

The Every Student Succeeds Act Consolidated State Plan Overview



Prepared for the
Utah State Board of Education

August 11-12, 2016

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INTRODUCTION

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, an State Education Agency (SEA) may submit a consolidated State plan or a consolidated State application to simplify the application requirements and reduce burden for SEAs. The Secretary **must** establish, for each covered program under section 8302 of the ESEA, as amended by the ESSA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material ***required to be included*** in a consolidated State plan or consolidated State application.

The Department has identified five overarching components and corresponding elements that cut across all of the included programs and that **must** be addressed by each SEA electing to submit a consolidated State plan. The overarching components and corresponding elements encourage each State to plan and implement included programs in a comprehensive way to support LEAs, schools, and all subgroups of students. Within each component, each SEA would be required to provide descriptions, strategies, timelines, and funding sources, if applicable, related to implementation of the programs included in the consolidated State plan. The consolidated State plan template includes a section for each of these components, as well as a section for the long-term goals required under the Statewide Accountability System in section 1111(c)(4)(a) of the ESSA.

The components are:

- Consultation and Coordination
- Challenging Academic Standards and Academic Assessments
- Accountability, Support, and Improvement for Schools
- Supporting Excellent Educators
- Supporting All Students

THE CONSOLIDATED STATE PLAN

States **must** address all required elements of the consolidated State plan. When addressing each of the requirements, States should use the following definitions:

1. *Strategy*: A targeted approach to help ensure that students meet the State-determined measurements of interim progress and long term goals.
2. *Rationale*: The reason and expected results for the State-selected strategies.
3. *Timeline*: Dates on which State-selected strategies will begin and, where appropriate, be reviewed based on evidence of success.

Publishing Approved Consolidated State Plans.

An SEA **must** publish its approved consolidated State plan, or on the SEA's website, in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under §200.21(b)(1)-(2)

Timeline for Submission.

Each SEA **must** submit to the Department its consolidated State plan on one of the following two deadlines of the SEA's choice:

- **March 6, 2017**; or
- **July 3, 2017**.

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA **must** publish its approved consolidated State plan or individual program State plan on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under §200.21(b)(1)-(3).

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

*If an SEA elects not to include one or more of the programs below in its consolidated State plan, but still wishes to receive funds under that program or programs, it **must** submit individual program plans that meet all statutory requirements, including required assurances, for each program for which the SEA is separately applying with its consolidated State plan.*

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

- Title I, Part B, Section 1201: Grants for State Assessments and Related Activities

- 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: Language Instruction for English Learners and Migrant Students

- 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

- Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act: Education for Homeless Children and Youths

Section 1: LONG TERM GOALS AND MEASUREMENTS OF INTERIM PROGRESS

Each SEA **must** describe its ambitious **long-term goals**, including **how it established** its ambitious long-term goals for academic achievement, graduation rates, and English language proficiency, including its State-determined **timeline for attaining such goals** consistent with the requirements in §200.13 and section 1111(c)(2) of the ESEA, for all students and separately for each subgroup of students, consistent with the State's minimum number of students, such that the **State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving**.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for academic achievement.

B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long terms goals and measurements of interim progress for the four-year adjusted cohort graduation rate and, if applicable, the extended-year adjusted cohort graduation rate.

C. English Language Proficiency.

- i. **Description.** Describe how the SEA established its ambitious long terms goals and measurements of interim progress for progress in achieving English language proficiency and provide an explanation of the uniform procedure and student-level characteristics, if any, used to set the long terms goals and measurements of interim progress.

Section 2: CONSULTATION AND COORDINATION

2.1 Timely and Meaningful Consultation.

Each SEA **must** engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with §§ 299.13 (b) and 299.15 (a). The stakeholders **must** include the following individuals and entities and reflect the geographic diversity of the State: the Governor or appropriate officials from the Governor's office; members of the State legislature; members of the State board of education, if applicable; LEAs, including LEAs in rural areas; representatives of Indian tribes located in the State; teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals; charter school leaders, if applicable; parents and families; community-based organizations; civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students; institutions of higher education (IHEs); employers; and the public.

- A. **Public Notice.** Provide evidence of the public notice that the SEA provided in compliance with the requirements under §200.21(b)(1)-(3), of the SEA's processes and procedures for developing and adopting its consolidated State plan.
- B. **Outreach and Input.** For each of the four components of the consolidated State plan listed below, describe how the SEA:
 - i. Conducted outreach to and solicited input from the individuals and entities listed above **during the design and development** of the SEA's plans to implement the programs that the SEA has

indicated it will include in its consolidated State plan; and **following the completion** of the consolidated State plan by making the plan available for **public comment** for a period of not less than 30 days prior to submission to the Department for review and approval.

- ii. Took into account the consultation and public comment, including how the SEA addressed the concerns and issues raised through consultation and public comment and any **changes the SEA made as a result of consultation and public comment**.
 - a. Challenging Academic Standards and Academic Assessments
 - b. Accountability and Support for Schools
 - c. Supporting Excellent Educators
 - d. Supporting All Students

2.2 Coordination.

*Each SEA **must** coordinate its plans for administering the included programs and other programs, consistent with §299.15 (b). The programs **must** include the following: other programs authorized under the ESEA, as amended by the ESSA; the Individuals with Disabilities Education Act; the Rehabilitation Act; the Carl D. Perkins Career and Technical Education Act of 2006; the Workforce Innovation and Opportunity Act; the Head Start Act; the Child Care and Development Block Grant Act of 1990; the Education Sciences Reform Act of 2002; the Education Technical Assistance Act of 2002; the National Assessment of Educational Progress Authorization Act; and the Adult Education and Family Literacy Act.*

- A. **Plan Coordination.** Describe how the SEA is coordinating its plans for administering the programs under this consolidated application and the programs listed above.

Section 3: CHALLENGING STATE ACADEMIC STANDARDS AND ACADEMIC ASSESSMENTS

3.1 Challenging State Academic Standards.

*Each SEA **must provide evidence** that it has adopted challenging State academic standards, including challenging academic content standards and aligned academic achievement standards; as applicable, alternate academic achievement standards; and English language proficiency standards, in compliance with section 1111(b)(1) of the ESEA. Note: In general, **the evidence referenced here will be provided through the Department’s peer review process**; consequently, a State is required to submit evidence for section 3.1, only if it has made changes to its standards **after** the peer review process.*

- A. **Challenging Academic Content Standards and Aligned Academic Achievement Standards.** Provide evidence at such time and in such manner specified by the Secretary that the State has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades consistent with section 1111(b)(1)(A)-(D) of the ESSA.
- B. **Alternate Academic Achievement Standards.** If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence

at such time and in such manner specified by the Secretary that those standards meet the requirements of section 1111(b)(1)(E) of the ESSA.

- C. **English Language Proficiency Standards.** Provide evidence at such time and in such manner specified by the Secretary that the State has adopted English language proficiency standards that meet the following requirements:
- i. Are derived from the four recognized domains of speaking, listening, reading, and writing;
 - ii. Address the different proficiency levels of English learners; and
 - iii. Align with the State’s challenging academic standards.

3.2 Academic Assessments.

*Each SEA must identify its high-quality student academic assessments consistent with section 1111(b)(2) of the Act. Note: In general, **the evidence referenced here will be provided through the Department’s peer review process**; consequently, a State is required to submit evidence for section 3.2.B only if it has changed its high-quality student academic assessments **after** the peer review process.*

- A. **Student Academic Assessments.** Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:
- i. High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B);
 - ii. Any assessments used under the exception for advanced middle school mathematics under section 1111(b)(2)(C)(iii) of the Act;
 - iii. Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;
 - iv. The uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills consistent with §200.6(f)(3); and
 - v. Any approved locally selected nationally recognized high school assessments consistent with §200.3.
- B. **State Assessment Requirements.** Provide evidence at such time and in such manner specified by the Secretary that the State’s assessments identified above in section 3.2.A. meet the requirements of section 1111(b)(2) of the ESEA.
- C. **Advanced Mathematics Coursework.** Describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and §200.5.
- D. **Universal Design for Learning.** Describe the steps the SEA has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act.
- E. **Appropriate Accommodations.** Consistent with §200.6, describe how the SEA will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner (a) the opportunity to participate in the assessment and (b) any of the benefits from participation in the assessment that are afforded to students who are not English Learners.

- F. **Languages other than English.** Describe how the SEA is complying with the requirements in §200.6(f)(1)(ii)(B)-(E) related to assessments in languages other than English:
- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with paragraph (f)(1)(iv) of §200.6, and identify the specific languages that meet that definition;
 - ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available;
 - iii. Indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the State, for which yearly student academic assessments are not available and are needed;
 - iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing—
 - a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of paragraph (f)(1)(iv) of §200.6;
 - b. A description of the process the State used to gather meaningful input on assessments in languages other than English, collect and respond to public comment, and consult with educators, parents and families of English learners, and other stakeholders; and
 - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.
- G. **Grants for State Assessments and Related Activities.** Describe how the State will use formula grant funds awarded under section 1201 of the ESEA to pay the costs of development of the high-quality State assessments and standards adopted under section 1111(b) of the ESEA or, if a State has developed those assessments, to administer those assessments or carry out other assessment activities consistent with section 1201(a) of the ESEA.

3.3 Performance Management and Technical Assistance for Challenging State Academic Standards and Academic Assessments.

*Each SEA **must** describe its system of performance management for implementation of State and LEA plans regarding challenging State academic standards and academic assessments consistent with §299.14 (c). The description of an SEA’s system of performance management **must** include information on the SEA’s review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance specific to the implementation of challenging State academic standards and academic assessments.*

- A. **System of Performance Management** Describe the SEA’s system of performance management for implementation of State and LEA plans for Challenging State Academic Standards and Academic Assessments.
- B. **Review and Approval of LEA Plans.** Describe the SEA’s process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State’s strategies described in its consolidated State plan for implementation of

Challenging State Academic Standards and Academic Assessments.

- C. **Collection and Use of Data.** Describe the SEA’s plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes for the included programs related to implementation of Challenging State Academic Standards and Academic Assessments.
- D. **Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of the included programs using the data in section 3.3.C to ensure compliance with statutory and regulatory requirements for implementation of Challenging State Academic Standards and Academic Assessments.
- E. **Continuous Improvement.** Describe the SEA’s plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for implementation of Challenging State Academic Standards and Academic Assessments.
- D. **Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for implementation of Challenging State Academic Standards and Academic Assessments.

Section 4: ACCOUNTABILITY, SUPPORT, AND IMPROVEMENT FOR SCHOOLS

4.1 Accountability System.

*Each SEA **must** describe its accountability, support, and improvement system consistent with §§ 200.12-200.24, §299.17 and with section 1111(c) and (d) of the ESEA. Each SEA may include any documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

- A. **Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in §200.14(c)-(e) and section 1111(c)(4)(B) of the ESEA for all students and separately for each subgroup of students used to meaningfully differentiate all public schools in the State. The description should include how each indicator is valid, reliable, and comparable across all LEAs in the State. For the School Quality or Student Success measure, the description **must** also address how the indicator is supported by research that performance or progress on such measures is likely to increase student achievement and graduation rates and aids in the meaningful differentiation of schools by demonstrating varied results across all schools in the State.
- B. **Subgroups.**
 - i. Describe the subgroups of students from each major and racial ethnic group, consistent with §200.16(a)(2).
 - ii. If applicable, describe the statewide uniform procedures for:
 - a. Former English learners consistent with §200.16(b)(1).

- b. Recently arrived English learners in the State to determine if an exception is appropriate for an English learner consistent with section 1111(b)(3) of the ESEA and §200.16(b)(4).

C. **Minimum Number of Students.** Describe the minimum number of students that the State determines are necessary to be included in each of the subgroups of students consistent with §200.17(a)(3).

Describe the following information with respect to the State's selected minimum number of students:

- i. How the State's minimum number of students meets the requirements in §200.17(a)(1);
- ii. How other components of the statewide accountability system, such as the State's uniform procedure for averaging data under §200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each student subgroup under §200.16(a)(2);
- iii. A description of the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;
- iv. Information regarding the number and percentage of all students and students in each subgroup described in §200.16(a)(2) for whose results schools would not be held accountable in the State accountability system for annual meaningful differentiation under §200.18; and
- v. If applicable, a justification, including data on the number and percentage of schools that would not be held accountable for the results of students in each subgroup under §200.16(a)(2) in the accountability system, that explains how a minimum number of students exceeding 30 promotes sound, reliable accountability determinations.

D. **Meaningful Differentiation.** Describe the State's system for meaningfully differentiating all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and §§ 200.12 and 200.18.

Describe:

- i. The distinct levels of school performance, and how they are calculated, under §200.18(b)(3) on each indicator in the statewide accountability system;
- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with §200.18(c) and (d).
- iii. The summative ratings, and how they are calculated, that are provided to schools under §200.18(b)(4).

E. **Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools required under §200.15, including if the State selects another equally rigorous State-determined action than those provided under §200.15(a)(2)(i)-(iii) that will result in a similar outcome for the school in the system of annual meaningful differentiation and will improve the school's participation rate so that the school meets the applicable requirements.

F. **Data Averaging.** Describe the State's uniform procedure for averaging data across school years and combining data across grades as defined in §200.20(a), if applicable.

G. **Including All Public Schools in a State's Accountability System.** If the States uses a different methodology than the one described in D above, describe how the State includes all public schools in the State in its accountability system including:

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a formal assessment to meet this requirement;
- ii. Schools with variant grade configurations (e.g., P-12 schools);
- iii. Small schools in which the total number of students that can be included on any indicator under §200.14 is less than the minimum number of students established by the State under §200.17(a)(1), consistent with a State's uniform procedures for averaging data under §200.20(a), if applicable;
- iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings, students living in local institutions for neglected or delinquent children, students enrolled in State public schools for the blind, recently arrived English learners); and
- v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under §200.20(a), if applicable.

4.2 Identification of Schools

- A. **Comprehensive Support and Improvement Schools.** Describe:
 - i. The methodologies by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the Act and §200.19(a), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.
 - ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State under section 1111(d)(3)(A)(i) of the Act and consistent with the requirements in §200.21(f)(1), including the number of years over which schools are expected to meet such criteria.
- B. **Targeted Support and Improvement Schools.** Describe:
 - i. The State's methodology for identifying schools with "consistently underperforming" subgroups of students, including the definition and time period used by the State to determine consistent underperformance, under §200.19(b)(1) and (c).
 - ii. The State's methodology for identifying additional targeted schools with low-performing subgroups of students under §200.19(b)(2) .
 - iii. The uniform exit criteria for schools requiring additional targeted support due to low-performing subgroups established by the State consistent with the requirements in §200.22(f).

4.3 State Support and Improvement for Low-performing Schools

- A. **Allocation of School Improvement Resources.** Describe the SEA's process for making grants to LEAs under section 1003 of the ESEA and consistent with the requirements of §200.24 to serve schools implementing comprehensive or targeted support and improvement plans under section 1111(d) of the Act and consistent with the requirements in §§ 200.21 and 200.22.
- B. **Evidence-Based Interventions.** Describe the State's process to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions, to

hold all public schools accountable for student academic achievement and school success consistent with §§ 200.21 through 200.24, and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans.

- C. **More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the Act and §200.21(f).
- D. **Periodic Resource Allocation Review.** Describe the State's process, consistent with the requirements in section 1111(d)(3)(A)(ii) of the Act and §200.23(a), for periodically reviewing and addressing resource allocation to ensure sufficient support for school improvement in each LEA in the State serving a significant number of schools identified for comprehensive support and improvement and in each LEA serving a significant number of schools implementing targeted support and improvement plans.
- E. **Other State-Identified Strategies.** Describe other State-identified strategies, including timelines and funding sources from included programs consistent with allowable uses of funds provided under those programs, as applicable, to improve low-performing schools.

4.4 Performance Management and Technical Assistance for Accountability, Support, and Improvement for Schools

*Each SEA **must** describe its system of performance management for implementation of State and LEA plans regarding accountability, support, and improvement for schools, consistent with §299.14 (c) and §299.17. The description of an SEA’s system of performance management **must** include information on the SEA’s review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance.*

- A. **System of Performance Management** Describe the SEA’s system of performance management for implementation of State and LEA plans for Accountability, Support, and Improvement for schools.
- B. **Review and Approval of LEA Plans.** Describe the SEA’s process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State’s strategies described in its consolidated State plan for implementation of Accountability, Support, and Improvement of Schools.
 - i. **LEA Comprehensive Support and Improvement Plans.** Describe the SEA’s process to approve, monitor, and periodically review LEA comprehensive support and improvement plans that include evidence-based interventions consistent with the requirements in section 1111(d)(1)(B) of the Act and §200.21(e).
- C. **Collection and Use of Data.** Describe the SEA’s plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to Accountability, Support, and Improvement of Schools.

- D. **Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of included programs using the data in section 4.4.C to ensure compliance with statutory and regulatory requirements related to Accountability, Support, and Improvement of Schools.
- E. **Continuous Improvement.** Describe the SEA’s plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for Accountability, Support, and Improvement of Schools.
- F. **Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for implementation of Accountability, Support, and Improvement of Schools.
 - i. **Technical Assistance to Specific LEAs.** Describe the technical assistance it will provide to each LEA in the State serving a significant number of schools identified for comprehensive and targeted support and improvement, including technical assistance related to selection of evidence-based interventions for comprehensive and targeted support and improvement schools, consistent with the requirements in section 1111(d)(3)(A)(iii) of the Act and §200.23(b)
 - ii. Describe any additional improvement actions the State may take consistent with §200.23(c), including additional supports for interventions in LEAs, or in any authorized public chartering agency consistent with State charter school law, with a significant number of schools identified for comprehensive support and improvement that are not meeting exit criteria or a significant number of schools identified for targeted support or improvement.

Section 5: SUPPORTING EXCELLENT EDUCATORS

5.1 Systems of Educator Development, Retention and Advancement

- A. **Educator Development, Retention, and Advancement Systems.** Consistent with 2101 and 2102 of the ESEA, describe the State’s educator development, retention, and advancement systems, including at a minimum:
 - i. The State’s system of certification and licensing of teachers and principals or other school leaders;
 - ii. The State’s system to ensure *adequate preparation* of new educators, particularly for low-income and minority students; and
 - iii. The State's system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the State has elected to implement such a system. Alternatively, the SEA **must** describe how it will ensure that each LEA has and is implementing a system of professional growth and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.

5.2 Support for Educators

For each item below, each SEA **must** provide its rationale. Each SEA **must** also use tables to provide its timeline for the design and implementation of the strategies it identifies.

- A. **Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
 - i. Increase student achievement consistent with the challenging State academic standards;
 - ii. Improve the quality and effectiveness of teachers and principals or other school leaders;
 - iii. Increase the number of teachers and principals or other school leaders who are effective in improving student academic achievement in schools; and
 - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in the State’s plan for educator equity.
- B. **Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students consistent with 20101(d)(2)(J) of the ESEA, including strategies for teachers of, and principals or other school leaders in schools with: low-income students; lowest-achieving students; English learners; children with disabilities; children and youth in foster care; migratory children, including preschool migratory children and migratory children who have dropped out of school; homeless children and youths; neglected, delinquent, and at-risk children identified under title I, part D of the ESEA; immigrant children and youth; students in LEAs eligible for grants under the Rural and Low-Income School Program; American Indian and Alaska Native students; students with low literacy levels; and students who are gifted and talented.
- C. **Evaluation and Support Systems.** If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA.
- D. **Education Preparation Programs.** If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the State will improve education preparation programs consistent with section 2101(d)(2)(M) of the ESEA.

5.3 Educator Equity

- A. **Definitions.** Provide the SEA’s different definitions, using distinct criteria so that each provides useful information about educator equity and disproportionality rates, for the following key terms:.

Key Term	Statewide Definition or Statewide Guidelines
Ineffective teacher	
Key Term	Definition
Out-of-field teacher	
Inexperienced teacher	

Low-income student	
Minority student	

- B. **Rates and Disproportionalities.** Using the definitions provided in section 5.3A and data, demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A. In making this demonstration, the State **must** calculate and report student-level data on a statewide basis.
- C. **Public Reporting.** Consistent with §299.18(c)(5), describe where the SEA will publish and annually update:
- i. the rates and disproportionalities calculated in section 5.3.B;
 - ii. the percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
 - iii. the percentage of teachers categorized as out-of-field teachers consistent with §200.37; and
 - iv. the percentage of teachers categorized as inexperienced teachers consistent with §200.37.
- D. **Root Cause Analysis.** If the analysis in section 5.3.B demonstrates that low-income or minority students enrolled in schools receiving funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g., statewide, between districts, within district, and within school), that identifies the factor or factors causing or contributing to the disproportionate rates demonstrated in section 5.3.B.
- E. **Identification of Strategies.** Each SEA that demonstrates that low-income or minority students enrolled in schools receiving funds under title I, part A of the ESEA are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers **must** provide its strategies, including timelines and funding sources, to eliminate the disproportionate rates demonstrated in section 5.3.B that are based on the root cause analysis and focuses on the greatest or most persistent rates of disproportionality demonstrated in this section, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under §200.19 that are contributing to those disproportionate rates.

5.4 Performance Management and Technical Assistance for Supporting Excellent Educators.

*Each SEA **must** describe its system of performance management for implementation of State and LEA plans regarding supporting excellent educators, consistent with §299.14 (c). The description of an SEA’s system of performance management **must** include information on the SEA’s review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance.*

- A. **System of Performance Management.** Describe the SEA’s system of performance management for implementation of State and LEA plans for supporting excellent educators.
- B. **Review and Approval of LEA Plans.** Describe the SEA’s process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the

specific needs of the LEA and the State’s strategies described in its consolidated State plan for supporting excellent educators.

- C. **Collection and Use of Data.** Describe the SEA’s plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.
- D. **Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of included programs using the data in section 5.4.C to ensure compliance with statutory and regulatory requirements related to supporting excellent educators.
- E. **Continuous Improvement.** Describe the SEA’s plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.
- F. **Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for supporting excellent educators.

Section 6: SUPPORTING ALL STUDENTS

6.1 Well-Rounded and Supportive Education for Students.

*For each item below, each SEA **must** describe how it will meet the applicable statutory and regulatory requirements. This description **must** include how the SEA and its LEAs will use funds available under covered programs, in combination with State and local funds, to ensure that all children receive a fair, equitable, and high-quality education, including strategies, rationale for selected strategies, and timelines. Each SEA **must address** the academic and non-academic needs of subgroups of students including low-income students, lowest-achieving students, English learners, children with disabilities, foster care children and youth, migratory children, including preschool migratory children and migratory children who have dropped out of school, homeless children and youths, neglected, delinquent, and at-risk students identified under title I, part D of the ESEA, immigrant children and youth, students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA, American Indian and Alaska Native students.*

*Each SEA **must also consider** information and data on resource equity collected and reported under §§ 200.34 and 200.27 and section 1111(h) of the ESEA including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool.*

- A. Each SEA **must** describe for (i)-(vii) below, its strategies, rationale for selected strategies, timelines, and how it will use funds under the programs included in the consolidated State plan, and support LEA use of funds, in combination with State and local funds, to ensure that all children have a

significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma. The description **must** address, at a minimum:

- i. The continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;
 - ii. Equitable access to a well-rounded education, in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects, in which female students, minority students, English learners, children with disabilities, and low-income students are underrepresented;
 - iii. School conditions for student learning, including activities to reduce:
 - a. Incidents of bullying and harassment;
 - b. The overuse of discipline practices that remove students from the classroom; and
 - c. The use of aversive behavioral interventions that compromise student health and safety;
 - iv. The effective use of technology to improve the academic achievement and digital literacy of all students;
 - v. Parent, family, and community engagement; and
 - vi. The accurate identification of English learners and children with disabilities.
 - vii. *Optional*: Other State-identified strategies.
- B. Each SEA **must** describe how it will use title IV, part A and part B, and other Federal funds to support the State-level strategies described in section 6.1.A and other State-level strategies, as applicable, and to ensure that, to the extent permitted under applicable law and regulations, the processes, procedures, and priorities used to award subgrants under an included program are consistent with the requirements of this section.

6.2 Performance Management and Technical Assistance for Supporting All Students.

*Each SEA **must** describe its system of performance management for implementation of State and LEA plans regarding supporting all students, consistent with §299.14 (c) and §299.19. The description of an SEA’s system of performance management **must** include information on the SEA’s review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance.*

- A. **System of Performance Management.** Describe the SEA’s system of performance management for implementation of State and LEA plans for supporting all students.
- B. **Review and Approval of LEA Plans.** Describe the SEA’s process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State’s strategies described in its consolidated State plan related to supporting all students.
 - i. **Use of Information and Data to Inform Review and Approval of LEA Plans.** Describe how

the SEA will use the information and data on resource equity collected and reported under §§ 200.34 and 200.27 and section 1111(h) of the ESEA, including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool to inform review and approval of LEA applications.

- C. **Collection and Use of Data.** Describe the SEA’s plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting all students.
- D. **Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of included programs using the data in section 6.2.C to ensure compliance with statutory and regulatory requirements related to supporting all students.
- E. **Continuous Improvement.** Describe the SEA’s plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting all students.
- F. **Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies related to supporting all students.
 - i. **Use of Information and Data to Inform Differentiated Technical Assistance.** Describe how the SEA will use the information and data on resource equity collected and reported under §§200.34 and 200.27 and section 1111(h) of the ESEA, including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool to inform its differentiated technical assistance in the implementation of local plans.

6.3 Program-Specific Requirements.

- A. **Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**
 - i. Each SEA **must** describe the process and criteria it will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the Act submitted by an LEA on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.
- B. **Title I, Part C: Education of Migratory Children**
 - i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a Statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the State will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.
 - ii. Describe how the SEA and its local operating agencies, which may include LEAs, will assess the unique educational needs of migratory children, including preschool migratory children and

migratory children who have dropped out of school, and other needs that **must** be met in order for migratory children to participate effectively in school.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that **must** be met in order for migratory children to participate effectively in school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.
- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C 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.
- v. Describe the unique educational needs of the State’s migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that **must** be met in order for migratory children to participate effectively in school, based on the State’s most recent comprehensive needs assessment.
- vi. Describe the current measurable program objectives and outcomes for Title I, part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes.
- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA, as amended by ESSA.
- viii. Describe the SEA’s processes and procedures for ensuring that migratory children who meet the statutory definition of “priority for services” are given priority for Title I, Part C services, including:
 - a. The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria;
 - b. The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services; and
 - c. The timeline for making priority for services determinations, and communicating such information to title I, part C service providers.

C. Title III, Part A: Language Instruction for English Learners and Immigrant Students

- i. Describe the SEA’s standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA, as amended by ESSA. These procedures **must** include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria **must**:
 - a. Include a score of proficient on the State’s annual English language proficiency assessment;
 - b. Be the same criteria used for exiting students from the English learner subgroup for title I reporting and accountability purposes;
 - c. Not include performance on an academic content assessment; and
 - d. Be consistent with Federal civil rights obligations.

D. Title V, Part B, Subpart 2: Rural and Low-Income School Program

- i. Provide the SEA’s specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

E. McKinney-Vento Education for Homeless Children and Youth Program

- i. Describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.
- ii. Describe the SEA’s programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, 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 youths, including such children and youths who are runaway and homeless youths.
- iii. Describe the SEA’s procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.
- iv. Describe the SEA’s procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.
- v. Describe the SEA’s procedures to ensure that homeless children and youths:
 - a. Have access to public preschool programs, administered by the SEA or by LEA, as provided to other children in the State;
 - b. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities under ; and
 - c. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.
- vi. Describe the SEA’s strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with section 722(g)(1)(H) and (I) of the McKinney-Vento Act.

MEASUREMENTS OF INTERIM PROGRESS

Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students, consistent with the State's minimum number of students, such that the State’s measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving.