186	40.67	26,658
489	Idaho Technical Career Academy	-	-	-	0
491	Coeur d' Alene Charter Academy	-	-	-	0
492	ANSER Charter School	50.67	34,417	50.67	33,213
493	North Star Charter School	65.67	44,605	61.00	39,984
494	Pocatello Community Charter School	64.33	43,695	74.00	48,506
495	Alturas International Academy	67.00	45,509	71.67	46,978
496	Gem Prep: Pocatello	40.00	27,169	54.67	35,835

Idaho State Department of Education

Reports

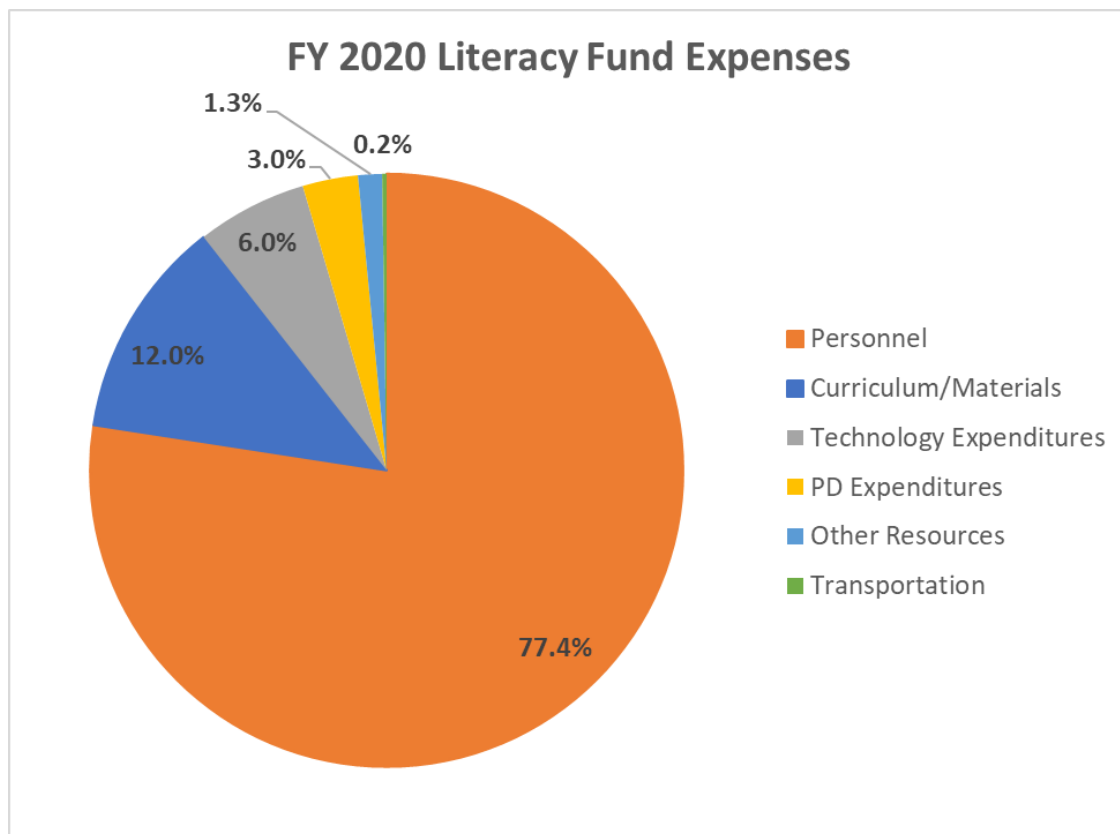


LEA #	SCHOOL DISTRICT / CHARTER SCHOOL	Previous Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2017 - FY 2019)	FY 2020 Distribution	Current Average K-3 Basic or Below Basic Fall Statewide Reading Assessment (FY 2018 - FY 2020)	FY 2021 Distribution
497	Pathways in Education - Nampa	-	-	-	0
498	Gem Prep: Meridian	56.00	38,037	60.50	39,657
499	Future Public School	113.00	76,753	121.50	79,641
508	Hayden Canyon Charter School	-	-	-	0
511	Peace Valley Charter School	105.00	71,320	108.00	70,792
513	Project Impact STEM Academy; PISA	76.00	51,622	59.00	38,673
518	ARTEC - Industrial	-	-	-	0
523	Elevate Academy	-	-	-	0
528	Forge International School	-	-	69.00	45,228
531	FernWaters Public Charter School	-	-	-	0
532	Treasure Valley Classical Academy	-	-	83.00	54,405
534	Gem Prep: Online	53.67	36,455	28.00	18,353
540	Island Park Charter School			-	0
544	MOSAIC			-	0
550	Doral Academy of Idaho			-	0
553	Pinecrest Academy of Idaho			-	0
555	COSSA Academy	-	-	-	0
559	Thomas Jefferson Charter School	22.33	15,167	20.33	13,326
	TOTAL	38,494.52	26,146,800	39,889.51	26,146,800



Summary of Expenses for FY 2020 Literacy Funds

The chart below summarizes the usage of FY 2020 literacy funds, as reported by districts and charter schools to the SDE. Around three-quarters of funds were used to support personnel. This is generally consistent with the previous year, where 68.7% of reported funds were spent on personnel. There was substantial variation among individual districts and charters, with some spending all of their funding on personnel and others spending zero percent of their funds in this category.





Mastery Based Education Annual Review

Aaron McKinnon
Master Education Coordinator



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Idaho Mastery Education Framework



The legislature finds that moving toward mastery-based education where students progress as they **demonstrate mastery** of a subject or grade level is in the best interest of Idaho students. The legislature further finds that moving from the current time-based system to a mastery-based approach will allow for more **personalized and differentiated learning**; create a focus on explicit, measurable, transferable learning objectives that **empower students**; and **emphasize competencies** that include application and knowledge along with skill development.

New Grant Applications



Redesign based on new framework

Exploration Grant (32 recipients)

- A full year of reflection and goal setting to complete a Practicing Grant
- IMEN mentor and financial support
- Pattern set for future success

Practicing Grant (40 recipients)

- For experienced IMEN members

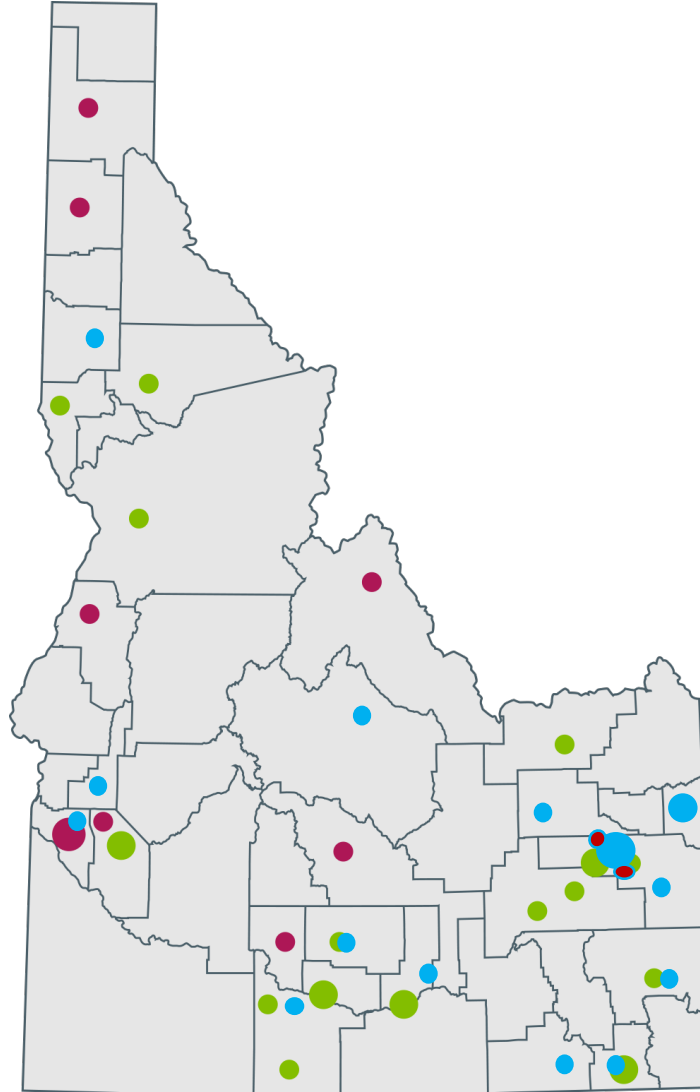
Growth of Mastery-Based Education



COHORT 1 (red) (2016)
32 Schools

COHORT 2 (green) (2019-20)
30 Schools

COHORT 3 (blue) (2020-21)
40 Schools



Mastery Education Staging Guide



For each of the four components of the Framework the Guide

from

Important **shifts** to consider in mastery-based thinking and practice



Indicators of mastery-based learning from the system and student perspectives



Outcomes for the stage given the steps and tools provided



A **self-assessment** to identify reasonable entry points based on work already done and priorities



Activities and resources to build capacity depending on your role, and to get additional **support** if you have questions or need technical assistance

Mastery Education Staging Guide



INDICATORS OF MASTERY



SYSTEM INDICATORS

INQUIRY-BASED LEARNING EXPERIENCES

Inquiry-based learning experiences, built with thoughtfully chosen resources and driven by student inquiry, create personal pathways toward competency.

EXPLICIT SKILL AND STRATEGY INSTRUCTION

Teachers provide students explicit skill and strategy instruction through metacognitive modeling, with ongoing opportunities to practice and apply skills and strategies.

EXPANDED DISCUSSION

Teachers create opportunities for students to listen and respond to others' thinking, demonstrating critical engagement with the task and participating in rich academic discourse.

REGULAR CONFERENCING

Teachers create frequent opportunities for students to engage in conferences with teachers and peers to reflect on and analyze students' own work, give and receive feedback, and identify next steps for learning.

FORMATIVE ASSESSMENT

Teachers and students use formative assessment to identify and respond to learner needs in real time.

FLEXIBLE ENVIRONMENTS AND GROUPING

Learning spaces and grouping strategies are flexible, enabling individualized, timely supports based on specific targets and observed needs, while also allowing students to collaborate and engage purposefully with one another independently.



STUDENT LEARNING INDICATORS

Learners are regularly engaged in inquiry, posing and investigating answers and solutions, and sharing their results simultaneously and continuously synthesizing and reflecting on their schema.

Learners have regular and varied opportunities to develop cognitive and metacognitive skills and strategies, with sufficient practice and apply new skills and strategies in collaborative independent settings; they can describe the connection to the skills or strategies they are developing.

Learners listen carefully to others' thinking and provide responses showing critical engagement with the task, opening the door to collaborative meaning-making and deeper understanding.

Learners regularly confer with teachers and peers to evaluate performance, give/receive feedback, identify actionable next steps, and apply cognitive and metacognitive skills.

Students access their learning data in real time, and can reflect, and evaluate their work and progress relative to their goals; they benefit from timely, responsive attention to their needs.

Learners participate in an array of learning activities and groupings based on specific goals, needs, and interests.

MASTERY RECOGNIZED | implement

Implement plan, provide feedback and support, engage in action research.

Go slow to go fast. Of all the changes involved in shifting to Mastery Learning systems, those that touch on grading, scheduling, and staffing are most visible, have the widest impact, and are most closely tied to tradition. *Going slow to go fast* means building a wide coalition of stakeholders and communicating frequently. It also allows time to build systems and policies that reflect both the values of the community and to incorporate what has been learned through implementation in other areas.



KEY ACTIVITIES & RESOURCES



Implement new policy and systems

Implementing changes to grading, scheduling, and staffing with integrity requires capacity building. Deliver an array of differentiated professional learning opportunities, followed up with opportunities for learners to practice and receive feedback. The *Admin Log* and *Teacher Plan* in the *School-based Coaching Plan* are designed to support this work.



Measure impact

Use tools such as the *Student Focus Group Protocol* and *Teacher Focus Group Protocol* to collect data about the impact of system and policy changes on practice and on adult and student culture. Use data to respond to unanticipated needs and identify potential tweaks or opportunities for additional learning or communication.



Reflect

Use insights gathered during implementation to inform the on-going shifts to mastery-based curriculum and assessment.

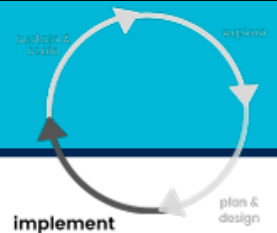
Periodically revisit the *Self-Assessment*, using it as a touchstone for progress.



OUTCOMES

Data to inform

- evaluation of goals identified in your plan for policy and systems to support mastery-based learning; and
- development of new goals and plans.



Idaho Competencies



COLLEGE AND CAREER READINESS COMPETENCIES



Competencies and Alignment



Idaho College and Career Competencies

- Approved by the [Idaho State Board of Education](#)
 - 2017: NACE (Higher Ed and Workforce)
- Organized by [Workforce Skills](#) found in statute
- **Subskills and Performance Level Descriptors (PLDs)**
 - Created by SDE/IMEN/reDesign (Work in Progress)



Competencies and Alignment



Workforce Skills Categories

- 1. Academic Skills** (i.e., reading, language arts and communication, mathematics, science, social studies)
- 2. Self-Management Skills** (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement)
- 3. Individual and Teamwork Skills** (i.e., personal initiative, working with others)
- 4. Thinking/Information Skills** (i.e., reasoning, problem solving, acquiring and using information)

Competencies and Statute Alignment



Workforce Category	College and Career Readiness Competencies	Subskills
Academic Skills	1. Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.	Choose and apply learning strategies
		Conduct inquiry
		Evaluate ideas/concepts
		Apply knowledge and skills to authentic tasks
	3. Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.	Develop ideas for a specific purpose
		Engage in academic discussion with others
		Prepare and finalize ideas in written format
		Deliver presentations
	9. Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.	Participate in Community
		Examine enduring problems
		Build civic knowledge
		Improve my community

Ex: Competency, Subskill & PLDs



1. Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>1.1 Choose and Apply Learning Strategies</p> <p>Return to Title Page</p>	<p>With guidance, I can notice details in a book or picture (e.g., cover, title, bold print, characters, icons) to help me make a prediction, or to connect to something I already know.</p> <p>With guidance, I can ask and answer questions about a topic or text.</p> <p>With guidance, I can notice when I am stuck on a task, and I can try a strategy to help me get unstuck (e.g., try again, try another way, look for clues, ask for help).</p>	<p>I can notice details in a book or picture and use them to help me make connections and/or pose questions that help me get ready to read or watch.</p> <p>I can learn and try one or more comprehension strategies (i.e., predict, connect, question, visualize, determine importance, infer, synthesize) to help me make meaning of a topic or source.</p> <p>I can notice when I am stuck reading, and I can take steps to persist (e.g. reread, use pictures/headings to help, look at words before/after for clues).</p>	<p>I can learn and use comprehension strategies to help me understand and make meaning of a topic or source.</p> <p>I can notice when I get stuck reading or completing a task, and I can choose a strategy to help me persist through the challenge.</p>	<p>I can proactively apply effective comprehension strategies to understand and make meaning of a topic or source.</p> <p>I can consistently monitor my learning process (e.g., tracking my progress, noticing when my understanding breaks down, when I feel unmotivated, or when I am having difficulty with my learning environment) and I can choose one or more strategies to help me persist through the challenge.</p> <p>I can learn and apply a tool or method to help me build my vocabulary as it relates to a topic.</p>	<p>I can proactively apply strategies to understand and make meaning of a topic/source in order to achieve my learning goal/s.</p> <p>I can consistently monitor my learning process, and I can anticipate where I might get stuck or misunderstand and I can choose one or more strategies to help me avoid and/or persist through challenges.</p> <p>I can choose and apply one or more tools or methods to help me build my background knowledge and vocabulary as related to a topic.</p>	<p>I can proactively apply strategies to understand one or more complex topics/sources in order to achieve my learning goal/s.</p> <p>I can consistently monitor my learning process, and I can anticipate where I might get stuck or misunderstand and I can choose one or more strategies to help me avoid and/or persist through challenges.</p> <p>I can routinely apply tools or methods to help me build my background knowledge and vocabulary within and across disciplines.</p> <p>I can reflect on my past learning experiences to identify strategies that will help me optimize my learning in the future.</p>

Ex: Competency, Subskill & PLDs



Board of Education

DAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

9. Citizenship /Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>9.3</p> <p>Build Civic Knowledge</p>	<p>I can learn about the different things that people in my community do to help solve problems.</p> <p>I can learn about possible solutions to a problem, and who can help.</p> <p>I can explore reasons for why a problem has not already been fixed.</p>	<p>I can learn about the different roles of government and community groups/members as it relates to a problem.</p> <p>I can identify reasons for why a problem has not already been fixed.</p> <p>I can learn about possible solutions to a problem, and what roles different parties would play in solving the problem.</p>	<p>I can learn about the different roles of government, businesses, and community groups/members as it relates to a problem, and examine different levers of power for making change.</p> <p>I can explore reasons, from multiple perspectives, for why the problem has persisted.</p> <p>I can learn about possible solutions to the problem, and analyze how different solutions involve and impact different parties.</p>	<p>I can evaluate the roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of power for solving a problem.</p> <p>I can explore reasons, from multiple perspectives, for why the problem has persisted.</p> <p>I can study similar change efforts to help me identify viable solutions to the problem, and analyze how different solutions involve and impact different parties.</p> <p>I can synthesize key insights that can be drawn from my</p>	<p>I can evaluate the historical and contemporary roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of current power for solving the problem.</p> <p>I can evaluate the most significant reasons, from multiple perspectives, for why the problem has persisted.</p> <p>I can evaluate past efforts to solve this problem, or a problem like it, to help me identify viable solutions and effective strategies for facilitating change.</p> <p>I can synthesize key insights and cautionary or inspirational lessons that can be drawn from my investigation.</p>	<p>I can evaluate the historical and contemporary roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of current power and political or economic interest as it relates to solving the problem.</p> <p>I can evaluate the most significant reasons, from multiple perspectives, for why the problem has persisted.</p> <p>I can evaluate past efforts to solve this problem, or a problem like it, to help me identify viable solutions and effective strategies for facilitating change.</p> <p>I can synthesize key insights and cautionary or inspirational lessons that can be drawn from my investigation.</p>

Competencies: What comes Next?



What comes next for the Competencies?

- CCSSO Intensive support; working with national leaders and other states
- Align with Senior Project as evidence of HS graduation level(5) performance?
- Idaho Higher Ed and Workforce alignment?
 - Members: BSU, ISU, UofI, Micron
 - Potential shared and common expectations
- Suggestions and recommendations for next steps?

Questions?



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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

2020 REPORT

Idaho Math Initiative



IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT & CURRICULUM | MATH INITIATIVE

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CREATED 10/2020

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LEGISLATIVE INTENT

Idaho Statute 33-1627 provides funding and guidance for the Idaho State Department of Education (SDE) to promote the improvement of mathematical instruction and student achievement through one or more of the following activities:

- a) Provide high quality professional development for teachers that is intensive, ongoing and connected to classroom practice that focuses on student learning, aligns with school improvement priorities and goals, and builds strong working relationships among teachers;
- b) Provide statewide online mathematical instruction programs that furnish mathematical tutoring, remedial instruction and advanced instruction;
- c) Provide formative assessments to assist teachers in identifying student mathematical skill levels, areas of deficiency and areas of advancement.

PROJECT DESCRIPTIONS

Regional Math Centers: Project Cost = \$1,712,386

The Idaho Regional Math Centers (IRMC) provide high-quality professional development in mathematics instruction for Idaho's teachers and leaders in alignment with part (a) of Idaho Statute 33-1627.

The IRMC's are housed within the four-year state colleges and universities in each region of the state. The State Department of Education has collaborative, positive partnerships with University of Idaho, Boise State University, Idaho State University and Lewis Clark State College to oversee the operations of each IRMC, with several advantages to this model of support;

- **Influence** - IRMCs have deep, long-standing relationships with stakeholders and credibility with teachers and district administrators
- **Expertise** -IRMC faculty have experience, credentials, and local knowledge to design and deliver professional development at the highest quality across a variety of contexts
- **Capacity** - Universities provide space, facilities, equipment, and administrative capacity for events, registration, PD credits, accounting
- **Mission** - Universities are tasked by the State as centers for educational innovation, training, and professional development
- **Adaptability** - the IRMC model provides for annual and ongoing opportunities to adapt offerings to SDE goals
- **Multiplier effects** - University faculty conduct research, leverage IRMCs for large federal grants (at least \$10 million so far) that serve local teachers, allowing for many more teachers and students to be served

- **Increased Workload Capacity** - directors (and other faculty and staff) allocate their scholarship and service time to IRMC activities
- **Coordination** - programs are specific to region needs, but similar aspects of work are consistent across state; we support the teacher pipeline as prospective teachers transition into teaching positions
- **Research** - scholarly output demonstrates effectiveness of state-funded programs and raises the national reputation of math education in Idaho
- **Staff Recruitment** - highly qualified teacher leaders are drawn to University positions, often taking reduced pay in exchange for benefits (e.g., PERSI status, reduced tuition, health)

Table 1: IRMC Budgets FY20

Table 1 shows the contract amount for each IRMC for the 2020 Fiscal Year.

University or College	Contract #	FY 2020 Amount
University of Idaho	20-3550	\$345,038
Lewis Clark State College	20-3551	\$258,009
Boise State University	20-3552	\$658,698
Idaho State University	20-3553	\$450,641
Total:		\$1,712,386

PROFESSIONAL LEARNING OPPORTUNITIES

The IRMC's provide a range of professional development opportunities in their regions. These professional development opportunities may be a combination of face-to-face and virtual activities and include a variety of services such as the following:

- Workshops
- Classes
- Instructional Coaching
- Conferences
- Presentations
- Lesson Study
- Video Analysis
- Resource Development

- Consultation
- Book Studies
- Leadership Development

The IRMC Directors work closely with school and district leaders to meet the unique needs of the region, customizing professional development content and experiences based on background knowledge, culture and geography. The IRMC Directors and SDE Project Coordinator collaborate to ensure that the work of the IIRMC program is aligned to the SDE Strategic Plan and builds a consistent statewide system of support for mathematics education.

PERFORMANCE REPORT

- SDE provided 8.5 FTE to support school districts in each region through the IRMC's.
- SDE funded partial contracts of 4 University professors to provide supervision of the work of the Regional Math Specialists, including budget management, oversight of data collection and connection of the IRMC work to research based teaching practices and professional development.
- In addition to 20 sections of the state required mathematics course, Teaching Mathematical Thinking, the IRMC's provided over 40 mathematics workshops and classes for practicing teachers across the state.
- Collectively, the IRMC's worked with approximately 3228 Idaho educators.
- Collectively, the IRMC's worked with approximately 266 teachers in lesson study cycles with school- based teams.
- Collectively, the IRMC's worked with approximately 64 teachers through professional book studies.
- Collectively, the IRMC's worked with approximately 120 teachers in individual instructional coaching sessions.
- Collectively, the IRMC's facilitated or attended 36 meetings with Regional leaders and administrators in support of mathematics education.
- The IRMC's provided intensive support in a variety of ways to assist districts and teachers in teaching mathematics virtually during the COVID 19 pandemic in Spring of 2020. Examples of support included
 - a. organizing resources, virtual professional development for teachers and paraeducators, webinars to support the shift to online mathematics instruction across the state, Math at Home activities, weekly virtual teaching circles on strategies, new workshops on teaching with technology, converting professional development courses to fully online delivery model, virtual book studies, virtual individual support and instructional coaching to support teachers' virtual instruction.

- Four of our Regional Math Specialists have facilitated and supported the work of the content standards committees.
- The SDE Mathematics Coordinator and the Regional Math Specialists supported 24 teachers from grades 3-6 in developing and delivering math lessons televised on public television for students in remote Idaho locations with limited or no internet access.
- The IRMC's received two additional grants that complement the work of the RMC's.
 - a. The University of Idaho received a grant through the National Science Foundation focused on supporting virtual instructional coaching for rural mathematics instructional coaches.
 - b. Boise State University received a grant through the National Science Foundation focused on improving math achievement in grades 6-8 in modeling and problem solving by studying effective sequencing of instructional strategies.
- The IRMC staff published 14 articles or book chapters and delivered 8 conference presentations.

MoDAL Summer Institute: *Project Cost = \$174,145*

The MoDAL Summer Professional Development program is in alignment with part (a) of Idaho Statute 33-1627.

MoDAL stands for Modeling and Data Analysis. This summer institute was adapted to an online format this year due to the Covid 19 pandemic. The program was hosted by Boise State University for secondary (6-12) mathematics and science teachers. the program focuses on engaging teachers in real world applications of mathematics and science.

PERFORMANCE REPORT

- 87 Secondary Teachers participated in this year's virtual summer institute and completed four modules.
- 98% of participants who completed program evaluations agreed or strongly agreed that the MoDal Summer Institute increased their knowledge about modeling and data analysis.
- 96% of participants who completed program evaluations agreed or strongly agreed that the MoDal Summer Institute increased their ability to teach students about modeling and data analysis.
- 98% of participants who completed program evaluations agreed or strongly agreed that the MoDal Summer Institute improved their use of instructional technologies in the classroom.

Math Transitions Network: *Project Cost = \$0*

The Math Transitions Network is a project co-facilitated by the State Board of Education Chief Academic Officer and the State Department of Education Math Coordinator in alignment with part (a) of the Idaho Statute 33-1627.

The Math Transitions Network is working collaboratively with the Regional Math Center staff as well as math professors from the colleges and universities to facilitate conversations about the challenges students transitioning from high school to college mathematics courses face.

The focus of the work is to create course pathways that span grades 10 through the sophomore year of college. The facilitators formed a steering committee comprised of a representative from each public college and university as well as a K-12 representative from each region. FY2020 was a planning year for this steering committee. The committee attended professional development virtually through the College Board for Mathematical Sciences and wrote an document to define the focus and scope of the work for the State Board of Education and the State Department of Education. As this work continues, there will be professional development activities related to this work in the FY21 school year.

Imagine Math: *Project Cost \$1,200,000*

The Imagine Math project is in alignment with part (b) of Idaho Statute 33-1627.

Funding for the project appropriated in House Bill 623 covers a statewide license for an online supplemental mathematics instructional program to support students in Grade 3 through high school Geometry content.

The project is managed by the SDE Mathematics Coordinator, supported by the IRMC staff and integrated into the work of the Idaho Mathematics Initiative. Therefore, performance on this project is included in this report to show the connection between the Imagine Math project and the Idaho Mathematics Initiative.

PERFORMANCE REPORT

- 37,543 Idaho students in 346 schools in 78 school districts/charter schools used Imagine Math an average of 24 minutes per week during the 2019-20 school year.
- 94 professional development sessions and 240 check-in visits were conducted throughout the state to support the implementation of Imagine Math.
- Correlating the use of Imagine Math to student outcomes on the Idaho Standard Achievement Test in Math was not possible in FY20 due to Covid-19 pandemic and the cancellation of statewide testing in Spring 2020.

K-2 Math Screener by Curriculum Associates: *Project Cost = \$43,000*

The K-2 Math Screener provides a high-quality formative assessment tool for mathematics for students in the primary grades in alignment with part (c) of Idaho Statute 33-1627.

The i-Ready Math Diagnostic, published by Curriculum Associates was chosen by a review team in 2018. This assessment is rated highly for validity and reliability by both the National Center on Intensive Intervention and the Center on Multi-Tiered System of Support. This assessment tool is in the first or second year of the implementation for participating districts who piloted the assessment. This resource will be made available to all schools for the FY21 school year.

PERFORMANCE REPORT

- 10,655 Idaho students in 41 districts and charters in 75 schools used the K-2 math Screener during the 2019-20 school year as a Fall, Winter and Spring benchmark formative assessment.
- 24 professional development sessions were provided throughout the state to support the implementation of Imagine Math.
 - Correlating the use of the K-2 Math Screener to Grade 3 ISAT achievement scores was not possible in FY20 due to the Covid-19 pandemic and the cancellation of statewide testing in Spring 2020.
- D. Qualitative survey data revealed that districts liked the consistency of data from the tool, the specificity of areas of strength and growth and the help for the RTI process and targeted interventions or enrichment.
- E. Qualitative survey data revealed that the biggest challenge districts are facing with the implementation of the K-2 math screener is the length of the computer-based assessment for very young children, lack of understanding about the adaptive capability of the assessment and creating time and processes for analyzing the data.

FY 2021 STRATEGIC PLAN

During FY20, the SDE and the IRMC staff worked collaboratively to write a Math Initiative Strategic Plan to guide the future work of the Idaho Math Initiative. This strategic plan identifies goals specific to mathematics in alignment with the State Department of Education's Strategic Plan. The overarching mission of the Idaho Math Initiative is to support students to achieve in mathematics. The Math Initiative strategic plan outlines specific actions to support that mission that will be priorities in FY21.

- SDE Goal 1: Ensure all Idaho children are reading on grade-level by third grade.
 - A. Develop workshops that help Grade K-3 teachers integrate math and literacy.

- B. Support development of resources for Multi-tiered System of Support for mathematics in collaboration with other departments at the SDE.
- SDE Goal 2; All Idaho students persevere in life and are ready for college and careers.
 - A. Publish an Idaho Mathematics Instructional Framework
 - B. Offer research-based professional development opportunities to support the teaching of core content aligned to Idaho Content Standards in Mathematics.
 - C. Create a centralized repository for teaching resources developed by the Regional Math Centers.
 - D. Develop examples of exemplary, research-based high school course progressions.
- SDE Goal 3: Collaborate with all education stakeholders to support student progress and achievement.
 - A. Support the Stem Action Center I-Stem professional development program
 - B. Support Idaho Council Teachers of Mathematics
 - C. Co-Facilitate the Math Transitions Network
 - D. Facilitate collaborative conversations between stakeholders in each region.
 - E. Establish math leadership networks
- SDE Goal 4: Idaho attracts and retains great teachers and leaders.
 - A. Support new teachers through the Regional Math Centers
 - B. Increase availability of the state Teaching for Mathematical Thinking (TMT) course.
 - C. Clarify outcomes of TMT course and processes for statewide calibration of content
 - D. Clarify pre-service and new to state mathematics competencies aligned to TMT course
 - E. Support teacher pipeline from pre-service to in-service
 - F. Establish math leadership networks

STUDENT ENGAGEMENT & SAFETY COORDINATION

Student Behavioral Health Services Evaluation Report



IDAHO STATE DEPARTMENT OF EDUCATION
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PREFACE

This report is in response to the 2020 Idaho Legislative Session, House Bill No. 627, which provided requirements regarding a student behavioral health services evaluation. These requirements were further described within Section 5 of the bill, provided below:

There shall be an independent, external, and comprehensive evaluation of all programs and services within the purview of the state of Idaho supporting the behavioral health needs of K-12 students. The evaluation shall include a collective analysis of all programs germane to K-12 students, teachers, educational professionals, and parents or guardians of K-12 students. The evaluation shall identify gaps in delivery of behavioral health services across the State of Idaho, including but not limited to geographic regions, school districts and charter schools, and individual school buildings. The evaluation shall identify those behavioral health services that utilize evidence-based outcomes and performance-based indicators. The results of the evaluation shall be reported to the Joint Finance-Appropriations Committee and the Senate and House education committees no later than January 15, 2021, regarding the program access and delivery, best practices utilized, uses of funds, and any other relevant matters.

EXECUTIVE SUMMARY

This report includes the survey results from an effort to evaluate the behavioral health services and programs within the purview of the state of Idaho at both a school district and school building level. The Idaho State Department of Education (SDE) contracted with Education Northwest to conduct this study. Data collection began on September 10, 2020 and concluded October 23, 2020. Data was collected from more than 400 public school building and district level administrators, with more than an 80% participation rate from all Idaho public school district and charter administrators. Behavioral health services were defined as services focused on the well-being services, strategies, and/or programs available to the K-12 general student population. The data collected speaks to the gaps in delivery, available services, populations served (employee, student, family/community), the method of program evaluations, perceptions of effectiveness, and funding sources.

The data provides clear insight into several gaps that exist between our schools and districts. While nearly 60% of districts indicate they have a strategy or practice that is implemented to support all students, only one in four school districts reported having explicit, structured programs available to all students. Disparities between rural versus non-rural and/or charter versus non-charter are most apparent in the report. Rural administrators reported using outside service providers 18 percentage points more often than non-rural districts. Rural districts were also 11 percentage points less likely to say that student behavioral health was part of their school mission. Further, rural districts were less likely to provide opportunities that support families or caregivers and less likely to provide staffing or materials to support behavioral health services; by 14 and 10 percentage points respectively. In addition, charter school administrators reported offering no behavioral health services 12 percentage points more often than non-charter administrators.

Barriers to implementation were commonly identified as lack of adequate time and funding. However, one finding that was notable on barriers was location; which was identified as a barrier by 47 percent of rural school and district administrators and only 14 percent of non-rural school and district administrators. The benefits of behavioral health services were widely agreed upon with more than 90% of respondents agreeing that they help students feel safe, ready to engage in learning, build stronger student/teacher relationships, promote better

academic learning, build student engagement in school, and are flexible to support unique student needs.

The data from this report will inform and support the Idaho State Department of Education's ongoing efforts to improve the quality and access to behavioral health services in our public schools. During the spring of 2021, the SDE will sponsor professionally facilitated engagements with a statewide group of education stakeholders who will move us beyond the discovery phase into defining how we can best support the behavioral wellness needs of students, teachers, and families. The results of this study will inform the department's continued work to produce a vision statement on behavioral health services in our Idaho schools, set goals to help close perceived gaps, identify measurable objectives, and make recommendations for action to the State Superintendent Sheri Ybarra prior to the next legislative session.

At the time of writing this report, the coronavirus not only poses a threat to Idahoans' physical wellbeing, but also to our mental and emotional health. This can create high levels of stress and anxiety for students, teachers, and families alike. The State Department of Education has successfully pursued numerous federal grants to advance students' mental and behavioral health during the past year, and securing and administering those grants remains a top priority. Suicide prevention and risk detection also have been top priorities, and we can't afford to take our foot off the pedal now.

We must be vigilant about the social-emotional health of educators, as well as the children they serve. With extra duties, curriculum disruptions and loss of personal contact, this pandemic has taken a huge toll on the teachers and staff whose commitment and effort are vital in meeting Idaho's education goals. The State Department of Education is committed to empowering local districts to meet the behavioral health needs of their school community through leadership, resources, training, and technical support.

Idaho Behavioral Health and Wellness Services Scan:

Data Memo

The Idaho State Department of Education (SDE) contracted with Education Northwest to conduct a survey to gather information on behavioral health and wellness services (BHWS) throughout Idaho. This work is in response to a 2020 legislative mandate (House Bill 627, Section 5) to conduct a comprehensive scan of all BHWS that support K–12 general education students in Idaho. The survey was launched September 10, 2020, and remained open until October 23, 2020.

This data memo presents the results of the survey, which SDE will share with the Idaho Legislature in January 2021. *It intentionally does not include an executive summary of results;* all further summarization and interpretation of the survey data will be conducted by SDE.

Memo Organization and Survey Description

The memo is organized into the following sections:

- Respondent Characteristics (p. 1)
- Guiding Framework and Approach (p. 3)
- Approaches to Supporting BHWS (p. 6)
- Types of BHWS Offered and How They Are Funded and Assessed (p. 9)
- Barriers to implementing BHWS (p.16)
- Efficacy and Impact (p. 17)

For the purposes of the survey, BHWS was defined as *services focused on the well-being services, strategies, and/or programs available to the K–12 general student population*. These services are available to all students, families, and/or school staff members to support students' mental, social, and personal health. The survey asked about the BHWS strategies and/or programs available as part of a typical school experience for students before the COVID-19 pandemic. Administrators were encouraged to connect with a team of educators in their district/school for a full picture of pre-pandemic efforts. Survey questions focused on providing an understanding of what types of BHWS are being implemented to the general population in each school and district; identifying service delivery gaps, challenges, and perceived value; and fostering understanding of how service delivery is being measured across districts and in schools (see appendix A for a copy of the survey).

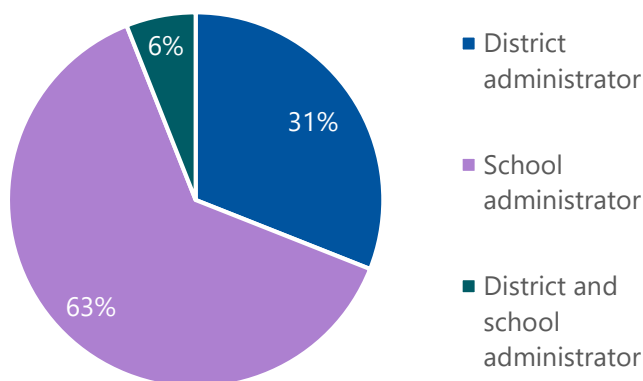
Respondent Characteristics

The survey was distributed to school and district administrators across Idaho, and we worked with SDE to determine the appropriate respondents from each school and district. We

conducted survey follow-up through SurveyGizmo, as well as individualized emails and phone calls from SDE, to maximize representation of all schools and districts in Idaho.

There were 411 total survey responses (330 complete responses and 81 partial responses). In addition, 12 respondents did not consent to participate, so they were disqualified from the survey. We received responses from 154 district administrators and 263 school administrators, including 27 individuals who were both district and school administrators (figure 1)¹. Most survey questions were asked of both school administrators and district administrators. Because of the low school-level response rate, responses from school administrators should be interpreted with caution; the analyses do not represent all schools in Idaho. Also, we analyzed all data by charter vs. non-charter and rural vs. non-rural.

Figure 1: Role of respondent (district and school administrators, N = 410)

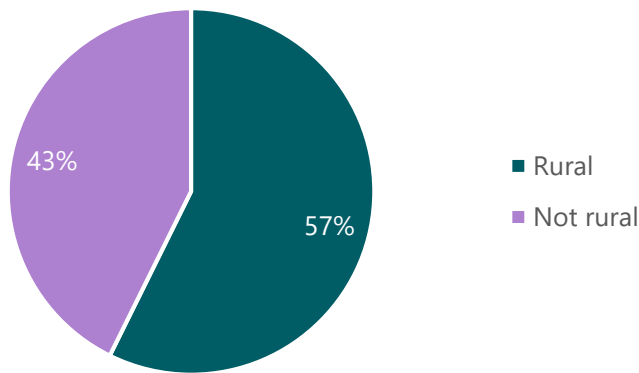


Note: Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

Overall, 235 survey respondents were from rural districts and 175 were from non-rural districts (figure 2). Further, 70 respondents were from charters, and 340 were not from charters (figure 3).

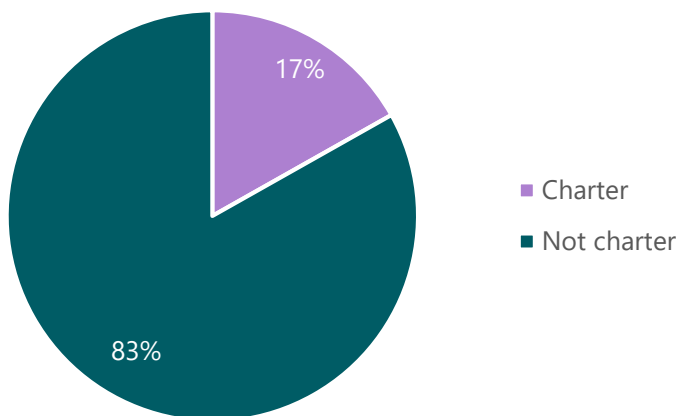
¹ Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

Figure 2: Percentage of rural respondents (district and school administrators, N = 410)



Note: Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

Figure 3: Percentage of respondents from charters and not from charters (district and school administrators, N = 410)

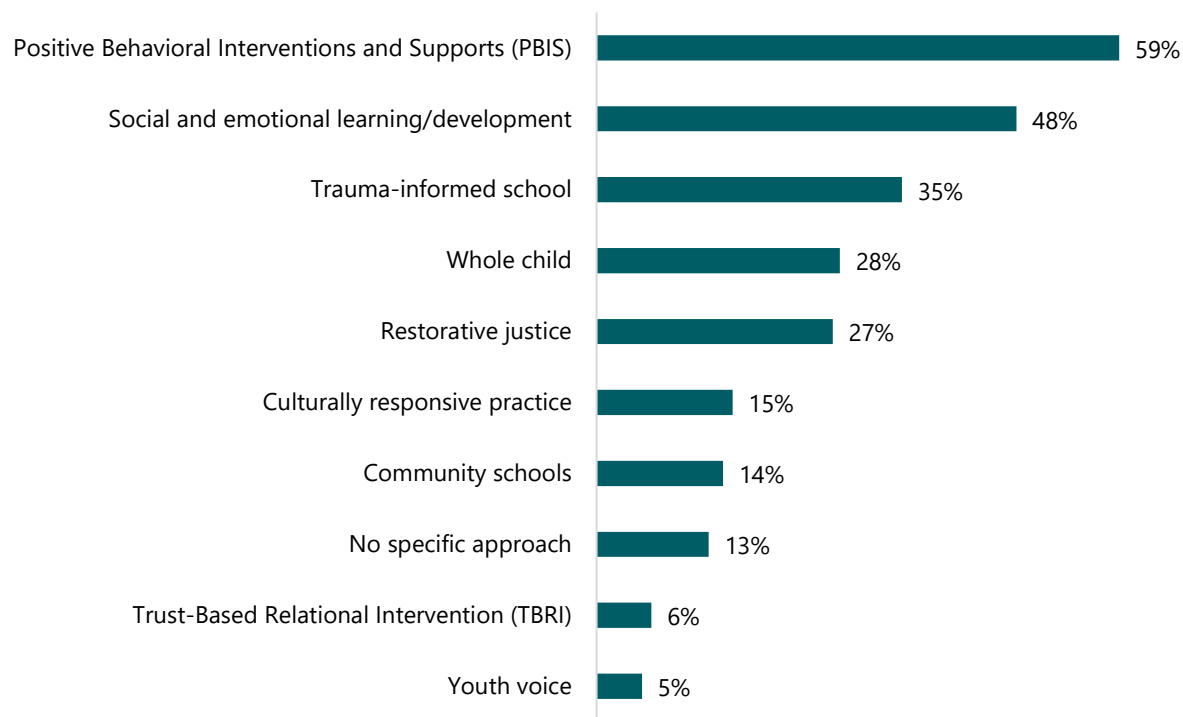


Note: This total includes respondents who were identified as part of a charter district. It does not include respondents who are part of charter schools in public districts.

Guiding Framework and Approach

Administrators were asked whether their district has a guiding framework or approach for BHWS. Over half (59 percent) said their district uses Positive Behavioral Interventions and Supports (PBIS) as a district-level guiding framework, and just under half (48 percent) cited social and emotional learning/development as their district's guiding framework (figure 4).

Figure 4: District-level guiding framework for BHWS (district and school administrators, N = 370)



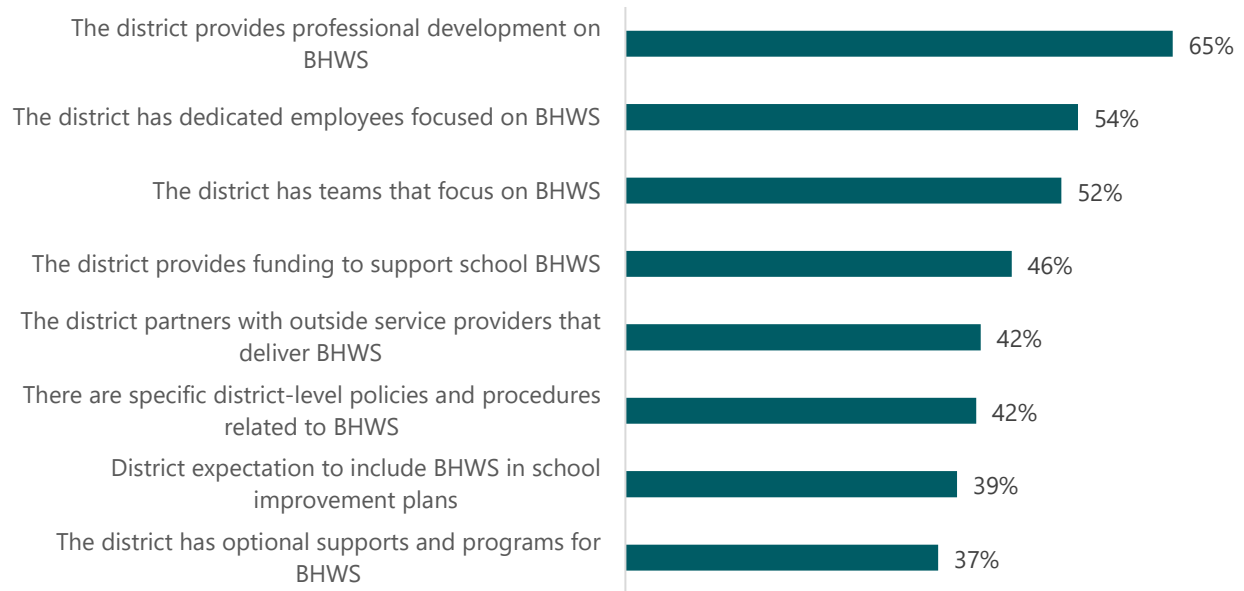
Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

In regard to guiding frameworks for BHWS, the largest differences between rural and non-rural districts were those that used a trauma-informed school approach (a 22 percentage point difference), restorative justice (15 percentage point difference), and social and emotional learning/development (13 percentage point difference)—and in all cases, rural districts were less likely to use these practices. Overall, 15 percent of administrators at rural districts said they had no specific guiding framework for BHWS compared with 9 percent of administrators at non-rural districts.

Administrators were also asked, “How does your district implement its approach to supporting BHWS?” The supports most frequently selected were professional development on BHWS (65 percent), dedicated district-level employees focused on BHWS (54 percent), and district-level teams to support BHWS (52 percent) (figure 5).

Figure 5: Ways districts implement their approach to supporting BHWS (district and school administrators, N = 355)



Source: Idaho BHWS survey responses from district and school administrators

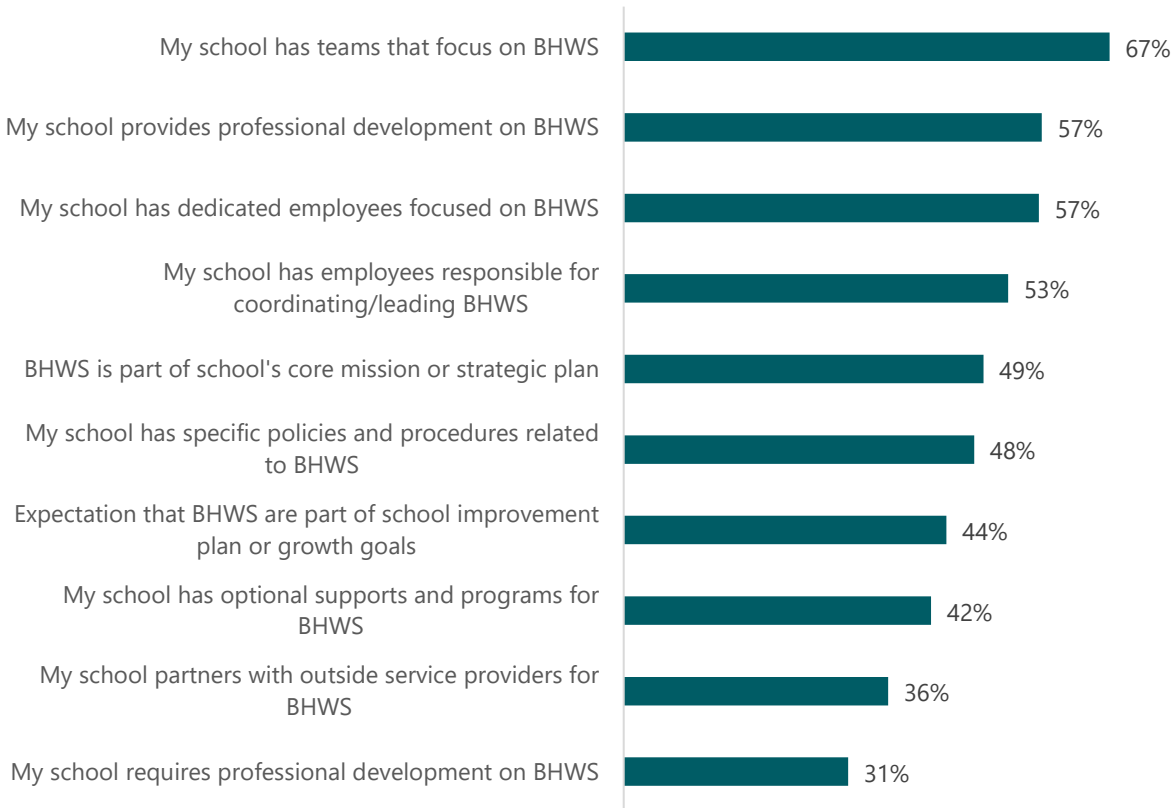
Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Compared with non-rural respondents, rural respondents were 19 percent points more likely to report that their district didn't have specific district-level policies for implementing BHWS and 17 percentage points more likely to report that their district didn't provide professional development.

Compared with non-charter respondents, charter respondents were 19 percentage points less likely to report partnering with outside providers and 18 percentage points less likely to report having district-level teams to support BHWS.

School administrators were also asked about their school-level approaches to BHWS, and the results were similar to responses regarding district-level approaches (figure 6).

Figure 6: Ways schools implement their approach to supporting BHWS (school administrators only, N = 237)²



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

When these data were examined for rural vs. non-rural respondents, the biggest differences were that rural school administrators:

- Used outside service providers 18 percentage points more often than non-rural school administrators
- Said that BHWS was a part of their school mission or strategic plan 11 percentage points less often than non-rural school administrators

Approaches to Supporting BHWS

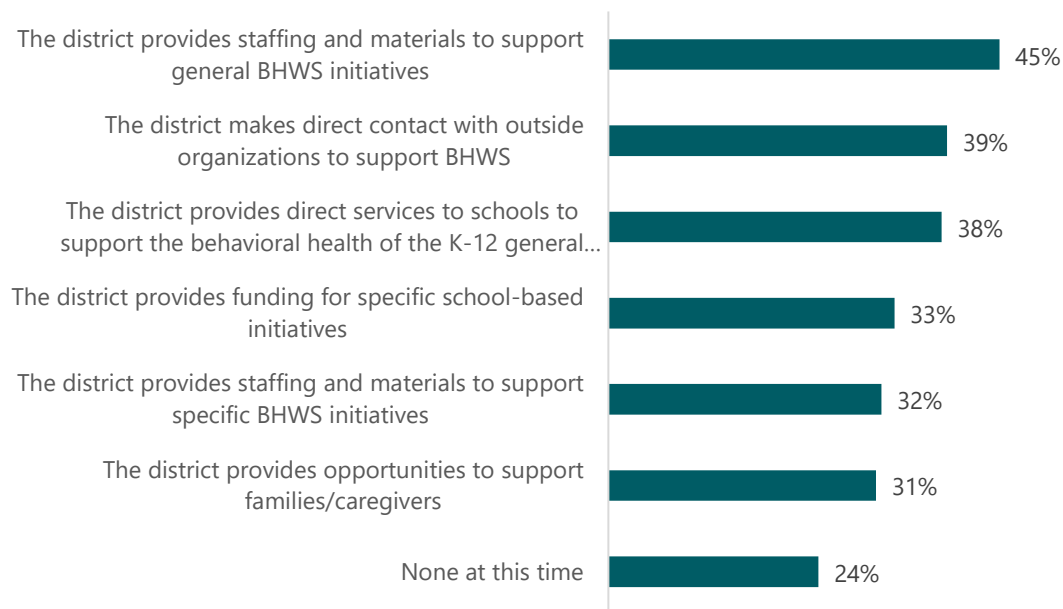
District and school administrators were asked about providing support to families and caregivers, as well as preparing school employees to provide BHWS, as part of their approach to supporting BHWS. They were also asked to reflect on gaps in both their district's and school's approach to BHWS (see the data attachment for responses).

² School-level responses are not representative of all schools in Idaho due to a low response rate.

BHWS Provided to Families and Caregivers

Both district and school administrators were asked about the BHWS available to families and caregivers of the K–12 general student population (figure 7). Districts cited various methods for providing BHWS, and 24 percent said they do not provide services to families and caregivers at this time.

Figure 7: District-provided BHWS available to the families/caregivers of the K–12 general student population (district and school administrators, N = 330)



Source: Idaho BHWS survey responses from district and school administrators

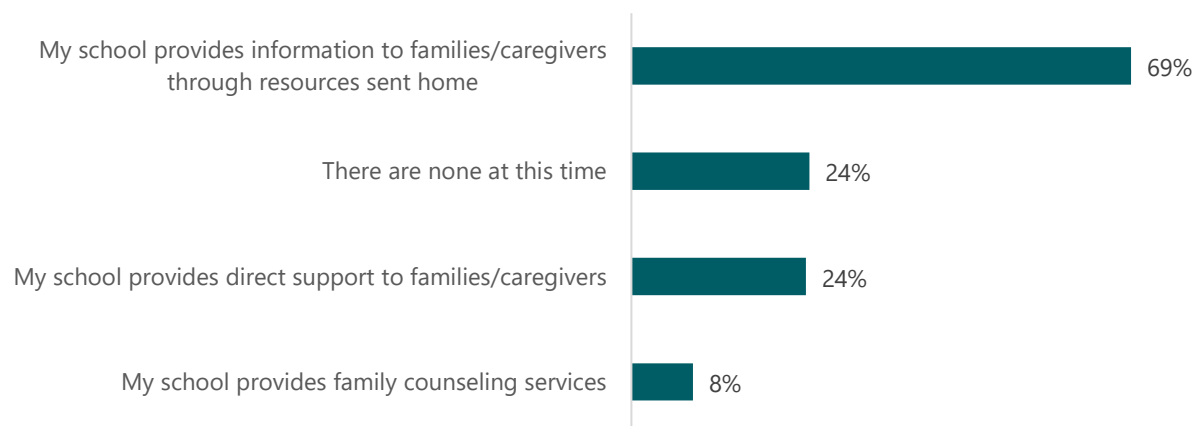
Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

The biggest differences in this area between rural districts and non-rural districts were that rural districts were 14 percentage points less likely to provide opportunities to support families or caregivers and 10 percentage points less likely to provide staffing and materials to support BHWS initiatives.

Comparing charters and non-charters, a lower percentage of charter respondents said they offered all options and were 17 percentage points more likely to say they offered none at this time.

School administrators were asked whether their school provided BHWS to the families or caregivers of their K–12 general student population. They reported that the most common service offered to families and caregivers was providing information through resources sent home (69 percent). In addition, 24 percent of school administrators said they provide no direct support to families and caregivers (figure 8).

Figure 8: Aspects of school-provided BHWS available to the families/caregivers of the K–12 general student population (school administrators only, N = 213)³



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

School administrators in rural districts were more likely than school administrators in non-rural districts to report that they offered no services to families and caregivers (28 percent compared with 20 percent). The difference between charter school administrators and non-charter school administrators was larger (34 percent compared with 23 percent).

Employee Preparation to Teach BHWS

In response to survey questions about how they prepared their employees to deliver BHWS, 59 percent of school administrators said they specifically recruited staff members with this skill set, and 50 percent said they used coaching and supports. Overall, 24 percent of school administrators said they offered dedicated and explicit training for BHWS, and only 10 percent they were doing nothing to prepare their employees to deliver BHWS (figure 9).

³ School-level responses are not representative of all schools in Idaho due to a low response rate.

Figure 9: Ways school employees are prepared to deliver BHWS (school administrators only, N = 217)⁴



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Overall, 13 percent of school administrators in rural districts reported not currently preparing employees to deliver BHWS compared with 5 percent of school administrators in non-rural districts. This difference was larger between charter school administrators (21 percent) and non-charter school administrators (8 percent).

Types of BHWS Offered and How They Are Funded and Assessed

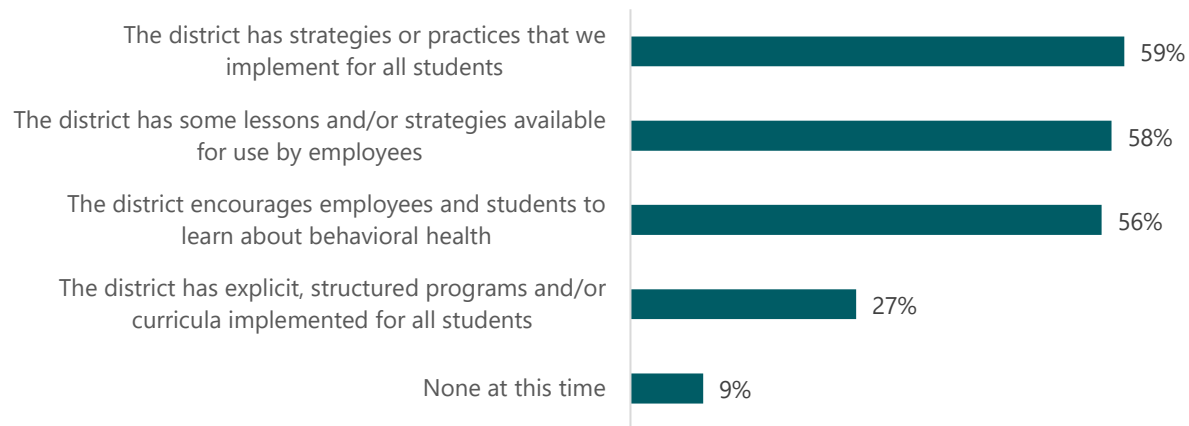
District and school administrators were asked about the types of BHWS offered to the K–12 general student population in their district. School administrators were also asked about the specific types of programs offered at the school level and how these programs are funded and assessed.

Types of BHWS

All respondents were asked what types of BHWS were offered to the K–12 general student population across their district (figure 10). A little over half of respondents said their district has strategies or practices that they implement for all students (59 percent), has lessons and/or strategies available for employees to use (58 percent), and encourages employees and students to learn about behavioral health (56 percent).

⁴ School-level responses are not representative of all schools in Idaho due to a low response rate.

Figure 10: Types of BHWS offered to the K–12 general student population across districts (district and school administrators, N = 333)



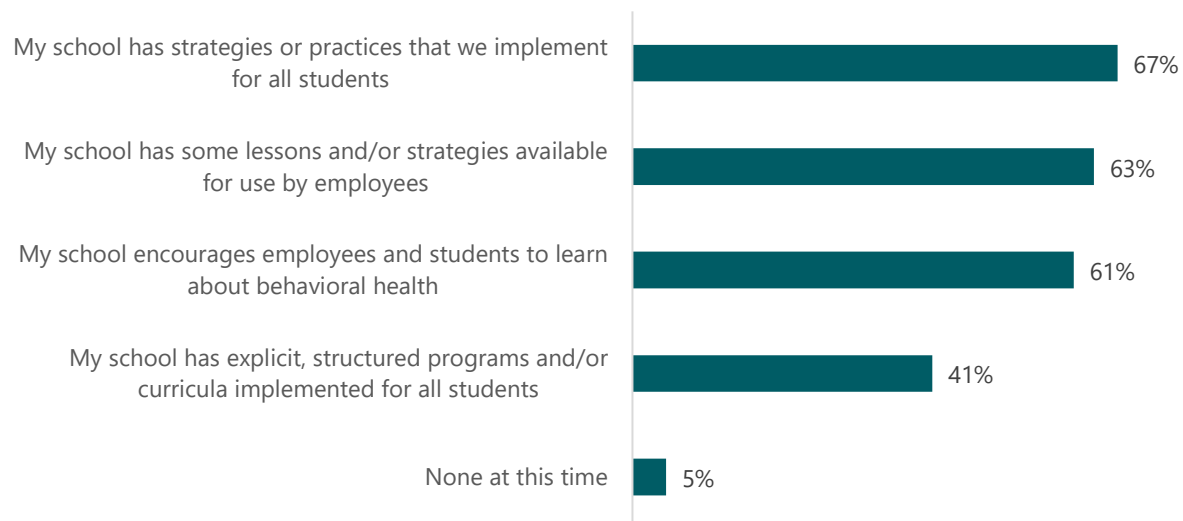
Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Overall, 22 percent of school and district administrators from rural districts reported that they had explicit and structured programs and/or curricula for all students, which was 12 percentage points lower than administrators from non-rural districts. No difference between charter and non-charter respondents was greater than 10 percentage points.

School administrators were also asked what types of BHWS were offered to the K–12 general population at their school (figure 11). Similar to district administrators, over half of school administrators said their school has strategies or practices they implement with students (67 percent), has lessons and/or strategies available for use by employees (63 percent), and encourages employees and students to learn about behavioral health (61 percent).

Figure 11: Types of BHWS offered to the K–12 general student population at the school level (school administrators only, N = 216)⁵



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Compared with non-rural school administrators, rural school administrators said their schools offered fewer services to their students. Specifically, compared with their non-rural peers, rural school administrators were 12 percentage points less likely to report that their school was implementing strategies and practices for all students and 10 percentage points less likely to report that their school had lessons or strategies available for use by employees.

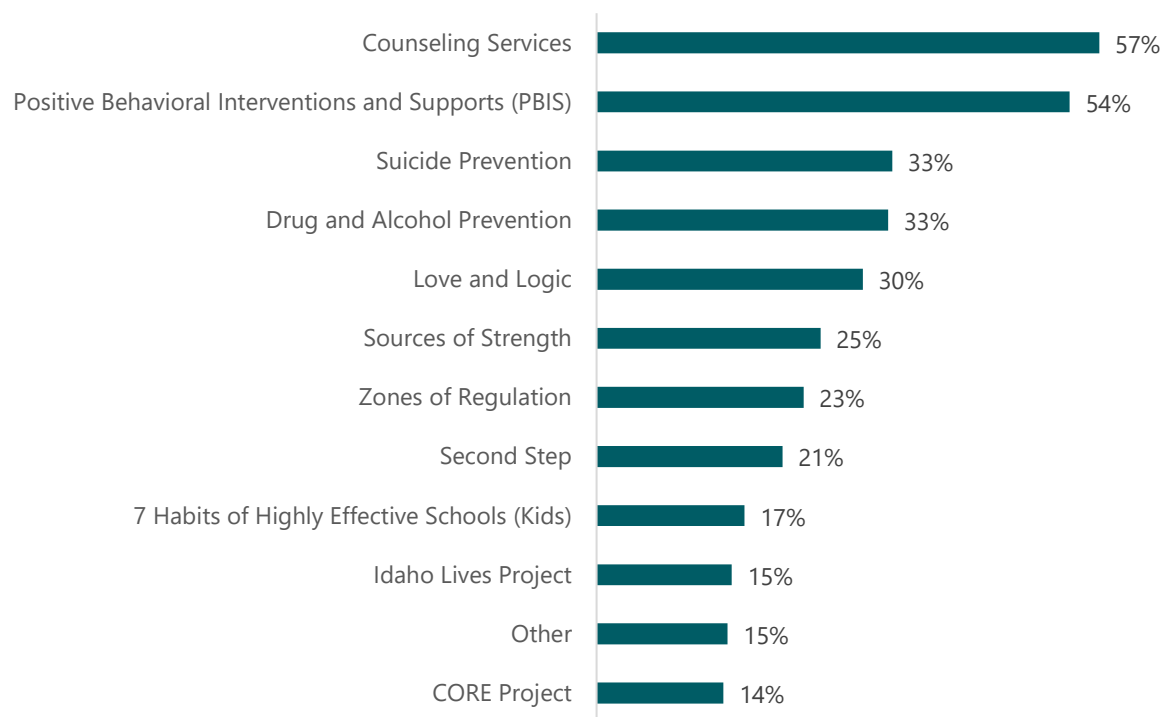
In addition, charter school administrators reported offering no BHWS at this time 12 percentage points more than non-charter school administrators.

School administrators were also asked what specific BHWS programs they use in their schools (figure 12).⁶ Schools reported offering many types of programs, and top two were counseling services and PBIS.

⁵ School-level responses are not representative of all schools in Idaho due to a low response rate.

⁶ Figure 12 displays programs that 10 percent or more of school administrators reported offering. The full list and percentages are in appendix B.

Figure 12: Specific BHWS programs schools provide to K–12 general education students (school administrators only, N = 209) ⁷



Source: Idaho BHWS survey responses from school administrators only

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

The largest differences between rural and non-rural school administrators were for Zones of Regulation and the CORE Project. Specifically, 21 percent of rural school administrators reported using the CORE Project compared with 7 percent of non-rural school administrators, and 17 percent of rural school administrators said they used Zones of Regulation compared with 32 percent of non-rural school administrators.

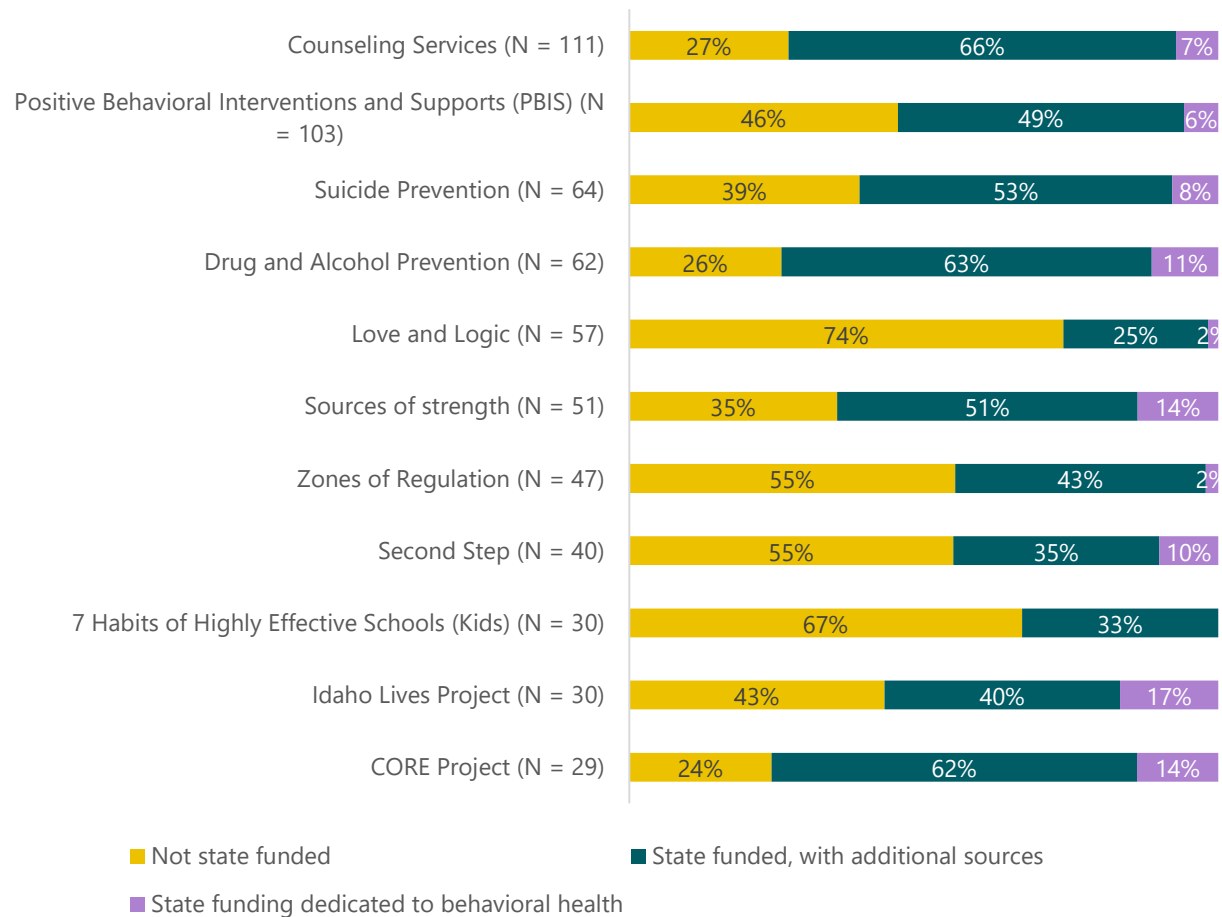
Funding BHWS

School administrators were asked how they funded the programs they reported offering (figure 13) ⁸. They reported that few programs are supported by state funds dedicated to behavioral health and that financial support is mostly an even mix of state funding and additional funding sources or that they are not funded with state dollars (figure 13).

⁷ School-level responses are not representative of all schools in Idaho due to a low response rate.

⁸ Figure includes programs that 10% or more of school-level administrators reported offering. The full list and percentages are available in appendix B.

Figure 13: How schools fund the programs they offer (school administrators, N = 194)⁹



Source: Idaho BHWS survey responses from school administrators only

Measuring the Efficacy and Impact of BHWS

District and school administrators were asked how BHWS are being assessed in their district. Various methods were cited, and behavioral data reviews (71 percent) were most frequently cited (figure 14).

⁹ School-level responses are not representative of all schools in Idaho due to a low response rate

Figure 14: How BHWS are being assessed or measured in districts (district and school administrators, N = 313)



Source: Idaho BHWS survey responses from district and school administrators

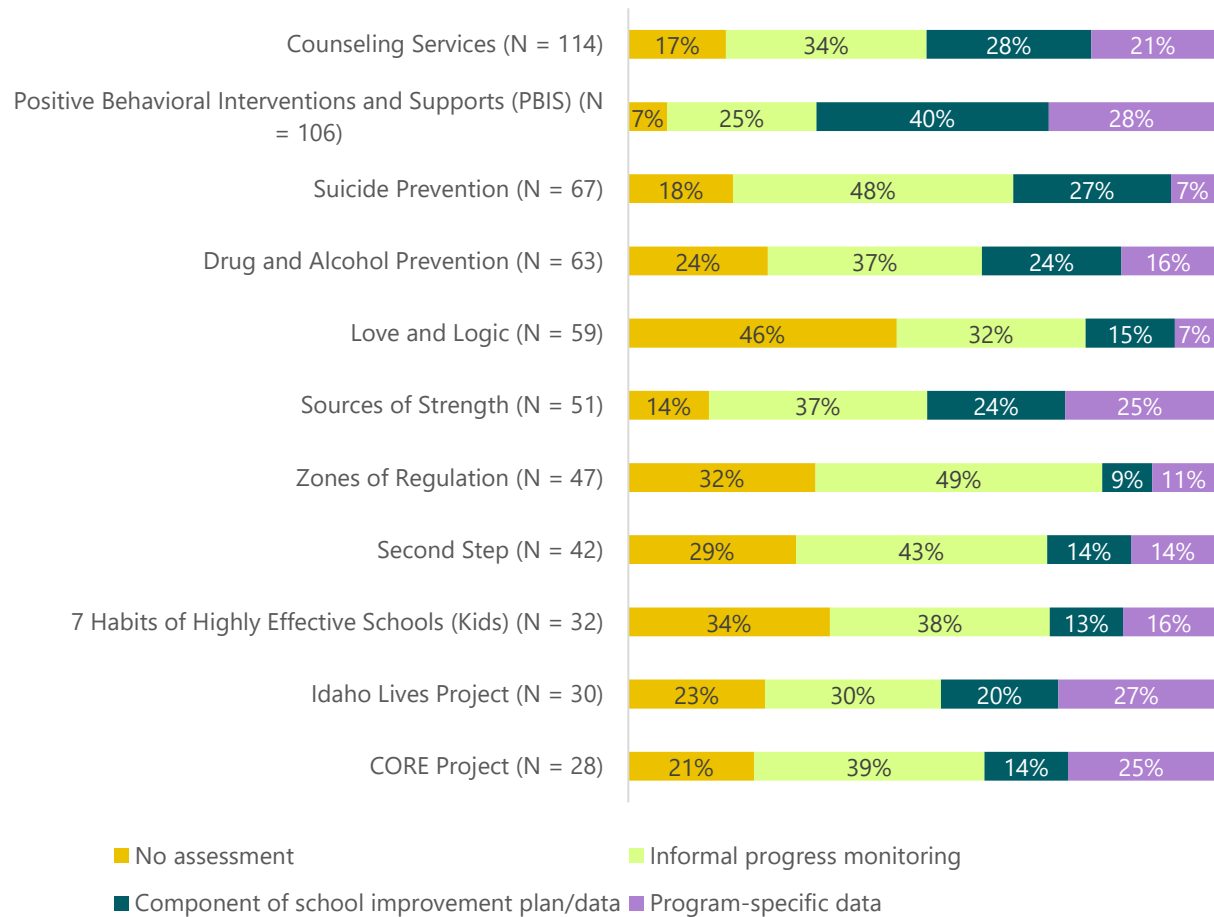
Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Rural school and district administrators were more likely to report that they used classroom observations (10 percentage points more than non-rural administrators). In addition, rural school and district administrators were 10 percentage points less likely to report using suspension or expulsion data reviews to assess their BHWS than non-rural administrators. Charter school administrators reported using classroom observations 10 percentage points less than non-charter school administrators.

School administrators were also asked how they assessed the programs they reported offering. Survey results indicate that programs are most frequently assessed informally or not assessed at all, with only PBIS having over half of program users conducting an assessment through school improvement planning or data or program-specific data (figure 15).¹⁰

¹⁰ Figure 15 displays programs that 10 percent or more of school administrators reported offering. The full list and percentages are in appendix B.

Figure 15: How schools assess the programs they offer (school administrators only, N = 209)¹¹



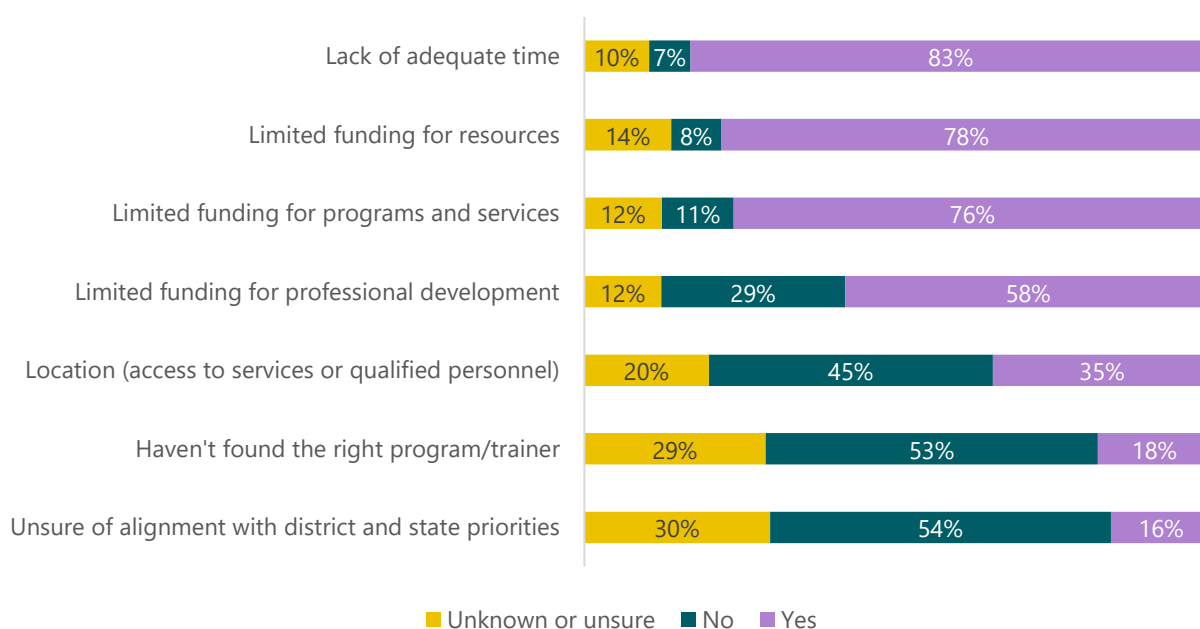
Source: Idaho BHWS survey responses from school administrators only

¹¹ School-level responses are not representative of all schools in Idaho due to a low response rate.

Barriers to Implementing BHWS

In the survey, school and district administrators reported on barriers to implementing a full, high-quality BHWS program. They indicated that the top district-level barriers were lack of time (83 percent), limited funding for resources (78 percent), limited funding for programs and services (76 percent), and limited funding for professional development (58 percent). Administrators also responded to open-ended questions about the most significant barriers schools and districts face while implementing BHWS and related supports to K–12 general education students (open-ended survey question responses are in the attachment).

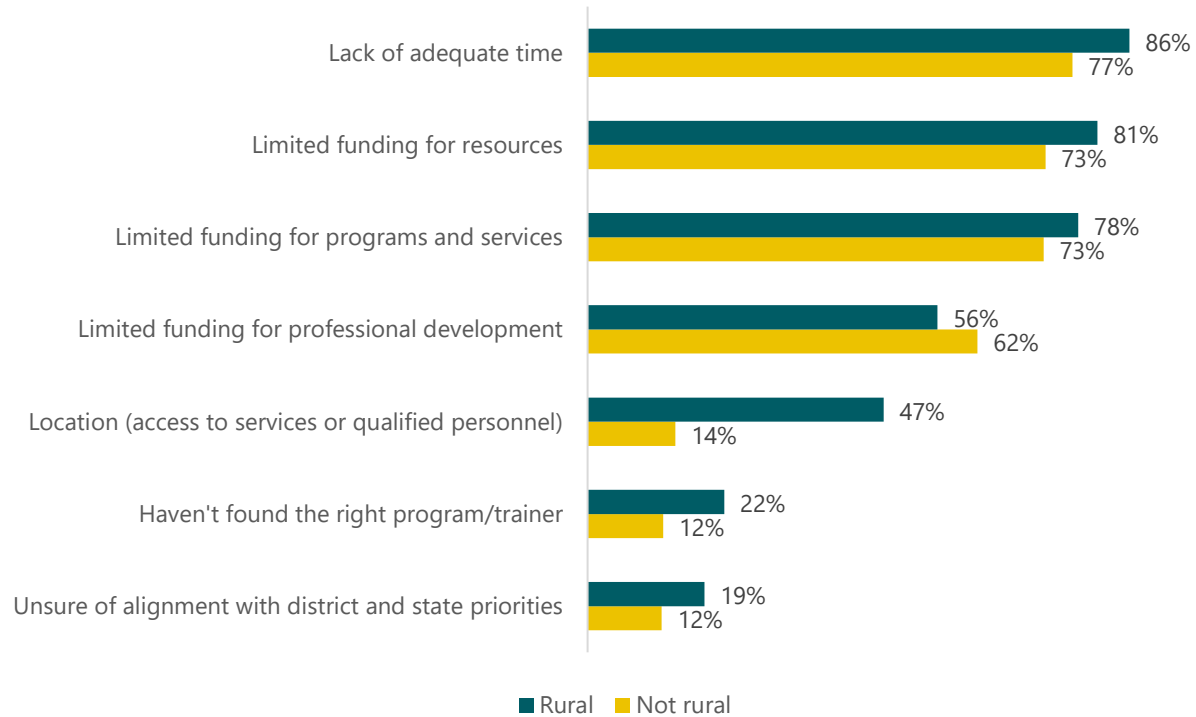
Figure 16: District-level barriers to implementing a full, high-quality BHWS program (district and school administrators, N = 325)



Source: Idaho BHWS survey responses from district and school administrators

One finding that was notably different for rural administrators was location, which was identified as a barrier by 47 percent of rural school and district administrators and only 14 percent of non-rural school and district administrators (figure 17).

Figure 17: District-level barriers to implementing a full, high-quality BHWS program, by locale (district and school administrators, N = 325)

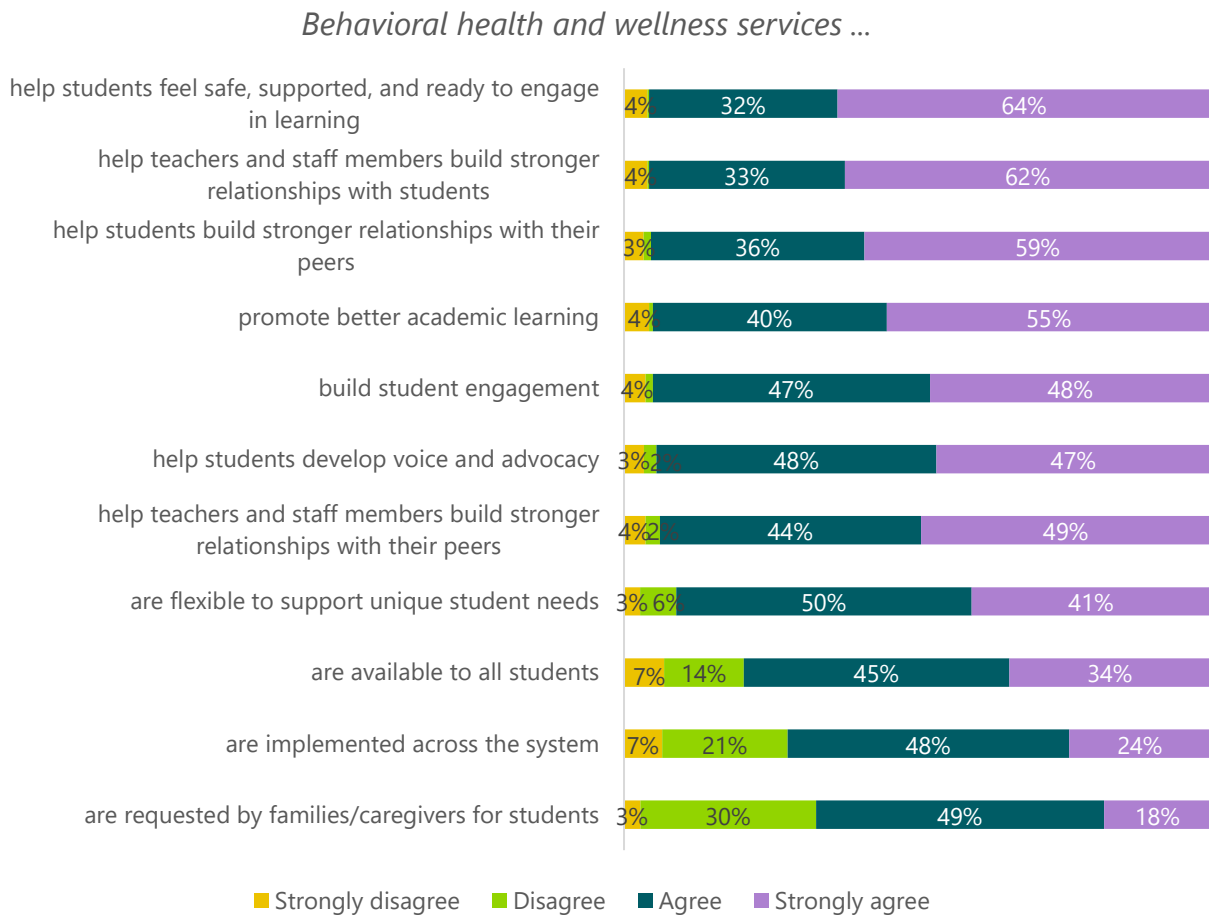


Source: Idaho BHWS survey responses from district and school administrators

Efficacy and Impact

On the survey, school and district administrators were asked how much they agreed or disagreed with specific statements about BHWS. More than 90 percent of respondents agreed or strongly agreed with all but three statements (figure 18).

Figure 18: Percentage of survey respondents who agreed with statements about BHWS (district and school administrators, N = 324)



Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Appendix A: Idaho Behavioral Health and Wellness Services Survey (2020)

Informed Consent

To create positive learning experiences, many schools implement strategies that help students develop skills in areas such as emotion management, behavior, and interpersonal communication. These strategies may be delivered directly to students (e.g., through a program or curriculum), implemented as a tool educators can use (e.g., justice circles, morning messages), offered as professional development for school staff members (e.g., trauma-informed practice training), or through other means.

This survey was created in response to a 2020 legislative mandate (House Bill 627, Section 5) to conduct a comprehensive scan of all behavioral health and wellness services (BHWS) that support general education K–12 students in Idaho. The Idaho State Department of Education contracted with Education Northwest to gather this information from district and school administrators. Results will be delivered to the Idaho Legislature in January 2021. This survey will help provide an understanding of what types of BHWS are being implemented to the general population in each school and district; identify service delivery gaps, challenges, and perceived value; and foster understanding of how service delivery is being measured across districts and in schools.

Your perspective as a district or school administrator is very valuable. There are no right or wrong answers. Your participation in this survey is voluntary; you can stop participating at any time, skip a question, or refuse to participate without any consequences. It may be possible to identify you by your responses because we are asking specific questions about your school or district. We do not anticipate any risk to participating in the survey.

This survey should take no more than 30 minutes to complete.

Please complete this survey by September 30, 2020. If you have questions, contact Elizabeth Gandhi at 503-275-9590 or elizabeth.gandhi@educationnorthwest.org.

Behavioral Health and Wellness Services (BHWS) Definition

"Behavioral health" is often used as a clinical term to support targeted or identified students in need of specialized services. For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K–12 general student population. Along those lines, these services are available to all students, families, and/or school staff members to support students' mental, social, and personal health. They may include:

- *Specific goals with strategies and actions available for all students*
- *Evidence or research-based programs provided to all students*
- *Dedicated staffing or resources available for all students*
- *Partnerships with additional agencies to support all students*

For the purposes of this survey, BHWS may also be known as:

- *Social and emotional learning*
- *Character development*
- *Character education*
- *Mental health and well-being*
- *Resilience building*
- *Resiliency training*
- *Trauma-informed practices*
- *Responsible citizen education*

Please note that this survey asks about the behavioral health and wellness services, strategies, and/or programs available as

part of a typical school experience for students *prior to the COVID-19 pandemic*. We know some of these may not be available post-pandemic.

Before completing this survey, you may want to connect with a team of staff members in your district/school for a full picture of your efforts prior to the COVID-19 pandemic.

You may close the survey and return to it before September 30, 2020, using the unique link you received.

General Questions

Page exit logic: Skip / Disqualify Logic**IF:** #1 Question "Do you agree to participate in this survey?" is one of the following answers ("No") **THEN:** Disqualify and display: "Thank you for your time and enjoy the rest of your day. If you have questions about the survey, please contact Elizabeth Gandhi at 503-275-9590 or elizabeth.gandhi@educationnorthwest.org."

Logic: Show/hide trigger exists.

1) Do you agree to participate in this survey?*

☐ Yes

☐ No

Logic: Show/hide trigger exists. Hidden unless: #1 Question "Do you agree to participate in this survey?" is one of the following answers ("Yes")

2) What is your role? (Select all that apply)*

☐ District-level administrator

☐ School-level administrator

Approach to supporting BHWS

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

3) Does your district have a guiding framework or approach for BHWS? (Select all that apply)

☐ No specific approach

☐ Whole Child

☐ Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

☐ Trauma-Informed School

☐ Restorative Justice

☐ Social and Emotional Learning/Development

☐ Culturally Responsive Practice

☐ Positive Behavioral Interventions and Supports (PBIS)

☐ Youth Voice

☐ Community Schools

☐ Trust-Based Relational Intervention (TBRI)

☐ Other - Write In: _____

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

4) Does your school have a guiding framework or approach for BHWS? (Select all that apply)

- ☐ No specific approach
 - ☐ Whole Child
 - ☐ Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)
 - ☐ Trauma-Informed School
 - ☐ Restorative Justice
 - ☐ Social and Emotional Learning/Development
 - ☐ Culturally Responsive Practice
 - ☐ Positive Behavioral Interventions and Supports (PBIS)
 - ☐ Youth Voice
 - ☐ Community Schools
 - ☐ Trust-Based Relational Intervention (TBRI)
 - ☐ Other - Write In: _____
-

Approach to supporting BHWS

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K–12 general student population.*

5) How does your district implement its approach to supporting BHWS? (Select all that apply)

- ☐ It is a district-level expectation to have BHWS included in district improvement plans and/or growth goals.
- ☐ The district provides funding to support school BHWS.
- ☐ There are specific district-level policies and procedures related to BHWS.
- ☐ The district has dedicated employees focused on BHWS.
- ☐ The district has teams that focus on BHWS.
- ☐ The district has optional supports and programs for BHWS.
- ☐ The district provides professional development on BHWS.
- ☐ The district partners with outside service providers that deliver BHWS.
- ☐ Other - Write In: _____

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

6) How does your school implement its approach to supporting BHWS? (Select all that apply)

- ☐ It is an expectation to have BHWS included in my school's improvement plan and/or growth goals.
- ☐ It is part of my school's core mission and strategic plan.

- ☐ My school has specific policies and procedures related to BHWS.
 - ☐ My school has dedicated employees focused on BHWS.
 - ☐ My school has teams that focus on BHWS.
 - ☐ My school has optional supports and programs for BHWS.
 - ☐ My school has employees responsible for coordinating/leading BHWS.
 - ☐ My school requires professional development on BHWS.
 - ☐ My school provides professional development on BHWS.
 - ☐ My school partners with outside service providers for BHWS.
 - ☐ Other - Write In: _____
-

Approach to supporting BHWS

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

7) Describe any gaps in your district's approach to supporting BHWS.

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

8) Describe any gaps in your school's approach to supporting BHWS.

Page entry logic: This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

Approach to supporting BHWS

REMINDER

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

9) How does your school implement its approach to supporting BHWS? (Select all that apply)

- ☐ It is an expectation to have BHWS included in my school's improvement plan and/or growth goals.
- ☐ It is part of my school's core mission and strategic plan.
- ☐ My school has specific policies and procedures related to BHWS.
- ☐ My school has dedicated employees focused on BHWS.
- ☐ My school has teams that focus on BHWS.
- ☐ My school has optional supports and programs for BHWS.
- ☐ My school has employees responsible for coordinating/leading BHWS.
- ☐ My school requires professional development on BHWS.
- ☐ My school provides professional development on BHWS.
- ☐ My school partners with outside service providers for BHWS.
- ☐ Other - Write In: _____

10) Describe any gaps in your school's approach to supporting BHWS.

Approach to supporting BHWS

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

11) Are there aspects of district-provided BHWS that are available to the families/caregivers of the K-12 general student population? (Select all that apply)

☐ There are none at this time.

☐ The district provides opportunities to support families/caregivers (such as parenting support groups and wraparound services that include BHWS resources).

☐ The district provides direct services to schools to support the behavioral health of the K-12 general student population.

☐ The district provides funding for specific school-based initiatives.

☐ The district provides staffing and materials to support **general** BHWS initiatives.

☐ The district provides staffing and materials to support **specific** BHWS initiatives.

☐ The district makes direct contact with outside organizations to support BHWS in schools.

☐ Other - Write In: _____

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

12) Are there aspects of school-provided BHWS that are available to the families/caregivers of the K-12 general student population? (Select all that apply)

☐ There are none at this time.

☐ My school provides direct support to families/caregivers (such as parenting support groups and wraparound services that include BHWS resources).

☐ My school provides information to families/caregivers through resources sent home, information nights, etc.

☐ My school provides family counseling services.

☐ Other - Write In: _____

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

13) How are employees at your school prepared to deliver BHWS? (Select all that apply)

☐ We don't currently have this

☐ Dedicated, explicit training

☐ Coaching and supports

☐ Employees with this skill set are specifically recruited (e.g., guidance counselor, social worker, school nurse)

☐ Part of policy and expectations of all employees

☐ Other - Write In: _____

What types of BHWS are being implemented, and where are there gaps?

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

14) What types of BHWS are offered to the K-12 general student population across the district? (Select all that apply)

- ☐ None at this time.
- ☐ The district has explicit, structured programs and/or curricula implemented for all students.
- ☐ The district has strategies or practices that we implement for all students.
- ☐ The district has some lessons and/or strategies available for use by employees and students.
- ☐ The district encourages employees and students to learn about behavioral health.

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

15) What types of BHWS are offered to the K-12 general student population at the school level? (Select all that apply)

- ☐ None at this time.
- ☐ My school has explicit, structured programs and/or curricula implemented for all students.
- ☐ My school has strategies or practices that we implement for all students.
- ☐ My school has some lessons and/or strategies available for use by employees and students.
- ☐ My school encourages employees and students to learn about behavioral health.

Page entry logic: This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

What types of BHWS are being implemented, and where are there gaps?

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K–12 general student population.*

16) Does your school provide these specific BHWS to general education K–12 students? (Select all that apply)

☐ 7 Habits of Highly Effective Schools (Kids)

☐ 7 Mindsets

☐ Advocacy Time

☐ Ambitions of Idaho

☐ Character Counts

☐ Check and Connect

☐ Conscious Discipline

☐ Core Essential Values

☐ CORE Project

☐ Counseling Services

- ☐ Drug and Alcohol Prevention
- ☐ Idaho Lives Project
- ☐ Leader in Me
- ☐ Love and Logic
- ☐ Minds Up
- ☐ PAX Good Behavior Game
- ☐ Positive Behavioral Interventions and Supports (PBIS)
- ☐ Project Wisdom
- ☐ Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) Program
- ☐ Second Step
- ☐ Sources of Strength
- ☐ Suicide Prevention
- ☐ Toolbox Curriculum
- ☐ Why Try
- ☐ Youth Mental Health Supports
- ☐ Zones of Regulation
- ☐ Other - Write In: _____

Page entry logic: This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

What types of BHWS are being implemented, and where are there gaps?

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

How are the BHWS offered by your school funded?

	Does not use state funding	Uses state funding, with additional sources	Uses state funding dedicated solely to behavioral health
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What types of BHWS are being implemented, and where are there gaps?

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*

- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K–12 general student population.*

17) At the district-level, are the following barriers to implementing a full, high-quality BHWS program for the K-12 general student population?

	Yes	No	Unknown or unsure
Limited funding for resources (e.g., employees and materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of adequate time (i.e., competing priorities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited funding for programs and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited funding for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Haven't found the right program/trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsure of alignment with district and state priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location (access to services or qualified personnel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

18) At the school-level, are the following barriers to implementing a full, high-quality BHWS program for the K-12 general student population?

	Yes	No	Unknown or unsure
Limited funding for resources (e.g., employees and materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lack of adequate time (i.e., competing priorities)	()	()	()
Limited funding for programs and services	()	()	()
Limited funding for professional development	()	()	()
Haven't found the right program/trainer	()	()	()
Unsure of alignment with district and state priorities	()	()	()
Location (access to services or qualified personnel)	()	()	()

19) What are the most significant barriers your district is facing while implementing BHWS and supports to the K-12 general student population?

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

20) What are the most significant barriers your school is facing while implementing BHWS and supports to the K-12 general student population?

How do you measure efficacy and impact?

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*

- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K–12 general student population.*

21) How is BHWS being assessed or measured districtwide? (Select all that apply)

- ☐ Attendance data reviews
- ☐ Behavioral data reviews
- ☐ Suspension/expulsion data reviews
- ☐ Academic data reviews
- ☐ Student surveys
- ☐ Staff surveys
- ☐ Family surveys
- ☐ Classroom observations
- ☐ Student focus groups
- ☐ Program assessment materials
- ☐ Formal evaluation
- ☐ Other - Write In: _____

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

22) How is BHWS being assessed or measured at your school? (Select all that apply)

- ☐ Attendance data reviews
- ☐ Behavioral data reviews

- ☐ Suspension/expulsion data reviews
- ☐ Academic data reviews
- ☐ Student surveys
- ☐ Staff surveys
- ☐ Family surveys
- ☐ Classroom observations
- ☐ Student focus groups
- ☐ Program assessment materials
- ☐ Formal evaluation
- ☐ Other - Write In: _____

Page entry logic: This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

How do you measure efficacy and impact?

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

How is the specific BHWS provided at your school assessed or measured?

	Informal progress monitoring	A component of our overall school improvement plan/data	Program- specific data	We do not assess or measure this program
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How do you measure efficacy and impact?

REMINDER:

- *Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.*
- *For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.*

23) Please rate your agreement with the following statements:

Behavioral health and wellness services ...

	Strongly disagree	Disagree	Agree	Strongly agree
build student engagement	()	()	()	()
promote better academic learning	()	()	()	()
help teachers and staff members build stronger relationships with students	()	()	()	()
help teachers and staff members build stronger relationships with their peers	()	()	()	()
help students build stronger relationships with their peers	()	()	()	()
help students feel safe, supported,	()	()	()	()

and ready to engage in learning				
help students develop voice and advocacy	()	()	()	()
are flexible to support unique student needs	()	()	()	()
are implemented across the system	()	()	()	()
are requested by families/caregivers for students	()	()	()	()
are available to all students	()	()	()	()

BHWS

24) Please provide any additional feedback you'd like to share on the topic of K-12 general education BHWS in your district or school.

Thank You!

Thank you for taking this survey. Your response is very important.

If you have any questions or concerns about this survey, contact Elizabeth Gandhi at 503-275-9590 or elizabeth.gandhi@educationnorthwest.org.

Appendix B: School Programs, Funding, and Assessment

	Percentage using program	Not state funded	State funded, with additional sources	State funding dedicated to behavioral health	No assessment	Informal progress monitoring	Component of school improvement plan/data	Program-specific data
<i>Specific programs identified (N = 209)</i>		<i>BHWS state funding (N = 194)</i>			<i>BHWS assessment (N = 203)</i>			
Counseling Services	57%	27%	66%	7%	17%	34%	28%	21%
Positive Behavioral Interventions and Supports (PBIS)	54%	46%	49%	6%	7%	25%	40%	28%
Suicide Prevention	33%	39%	53%	8%	18%	48%	27%	7%
Drug and Alcohol Prevention	33%	26%	63%	11%	24%	37%	24%	16%
Love and Logic	30%	74%	25%	2%	46%	32%	15%	7%
Sources of Strength	25%	35%	51%	14%	14%	37%	24%	25%
Zones of Regulation	23%	55%	43%	2%	32%	49%	9%	11%
Second Step	21%	55%	35%	10%	29%	43%	14%	14%
7 Habits of Highly Effective Schools (Kids)	17%	67%	33%	0%	34%	38%	13%	16%
Idaho Lives Project	15%	43%	40%	17%	23%	30%	20%	27%
Other	15%				10%	42%	29%	19%
CORE Project	14%	24%	62%	14%	21%	39%	14%	25%
Character Counts	10%	74%	26%	0%	42%	42%	11%	5%
Leader in Me	8%	50%	44%	6%	12%	18%	53%	18%
Youth Mental Health Supports	8%	44%	56%	0%	12%	59%	18%	12%
Toolbox Curriculum	8%	57%	43%	0%	20%	53%	13%	13%
Conscious Discipline	7%	62%	38%	0%	14%	57%	14%	14%
Why Try	6%	30%	50%	20%	18%	36%	27%	18%
7 Mindsets	4%	43%	57%	0%	29%	43%	0%	29%
Advocacy Time	4%	43%	29%	29%	14%	43%	29%	14%
Core Essential Values	4%	33%	50%	17%	0%	100%	0%	0%

	Percentage using program	Not state funded	State funded, with additional sources	State funding dedicated to behavioral health	No assessment	Informal progress monitoring	Component of school improvement plan/data	Program-specific data
Check and Connect	3%	86%	14%	0%	14%	29%	29%	29%
Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) Program	1%	50%	50%	0%	50%	0%	0%	50%
Ambitions of Idaho	0% ¹²				0%	100%	0%	0%
Project Wisdom	0% ¹²	100%	0%	0%	0%	0%	0%	100%
Minds Up	0% ¹²							
PAX Good Behavior Game	0% ¹²							

¹² Number of respondents rounded to 0%.