

CONSOLIDATED STATE PERFORMANCE REPORT

PART I

SCHOOL YEAR 2019-2020

IDAHO



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

1.1 GENERAL INFORMATION

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the ESEA.

1.1.1 State Report Cards

State	State Report Card URL
Idaho	https://idahoschools.org/state/ID

Data Quality Comment

1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839

State	School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
IDAHO	No poverty quartile reported	338.75	22.75	6.7
IDAHO	High poverty quartile school	3127.54	194.82	6.2
IDAHO	Low poverty quartile school	5620.81	253.77	4.5
IDAHO	Neither high nor low poverty quartile school	7589.2	571.06	7.5
IDAHO	Total Schools	16676.3	1042.4	6.3

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

In the table below, provide information on the credentials of teachers by poverty quartile and level.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839

State	School Poverty Level	Total Teachers	Teachers Teaching with an Emergency or Provisional Credential	Percent Teachers Teaching with an Emergency or Provisional Credential
IDAHO	No poverty quartile reported	338.75	2	0.6
IDAHO	High poverty quartile school	3127.54	34.67	1.1
IDAHO	Low poverty quartile school	5620.81	26.01	0.5
IDAHO	Neither high nor low poverty quartile school	7589.2	62.93	0.8
IDAHO	Total Schools	16676.3	125.61	0.8

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839

State	School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
IDAHO	No poverty quartile reported	338.75	3	0.9
IDAHO	High poverty quartile school	3127.54	28.25	0.9
IDAHO	Low poverty quartile school	5620.81	20.44	0.4
IDAHO	Neither high nor low poverty quartile school	7589.2	40.49	0.5
IDAHO	Total Schools	16676.3	92.18	0.6

1.3.4 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

High-Poverty Schools (More than what %)	Low-Poverty Schools (Less than what %)	Poverty Metric Used
59	34	Poverty rate collected for the Title I-A application is supplemented by the FRL eligibility rate reported by the Child Nutrition program, as not all LEAs apply for the Title I-A allocation.

FAQ:How are the poverty quartiles determined?

Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

Data Quality Comment

Our highest poverty schools are located in both rural and more urban areas. As a part of our Federal Programs Monitoring, one of the indicators is that the LEA ensures that low income and minority students are not taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. During onsite monitoring visits, the review team interviews district administrators and asks what the LEA process is for assigning teachers to schools and classrooms. We also share data with LEAs regarding teacher distribution in their schools. Many LEAs have noted in interviews that positions are filled based on openings in buildings generally as a result of teachers moving out of district, retirements, etc. In some LEAs, incentives are given for teachers teaching in the highest poverty schools.

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.4.1 EL Enrollment Data

1.4.1.1 Number of ALL ELs Enrolled in the State

In the table below, provide the October 1 count of ALL ELs in the State who meet the EL definition under Section 8101(21) of the ESEA.

-Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.

-Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the ESEA) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the ESEA) in the ALL EL student count in this table.

Populated with SEA-LEVEL FS141/DG678

State	Total ELs	#
IDAHO	Total English Learners in State	21215
IDAHO	English Learners with Disabilities	3206

1.4.1.2 Number of ELs in LEAs Receiving Title III Funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

Populated with SEA_LEVEL FS116/DG648

State	ELs Receiving Services	#
IDAHO	English Learners Served by LIEP	20996

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, place a check next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA.

Populated with SEA_LEVEL FS116/DG849

State	LIEP	#	Language of Instruction
IDAHO	Content Classes with integrated ESL support	9562	English
IDAHO	Dual Language or Two-way Immersion	963	Spanish, Mandarin Chinese, French
IDAHO	ESL or ELD	5955	English
IDAHO	Newcomer programs	289	English
IDAHO	Other	4292	Co-teaching in English
IDAHO	Transitional Bilingual Education or Early-Exit Bilingual Education	49	Spanish

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

State	Comments
IDAHO	In addition to the programs listed above, districts are also implementing co-teaching and extended day EL supports.

Data Quality Comment

1.4.3 Most Common Languages Spoken in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed.

Populated with SEA-LEVEL FS141/DG678

State	Language	# ELs
IDAHO	Spanish; Castilian	17133
IDAHO	Swahili	654
IDAHO	Arabic	508
IDAHO	Russian	295
IDAHO	Kinyarwanda	196

1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the ESEA and reported in CSPR Section 1.4.2(LIEPs) even if they are not paid with Title III funds.

Populated with SEA-LEVEL FS067/DG422

State	Number of teachers serving in LIEPs in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years
IDAHO	157	157.00	177

Data Quality Comment

The significant increase in the projected number of teachers needed over the succeeding five fiscal years (in comparison to previous projections) is due to many districts moving towards a co-teaching model. This includes the state's second largest district; as this district expands co-teaching and dual immersion, they project needing an additional 76 ESL/bilingual endorsed teachers in the next five years. The co-teaching model includes an EL specialist in the general education classroom, alongside a general education teacher. With this instructional change and an increase of EL students, our need for ESL/bilingual teachers is much higher than preceding years.

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the ESEA.

State	Activities of LEAs	Number of LEAs
IDAHO	Supporting the development and implementation of LIEPs	38
IDAHO	Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	35
IDAHO	Supporting implementation of school wide programs	37
IDAHO	Professional development to teachers and other personnel serving ELs	37
IDAHO	Parent and community engagement activities	22
IDAHO	Supporting the development and implementation of pre-school programs	35
IDAHO	Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	29
IDAHO	Improving instruction of ELs with disabilities	30
IDAHO	Providing tutorials, career and technical education	34
IDAHO	Offering programs to help ELs achieve success in post-secondary education	36
IDAHO	Other	11

If State reports a nonzero count of LEAs under “Other”, please describe the activities that were conducted during SY2018-19 in the comment box below.

State	Comment
IDAHO	Exploring remote learning opportunities and resources for ELs; credit retrieval support; broad base of programs for parents preschool through 12; provided English Classes for our EL families; development of the HUB Food and Clothing Pantry; Future Hispanic Leaders of America.

Data Quality Comment
In making year-to-year comparisons, please note that due to the timing of finalization of the previous CSPR template, Idaho did not collect this data in 2018-19. Thus, this year (2019-20 data) is our first year of reporting for sub-section 1.4.5.

1.4.6 Assistance Provided by SEAs

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

State	Activities	Check all that apply
IDAHO	Identifying and implementing effective LIEPs and curricula for teaching English learners	X
IDAHO	Helping ELs meet the same challenging State academic standards that all children are expected to meet	X
IDAHO	Identifying or developing, and implementing, measures of English proficiency	X
IDAHO	Strengthening and increasing parent, family, and community engagement in programs that serve ELs	X
IDAHO	Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	
IDAHO	Other	

If “Other” is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren’t captured by the first five types of activities in the table.

State	Comments
IDAHO	

Data Quality Comment

1.4.7 Education Programs and Activities for Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the ESEA.

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519

State	# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
IDAHO	1038	651	4

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the ESEA or zero (0) subgrants, explain in comment box below.

State	Comments
IDAHO	

Data Quality Comment

Table 1.4.7 Definitions:

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the ESEA and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the ESEA. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the ESEA, but not Section 3114(d) of the ESEA.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the ESEA, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the ESEA, but that do not receive subgrants under Section 3114(d) of the ESEA, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY 2018-19 programs. Then the “# of days/\$\$ Distribution” is 30 days.

State	Date State Received Allocation	Date Funds Available to Subgrantees	# Days \$\$ Distribution
IDAHO	7/1/2019	10/10/2019	102

Data Quality Comment

Table 1.4.8.1 Definitions:

- 1. Date State Received Allocation:** Date the State receives the Title III allocation from ED.
- 2. Date Funds Available to Subgrantees:** Date that Title III funds are available to approved subgrantees.
- 3. # of Days/\$\$ Distribution** Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

State	Comments
IDAHO	We were able to shorten the process of distributing Title III funds to subgrantees from 127 days in school year 2018-19 to 102 days in school year 2019-20. We now have our own English Learner Management System and during the 2019-20 school year, the Federal Programs team hired a new financial coordinator. One of her goals was to shorten the turnaround time between the SEA receiving funding and distribution to LEAs.

1.4.9 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the ESEA.

State	Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?
IDAHO	No

Data Quality Comment

1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B “Identifying Persistently Dangerous Schools” in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Populated with SCH-LEVEL FS130/DG36; Note a table will only appear if the State reported at least one school as persistently dangerous.

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

Populated with LEA-LEVEL FS170/DG754

State	LEAs	#	# LEAs Reporting Data
IDAHO	LEAs without subgrants	161	161
IDAHO	LEAs with subgrants	10	10

Data Quality Comment

1.6.1.1. – The number of homeless students enrolled reported in Section 1.6.1.1 may not represent the total of students experiencing homelessness this year. This is because we normally see additional students identified mid-March as families seem to be highly-mobile after Spring Break. This year, after all schools went to remote learning in March, it was very difficult to identify students. 1.6.1.2 – We have seen a trend in the past year with families experiencing more extreme poverty and homelessness and, without options to stay with family/friends, living in shelters or transitional housing programs. One strategy for shelters throughout the state has been to rent hotel/motel rooms for families to be able to quarantine because of COVID concerns. The numbers reported reflect these trends in decreased Doubled up situations and an increase in the number reported for Shelters and Hotels/Motels. 1.6.1.3 – The eligibility process for qualifying a student for an IEP does not reflect a disproportional or overidentification of students with disabilities who are homeless. Following the trend of families moving into Idaho from neighboring states, we have seen an uptick in the number of students with IEPs enrolling, regardless of their homeless status. Districts who have seen an increase in the number of students on IEPs have often seen similar enrollment patterns of students moving in from out of state. 1.6.2 – In the 2018-19 school year, we had two subgrantees with new liaisons who did not identify younger siblings of MV identified students. Training was provided to these liaisons, and as a result, we show an increase of approximately 60 students (15% change) for 2019-20.

1.6.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655

State	Grade Level	Number of Homeless Enrolled Students
IDAHO	Age 3 through 5 (not Kindergarten)	113
IDAHO	Grade 1	683
IDAHO	Grade 10	526
IDAHO	Grade 11	452
IDAHO	Grade 12	678
IDAHO	Grade 2	630
IDAHO	Grade 3	633
IDAHO	Grade 4	622
IDAHO	Grade 5	585
IDAHO	Grade 6	621
IDAHO	Grade 7	543
IDAHO	Grade 8	564
IDAHO	Grade 9	532
IDAHO	Kindergarten	653
IDAHO	Ungraded	0
IDAHO	No category code available or required	7835

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655

State	Primary Nighttime Residence Type	Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth	Number of Homeless Enrolled Students
IDAHO	Doubled Up	920	6483
IDAHO	Hotels/Motels	17	487
IDAHO	Sheltered	17	390
IDAHO	Unsheltered	57	475

1.6.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Populated with SEA-LEVEL FS118/DG655

State	Subgroup	Number of Homeless Enrolled Students
IDAHO	Children with one or more disabilities (IDEA)	1719
IDAHO	English learner	754
IDAHO	Unaccompanied youth	1011
IDAHO	Migratory students	340

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Populated with SEA-LEVEL FS194/DG818

State	Age Level	Number of Young Homeless Children Served
IDAHO	Age 3 through 5 (not Kindergarten)	319
IDAHO	Age Birth through 2	166

STATE CERTIFICATION

Did the State certify this report?

YES

Date the State certified

4/1/2021 10:33:32 AM