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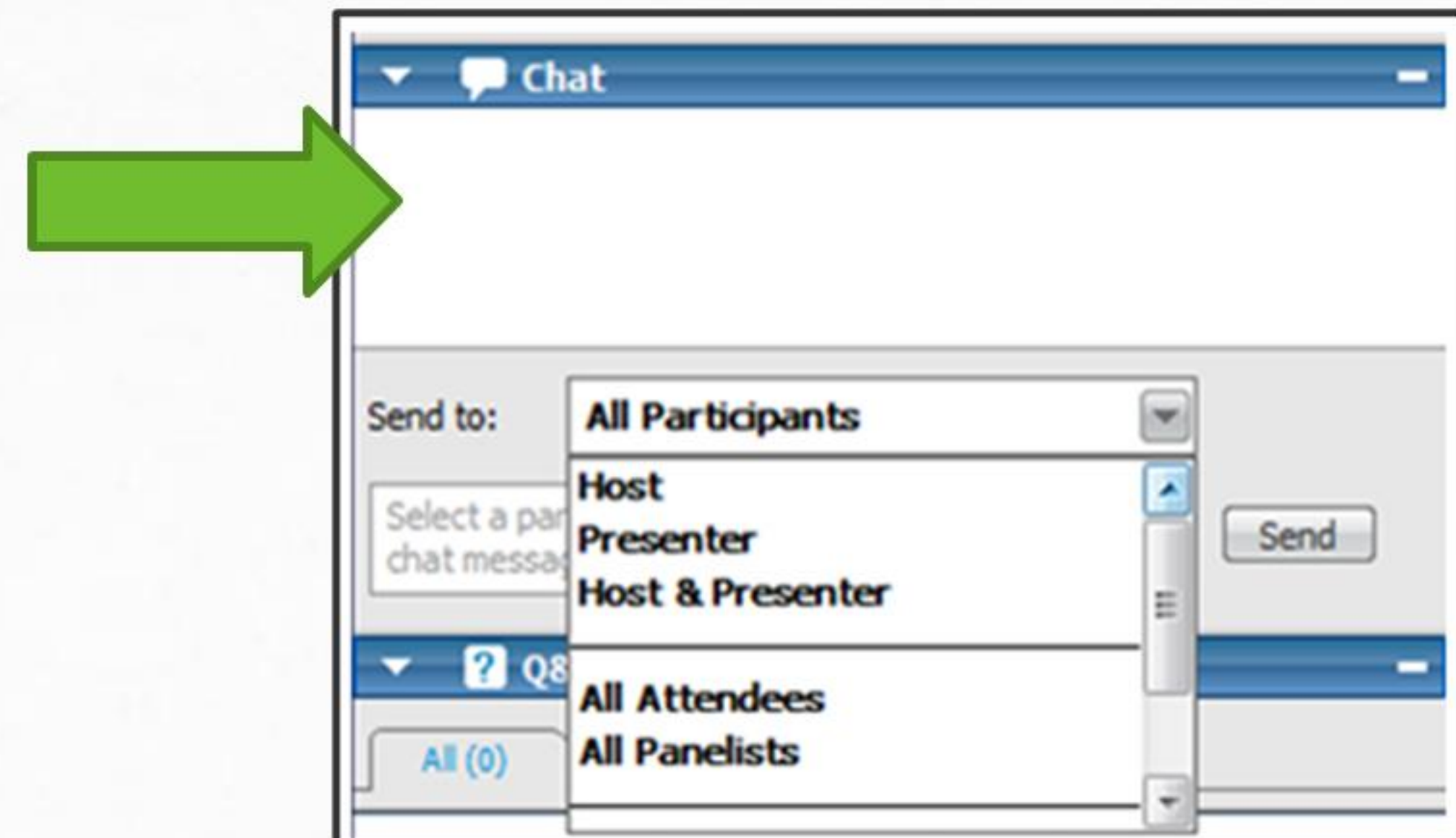
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CONSOLIDATED STATE PLAN PEER REVIEW CRITERIA

MARCH 2017

AGENDA

- How to use the Consolidated State Plan Peer Review Criteria
- Overview of Consolidated State Plan Peer Review Criteria
 - Title I, Part A
 - Title III, Part A
 - McKinney-Vento
- Questions
- Resources and Reminders



Consolidated State Plan Peer Review Criteria

PEER REVIEW PROCESS

ESEA SECTION 1111(a)

- The Secretary must establish a peer review process to assist in the review of State plans
- The purpose of the peer review process is to:
 - Maximize collaboration with each State
 - Promote effective implementation of the challenging State academic standards through State and local innovation
 - Provide transparent, timely, and objective feedback to States designed to strengthen the technical and overall quality of the State plans

PEER REVIEW PROCESS

- Peer reviewers will conduct an objective review of State plans and out of respect for State and local judgments, with the goal of supporting State and local-led innovation and providing objective feedback on the technical, educational, and overall quality of a State plan, including the validity and reliability of each element of the plan (ESEA Section 1111(a)(4)(c))
- Peer reviewers will make recommendations to the Department to inform our review of each State's plan.

PEER REVIEW CRITERIA

PORTIONS OF THE PLAN PEER REVIEWED

- The Department has issued [Consolidated State Plan Peer Review Criteria](#) for programs that are being peer reviewed (*i.e.*, Title I, Part A; Title III, Part A; and McKinney-Vento)
- All other programs will be reviewed by Department staff
- The Department will not issue review criteria for the other covered programs but encourages States to thoughtfully consider whether they have addressed each component of each requirement

PEER REVIEW CRITERIA

- Consolidated State Plan Peer Review Criteria are intended to:
 - Support States as they develop their consolidated State plans
 - Inform peer reviewers as they evaluate each consolidated State plan

PEER REVIEW CRITERIA

HOW TO USE THE PEER REVIEW CRITERIA

- [Consolidated State Plan Peer Review Criteria](#) outlines required elements in order to help an SEA ensure that it is fully addressing the applicable statutory and regulatory requirements in its State plan
- We encourage an SEA to use the peer review criteria when developing responses to the requirements in the [Consolidated State Plan Template](#) for the peer reviewed programs (*i.e.*, Title I, Part A; Title III, Part A; and McKinney-Vento)

PEER REVIEW CRITERIA

HOW TO USE THE PEER REVIEW CRITERIA

- If an SEA has provided insufficient information for peer reviewers to determine whether any question is fully addressed, peer reviewers will determine that the SEA has not fully addressed that requirement and indicate what additional information or clarification may be needed
- A description or information to some questions are required only if the specific circumstances addressed in the question are applicable to the SEA submitting the consolidated State plan (e.g., if the SEA establishes an extended-year adjusted cohort graduation rate in addition to a four-year adjusted cohort graduation rate in item A.4.iii.b.2)

PEER REVIEW CRITERIA

OUTCOMES OF THE PEER REVIEW PROCESS

- Peer review notes will serve as recommendations to the Department staff to inform our review of each State's plan
- After the peer review is completed, each State will receive:
 - Peer reviewer notes on peer reviewed ESEA programs in the State's plan, *i.e.*, Title I, Part A and Title III, Part A
 - Peer reviewer notes for McKinney-Vento
 - Communication regarding areas that must be addressed prior to approval



Title I, Part A

Improving Basic Programs Operated by Local Educational Agencies (LEAs)

EIGHTH GRADE MATH EXCEPTION

ESEA SECTION 1111(b)(2)(C) AND 34 C.F.R. 200.5(b)(4)

A.2.i-iii

- *Note: State Plan template items **A.2.i** and **A.2.ii** require binary yes/no responses from SEAs, and thus have no applicable peer review criteria.*

A.2.iii: Strategies (ESEA section 1111(b)(2)(C); 34 CFR § 200.5(b)(4))

- If applicable, does the SEA describe, regarding the 8th grade math exception, its strategies to provide all students in the State the opportunity to be prepared for and take advanced mathematics coursework in middle school (e.g., appropriate data and evidence that the strategies are likely to provide all students in the State that opportunity)?

NATIVE LANGUAGE ASSESSMENTS

ESEA SECTION 1111(b)(2)(F) AND 34 C.F.R. 200.6(f)(2)(ii) AND (f)(4)

A.3.i: Definition

- Does the SEA provide its definition of “languages other than English that are present to a significant extent in the participating student population”?
- Does the SEA identify the specific languages that meet that definition?
- Does the SEA’s definition include at least the most populous language other than English spoken by the State’s participating student population?

NATIVE LANGUAGE ASSESSMENTS

ESEA SECTION 1111(b)(2)(F) AND 34 C.F.R. 200.6(f)(2)(ii) AND (f)(4)

A.3.i: Definition (cont.)

- In determining which languages are present to a significant extent in the participating student population, does the SEA describe how it considered languages other than English that are spoken by distinct populations of English learners, including English learners who are **migratory, English learners who were not born in the United States, and English learners who are Native Americans?**
- In determining which languages are present to a significant extent in the participating student population, does the SEA describe how it considered languages other than English that are spoken by a significant portion of the participating student population in **one or more of the State's LEAs**, as well as languages spoken by a significant portion of the participating **student population across grade levels?**

NATIVE LANGUAGE ASSESSMENTS

ESEA SECTION 1111(b)(2)(F) AND 34 C.F.R. 200.6(f)(2)(ii) AND (f)(4)

A.3.ii: Existing Assessments in Languages other than English

- Does the SEA identify any existing assessments that it makes available in languages other than English, and specify for which grades and content areas those assessments are available?

A.3.iii: Assessments not Available and Needed

- Does the SEA indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the SEA and identified under A.3.i of the consolidated State plan, for which yearly student academic assessments are not available and are needed?

NATIVE LANGUAGE ASSESSMENTS

ESEA SECTION 1111(b)(2)(F) AND 34 C.F.R. 200.6(f)(2)(ii) AND (f)(4)

A.3.iv: Efforts to Develop Assessments

- Does the SEA describe how it will make every effort to develop assessments in, at a minimum, languages other than English that are present to a significant extent in the participating student population, as defined by the SEA and identified under A.3.i of the consolidated State plan template?
- Does the SEA's description of how it will make every effort to develop assessments in, at a minimum, languages other than English that are present to a significant extent in the participating student population include the State's plan and timeline for developing such assessments?



NATIVE LANGUAGE ASSESSMENTS

ESEA SECTION 1111(b)(2)(F) AND 34 C.F.R. 200.6(f)(2)(ii) AND (f)(4)

A.3.iv: Efforts to Develop Assessments (cont.)

- Does the SEA's description of how it will make every effort to develop assessments in, at a minimum, languages other than English that are present to a significant extent in the participating student population include a description of the process the State used to:
 - 1) gather meaningful input on the need for assessments in languages other than English;
 - 2) collect and respond to public comment; and
 - 3) consult with educators, parents and families of English learners, students (as appropriate), and other stakeholders?
- If applicable, does the SEA's description of how it will make every effort to develop assessments in, at a minimum, languages other than English that are present to a significant extent in the participating student population include an explanation of the reasons (e.g., legal barriers) the State has not been able to complete the development of such assessments despite making every effort?



SUBGROUPS (1111(c)(2))

OVERALL REQUIREMENTS

A.4.i

A.4.i.a: Major Racial and Ethnic Subgroups of Students (ESEA section 1111(c)(2)(B))

- Does the SEA list each major racial and ethnic group that the SEA includes as a subgroup of students in its accountability system?

A.4.i.b: Additional Subgroups at SEA Discretion

- If applicable, does the SEA describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners) included in its statewide accountability system?

SUBGROUPS (1111(c)(2))

FORMER ENGLISH LEARNERS

A.4.i:

A.4.i.c: Previously Identified English Learners

- *Note: State Plan template item A.4.i.c requires a binary yes/no response from SEAs, and thus has no applicable peer review criteria.*

SUBGROUPS (1111(c)(2))

RECENTLY ARRIVED ENGLISH LEARNERS

A.4.i:

A.4.i.d: (If Applicable) Exception for Recently Arrived English Learners

- *Note: This peer review criterion applies only if a State selects the third option in item A.4.i.d in the consolidated State plan template.*
- Does the SEA describe how it will choose which exception applies to a recently arrived English learner (e.g., a statewide procedure that considers English language proficiency level in determining which, if any, exception applies)?

SUBGROUPS (1111(c)(2))

RECENTLY ARRIVED ENGLISH LEARNERS

- There are two exceptions for including recently arrived English learners in accountability and assessments:

Exception A (ESEA section 1111(b)(3)(A)(i))									
	Year 1 Assessments			Year 2 Assessments			Year 3 Assessments		
	R/LA	Math	ELP	R/LA	Math	ELP	R/LA	Math	ELP
EL Takes Assessment?	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State Reports Score?	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State Includes in Accountability?	--	No	No	Yes	Yes	Yes	Yes	Yes	Yes

Exception B Exception A (ESEA section 1111(b)(3)(A)(ii))									
	Year 1 Assessments			Year 2 Assessments			Year 3 Assessments		
	R/LA	Math	ELP	R/LA	Math	ELP	R/LA	Math	ELP
EL Takes Assessment?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State Reports Score?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State Includes in Accountability?	No	No	Yes	Growth	Growth	Yes	Proficiency		Yes

MINIMUM N-SIZE (1111(c)(3)(A))

ACCOUNTABILITY

A.4.ii:

A.4.ii.a: Minimum N-Size for Accountability (ESEA section 1111(c)(3)(A)(i))

- Does the SEA provide the minimum number of students that the State determines is necessary to meet the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes, including annual meaningful differentiation and identification of schools?
- Is the minimum number of students the same State-determined number for all students and for each subgroup of students in the State (*i.e.*, economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners) for accountability purposes?

MINIMUM N-SIZE (1111(c)(3)(A))

ACCOUNTABILITY

A.4.ii:

A.4.ii.b: Statistical Soundness of Minimum N-Size (ESEA section 1111(c)(3)(A)(i))

- Is the selected minimum number of students statistically sound?

A.4.ii.c: How the SEA Determined Minimum N-Size (ESEA section 1111(c)(3)(A)(ii))

- Does the SEA describe how it determined the minimum number of students?
- Does the description include how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number?

MINIMUM N-SIZE (1111(c)(3)(A))

ACCOUNTABILITY

A.4.ii:

A.4.ii.d: Minimum N-Size and Ensuring Student Privacy (ESEA section 1111(c)(3)(A)(iii))

- Does the SEA describe how it ensures that the minimum number of students will protect the privacy of individual students?

A.4.ii.e: (If Applicable) Minimum N-Size for Reporting

- If the SEA's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, does the SEA provide the minimum number of students for purposes of reporting?
- Is the SEA's minimum number of students for purposes of reporting consistent with the requirements in ESEA section 1111(i), including with respect to privacy and statistical reliability?

LONG-TERM GOALS (1111(c)(4)(A))

ACADEMIC ACHIEVEMENT

A.4.iii.a:

A.4.iii.a.1: Long-term goals

- Does the SEA identify (*i.e.*, by providing a numeric measure) and describe the long-term goals for all students for improved academic achievement, as measured by grade-level proficiency on the annual statewide reading/language arts and mathematics assessments (which must apply the same academic achievement standards to all public school students in the State, except those with the most significant cognitive disabilities)?
- Does the SEA identify and describe long-term goals for each subgroup of students?

LONG-TERM GOALS (1111(c)(4)(A))

ACADEMIC ACHIEVEMENT

A.4.iii.a: (cont.)

A.4.iii.a.1: Long-term goals

- Does the SEA's description include baseline data for all students and for each subgroup of students?
- Does the SEA's description include the timeline for meeting the long-term goals?
- Is the timeline the same multi-year length of time for all students and for each subgroup of students?
- Are the long-term goals ambitious?

LONG-TERM GOALS (1111(c)(4)(A))

ACADEMIC ACHIEVEMENT

A.4.iii.a:

A.4.iii.a.2: Measurements of interim progress

- Does the SEA provide measurements of interim progress toward meeting the long-term goals for all students?
- Does the SEA provide measurements of interim progress toward meeting the long-term goals for each subgroup of students?

LONG-TERM GOALS (1111(c)(4)(A))

ACADEMIC ACHIEVEMENT

A.4.iii.a:

A.4.iii.a.3: Improvement necessary to close statewide proficiency gaps

- Do the long-term goals and measurements of interim progress for academic achievement take into account the improvement necessary for subgroups who are behind in reaching those goals to make significant progress in closing statewide proficiency gaps, such that the State's long-term goals require greater rates of improvement for subgroups of students that are lower achieving?

LONG-TERM GOALS (1111(c)(4)(A))

GRADUATION RATE

A.4.iii.b:

A.4.iii.b.1: Long-term goals for four-year adjusted cohort graduation rate

- Does the SEA identify and describe the long-term goals for the four-year adjusted cohort graduation rate for all students?
- Does the SEA identify and describe the long-term goals for the four-year adjusted cohort graduation rate for each subgroup of students?

LONG-TERM GOALS (1111(c)(4)(A))

GRADUATION RATE

A.4.iii.b: (cont.)

A.4.iii.b.1: Long-term goals for four-year adjusted cohort graduation rate

- Is the timeline the same multi-year length of time for all students and for each subgroup of students?
- Are the long-term goals ambitious?

LONG-TERM GOALS (1111(c)(4)(A))

GRADUATION RATE

A.4.iii.b:

A.4.iii.b.2: (If Applicable) Long-Term goals for each extended-year adjusted cohort graduation rate(s)

- If applicable (*i.e.*, if the SEA chooses, at its discretion, to establish long-term goals for one or more extended-year rates), does the SEA identify and describe the long-term goals for each extended-year adjusted cohort graduation rate for all students?
- If applicable (*i.e.*, if the SEA chooses, at its discretion, to establish long-term goals for one or more extended-year rates), does the SEA identify and describe the long-term goals for each extended-year adjusted cohort graduation rate for each subgroup of students?

LONG-TERM GOALS (1111(c)(4)(A))

GRADUATION RATE

A.4.iii.b: (cont.)

A.4.iii.b.2: (If Applicable) Long-Term goals for each extended-year adjusted cohort graduation rate(s)

- Does the SEA's description include baseline data for all students and for each subgroup of students?
- Does the SEA's description include the timeline for meeting the long-term goals?
- Is the timeline the same multi-year length of time for all students and for each subgroup of students?
- Are the long-term goals ambitious?
- Are the long-term goals more rigorous than the long-term goals set for the four-year adjusted cohort graduation rate?

LONG-TERM GOALS (1111(c)(4)(A))

GRADUATION RATE

A.4.iii.b:

A.4.iii.b.3: Measurements of interim progress

- Does the SEA provide measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate for all students?
- Does the SEA provide measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate for each subgroup of students?

LONG-TERM GOALS (1111(c)(4)(A))

GRADUATION RATE

A.4.iii.b:

A.4.iii.b.4: Improvement necessary to close statewide graduation rate gaps

- Do the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary for subgroups of students who are behind in reaching those goals to make significant progress in closing statewide graduation rate gaps, such that the State's long-term goals require greater rates of improvement for subgroups of students that graduate from high school at lower rates?

LONG-TERM GOALS (1111(c)(4)(A))

ENGLISH LANGUAGE PROFICIENCY (ELP)

A.4.iii:c

A.4.iii.c.1: Long-term goals

- Does the SEA identify and describe the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment?
- Does the SEA's description include baseline data?
- Does the SEA's description include the State-determined timeline for English learners to achieve English language proficiency?
- Is the long-term goal ambitious?

LONG-TERM GOALS (1111(c)(4)(A))

ENGLISH LANGUAGE PROFICIENCY (ELP)

A.4.iii.c

A.4.iii.c.2: Measurements of interim progress

- Does the SEA provide measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency?

INDICATORS (1111(c)(4)(B))

ACADEMIC ACHIEVEMENT INDICATOR

A.4.iv:

Note: A single indicator may consist of multiple components or measures. Peers must review each such component or measure for compliance with all of the required elements.

A.4.iv.a: Academic Achievement

- Does the SEA describe the Academic Achievement indicator used in its statewide accountability system, including that the SEA uses the same indicator for all schools in all LEAs across the State?

INDICATORS (1111(c)(4)(B))

ACADEMIC ACHIEVEMENT INDICATOR

A.4.iv:

A.4.iv.a: Academic Achievement (cont.)

- Does the description include how the SEA calculates the indicator, including: 1) that the calculation is consistent for all schools, in all LEAs, across the State; 2) a description of the weighting of reading/language arts achievement relative to mathematics achievement; 3) if the State uses one, a description of the performance index; 4) if, at the high school level, the indicator includes a measure of student growth, a description of the growth measure (e.g., a growth model); and 5) if the State averages data, a description of how it averages data across years and/or grades (e.g., does the State use a uniform averaging procedure across all schools)?

INDICATORS (1111(c)(4)(B))

ACADEMIC ACHIEVEMENT INDICATOR

A.4.iv:

A.4.iv.a: Academic Achievement (cont.)

- Is the indicator valid and reliable?
- Is the indicator based on the SEA's long-term goals?
- Can the indicator be disaggregated for each subgroup of students?
- Is the indicator measured by proficiency on the annual statewide reading/language arts and mathematics assessments?
- Does the indicator measure the performance of at least 95 percent of all students and 95 percent of all students in each subgroup?

INDICATORS (1111(c)(4)(B))

OTHER ACADEMIC INDICATOR

A.4.iv:

A.4.iv.b: Other Academic Indicator for Elementary and Secondary Schools that are Not High Schools

- *Note: If the SEA uses a different Other Academic indicator for each grade span, peer reviewers must separately review each indicator that an SEA submits. For example, if an SEA submits one Other Academic indicator for elementary schools and a different Other Academic indicator for middle schools, then peer reviewers will provide feedback, using the criteria below, separately for each indicator.*

INDICATORS (1111(c)(4)(B))

OTHER ACADEMIC INDICATOR

A.4.iv:

A.4.iv.b: Other Academic Indicator for Elementary and Secondary Schools that are Not High Schools (cont.)

- Does the SEA describe the Other Academic indicator used in its statewide accountability system for public elementary and secondary schools that are not high schools, including that the SEA uses the same indicator and calculates it in the same way for all elementary and secondary schools that are not high schools, in all LEAs, across the State, except that the indicator may vary by each grade span?
- Does the SEA describe, if applicable, how it averages data across years and/or grades (e.g., does the State use a uniform averaging procedure across all schools)?
- If the SEA uses a different indicator for each grade span, does it describe each indicator, including the grade span to which it applies?

INDICATORS (1111(c)(4)(B))

OTHER ACADEMIC INDICATOR

A.4.iv:

A.4.iv.b: Other Academic Indicator for Elementary and Secondary Schools that are Not High Schools (cont.)

- If the Other Academic indicator is not a measure of student growth, is the indicator another valid and reliable statewide academic indicator?
- If the Other Academic indicator is not a measure of student growth, does the indicator allow for meaningful differentiation in school performance?
- Can the indicator be disaggregated for each subgroup of students?

INDICATORS (1111(c)(4)(B))

GRADUATION RATE INDICATOR

A.4.iv: Indicators

A.4.iv.c: Graduation Rate

- Does the SEA describe the Graduation Rate indicator used in its statewide accountability system for public high schools in the State, including that the SEA uses the same indicator across all LEAs in the State?
- Does the description include how the SEA calculates the indicator including: 1) that the calculation is consistent for all high schools, in all LEAs, across the State; 2) if applicable, whether the SEA chooses to lag adjusted cohort graduation rate data; and 3) if applicable, how the SEA averages data (e.g., consistent with the provisions in ESEA section 8101(23) and (25), which permit averaging graduation rate data over three years for very small schools)?

INDICATORS (1111(c)(4)(B))

GRADUATION RATE INDICATOR

A.4.iv: Indicators

A.4.iv.c: Graduation Rate (cont.)

- Is the indicator valid and reliable?
- Is the indicator based on the SEA's long-term goals?
- Is the indicator based on the four-year adjusted cohort graduation rate?
- If the State, at its discretion, also includes one or more extended-year adjusted-cohort graduation rates, does the description include how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator?

INDICATORS (1111(c)(4)(B))

GRADUATION RATE INDICATOR

A.4.iv: Indicators

A.4.iv.c: Graduation Rate (cont.)

- If applicable, does the SEA's description include how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25)?
- Can the indicator be disaggregated for each subgroup of students?

INDICATORS (1111(c)(4)(B))

PROGRESS IN ACHIEVING ELP INDICATOR

A.4.iv:

A.4.iv.d: Progress in Achieving English Language Proficiency Indicator

- Does the SEA describe the Progress in Achieving English Language Proficiency indicator used in its statewide accountability system, including that the SEA uses the same indicator across all LEAs in the State?
- Is the indicator valid and reliable?
- Is the Progress in Achieving English Language Proficiency indicator aligned with the State-determined timeline described in A.4.iii.c.1?
- Does the indicator consistently measure the statewide progress of all English learners in each of grades 3 through 8 and in the grade for which such English learners are otherwise assessed under ESEA section 1111(b)(2)(B)(v)(I) during grades 9 through 12?
- Does the SEA's description include the State's definition of English language proficiency, based on the State English language proficiency assessment?

INDICATORS (1111(c)(4)(B))

SCHOOL QUALITY AND STUDENT SUCCESS INDICATOR(S)

A.4.iv:

A.4.iv.e: School Quality or Student Success Indicator(s)

- *Note: Peer reviewers must separately review each School Quality or Student Success indicator that an SEA submits. For example, if an SEA submits one School Quality or Student Success indicator for high schools and a different School Quality or Student Success indicator for elementary and middle schools, then peer reviewers will provide feedback, using the criteria below, separately for each indicator. For any School Quality or Student Success indicator that does not apply to all grade spans, the SEA's description must include the grade spans to which it does apply. (ESEA section 1111(c)(4)(B)(v))*

INDICATORS (1111(c)(4)(B))

SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR(S)

A.4.iv:

A.4.iv.e: School Quality or Student Success Indicator(s) (cont.)

- Does the SEA describe each School Quality or Student Success indicator used in its statewide accountability system for all public schools in the State?
- If the SEA uses a different indicator for each grade span, does it describe each indicator, including the grade span to which it applies?
- Does the indicator allow for meaningful differentiation in school performance?
- Is the indicator valid, reliable, comparable, used statewide in all schools (for the grade span to which it applies), and calculated in a consistent way?
- Can the indicator be disaggregated for each subgroup of students?

ANNUAL MEANINGFUL DIFFERENTIATION (1111(c)(4)(C))

A.4.v:

A.4.v.a: State's System of Annual Meaningful Differentiation

- Does the SEA describe its system of meaningfully differentiating, on an annual basis, all public schools in the State?
- Is the State's system of annual meaningful differentiation based on all indicators in the State's accountability system?
- Does the State's system of annual meaningful differentiation include the performance of all students and each subgroup of students on each of the indicators in the State's accountability system?

ANNUAL MEANINGFUL DIFFERENTIATION (1111(c)(4)(C))

A.4.v:

A.4.v.b: Weighting of Indicators

- Does the SEA describe the weighting of each indicator in its system of annual meaningful differentiation, including how the weighting is adjusted for schools for which an indicator cannot be calculated due to the minimum number of students (e.g., for the Progress in Achieving English Language Proficiency indicator)?
- Do the Academic Achievement, Other Academic, Graduation Rate, and Progress in Achieving English Language Proficiency indicators each receive substantial weight individually?
- Do the Academic Achievement, Other Academic, Graduation Rate, and Progress in Achieving English Language Proficiency indicators receive, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate?

ANNUAL MEANINGFUL DIFFERENTIATION (1111(c)(4)(C))

A.4.v:

A.4.v.c: (If Applicable) Different Methodology for Annual Meaningful Differentiation

- If the SEA uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a of the State's plan for schools for which an accountability determination cannot be made (e.g., P-2 schools), does it describe the different methodology or methodologies, including how the methodology or methodologies will be used to identify schools for comprehensive or targeted support and improvement?
- Does the SEA's description of a different methodology indicate the type(s) of schools to which it applies?

IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS

A.4.vi:

A.4.vi.a: Lowest Performing

- Does the SEA describe its methodology to identify not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement including, if applicable, how it averages data (e.g., does the State use a uniform averaging procedure across all schools)?
- Does the SEA's methodology result in the identification of not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement?
- Does the SEA include the year in which it will first identify these schools for comprehensive support and improvement (i.e., does the timeline comply with the Department's guidance)?

IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS

A.4.vi:

A.4.vi.b: Low Graduation Rates

- Does the SEA describe its methodology to identify all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement, including: 1) a description of whether the SEA uses one or more extended-year adjusted cohort graduation rates in addition to the four-year adjusted cohort graduation rate and 2) if applicable, how the SEA averages data (e.g., does the State use a uniform averaging procedure across all schools)?
- Does the SEA's methodology result in the identification of all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement?
- Does the SEA include the year in which it will first identify these schools for comprehensive support and improvement (i.e., does the timeline comply with the Department's guidance)?

IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS

A.4.vi:

A.4.vi.c: Additional Targeted Support Not Exiting Such Status

- Does the SEA describe its methodology to identify schools receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (*i.e.*, based on identification as a school in which the performance of any subgroup of students, on its own, would lead to identification as one of the lowest-performing five percent) that have not satisfied the statewide exit criteria for such schools within a State-determined number of years?
- Does the SEA's methodology result in the identification of such schools?
- Does the SEA include the year in which it will first identify these schools for comprehensive support and improvement (*i.e.*, does the timeline comply with the Department's guidance)?

IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

FREQUENCY OF IDENTIFICATION

A.4.vi:

A.4.vi.d: Frequency of Identification

- Does the SEA include the frequency with which the State will identify each type of school for comprehensive support and improvement after the first year of identification?
- Does the SEA's timeline result in identification of these schools at least once every three years?

IDENTIFICATION OF SCHOOLS (1111(c)(4)(D)

TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

A.4.vi:

A.4.vi.e: “Consistently Underperforming” Subgroups

- Does the SEA describe its methodology to identify schools with one or more “consistently underperforming” subgroups of students, including its definition of “consistently underperforming”?
- Does the SEA’s methodology result in the identification of any school with one or more “consistently underperforming” subgroups of students?
- Is the methodology based on all indicators in the statewide system of annual meaningful differentiation?
- Does the SEA identify these schools annually?

IDENTIFICATION OF SCHOOLS (1111(d)(2)(C)-(D))

ADDITIONAL TARGETED SUPPORT

A.4.vi:

A.4.vi.f: Additional Targeted Support

- Does the SEA describe its methodology to identify schools in which the performance of any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) (*i.e.*, the methodology described above in A.4.vi.a), including: 1) whether the methodology identifies these schools from among all public schools in the State or from among only the schools identified as schools with one or more consistently underperforming subgroups and 2) if applicable, how the SEA averages data (*e.g.*, does the State use a uniform averaging procedure across all schools)?

IDENTIFICATION OF SCHOOLS (1111(d)(2)(C)-(D))

ADDITIONAL TARGETED SUPPORT

A.4.vi:

A.4.vi.f: Additional Targeted Support (cont.)

- Does the SEA's methodology result in identification of such schools?
- Does the SEA include the year in which the State will first identify such schools (*i.e.*, does the timeline comply with the Department's guidance)?
- Does the SEA include the frequency with which the State will identify such schools after the first year of identification?

IDENTIFICATION OF SCHOOLS (1111(c)(4)(D))

ADDITIONAL STATEWIDE CATEGORIES OF SCHOOLS

A.4.vi:

A.4.vi.g: (If Applicable) Additional Statewide Categories of Schools

- If the State chooses, at its discretion, to include additional statewide categories of schools, does the SEA describe those categories?

ANNUAL MEASUREMENT OF ACHIEVEMENT (1111(c)(4)(E)(iii))

A.4.vii:

- Does the SEA describe how it factors the requirement for 95 percent participation of all students and 95 percent of all students in each subgroup of students in statewide mathematics and reading/language arts assessments into the statewide accountability system?
- If applicable, does the SEA describe how the SEA differentiates its approach based on such factors as the number of subgroups in the school missing the participation rate requirement, the length of time over which the school has missed the requirement, or the degree to which the school missed the requirement (e.g., 92 percent participation rate vs. 70 percent participation)?

CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

A.4.viii:

A.4.viii.a:Exit Criteria for Comprehensive Support and Improvement Schools (ESEA section 1111(d)(3)(A)(i)(I))

- Does the SEA describe its statewide exit criteria for schools identified for comprehensive support and improvement, which may include how the exit criteria are aligned with the State's long-term goals and measurements of interim progress?
- Does the SEA's description include the number of years within which schools are expected to meet such criteria?
- Is the number of years no more than four years?
- Do the exit criteria ensure continued progress to improve student academic achievement and school success in the State (e.g., do the exit criteria improve student outcomes and ensure that a school that exits no longer meets the criteria under which the school was identified)?

CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

A.4.viii:

A.4.viii.b: Exit Criteria for Schools Receiving Additional Targeted Support (ESEA section 1111(d)(3)(A)(i)(II))

- Does the SEA describe its statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), which may include how the exit criteria align with the State's long-term goals and measurements of interim progress and the requirement that the goals and measurements of interim progress take into account the improvement necessary to close statewide proficiency and graduation rate gaps?
- Does the SEA's description include the number of years within which schools are expected to meet such criteria?

CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

A.4.viii:

A.4.viii.b: Exit Criteria for Schools Receiving Additional Targeted Support (ESEA section 1111(d)(3)(A)(i)(II)) (cont.)

- Do the exit criteria ensure continued progress to improve student academic achievement and school success in the State (e.g., do the exit criteria improve student outcomes for the subgroup or subgroups that led to the school's identification and ensure that a school that exits no longer meets the criteria under which the school was identified?)

CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

A.4.viii:

A.4.viii.c: More Rigorous Interventions (ESEA section 1111(d)(3)(A)(i)(I))

- Does the SEA describe the more rigorous State-determined action required for schools identified for comprehensive support and improvement that fail to meet the SEA's exit criteria within a State-determined number of years, which may include interventions that address school-level operations, such as changes in school staffing and budgeting or the school day and year?

CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

A.4.viii:

A.4.viii.d: Resource Allocation Review (ESEA section 1111(d)(3)(A)(ii))

- Does the SEA describe how it will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement?

CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

A.4.viii:

A.4.viii.e: Technical Assistance (ESEA section 1111(d)(3)(A)(iii))

- Does the SEA describe the technical assistance that it will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement?
- Is the technical assistance likely to improve student outcomes by, for example, 1) identifying State-approved evidence-based interventions; 2) supporting LEAs and schools in the development and implementation of support and improvement plans; and 3) differentiating the technical assistance?

CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT (1111(d)(3)(A))

A.4.viii:

A.4.viii.f: (If Applicable) Additional Optional Action

- If applicable, does the SEA describe the action that it will take to initiate additional improvement in any LEA with a significant number or percentage of schools that it consistently identifies for comprehensive support and improvement and are not meeting the State's exit criteria or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans?

DISPROPORTIONATE RATES OF ACCESS TO EDUCATORS

ESEA SECTION 1111(g)(1)(B)

A.5:

- Does the SEA describe the extent, if any, that low-income children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, which may include the State definition of ineffective, out-of-field, and inexperienced teachers?
- Does the SEA describe the extent, if any, that minority children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, which may include the State definition of ineffective, out-of-field, and inexperienced teachers?
- Does the SEA describe the measures (e.g., data used to calculate the disproportionate rates) that it will use to evaluate and publicly report its progress with respect to how low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers?

SCHOOL CONDITIONS

ESEA SECTION 1111(g)(1)(C)

A.6:

- Does the SEA describe how it will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning?
- Does the SEA's description include how it will support LEAs to reduce incidences of bullying and harassment?
- Does the SEA's description include how it will support LEAs to reduce the overuse of discipline practices that remove students from the classroom?
- Does the SEA's description include how it will support LEAs to reduce the use of aversive behavioral interventions that compromise student health and safety?

SCHOOL TRANSITIONS

ESEA SECTION 1111(g)(1)(D)

A.7:

- Does the SEA describe how it will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school)?
- Does the SEA's description include how it will work with LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out?



Title III, Part A

English Language Acquisition and Enhancement

ENTRANCE AND EXIT PROCEDURES

ESEA SECTION 3113(b)(2)

E.1:

- Does the SEA describe how it will establish and implement, with timely and meaningful consultation with LEAs standardized statewide entrance and exit procedures for English learners, including a description of how, **if applicable**, a State will ensure that local input included in the exit procedures, such as teacher input or a portfolio, will be applied statewide
- Does the SEA's description include an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State?

SEA SUPPORT

ESEA SECTION 3113(b)(6)

E.2:

- Does the SEA describe how it will assist eligible entities in meeting the State-designed long-term goal for English language proficiency, including measurements of interim progress towards meeting such goal, based on the State's English language proficiency assessment?
- Does the SEA describe how it will assist eligible entities in helping to ensure that English learners meet challenging State academic standards?

MONITORING AND TECHNICAL ASSISTANCE

ESEA SECTION 3113(b)(8)

E.3:

- Does the SEA describe how it will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English language proficiency?
- Does the SEA describe the steps it will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as by providing technical assistance and support on how to modify such strategies?



Education for Homeless Children and Youths

McKinney-Vento

STUDENT IDENTIFICATION

722(g)(1)(B) OF MCKINNEY-VENTO

I.1:

- Does the SEA describe the procedures it will use to identify homeless children and youth in the State and to assess their needs?

DISPUTE RESOLUTION

722(g)(1)(C) OF MCKINNEY-VENTO

I.2:

- Does the SEA describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth?

SUPPORT FOR SCHOOL PERSONNEL

722(g)(1)(D) OF MCKINNEY-VENTO

I.3:

- Does the SEA describe programs for school personnel to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including such children and youth who are runaway and homeless youth?

ACCESS TO SERVICES

722(g)(1)(F) OF MCKINNEY-VENTO

I.4:

- Does the SEA describe procedures that ensure that:
 - Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State?
 - Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent these youth described from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies?

ACCESS TO SERVICES

722(g)(1)(F) OF MCKINNEY-VENTO

I.4 (cont.):

- Does the SEA describe procedures that ensure that:
 - Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels?

ADDRESS OTHER PROBLEMS

722(g)(1)(H) OF MCKINNEY-VENTO

I.5:

- Does the SEA provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:
 - Requirements of immunization and other required health records
 - Residency requirements
 - Lack of birth certificates, school records, or other documentation
 - Guardianship issues
 - Uniform or dress code requirements

POLICIES TO REMOVE BARRIERS

722(g)(1)(I) OF MCKINNEY-VENTO

I.6:

- Does the SEA demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences?

ASSISTANCE FROM COUNSELORS

722(g)(1)(K) OF MCKINNEY-VENTO

I.7:

- Does the SEA describe how youths described in section 725(2) will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college?



Questions?



Reminders and Resources

TIMELINES

STATE PLANS

- Release of Revised Consolidated State Plan Absolutely Necessary Requirements
 - **March 13, 2017**
- Consolidated State plan or individual program State plans must be submitted on one of two deadlines:
 - **April 3, 2017** **spring peer review window**
 - **September 18, 2017** **summer peer review window**

TIMELINES

STATE PLANS

- In order for a State to be considered for the spring peer review window by April 3, 2017 a State must either:
 - Submit their completed plan to the Department with the Governor's or the Governor's designee's signature; or
 - Send an email to the Deputy Director of the Office of State Support, Roberta Miceli at Roberta.Miceli@ed.gov indicating the date that the State submitted its plan to the Governor for review. For this situation the State must submit its plan to the Department non later than the end of the 30 day review period or May 3, 2017 whichever is earlier.

CONSOLIDATED STATE PLAN TEMPLATE

REVISED TEMPLATE

- An SEA must use the [Revised Consolidated State Plan template](#) or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO)
- States may consider using the previous template released by ED as a guide

CONSOLIDATED STATE PLAN TEMPLATE

ALTERNATIVE TEMPLATE

- If an SEA does not use this template, it must:
 - Include the information on the Cover Sheet;
 - Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
 - Indicate that the SEA worked through CCSSO in developing its own template; and
 - Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. (See Appendix B of Revised Consolidated State Plan Requirements).

OMB MAX

STATE PLAN SUBMISSION

Reminder- Identify your 3 Users for MAX.gov:

- ED will accept submission of ESEA consolidated State plans or individual program State plans through MAX.gov.
- ED will grant 3 users from each State access to the State plan page on MAX.gov.
- Please have 1 person email the names and email addresses for the three users to stateplans@luxsourcesolutions.com. Include your State name in the subject line of the email (e.g., Subject: Request for sponsorship for MAX.gov for Texas).
- Please refer to the Thursday, March 16th email from Patrick Rooney, Deputy Director of OSS, to Title I Directors and Federal Liaisons for additional information.

OMB MAX

STATE PLAN SUBMISSION

- For assistance gaining permission for the State plan page on MAX.gov, contact stateplans@luxsourcesolutions.com.
- If, after receiving the registration e-mail and link, you need additional assistance registering for MAX.gov, please contact maxsupport@max.gov or 202-395-6860.
- Please contact your State's OSS program officers at [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov) (e.g., OSS.SouthCarolina@ed.gov) if you have any additional questions.

RESOURCES

CROSSWALK OF CONSOLIDATED STATE PLAN REQUIREMENTS

State Plan Requirements by Program	Statutory and Regulatory Requirements	Item(s) from Revised Template	Item(s) from Original Template
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	Citation to ESEA, as amended by the ESSA, and Part 200 regulations		
Eighth Grade Math Exception	1111(b)(2)(C); 34 CFR 200.5(b)	A.2.i-iii	3.A
Native Language Assessments	1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4)	A.3.i-iv	3.B
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))			
Subgroups	1111(c)(2)	A.4.i.a-d	4.1.B
Minimum N-Size	1111(c)(3)	A.4.ii.a-e	4.1.C
Establishment of Long-Term Goals	1111(c)(4)(A)	A.4.iii.a-c	1.A-C
Indicators	1111(c)(4)(B)	A.4.iv.a-e	4.1.A
Annual Meaningful Differentiation	1111(c)(4)(C)	A.4.v.a-c	4.1.D; 4.1.G
Identification of Schools	1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)- (D)	A.4.vi.a-g	4.2.A-B

RESOURCES

SUPPORT FOR STATES

- Consolidated State Plan Peer Review Criteria
 - <https://www2.ed.gov/admins/lead/account/stateplan17/essastateplanpeerreviewcriteria.pdf>
- ED's Every Student Succeeds Act (ESSA) website
 - <https://www.ed.gov/essa>
- ED's ESSA Consolidated State Plans page
 - <https://www2.ed.gov/admins/lead/account/stateplan17/plans.html>
- OSS Technical Assistance (TA) Resources
 - <http://www2.ed.gov/about/offices/list/oese/oss/technicalassistance>
- Individual Assistance
 - Send questions and requests for individualized TA to your State contacts at: OSS.State@ed.gov



