



**CONSOLIDATED STATE PLAN:
PEER REVIEWER TRAINING
SEPTEMBER 12, 2017**

INTRODUCTIONS

- U.S. Department of Education staff
- Peer reviewers and alternate peer reviewers



AGENDA

- Peer Review Overview and Expectations
 - Consolidated State Plan Overview
 - Consolidated State Plan Review Criteria
 - Instructions for Accessing Materials
 - Questions
 - Resources
-
- Next Training: Peer Review Process and Review of Key Requirements

OBJECTIVES

- Provide background and context for peer review of consolidated State plans.
- Review the requirements in the revised consolidated State plan template and review criteria.
- Provide an overview of the State plan submission process.



BACKGROUND

ESSA OVERVIEW

- The Every Student Succeeds Act (ESSA) was passed on December 10, 2015.
- ESSA builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.
- In order to receive Fiscal year 2018 Federal funds under the ESEA, as amended by the ESSA, each State educational agency (SEA) must submit a State plan or application for each program.



BACKGROUND

PROGRAMS

- Under the ESEA, the Secretary must establish procedures and criteria under which, after consultation with the Governor, a State may submit a consolidated State plan. The purpose is to:
 - Simplify the application requirements for the State;
 - Reduce burden; and
 - Encourage coordination within a State for how Federal funds can support the educational system.
 - The Secretary must include only those descriptions, information, assurances, and other material that are absolutely necessary for consideration of the State plan.



BACKGROUND

PROGRAMS

- Each SEA must submit a State plan that address requirements in:

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



BACKGROUND

PEER REVIEW OVERVIEW

- The Department will conduct a peer review only of the portions of a State plan related to:
 - **Title I, Part A (ESEA sections 1111(a)(4) and 8451(d));**
 - **Title III, Part A (ESEA section 3113(c));** and
 - **Subtitle B of Title VII of the McKinney-Vento Act.**
- Note that the Department will conduct a separate peer review of plans related to Subtitle B of Title VII of the McKinney-Vento Act.



PEER REVIEW OVERVIEW

PURPOSE

- 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.

PEER REVIEW OVERVIEW

PURPOSE

- Peer reviewers apply their professional judgment and experiences.
- Peer reviewers will conduct an objective review of State plans in their totality 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.



PEER REVIEW OVERVIEW

SELECTION OF PEER REVIEWERS

- ESEA section 1111(a)(4)(A)(ii) requires that the Department establish multidisciplinary peer-review teams with members that represent:
 - Parents, teachers, principals, other school leaders, specialized instructional support personnel, SEAs, local educational agencies (LEAs), and the community (including the business community); and
 - Researchers who are familiar with the implementation of academic standards, assessments, or accountability systems and how to meet the needs of disadvantaged students, children with disabilities, and English learners, the needs of low-performing schools, and other educational needs of students.



PEER REVIEW OVERVIEW

SELECTION OF PEER REVIEWERS

- The peer review panels must also include, to the extent practicable, majority representation of individuals who, in the most recent two years, have had practical experience in the classroom, school administration, or State or local government (such as direct employees of a school, LEA, or SEA) and must represent a regionally diverse cross-section of States.
- The list of peer reviewers will be made public at the conclusion of the process in September.



PEER REVIEW OVERVIEW

PROCESS

- ED will assemble panels of **four peer reviewers** each to **review approximately three State plans**.
- Reviewers will independently review and evaluate each application and prepare individual notes during their off-site review period (September 22 – October 22).
- Panels will convene on-site in Washington D.C. from October 30 – November 3.
 - On-site review will result in a single set of final panel notes that will be shared with the State.



PEER REVIEW OVERVIEW

OUTCOMES OF THE PROCESS

- The peer review notes serve two purposes:
 - Constitute the official record of the peer review panel's responses to questions regarding how an SEA's State plan addresses the statutory and regulatory requirements; and
 - Provide technical assistance to the SEA on how to improve its plan.
- The peer review notes also serve as recommendations to the Secretary to determine what, if any, additional information to request from the SEA.



PEER REVIEW OVERVIEW

EXPECTATIONS FOR PEER REVIEWERS

- Identify any conflict of interest that may become apparent as you engage in the review process.
- Complete your individual reviews.
- Be available for the entire review process, including the evenings when you are on-site, and adhere to review timelines.
- Maintain confidentiality and discretion throughout the review process.
- For reviewers requiring reasonable accommodations, please notify your panel monitor for arrangements.



CONSOLIDATED STATE PLAN OVERVIEW

FINAL REQUIREMENTS

- On March 13, 2017, the Department released the revised consolidated State plan template that outlines what is absolutely necessary for a State to include in its plan.
- Consolidated State plans will be considered during two peer review windows:
 - Spring peer review window (plans received April 3-May 3, 2017) – Complete
 - **Fall peer review window (all other plans received by September 18, 2017)**



CONSOLIDATED STATE PLAN TEMPLATE

ALTERNATIVE FORMATS FOR THE TEMPLATE

- A State may submit a consolidated plan using an alternative template that meets the requirements in the revised template.
- If an SEA does not use the Department's template, it must include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan.
- Peer reviewers should use the crosswalk to find State responses to the requirements.

CONSOLIDATED STATE PLAN OVERVIEW

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





QUESTIONS

REVIEWING ESEA PLANS

- Peers are selected based on their professional experience in the education field.
- When reviewing plans, peers should use their professional experience to carefully consider each plan for its educational and technical quality based on what is required under the statute.
- As we review each requirement, recall that the purpose of peer review is to provide objective feedback to the State about the educational and technical quality of the plan overall and each element you review.

REVIEWING ESEA PLANS

GUIDANCE FOR REVIEWING PLANS AND WRITING COMMENTS

- Consider the extent to which the SEA has addressed the requirement fully and with high quality responses.
- Peers should draw upon what they believe to sound educational practice and application of technical methods.
- Review each plan independently (on its own against the requirements), not compared to other State plans.
- When making comments, consider only the content of the plan and materials provided by the State.



STATE PLAN TEMPLATE EXAMPLE

A.5. Disproportionate Rates of Access to Educators

ESEA section 1111(g)(1)(B)

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.

Example of how to cross-reference statutory citation:

1. Navigate to ESEA section 1111: “State plans.”
2. Scroll to sub-section g: “ Other Plan Provisions.”
3. Scroll to sub-section 1: “Descriptions.”
4. Read sub-section B.



PEER REVIEW CRITERIA EXAMPLE

1.
Subsections
and
references
in revised
template for
States + in
State plan
peer review
criteria
document

A.5: DISPROPORTIONATE RATES OF ACCESS TO EDUCATORS

- 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?

3. Peer review
criteria

STATE PLAN REQUIREMENTS: SECTION A

TITLE I, PART A:

- Eighth Grade Math Exception
- Native Language Assessments
- Accountability System and School Support and Improvement Activities
- Disproportionate Rates of Access to Educators
- School Conditions
- School Transitions



STATE PLAN REQUIREMENTS: SECTION A

TITLE I, PART A

- **Eighth Grade Math Exception**
- Native Language Assessments
- Accountability System and School Support and Improvement Activities
- Disproportionate Rates of Access to Educators
- School Conditions
- School Transitions

A.2: EIGHTH GRADE MATH EXCEPTION

A.2.III: STRATEGIES

- Does the state 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?

A.2: EIGHTH GRADE MATH EXCEPTION

A.2.III: STRATEGIES

- A State is only eligible for this exception if it:
 - Administers a high school end-of-course mathematics assessments as its Title I high school test (i.e., responds “yes” to A.2.i in the state plan template), and
 - Wishes to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade (i.e., responds “yes” to A.2ii in the state plan template)



STATE PLAN REQUIREMENTS: SECTION A

TITLE I, PART A

- Eighth Grade Math Exception
- **Native Language Assessments**
- Accountability System and School Support and Improvement Activities
- Disproportionate Rates of Access to Educators
- School Conditions
- School Transitions

A.3: NATIVE LANGUAGE ASSESSMENTS

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?



A.3: NATIVE LANGUAGE ASSESSMENTS

A.3.II-IV

- A.3.ii: Existing Assessments in Languages other than English
- A.3.iii: Assessments not Available and Needed
- A.3.iv: Efforts to Develop Assessments
 - Does the SEA's description include the State's plan and timeline for developing such assessments?
 - Does the SEA's description include a description of the process the State used to: gather meaningful input on the need for assessments in languages other than English; collect and respond to public comment; and consult with educators, parents and families of English learners, students, as appropriate, and other stakeholders?



STATE PLAN REQUIREMENTS: SECTION A

TITLE I, PART A

- Eighth Grade Math Exception
- Native Language Assessments
- **Accountability System and School Support and Improvement Activities**
- Disproportionate Rates of Access to Educators
- School Conditions
- School Transitions

A.4.I: SUBGROUPS

A.4.I.A AND B: MAJOR RACIAL AND ETHNIC SUBGROUPS OF STUDENTS

- Does the SEA list each major racial and ethnic group that the SEA includes as a subgroup of students in its accountability system?
- Under ESSA, the required subgroups are
 - Economically disadvantaged students,
 - Students from each major racial and ethnic group (listed in A.4.i.a),
 - Children with disabilities, and
 - English learners.
- A State may, but is not required to, include additional subgroups (listed in A.4.i.b).



A.4.I: SUBGROUPS

A.4.I.D: 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 for recently arrived English learners under which the State applies the exception under ESEA section 1111(b)(3)(A)(i) or the exception under ESEA section 1111(b)(3)(A)(ii) to a recently arrived English learner.

- 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)?



A.4.II: MINIMUM N-SIZE

A.4.II.A: MINIMUM N-SIZE FOR ACCOUNTABILITY

- Does the SEA provide the minimum number of students that the State determines are necessary to carry out 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 for accountability purposes ?



A.4.II: MINIMUM N-SIZE

A.4.II.B-E

- A.4.ii.b: Statistical Soundness of Minimum N-Size
- A.4.ii.c: How the SEA Determined Minimum N-Size
- A.4.ii.d: Minimum N-Size and Ensuring Student Privacy
- A.4.ii.e: If Applicable, Minimum N-Size for Reporting



QUESTIONS

LONG-TERM GOALS AND MEASUREMENTS OF INTERIM PROGRESS

Academic
Achievement

Four-year
Graduation Rate

English
Language
Proficiency

Extended-year
Graduation Rate
(optional)

LONG-TERM GOALS AND MEASUREMENTS OF INTERIM PROGRESS

Academic
Achievement

Four-year
Graduation Rate

English
Language
Proficiency

Extended-year
Graduation Rate
(optional)

A.4.III: LONG-TERM GOALS

A.4.III.A.1: ACADEMIC ACHIEVEMENT: 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 students in the State, except those with the most significant cognitive disabilities)?

A.4.III: LONG-TERM GOALS

A.4.III.B: GRADUATE RATE LONG-TERM GOALS

- Does the SEA identify and describe the long-term goals for the **four-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 all students?
 - Are the long-term goals more rigorous than the long-term goals set for the four-year adjusted cohort graduation rate?



A.4.III: LONG-TERM GOALS

A.4.III: ACADEMIC ACHIEVEMENT AND GRADUATION RATE

- Does the SEA identify and describe long-term goals for **each subgroup of students**?
- 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**?
- Does the SEA **provide measurements of interim progress** toward the long-term goals for all students and for each subgroup?



A.4.III: LONG-TERM GOALS

A.4.III: 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** of students 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 AND MEASUREMENTS OF INTERIM PROGRESS

Academic
Achievement

Four-year
Graduation Rate

English
Language
Proficiency

Extended-year
Graduation Rate
(optional)

A.4.III: LONG-TERM GOALS

A.4.III.C.1: ENGLISH LANGUAGE PROFICIENCY: 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?
- Does the SEA provide measurements of interim



ACCOUNTABILITY SYSTEM INDICATORS

Academic
Achievement

Other Academic
Indicator (for schools
that are not high schools)

Graduation Rate

Progress in
Achieving English
Language
Proficiency

School Quality or
Student Success

ACCOUNTABILITY SYSTEM INDICATORS

Academic
Achievement

Other Academic
Indicator (for schools
that are not high schools)

Graduation Rate

Progress in
Achieving English
Language
Proficiency

School Quality or
Student Success

A.4.IV: INDICATORS

A.4.IV.A: 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



A.4.IV: INDICATORS

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?



ACCOUNTABILITY SYSTEM INDICATORS

Academic
Achievement

Other Academic
Indicator (for schools
that are not high schools)

Graduation Rate

Progress in
Achieving English
Language
Proficiency

School Quality or
Student Success

A.4.IV: INDICATORS

A.4.IV.B: 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.*

ACCOUNTABILITY SYSTEM INDICATORS

Academic
Achievement

Other Academic
Indicator (for schools
that are not high schools)

Graduation Rate

Progress in
Achieving English
Language
Proficiency

School Quality or
Student Success

A.4.IV: INDICATORS

A.4.IV.C: 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?

ACCOUNTABILITY SYSTEM INDICATORS

Academic
Achievement

Other Academic
Indicator (for schools
that are not high schools)

Graduation Rate

Progress in
Achieving English
Language
Proficiency

School Quality or
Student Success

A.4.IV: INDICATORS

A.4.IV.D: 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. A State may include attainment of English language proficiency, in addition to (but not instead of) a measure of progress.

ACCOUNTABILITY SYSTEM INDICATORS

Academic
Achievement

Other Academic
Indicator (for schools
that are not high schools)

Graduation Rate

Progress in
Achieving English
Language
Proficiency

School Quality or
Student Success

A.4.IV: INDICATORS

A.4.IV.E: 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.



QUESTIONS

A.4.V: 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?



A.4.V: ANNUAL MEANINGFUL DIFFERENTIATION

- 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?

A.4.V: ANNUAL MEANINGFUL DIFFERENTIATION

- 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)?

A.4.V: ANNUAL MEANINGFUL DIFFERENTIATION

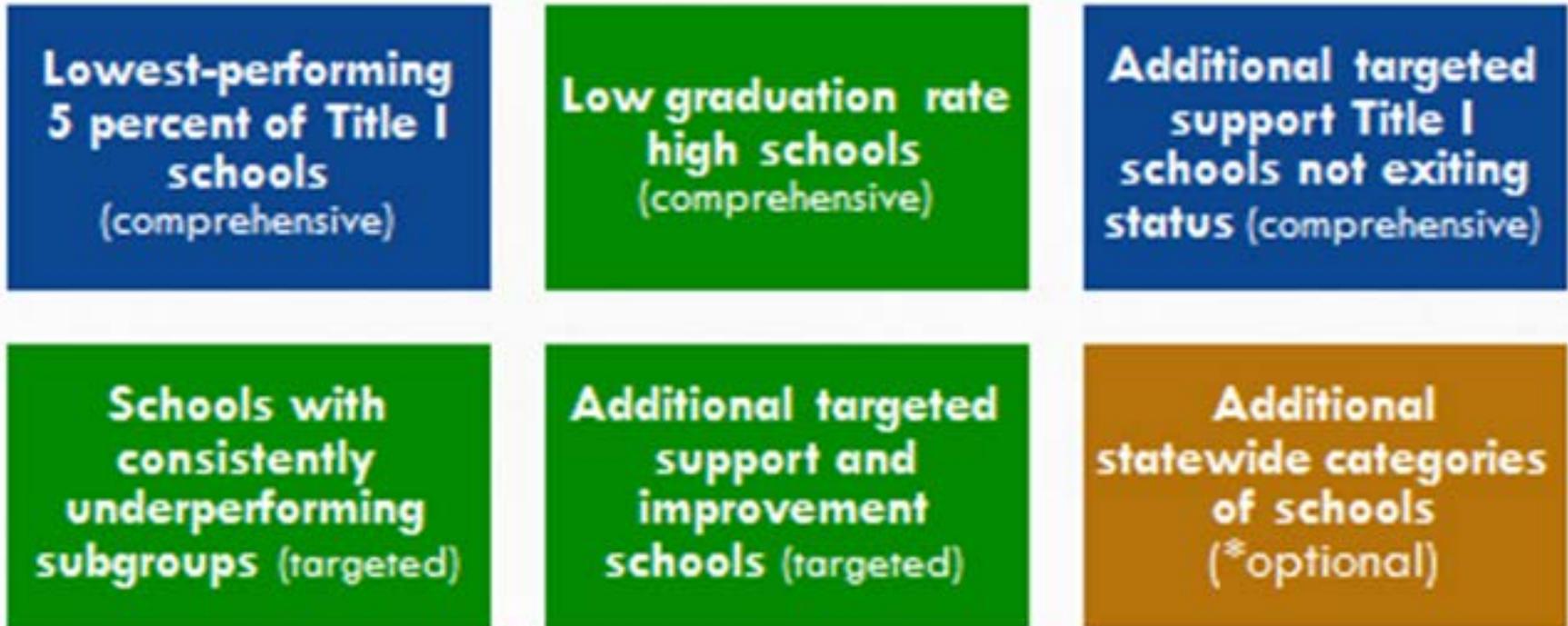
- If the SEA uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a of the State's plan for schools for which an accountability determination cannot be made (e.g., P-2 schools):
 - Does it describe the different methodology or methodologies, 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?





QUESTIONS

A.4.VI: IDENTIFICATION OF SCHOOLS



Blue = Title I, Part A recipient ONLY

Green = From among all schools

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

A.4.VI: IDENTIFICATION OF SCHOOLS

A.4.VI.A: COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS— 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 include the year in which it will first identify these schools for comprehensive support and improvement (i.e., by the beginning of the 2018-2019 school year)?



A.4.VI: IDENTIFICATION OF SCHOOLS

A.4.VI.B: COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS—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:
 - A description of whether the SEA uses one or more extended-year adjusted cohort graduation rates
 - If applicable, how the SEA averages data (e.g., does the State use a uniform averaging procedure across all schools)?
- Does the SEA include the year in which it will first identify these schools (i.e., by the beginning of the 2018-2019 school year)?



A.4.VI: IDENTIFICATION OF SCHOOLS

A.4.VI.C: COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS— ADDITIONAL TARGETED SUPPORT SCHOOLS 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) that have not satisfied the statewide exit criteria for such schools within a State-determined number of years?
- Does the SEA include the year in which it will first identify these schools for comprehensive support and improvement (i.e., by the beginning of the 2018-2019 school year)?



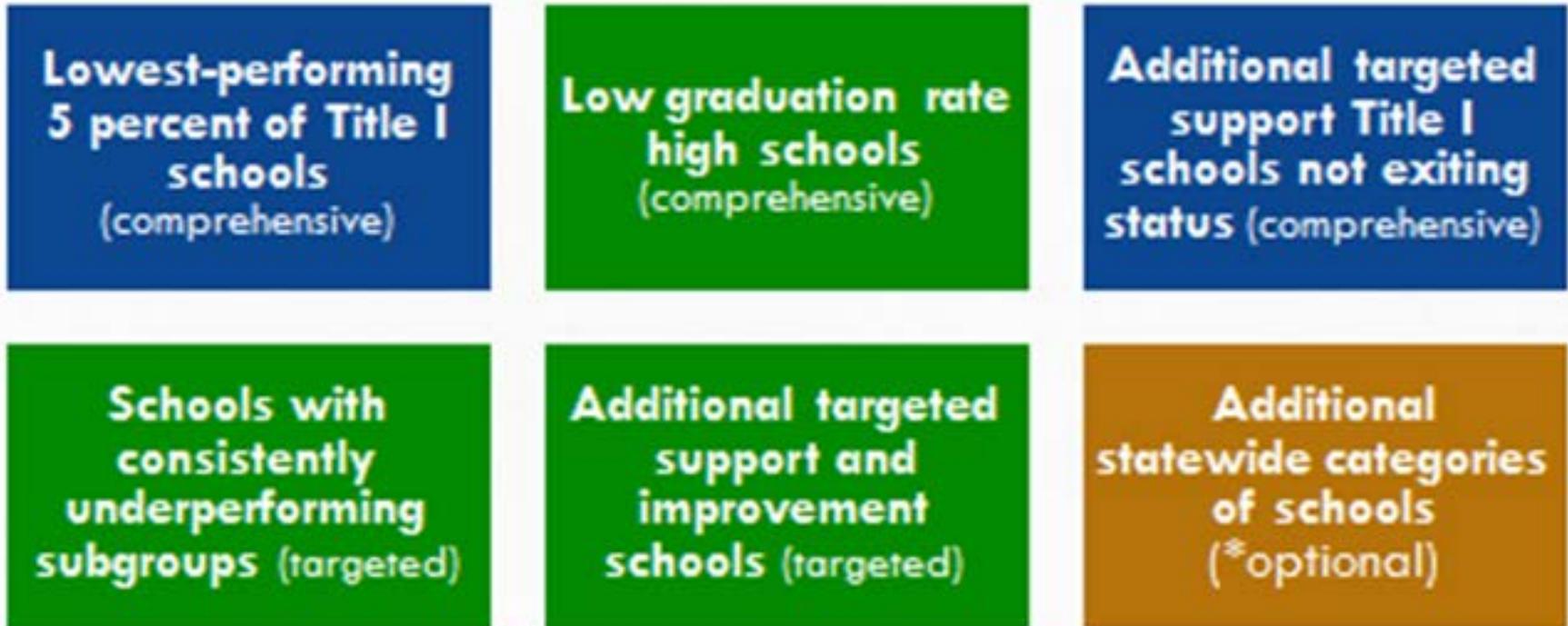
A.4.VI: IDENTIFICATION OF SCHOOLS

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?



A.4.VI: IDENTIFICATION OF SCHOOLS



Blue = Title I, Part A recipient ONLY

Green = From among all schools

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

A.4.VI: IDENTIFICATION OF SCHOOLS

A.4.VI.E: TARGETED SUPPORT AND IMPROVEMENT SCHOOLS— “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”?
- Is the methodology based on all indicators in the statewide system of annual meaningful differentiation?
- Does the SEA identify these schools annually?



A.4.VI: IDENTIFICATION OF SCHOOLS

A.4.VI.F: TARGETED SUPPORT AND IMPROVEMENT SCHOOLS—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 described in A.4.vi.a, including 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?



A.4.VI: IDENTIFICATION OF SCHOOLS

A.4.VI.F: TARGETED SUPPORT AND IMPROVEMENT SCHOOLS—ADDITIONAL TARGETED SUPPORT (CONT.)

- 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?

A.4.VI: IDENTIFICATION OF SCHOOLS

A.4.VI.G: IF APPLICABLE, ADDITIONAL STATEWIDE CATEGORIES OF SCHOOLS

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

A.4.VII: ANNUAL MEASURE OF ACHIEVEMENT

- 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?

A.4.VIII: CONTINUED SUPPORT FOR SCHOOL AND LEA IMPROVEMENT

- 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.b).



A.4.VIII: CONTINUED SUPPORT FOR SCHOOL AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT

- A.4.viii.c: More Rigorous Interventions
- A.4.viii.d: Resource Allocation Review
- A.4.viii.e: Technical Assistance
- A.4.viii.f: If Applicable, Additional Optional Action





QUESTIONS

STATE PLAN REQUIREMENTS: SECTION A

TITLE I, PART A

- Eighth Grade Math Exception
- Native Language Assessments
- Accountability System and School Support and Improvement Activities
- **Disproportionate Rates of Access to Educators**
- **School Conditions**
- **School Transitions**



A.5: DISPROPORTIONATE RATES OF ACCESS TO EDUCATORS

- Does the SEA describe the extent, if any, that **low-income** and **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?

A.5: DISPROPORTIONATE RATES OF ACCESS TO EDUCATORS (CONT.)

- 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?

A.6: SCHOOL CONDITIONS

- Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing:
 - (i) incidences of bullying and harassment;
 - (ii) the overuse of discipline practices that remove students from the classroom; and
 - (iii) the use of aversive behavioral interventions that compromise student health and safety.

A.7: SCHOOL TRANSITIONS

- Describe how the State 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**), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

STATE PLAN REQUIREMENTS

- Section A: Title I, Part A: Improving Basic Programs Operated By State and Local Educational Agencies
- Section E: Title III, Part A: English Language Acquisition and Enhancement
 - Entrance and Exit Procedures
 - SEA Support for English Learner Progress
 - Monitoring and Technical Assistance



E.1: ENTRANCE AND EXIT PROCEDURES

- Does the SEA describe how it will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized statewide entrance and exit procedures for English learners,
 - Does it include a description of how, if applicable, a State will ensure that local input included in the exit procedures 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?

E.2: SEA SUPPORT FOR ENGLISH LEARNER PROGRESS

- Does the SEA describe how it will assist eligible entities in meeting the State-designed long-term goal, including for English language proficiency established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goal, based on the State's English language proficiency assessment under ESEA section 1111(b)(2)(G)?
- Does the SEA describe how it will assist eligible entities in helping to ensure that English learners meet challenging State academic standards?



E.3: MONITORING AND TECHNICAL ASSISTANCE

- 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?





QUESTIONS

OMB MAX

STATE PLAN SUBMISSION

- The Department will accept submission of consolidated State plans through the Office of Management and Budget's MAX.gov platform.
- MAX.gov is a government-wide collaboration, information sharing, data collection, publishing, and analytical web-based platform for Federal agencies and partners.



OMB MAX

STATE PLAN SUBMISSION

- Peers will log into MAX.gov to:
 - Access consolidated State plans or individual program State plans,
 - Upload their peer review notes in advance of the on-site review, and
 - Consolidate notes with other peers during the on-site review.



OMB MAX

STATE PLAN SUBMISSION

ED will grant peers permission to access the State pages for their assigned States on MAX.gov.



A screenshot of the MAX.gov LOGIN page. The page features a navigation bar with 'HOME', 'MANAGE PASSWORD', and 'CONTACT US'. Below this is a 'LOGIN WITH ...' section with two main options: 'MAX.GOV USER ID & PASSWORD' and 'PIV OR CAC CARD'. The 'MAX.GOV USER ID & PASSWORD' option includes fields for 'User ID' and 'Password', a 'Set a Personal Username' checkbox, and a 'Forgot, Set, or Change Your Password?' link. The 'PIV OR CAC CARD' option includes an image of a PIV/CAC card and the text 'LOGIN WITH YOUR PIV OR CAC' and 'Remember to plug in your PIV/CAC card'. Below these are checkboxes for 'Use MAX Secure+ SMS 2-Factor (BETA)' and 'Register a Secure+ SMS 2-Factor Device'. At the bottom, there is a 'MAX AGENCY FEDERATED PARTNER AUTOMATED LOGIN' section with logos for NASA, DOJ, HHS, MCC, USAID, NAVMED, TREASURY, and OGE. A 'REGISTER NOW' button is located in the top right corner.

You will receive an email that contains a secure link to complete his or her registration on the MAX.gov website.



OMB MAX

STATE PLAN SUBMISSION

- Register in OMB Max after you receive an email that contains a secure link to complete your registration on the MAX.gov website.
 - Follow the link to connect to the MAX registration website;
 - Review the User and Non-Disclosure Agreement; and
 - Complete the requested information and press the SUBMIT button on the website to accept the user agreement.



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STATE PLAN SUBMISSION

- 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 email Irene Harwarth at Irene.Harwarth@ed.gov if you did not receive an email to register for MAX.gov.





QUESTIONS

PEER REVIEW PROCESS

KEY DATES

- Peer training webinar session 1
 - September 12, 2017, 2:00-3:30 PM, ET
- Peer training webinar session 2
 - September 14, 2017, 2:00-3:30 PM, ET
- Consolidated State Plan Submission Deadline
 - September 18, 2017
- Off-site Peer Review of State Plans
 - September 22 – October 22, 2017
 - Submit all notes in OMB Max by interim deadlines
- On-Site Peer Review Panel Discussion in Washington, D.C. from October 30-November 3



RESOURCES

- Peer Review Criteria

<https://www2.ed.gov/admins/lead/account/stateplan17/essastateplanpeerreviewcriteria.pdf>

- Revised Consolidated State Plan Template

<https://www2.ed.gov/admins/lead/account/stateplan17/revisedessastateplanguidance.docx>

- Copy of ESEA, as amended by ESSA:

<http://www2.ed.gov/documents/essa-act-of-1965.pdf>



RESOURCES

- ESEA State Plan Spring Submission Window

Materials:

<https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html>

- Other ESSA resources

<https://www2.ed.gov/policy/elsec/leg/essa/index.html>



CONTACT INFORMATION

- When you receive your first application, you will receive contact information for your assigned Panel Monitors.
- In the interim, all questions can be sent to: ESSA.PeerReview@ed.gov.
- LuxSource, our logistics contractor, can be reached at: Stateplans@luxsourcesolutions.com.