



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

JUL 18 2014

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

Dear Superintendent Luna:

This letter is a response to Idaho's February 28, 2014 request for a one-year extension of flexibility under the Elementary and Secondary Education Act of 1965, as amended (ESEA flexibility), so that Idaho may continue to implement ESEA flexibility through the end of the 2014–2015 school year.

Our team has reviewed Idaho's request and, pursuant to section 9401(d)(2) of the ESEA, I am pleased to extend Idaho's ESEA flexibility request for one year, through the end of the 2014–2015 school year. My decision to extend Idaho's ESEA flexibility request is based on my determination that ESEA flexibility has been effective in enabling Idaho to carry out important reforms to improve student achievement and that this extension is in the public interest. A summary of Idaho's approved amendments is enclosed with this letter and Idaho's approved request will be posted on the U.S. Department of Education's (ED) website.

This extension is subject to Idaho's commitment to continue working with ED on Idaho's requested changes in its teacher and principal evaluation and support systems, which may require additional flexibility. Idaho has also submitted high-quality plans to meet certain next steps identified during Part B monitoring, as part of satisfying the requirement that it resolve these next steps. Idaho's progress in implementing its high-quality plans during the 2014–2015 school year, as well as its continued work with ED on its requested changes to Principle 3, will inform ED's decision regarding renewal of Idaho's ESEA flexibility after the 2014–2015 school year.

Idaho continues to have an affirmative responsibility to ensure that it and its districts are in compliance with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in their implementation of ESEA flexibility. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, the Age Discrimination Act of 1975, and requirements under the Individuals with Disabilities Education Act.

I am confident that Idaho will continue to implement the reforms described in its approved ESEA flexibility request and advance its efforts to hold schools and school districts accountable for the achievement of all students.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

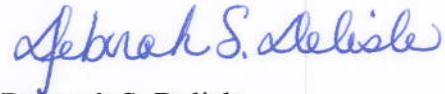
The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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If you need any additional assistance to implement your ESEA flexibility request, please do not hesitate to contact Elizabeth Ross at: elizabeth.ross@ed.gov or Amy Bae at amy.bae@ed.gov .

Thank you for your commitment and continued focus on enhancing education for all of Idaho's students.

Sincerely,



Deborah S. Delisle
Assistant Secretary

Enclosure

cc: Marcia Beckman, Director, Division of the Elementary and Secondary Education Act
Greg Alexander, Director, Statewide System of Support

Amendments to Idaho's Approved ESEA Flexibility Extension Request

The following is a summary of amendments to Idaho's approved ESEA flexibility request. The U.S. Department of Education (ED) approves the following amendments because Idaho's ESEA flexibility request, as amended, continues to be aligned with ESEA flexibility. Please refer to ED's website for Idaho's approved ESEA flexibility request (www.ed.gov/esea/flexibility).

- **Report Annually to the Public on College-Going and College-Credit Accumulation Rates (Assurance 5)**

Revision: Provides a high-quality plan to annually report these data to the public.

- **Reward Schools (Element 2.C)**

Revision: Provides a method for identifying reward schools in any year for which there are fewer than three years of data.

- **Priority Schools (Element 2.D)**

Revision: Updates the priority schools' implementation timeline to clarify that all priority schools will be fully implementing all of the turnaround principles no later than the 2014–2015 school year and provides a high-quality plan for ensuring that all priority schools are implementing interventions aligned with all of the turnaround principles.

- **Focus Schools (Element 2.E)**

Revision: Updates the process by which Idaho ensures that each of its 42 focus schools is implementing interventions that target the specific school's need and/or student group performance based on the reason for identification.

- **State and Local Report Cards (Element 2.B and Assurance 14)**

Revision: Provides a high-quality plan to ensure that State and local report cards contain all required elements.