



# CONSOLIDATED STATE PLAN:

PEER REVIEWER TRAINING

SEPTEMBER 14, 2017

# INTRODUCTIONS

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



# OBJECTIVES

- This session will allow peer reviewers to:
  - Understand key State plan requirements.
  - Leverage lessons learned from the Spring peer review of the first 17 State plans.
  - Write exemplary peer review comments.

# AGENDA

- Peer Review Overview and Expectations
- Detailed Review of Specific Consolidated State Plan Review Criteria
- Peer Reviewer Best Practices
- Questions
- Resources



# 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

## TEMPLATES

- Each peer reviewer will only review the information in the consolidated State plan that is relevant to the Revised Requirements for
  - **Title I, Part A (ESEA sections 1111(a)(4) and 8451(d))**
  - **Title III, Part A (ESEA section 3113(c))**
- 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 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).



# 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

## PROCESS

- ED will assemble panels of four peer reviewers.
- Each panel will 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.
- Respect other peers and engage in panel discussions professionally.
- For reviewers requiring reasonable accommodations, please notify your panel monitor for arrangements.





**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



# 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

# 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



# 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?



# 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.*

# INDICATORS

## A.4.IV.C: GRADUATION RATE INDICATOR

- Selected peer review criteria related to the Graduation Rate Indicator
  - 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?
  - 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

## 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 NOT exclusively attainment of English language proficiency.*
- Selected Peer Criteria:
  - Is the Progress in Achieving English Language Proficiency indicator aligned with the State-determined timeline described in the ELP long-term goal requirement?
  - Does the SEA's description include the State's definition of English language proficiency, based on the State English language proficiency assessment?



# 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.



# INDICATORS

## A.4.IV.E: SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR(S)

- 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

## A.4.v.d: STATE'S SYSTEM OF ANNUAL MEANINGFUL DIFFERENTIATION

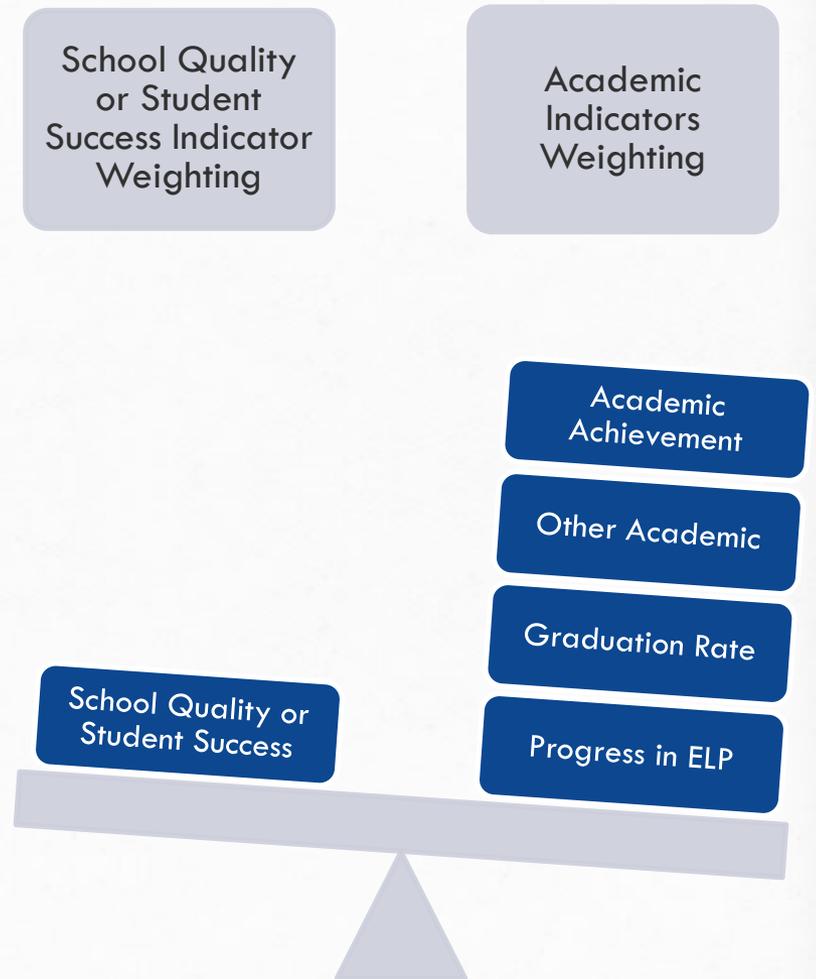
- Does the SEA describe its system of meaningfully differentiating, on an annual basis, all public schools in the State?
- Is the State's system of annual meaningful differentiation based on all indicators in the State's accountability system?
- Does the State's system of annual meaningful differentiation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

## A.4.v.b: 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).



# ANNUAL MEANINGFUL DIFFERENTIATION

## A.4.v.C: IF APPLICABLE, DIFFERENT METHODOLOGY

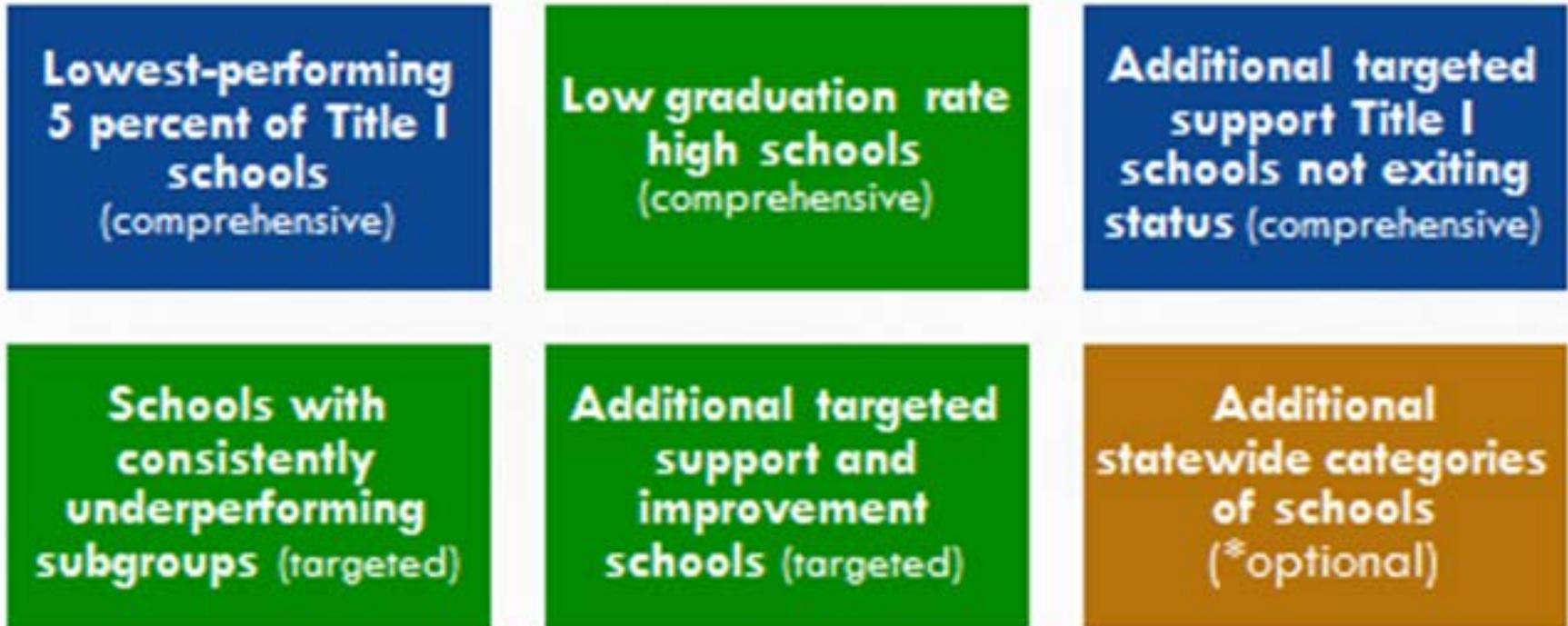
- If the SEA uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a of the State's plan **for schools for which an accountability determination cannot be made** (e.g., P-2 schools):
- Does it describe the different methodology or methodologies,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

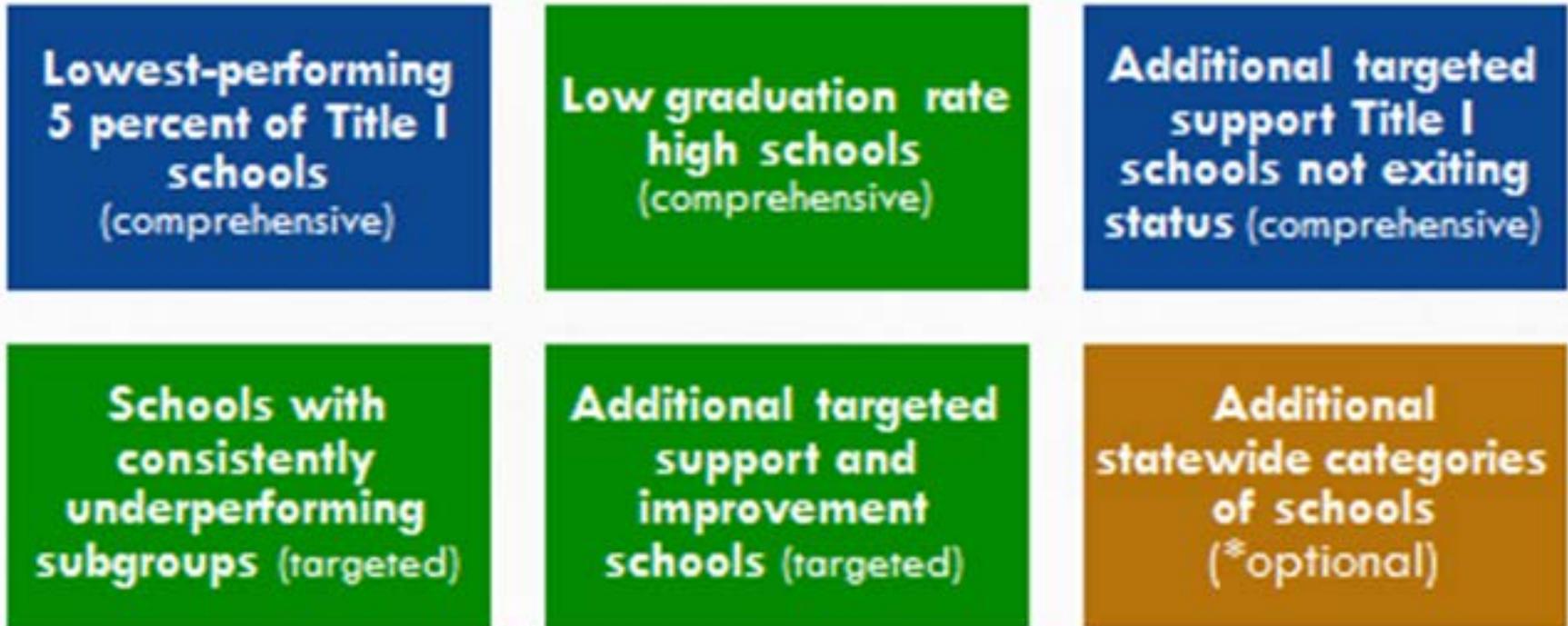
- Does the SEA describe its methodology to identify schools receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) that have not satisfied the statewide exit criteria for such schools within a State-determined number of years?
- Does the SEA include 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?

# ADDITIONAL TARGETED SUPPORT

## IDENTIFICATION PROCESS

1. Identify comprehensive support – not less than the lowest performing 5% of Title I, Part A schools



2. Notify LEAs of ANY school with any subgroup performing as poorly as schools identified in step 1 OR

Notify LEAs of ANY school from among those with a consistently underperforming subgroup performing as poorly as schools identified in step 1



3. After a State-determined # of years, identify as CSI those schools from among the group in step 2 that are Title I, Part A schools and have not exited targeted support & notify LEAs

# 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

- \*Identify comprehensive support – low grad rate schools & notify LEAs

- \*Notify LEAs of additional targeted support schools

Annually

- \*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



# 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

- 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)



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

## EXIT CRITERIA FOR COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS

- 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?



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

## EXIT CRITERIA FOR SCHOOLS RECEIVING ADDITIONAL TARGETED SUPPORT

- Does the SEA describe its statewide exit criteria for schools identified for additional targeted support, 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 MIPs take into account the improvement necessary to close gaps?
- Does the SEA's description include the number of years within which schools are expected to meet such criteria?
- Do the exit criteria ensure continued progress to improve student academic achievement and school success in the State?



# 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



# DISPROPORTIONATE RATES OF ACCESS TO TEACHERS

## 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.



**QUESTIONS?**

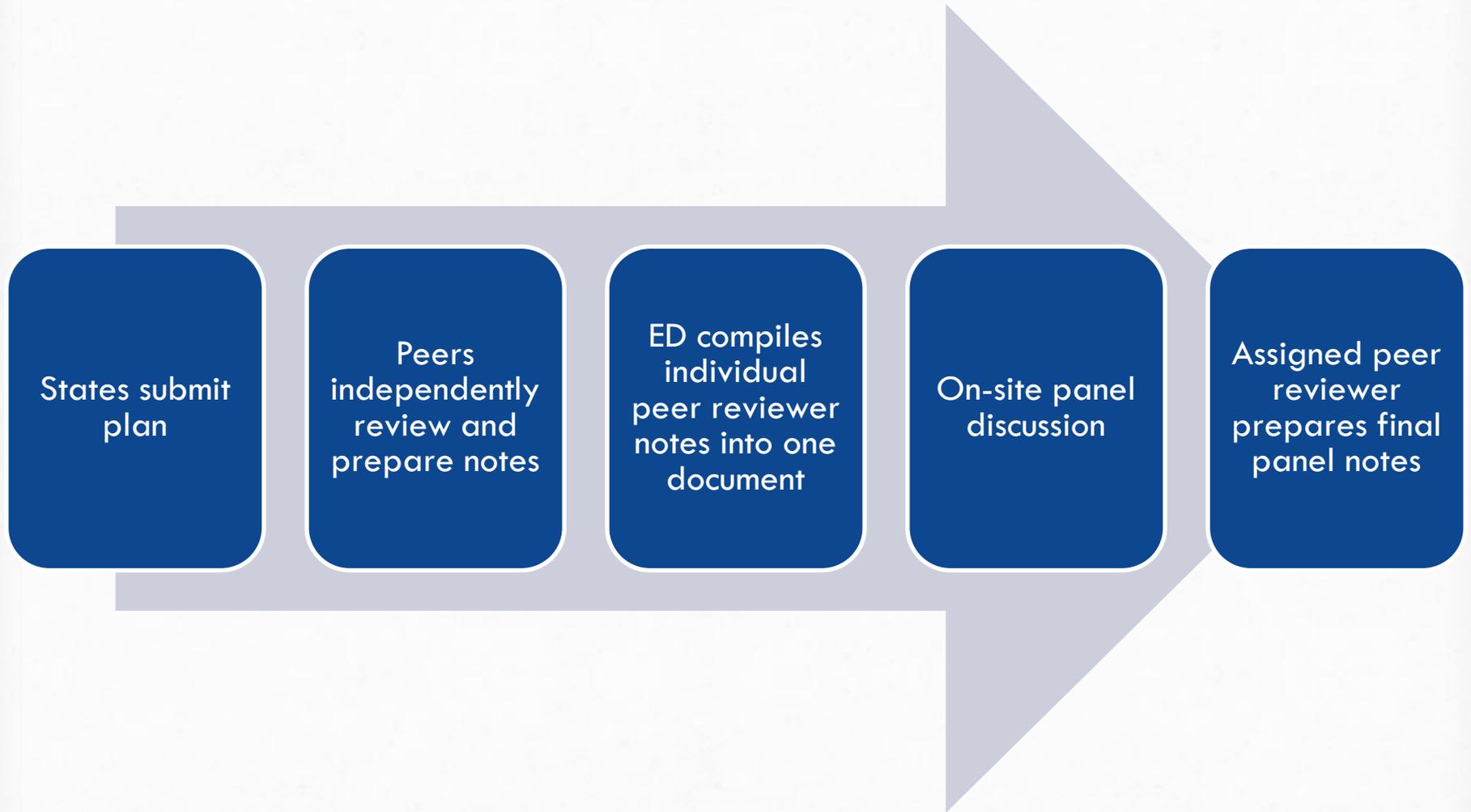
# REVIEWING ESEA PLANS

## PEER REVIEWER NOTES

- In the peer reviewer notes template, peer reviewers will:
  - Analyze if the State met the statutory and regulatory requirements for each plan requirement,
  - Assess the strengths and weaknesses of the State's plan for each requirement, and
  - Outline what information is necessary for a State to meet statutory and regulatory requirements.

# REVIEWING ESEA PLANS

## PEER REVIEWER NOTES



# PEER REVIEWER NOTES

## INSTRUCTIONS

- Peer reviewer notes should address all of the required elements in the State Plan Peer Review Criteria for each State plan requirement, but do not need to address each element individually.
- For example, the peer notes should holistically look at A.3.i about the definition of Native language assessments, incorporating each of the five bulleted items in this element but do not need to individually respond to each bullet.

# PEER REVIEWER NOTES

## TEMPLATE

- The Department has created a Peer Reviewer Notes Template that each peer reviewer must use.
- The final panel notes will use the same notes template.
- For each State plan requirement, peer reviewers will provide the following information:

	Peer Response
<b>Peer Analysis</b>	
<b>Strengths</b>	
<b>Weaknesses</b>	
<b>Did the SEA meet all requirements?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, describe the specific information or clarification that an SEA must provide to fully meet this requirement</b>	



# PEER REVIEWER NOTES

## TEMPLATE

- Peer Analysis: Describe the peer reviewer's justification for why an SEA did or did not meet the requirements.

# PEER REVIEW PROCESSES

## EXEMPLAR PEER NOTES – PEER ANALYSIS (LONG TERM GOALS)

	Peer Response
Peer Analysis	<p>CT meets all the criteria for establishing long-term goals, regrettably, the goals are set for growth, not academic achievement. CT identifies their long-term goals in terms of student growth over achievement rationalizing the decision with stakeholder feedback and explaining ‘students will increase their proficiency on the annual state assessment if they evidence growth.’ If this is true, then CT should also have provided goals measuring achievement to prove out this point. Just measuring growth will not provide an understanding as to whether students are achieving grade level proficiency because even if 100% of students are making growth, there could be 0% of students proficient.</p> <p>CT provides an example of how the interim targets of growth will be set, but will not actually set goals until the 2016-17 base line data is available.</p> <p>Goals for measuring improved academic achievement as measured by grade level proficiency is requirement for the state plan. The establishment of growth goals would be an innovative and welcome addition to goal setting.</p>



# PEER REVIEW PROCESSES

## EXEMPLAR PEER NOTES – PEER ANALYSIS (ADDITIONAL TARGETED SUPPORT)

	Peer Response
Peer Analysis	<p>OSSE proposes that “schools will exit Comprehensive Support status if they no longer meet eligibility criteria of initial identification when the lists are re-run in three-year cycles. We also recognize that there may be situations where schools are making substantial progress, even if they have not met the exit criteria within three years” (page 33). OSSE does not define what progress, nor “substantial progress” is towards meeting student and school academic achievement and improvement goals are. OSSE does not state how this criteria is or is not aligned with state long term goals or measurements of interim progress. OSSE does not provide an explanation for how the exit criteria would ensure continued progress to improve student academic achievement and school success in the State</p>



# PEER REVIEW PROCESSES

## WHAT NOT TO DO: PEER NOTES – PEER ANALYSIS

	Peer Response
Peer Analysis	Description is clear and covers all aspects of the question.



# PEER REVIEWER NOTES

## TEMPLATE

- Strengths: Summarize the strengths in the SEA's response to the State plan requirement.

# PEER REVIEW PROCESSES

## EXEMPLAR PEER NOTES – STRENGTHS (MINIMUM N-SIZE)

	Peer Response
<b>Strengths</b>	A.4.ii.c — NJ makes a strong argument for their choice of an n size that takes into account their focus on equity and statistical soundness. The State’s broad range of input from constituent groups was impressive. Plan provides evidence to support the selection of 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.



# PEER REVIEW PROCESSES

## WHAT NOT TO DO: PEER NOTES – STRENGTHS

	Peer Response
Strengths	Plan is in place to meet this goal.



# PEER REVIEWER NOTES

## TEMPLATE

- Weaknesses: Summarize the weaknesses of the SEA's response to the State plan requirement, including by identifying any issues, describing a lack of clarity, and providing possible technical assistance suggestions.

# PEER REVIEW PROCESSES

## EXEMPLAR PEER NOTES – WEAKNESS (ACADEMIC ACHIEVEMENT INDICATOR)

	Peer Response
<b>Weaknesses</b>	<p>Information provided is very sparse, and includes information on neither the relative weighting of ELA and math nor on how validity and reliability was determined. According to the statute, social studies and science may not be used as an academic achievement indicator.</p> <p>Alignment/growth from PSAT 10 to SAT will not be included in 2016-2017. DDOE is revisiting its school-level aggregate growth methodology, which can't be replicated currently by schools. It is unclear how DDOE will measure HS growth and school wide growth. DDOE does not provide calculations or benchmarks of interim progress for growth and 9th grade on track rates; or for school quality and student success.</p> <p>DDOE does not state if they will produce a summative index score for each LEA and for the state. DDOE presents unclear and vague information regarding the determination of growth in ELA and in mathematics as well as Growth of the Lowest Quartile and Growth of the Highest Quartile in high school. DDOE provides no definitive consequence for a school or LEA or for the state should they fail to meet the 95% statutory participation requirement Growth from the PSAT 10 to the SAT will not be included in 2017-18, which is the baseline for the ESSA accountability. It was noted that a thorough review of resources and a review of technical quality are needed. In the light of this challenge, the DDOE does not provide an alternative measure until this is taking place.</p>



# PEER REVIEW PROCESSES

## EXEMPLAR PEER NOTES – WEAKNESSES (SQSS INDICATOR)

	Peer Response
<b>Weaknesses</b>	<p>Nevada should clarify how the indicator will be disaggregated by subgroup given that it requires a comparison by subgroups. E.g. - the Hispanic population, will the gap be Hispanic-black, Hispanic-white, etc.? Nevada does not provide information on how Closing Opportunity Gaps scores from separate ELA and Math analyses are combined to create one indicator that is used for 20% of the Total Index Score for ES and MS. At the HS level, additional explanation is needed regarding how points are calculated what percent of the Total Index Score is determined at the HS level through these analyses. In addition, a more complete explanation is needed on how results are used to apply conjunctive triggers against points earned when subgroups do not meet graduation targets.</p>



# PEER REVIEWER NOTES

## TEMPLATE

- Assessment: Determine if the SEA met the State plan requirement (indicated by Yes/No); and
  - If the peer reviewer indicates ‘no’ above, the peer must describe the specific information or clarification that a State must provide in order to meet the requirement.

# PEER REVIEW PROCESSES

## EXEMPLAR PEER NOTES – OVERALL (MEASUREMENTS OF INTERIM PROGRESS)

	Peer Response
<b>Did the SEA meet all requirements?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If no, describe the specific information or clarification that an SEA must provide to fully meet this requirement</b>	Tennessee will need to apply the methodology to only those schools receiving Title I funds in order to appropriately identify the lowest-performing five percent of Title I schools. This Title I identification must occur first, but would not prohibit Tennessee from identifying additional low performing schools



# PEER REVIEW PROCESSES

## EXEMPLAR PEER NOTES – OVERALL (MEASUREMENTS OF INTERIM PROGRESS)

	Peer Response
<b>Peer Analysis</b>	The SEA addressed the measurements of interim progress toward meeting Long-Term goals in the different content areas and grade levels for all students including subgroups.
<b>Strengths</b>	The SEA provided a thorough charting of interim progress for all students including subgroups for the different content areas and subgroups. For example, the English Learners had a baseline of 14% for 2014 – 2015, a projected increase to 19.4% for 2015 – 2016, 24.8% for 2016 – 2017, 30.1% 2017 – 2018 and annual increments up to 20124 – 2025. The timeline met required guidelines.
<b>Weaknesses</b>	None.
<b>Did the SEA meet all requirements?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If no, describe the specific information or clarification that an SEA must provide to fully meet this requirement</b>	

# PEER REVIEW PROCESSES

## EXPECTATIONS FOR COMMENTS

- Evaluate the content of the State application against the statutory requirements
- Analyze the technical and educational soundness of the State's approach
- Explain how the State did or did not meet the requirements
- Provide evidence from the State to support your conclusions
- Describe what information was needed in order for the State to meet the requirements, if applicable



# PEER REVIEW PROCESSES

## TIPS FOR WRITING GOOD COMMENTS

- Be professional, clear, and constructive
- Include page numbers for easy reference during panel discussions
- In your notes, check for complete, coherent sentences with proper grammar and spelling
- Use simple, declarative sentences (not questions) whenever possible
- During panel discussions, peers will work to create a single set of notes that may reflect differing comments among peers



# PEER REVIEW PROCESSES

## WHAT NOT TO DO

- DO NOT simply summarize the SEA's response
- DO NOT focus on personal thoughts about what a better plan might have been
- DO NOT do independent research or use as evidence information that is not in the plan
- DO NOT write in the first person – “I feel,” “I think,” etc.
- DO NOT wait until the last minute to review the plan

# PEER REVIEW PROCESSES

## TIPS FOR WRITING GOOD COMMENTS

### Helpful Words for Describing Strengths

Achievable	Describes	Feasible	Reasonable
Ambitious	Details	Focused	Sound
Appropriate	Document	Innovative	Specify
Complete	Evidence	Justified	Supported
Comprehensive	Executes	Presents	Strong
Convincing	Exhaustive	Provides	Thorough
Demonstrates	Extensive	Qualified	Unique



# PEER REVIEW PROCESSES

## TIPS FOR WRITING GOOD COMMENTS

### Helpful Words for Describing Weaknesses

Ambiguous	Inadequate	Lacking	Sparse
Confusing	Inappropriate	Limited	Unclear
Contradictory	Incompatible	No Evidence	Undocumented
Discrepancy	Inconsistent	Obscure	Unrealistic
Does Not	Irrelevant	Opposing	Without
Equivocal	Insufficient	Restrictive	Vague





**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.
- ED will send a cheat for accessing and using OMB Max when assigning applications.



# PEER REVIEW TIMELINE

## 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 Discussions in Arlington, VA  
**October 30-November 3**



# NEXT STEPS

- Peer reviewers will receive an email when a State plan has been assigned for review, including:
  - OMB Max Tip Sheet,
  - Panel Monitor contact information, and
  - Peer Reviewer Notes Template.
- Around September 22, 2017, peer reviewers will receive an email indicating if they have been assigned as an alternate reviewer.
  - Alternate reviewers may still be called upon if a peer reviewer is unable to review assigned applications.
- Selected reviewers will receive an email from LuxSource Solutions regarding travel arrangements



# NEXT STEPS

- Register in OMB Max, if applicable.
- Review:
  - ESSA State Plan Peer Review Criteria;
  - Revised Consolidated State Plan Template;
  - Relevant statutory and regulatory requirements; and
  - ESEA State Plan Spring Submission Window Materials:  
<https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html>



# 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>
- 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 Monitor.
- In the interim, all questions can be sent to:  
[ESSA.PeerReview@ed.gov](mailto:ESSA.PeerReview@ed.gov).
- LuxSource, our logistics contractor, can be reached at:  
[Stateplans@luxsourcesolutions.com](mailto:Stateplans@luxsourcesolutions.com).