

CONSOLIDATED STATE PLANS

Office of Elementary and Secondary Education
August 1, 2017

OBJECTIVES

- This session will allow participants to:
 - Avoid common completion issues
 - Build upon lessons learned from ED's review of the first 17 State plans

AGENDA

- Completeness expectations
- State Plan Requirement Reminders
- Resources
- Questions

ESEA STATE PLAN

INCLUDED PROGRAMS

- Programs in the revised consolidated State plan template:
 - Title I, Part A: Improving Basic Programs Operated by LEAs
 - Title I, Part C: Education of Migratory Children
 - Title I, Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk
 - Title II, Part A: Supporting Effective Instruction
 - Title III, Part A: English Language Acquisition and Language Enhancement
 - Title IV, Part A: Student Support and Academic Enrichment Grants
 - Title IV, Part B: 21st Century Community Learning Centers
 - Title V, Part B, Subpart 2: Rural and Low-Income School Program
 - Education for Homeless Children and Youth (McKinney-Vento)



ESEA STATE PLAN

ALTERNATE TEMPLATES

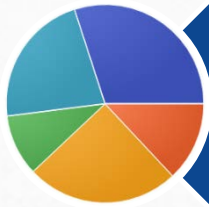
- If a State chooses to use an alternate template (i.e., any template other than the revised template issued on March 13, 2017), it **must**:
 - Include the information on the Cover Sheet released with the March 13, 2017, template;
 - Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement identified in the March 13, 2017, template (i.e., including by indicating specific pages);
 - Indicate that it worked through the Council of Chief State School Officers (CCSSO) in developing its alternate template; and
 - Include 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 the March 13, 2017, template).



COMPLETENESS REMINDERS



“TBD” or any narrative equivalent,
including for long-term goals & MIPs



Annual meaningful
differentiation/weighting of indicators



School identification and exit criteria



Objectives and outcomes

PEER REVIEW OVERVIEW

PURPOSE OF PEER REVIEW

- Consistent with section 1111(a)(4)(B), the purpose of peer review is to:
 - Maximize collaboration with each State;
 - Promote effective implementation of the challenging State academic standards through State and local innovation; and
 - Provide transparent, timely, and objective feedback to States designed to strengthen the technical and overall quality of the State plans.
- Title I, Part A and Title III, Part A are reviewed by the same peer reviewers. The McKinney-Vento program is reviewed by separate peer reviewers. Other programs are not peer reviewed.



STATE PLAN REQUIREMENT REMINDERS

STATE PLAN REQUIREMENT REMINDERS

CROSS-CUTTING

- Fully address each State plan requirement meeting all applicable statutory and regulatory requirements
 - Address all elements of requirements
 - Utilize [State Plan Peer Review Criteria](#) as a resource
- The Department is only approving the plan that is proposed to be implemented
 - States may update or amend their plans in the future
- Waiver requests must be submitted separately from the consolidated State plan



TITLE I, PART A

ASSESSMENT REQUIREMENTS

A.2: EIGHTH GRADE MATH EXCEPTION

- This exception is available only for a State that administers an end-of-course mathematics assessment for accountability purposes for high school students.
- The law narrowly offers this exception for an **eighth-grade** student who takes the high school **mathematics** course associated with **the end-of-course assessment the State uses for high school accountability**.
- If the State plans to use the eighth grade math exception, it must describe strategies to provide all students the opportunity to be prepared for and take advanced mathematics coursework in middle school.

INDICATORS

ACADEMIC ACHIEVEMENT INDICATOR

Requirement: Describe the Academic Achievement indicator, including a description of how the indicator:

- (i) is based on the long-term goals;
- **(ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments;**
- (iii) annually measures academic achievement for all students and separately for each subgroup of students; and
- (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments

INDICATORS

OTHER ACADEMIC INDICATOR FOR ELEMENTARY AND SECONDARY SCHOOLS THAT ARE NOT HIGH SCHOOLS

- Requirement: Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.
- *Note: This is only for schools that are NOT high schools.*

INDICATORS

GRADUATION RATE INDICATOR

Selected peer review criteria related to the Graduation Rate Indicator

- 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

ENGLISH LANGUAGE PROFICIENCY INDICATOR

- Requirement: Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.
- *Note: This indicator must measure **progress** toward achieving English language proficiency NOT exclusively attainment of English language proficiency.*

INDICATORS

SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR(S)

- Requirement: Describe each School Quality or Student Success Indicator, including, for each such indicator: **(i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) how each such indicator annually measures performance for all students and separately for each subgroup of students.** For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade span(s) to which it does apply.

INDICATORS

WEIGHTING OF INDICATORS

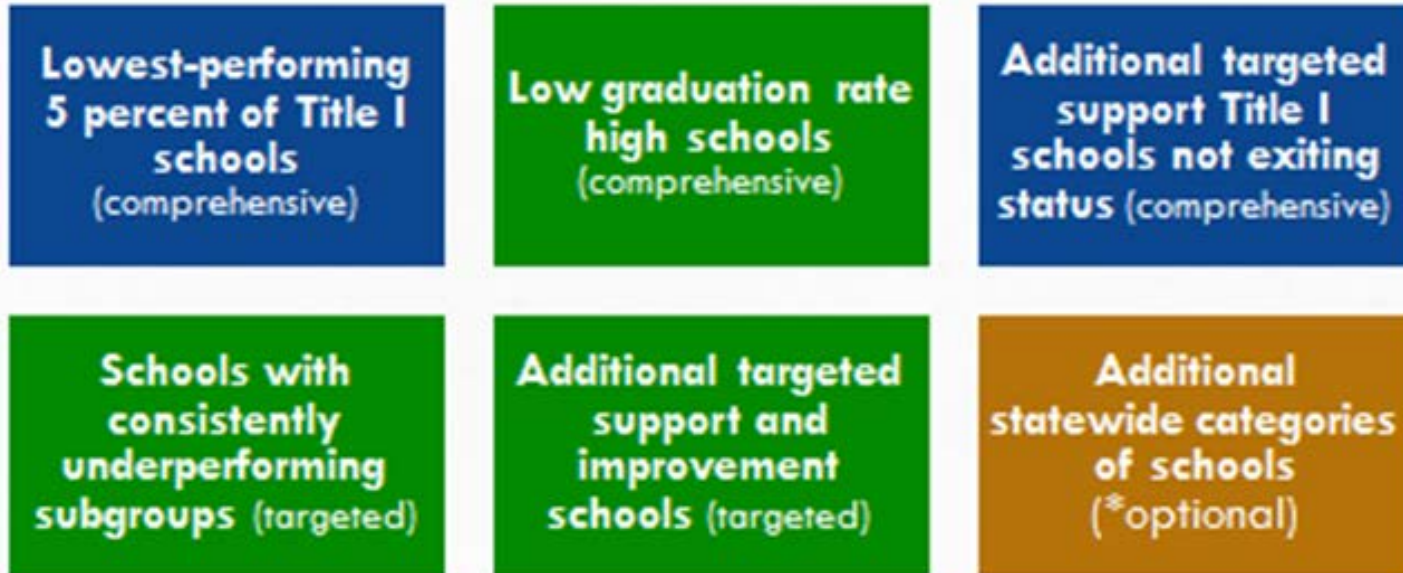
- Requirement: Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive **substantial weight** individually and, in the aggregate, **much greater weight** than the School Quality or Student Success indicator(s).

INDICATORS

STUDENT SUBGROUPS

- Requirement: Each indicator must be calculated consistently for **all students** and **each subgroup** of students. The indicator must be able to be **disaggregated for each subgroup** of students and, for the Academic Achievement indicator, must measure the performance of **at least 95 percent** of all students in each subgroup.

SCHOOL IDENTIFICATION



Blue = Title I, Part A recipient ONLY

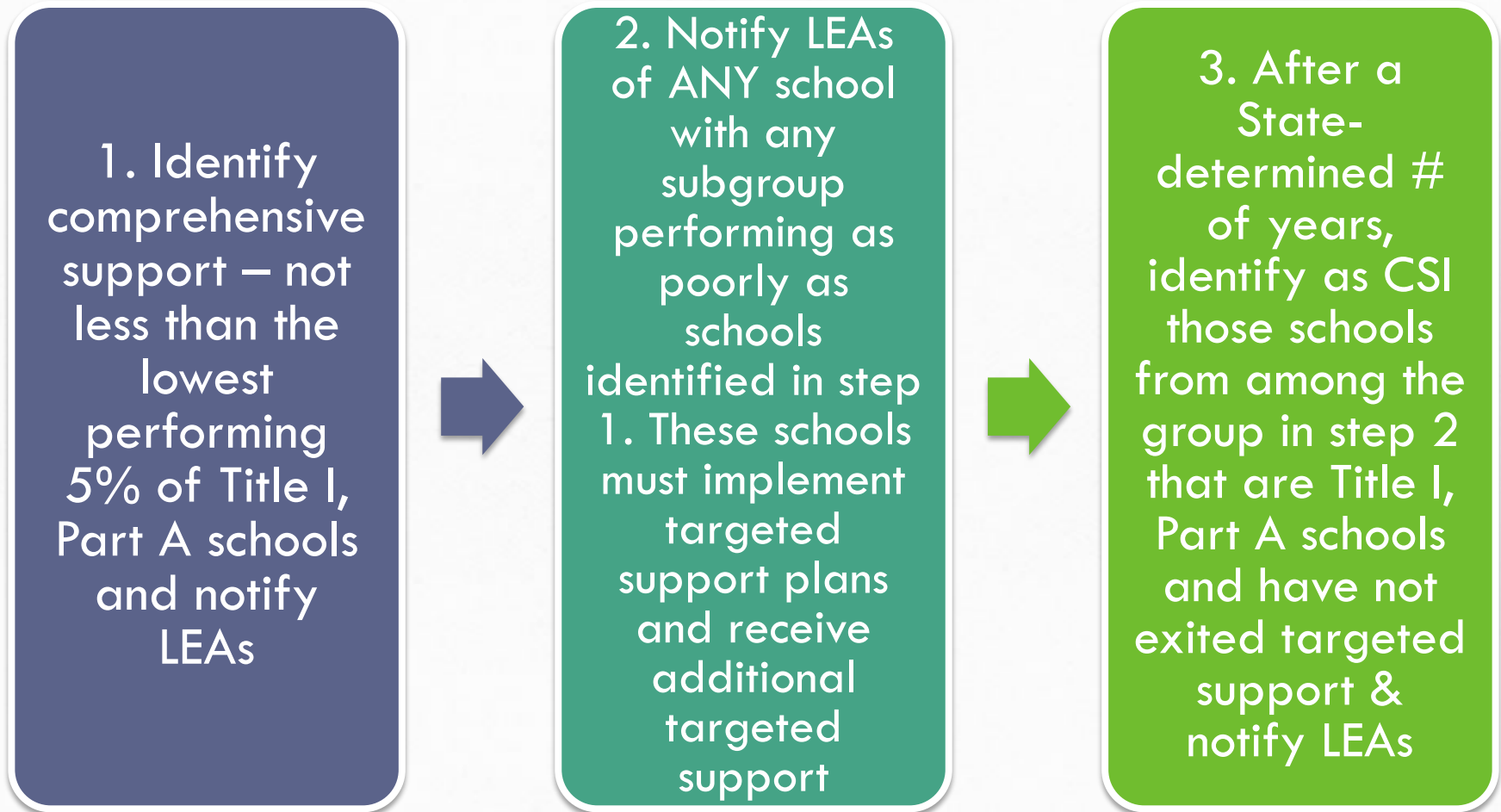
Green = From among all schools

Orange = Could be Title I, Part A or all public schools

Note: Additional targeted support and improvement schools may be identified from among EITHER: (1) all public schools OR (2) schools identified as having consistently underperforming subgroups

ADDITIONAL TARGETED SUPPORT

IDENTIFICATION PROCESS



Note: Additional targeted support and improvement schools may be identified from among EITHER: (1) all public schools OR (2) schools identified as having consistently underperforming subgroups

SCHOOL IDENTIFICATION

ADDITIONAL TARGETED SUPPORT

- Requirement A.4.vi.f: Describe the State's methodology for identifying schools in which 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), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools (ESEA section 1111(d)(2)(C)-(D))
- Description should include whether the State looks at all public schools or only schools identified as having one or more consistently underperforming subgroups to specify which schools need additional targeted support (either is permissible)



SCHOOL IDENTIFICATION PROCESS

TIMELINE BASED ON DEAR COLLEAGUE LETTER OF APRIL 10, 2017

By the beginning of 2018-19

- *Identify comprehensive support – lowest performing schools & notify LEAs (at least every 3 yrs)

- *Identify comprehensive support – low grad rate schools & notify LEAs (at least every 3 yrs)

- *Notify LEAs of additional targeted support schools (State-determined frequency)

Annually (beginning on State-determined timeline)

- *Notify LEAs of “consistently underperforming” targeted support schools, if any, beginning after the period defined by the State for consistent underperformance

On a State-determined timeline

- *Identify as comprehensive support schools those additional targeted support schools that are Title I, Part A schools and do not meet exit criteria and notify LEAs

CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT

EXIT CRITERIA

- Exit criteria must “ensure continued progress to improve student academic achievement and school success” (ESEA section 1111(d)(3))
- States must describe statewide exit criteria for:
 - Schools identified for comprehensive support and improvement, including the number of years (**not to exceed four**) over which schools are expected to meet such criteria (State plan requirement A.4.viii.a); and
 - Schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria (State plan requirement A.4.viii.a)



SCHOOL IDENTIFICATION

2017-2018 SCHOOL YEAR OPTIONS

- For the 2017-2018 school year,
 - A State that **previously operated under ESEA Flexibility** may
 - Continue to support and intervene in its existing priority and focus schools, except that the State may remove those that meet exit criteria; OR
 - Refresh its list using the methodology in place prior to the start of the 2017-2018 school year
 - A State that **did not** previously operate under ESEA Flexibility may continue to support and intervene in schools or LEAs that were identified in the 2016-2017 school year, except that a State may remove those that meet exit criteria.
 - Any State may identify the low-performing schools it will support in the 2017-2018 school year using its **new methodology**, even if ED has not yet approved that methodology. Note that a State **may need to revise** its methodology for future years based on State plan review.



DISPROPORTIONATE RATES OF ACCESS TO EDUCATORS

- Requirement A.5: Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.



TITLE I, PART C

SUPPORTING NEEDS OF MIGRATORY CHILDREN

- Requirement (ESEA Section 1304(b)(1): Describe how, in **planning, implementing, and evaluating** programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, **including preschool migratory children and migratory children who have dropped out of school**, are identified and addressed through:
 - i. The **full range of services that are available for migratory children** from appropriate local, State, and Federal educational programs;
 - ii. **Joint planning** among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The **integration of services** available under Title I, Part C with services provided by those other programs; and
 - iv. **Measurable program objectives and outcomes.**



PROMOTE COORDINATION OF SERVICES

- Requirement (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the **timely transfer** of pertinent school records, **including information on health**, when children move from one school to another, whether or not such move occurs during the regular school year.

USE OF FUNDS

- Requirement (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and **how such priorities relate to the State's assessment of needs** for services in the State.



TITLE I, PART D

PROGRAM REQUIREMENTS

C.1: Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth **between** correctional facilities and locally operated programs.

C.2: Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to **assess the effectiveness of the Title I, Part D program** in improving the academic, **career, and technical skills** of children in the program.





TITLE II, PART A

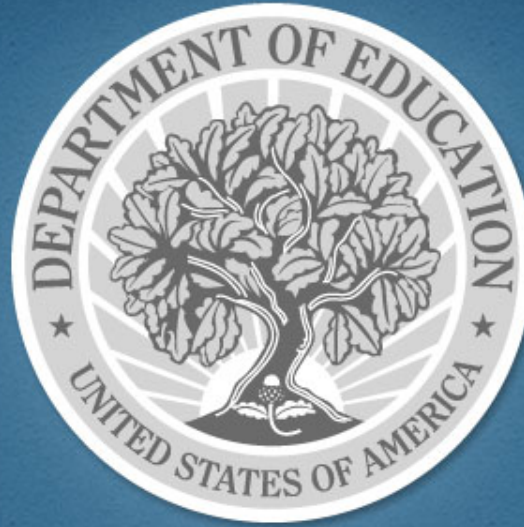
IMPROVING SKILLS OF EDUCATORS

- Requirement: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly **children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels**, and provide instruction based on the needs of such students.

DATA AND CONSULTATION

- Requirement: Describe how the State will use data and **ongoing** consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.
 - Teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that had charter schools), parents, community partners, **and** other organizations or partners.





TITLE III, PART A

ENTRANCE AND EXIT PROCEDURES

- Requirement: Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including 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 FOR ENGLISH LEARNER PROGRESS

- Requirement: Describe how the SEA will assist eligible entities in meeting the State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and the challenging State academic standards.

MONITORING AND TECHNICAL ASSISTANCE

- Requirement: Describe how the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency.
 - This description must include the steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.



TITLE IV, PART A

PROGRAM REQUIREMENTS

Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

SUBGRANTING OPTIONS

The three subgranting options are:

- **Formula**—Subawards based on relative share of funds under Title 1, Part A for the preceding fiscal year and no allocation under \$10,000.
- **Competitive**—Subawards prioritized based on LEAs with greatest need and in a manner that ensures geographic diversity. Award amounts not less than \$10,000 and for a performance period of one year.
- **Combination**—*Subawards made using a combined competitive and formula method.*



TITLE IV, PART B

USES OF FUNDS

- Requirement: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.
 - This description must include the activities the SEA will undertake with the funds reserved for State-level activities.

AWARDING SUBGRANTS

- Requirement: Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.
 - This description must include the procedures and criteria the SEA will use for reviewing applications and awarding funds to eligible entities on a competitive basis.



TITLE V, PART B

OUTCOMES AND OBJECTIVES

- Requirement:
 - Provide information on **program objectives and outcomes** for activities under Title V, Part B, Subpart 2, including **how** the SEA will use funds to help all students meet the challenging State academic standards.

TECHNICAL ASSISTANCE

- Requirement:
 - Describe **how** the SEA will provide technical assistance to **eligible** LEAs to help such agencies implement the activities described in ESEA section 5222.



MCKINNEY-VENTO ACT: EDUCATING HOMELESS CHILDREN AND YOUTH PROGRAM

I.3: SUPPORT FOR SCHOOL PERSONNEL

- Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

I.4: ACCESS TO SERVICES

- I.4.iii: 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.

I.5: STRATEGIES TO ADDRESS OTHER PROBLEMS

- 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— **(i) requirements of immunization and other required health records; (ii) residency requirements; (iii) lack of birth certificates, school records, or other documentation; (iv) guardianship issues; or (iv) uniform or dress code requirements.**

I.6: POLICIES TO REMOVE BARRIERS

- **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.**



RESOURCES

RESOURCES

- General ESSA resources: www.ed.gov/essa
- [Revised Consolidated State Plan Template](#)
- [State Plan Peer Review Criteria](#)
- [Resources](#) regarding the revised Consolidated State plan template
- [Dear Colleague Letter on School Support and Improvement Activities and Consultation](#)
- Comprehensive centers and the State Support Network
- General questions: Please contact your program officer at OSS.[STATE]@ed.gov (e.g., OSS.Wyoming@ed.gov)



Questions?

