



CONSOLIDATED STATE PLAN:

PEER REVIEWER TRAINING

APRIL 3 & 5, 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: Remaining consolidated state plan peer review criteria and peer review processes



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
- Share best practices for effective peer review



BACKGROUND

ESSA OVERVIEW

- The Every Student Succeeds Act (ESSA) was passed on December 10, 2015
- This bipartisan measure reauthorizes the 52-year-old Elementary and Secondary Education Act (ESEA), the nation's pre-K -12 general-education law and longstanding commitment to equal opportunity for all students
- 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 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

Each SEA must submit States plans that address requirements in:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- 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
- Title IV, Part A, School 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, Subtitle B of the McKinney-Vento Homeless Assistance Act Education for Homeless Children and Youths 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
 - 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

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:
 1. Parents, teachers, principals, other school leaders, specialized instructional support personnel, SEAs, local educational agencies (LEAs), and the community (including the business community); and
 2. 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 panel will review approximately **two** State plans
- Reviewers will independently review and evaluate each application and prepare individual notes during their off-site review period (April 6-May 18)
- Panels will convene on-site in Washington D.C. May 22-24
- 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.



PEER REVIEW OVERVIEW

MATERIALS TO REVIEW

- Consolidated State plans assigned to you (approximately two plans)
- Peer review criteria
- Consolidated State plan template
- ESEA statutory requirements



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)
 - 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

Guide to Completing Revised Consolidated State Plan Template

In order to support State educational agencies (SEAs) to leverage their work developing a consolidated State plan, the U.S. Department of Education provides the following table as a guide to SEAs preparing to submit the Revised Consolidated State Plan Template published on March 13, 2017 under section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). An SEA may consider using its previously developed responses to requirements in the original November 29, 2016 template as a basis for responding to the requirements in the Revised Consolidated State Plan Template.

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



CONSOLIDATED STATE PLAN OVERVIEW

CONTENT OF PLANS

- The Department will send each peer reviewer the State's completed consolidated State plan assigned for review
- **Only** review the requirements for Title I, Part A and Title III, Part A
- All other programs will be reviewed by Department staff
 - Peer reviewers should not provide feedback on State responses to these programs
 - McKinney-Vento has a separate peer review process





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
- Determine whether plan content is educationally and technically sound based on your professional judgment
- 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



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
 - Outline what information is necessary for a State to meet statutory and regulatory requirements



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 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: IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

- Eighth Grade Math Exception
- Native Language Assessments
- Accountability System and School Support and Improvement Activities

Accountability Subtopics

- | | |
|-----------------------------------|--|
| -Subgroups | -Annual Meaningful Differentiation |
| -Minimum N-Size | -Identification of Schools |
| -Establishment of Long-Term Goals | -Annual Measure of Achievement |
| -Indicators | -Continued Support for School and Local Educational Agency Improvement |

- Disproportionate Rates of Access to Educators
- School Conditions
- School Transitions



A.2: EIGHTH GRADE MATH EXCEPTION

A.2.iii: STRATEGIES

If a State

- Administers a high school end-of-course mathematics assessments as its Title I high school test (*i.e.*, responds “yes” to A.2i 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),

Then

- 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?



STATE PLAN REQUIREMENTS: SECTION A

TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

- 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.i: DEFINITION (CONT.)

In determining which languages are present to a significant extent in the participating student population,

- Does the SEA describe how it considered languages other than English that are spoken by **distinct** populations of English learners?
- Does the SEA describe how it considered languages other than English that are spoken by a **significant portion** of the participating student population in one or more of the State's LEAs, as well as languages spoken by a significant portion of the participating student population across grade levels?



A.3: NATIVE LANGUAGE ASSESSMENTS

A.3.ii: EXISTING ASSESSMENTS IN LANGUAGES OTHER THAN ENGLISH

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



A.3: NATIVE LANGUAGE ASSESSMENTS

A.3.iii: ASSESSMENT NOT AVAILABLE AND NEEDED

Does the SEA indicate the languages other than English that are present to a significant extent in the participating student population for which yearly student academic assessments are **not available and are needed**?



A.3: NATIVE LANGUAGE ASSESSMENTS

A.3.iv: EFFORTS TO DEVELOP ASSESSMENTS

- Does the SEA describe how it will make every effort to **develop assessments** in, at a minimum, languages other than English that are present to a significant extent in the participating student population?
- Does in the description include the State's **plan and timeline** for developing such assessments?



A.3: NATIVE LANGUAGE ASSESSMENTS

A.3.iv: EFFORTS TO DEVELOP ASSESSMENTS (CONT.)

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



STATE PLAN REQUIREMENTS: SECTION A

TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

- 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: 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?



SUBGROUPS

TIPS FOR REVIEWING REFERENCES TO “EACH SUBGROUP”

- 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
 - 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.b: ADDITIONAL SUBGROUPS AT SEA DISCRETION

If applicable, does the SEA describe **any additional subgroups** of students other than the statutorily required subgroups included in its statewide accountability system?



A.4.i: SUBGROUPS

A.4.i.d: EXCEPTION FOR RECENTLY ARRIVED ENGLISH LEARNERS

- If applicable, choose one of the following options for recently arrived English learners in the State:
 - Applying the exception under ESEA section 1111(b)(3)(A)(i)
 - Applying the exception under ESEA section 1111(b)(3)(A)(ii)
 - Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii)
- If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner**



SUBGROUPS (CONT.)

A.4.i.d: EXCEPTION FOR RECENTLY ARRIVED ENGLISH LEARNERS

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

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

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



A.4.i: SUBGROUPS

A.4.i.d: EXCEPTION FOR RECENTLY ARRIVED ENGLISH LEARNERS

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 either of the two exceptions,

- 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: STATISTICAL SOUNDNESS OF MINIMUM N-SIZE

Is the selected minimum number of students
statistically sound?



A.4.ii: MINIMUM N-SIZE

A.4.ii.c: HOW THE SEA DETERMINED MINIMUM N-SIZE

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



A.4.ii: MINIMUM N-SIZE

A.4.ii.d: MINIMUM N-SIZE AND ENSURING STUDENT PRIVACY

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



A.4.ii: MINIMUM N-SIZE

A.4.ii.e: IF APPLICABLE, MINIMUM N-SIZE FOR REPORTING

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



ESEA SECTION 1111(i)

PRIVACY PROVISIONS

(i) PRIVACY.—

(1) IN GENERAL.—Information collected or disseminated under this section ... shall be collected and disseminated in a manner that **protects the privacy** of individuals consistent with [FERPA] and this Act.

(2) SUFFICIENCY.—The reports described in subsection (h) shall only include data that are sufficient to yield **statistically reliable information**.

(3) DISAGGREGATION.—Disaggregation under this section **shall not be required** if such disaggregation will reveal **personally identifiable information** about any student, teacher, principal, or other school leader, or will provide data that are insufficient to yield statistically reliable information.





QUESTIONS

LONG-TERM GOALS AND MEASUREMENTS OF INTERIM PROGRESS

Academic
Achievement

Four-year
Graduation Rate

Extended-year
Graduation Rate
(optional)

English
Language
Proficiency



A.4.iii: ESTABLISHMENT OF 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)?
- Does the SEA identify and describe long-term goals for **each subgroup** of students?



A.4.iii: ESTABLISHMENT OF LONG-TERM GOALS

A.4.iii.a.1: ACADEMIC ACHIEVEMENT: LONG TERM GOALS (CONT.)

- 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**?



A.4.iii: ESTABLISHMENT OF LONG-TERM GOALS

A.4.iii.a.2: ACADEMIC ACHIEVEMENT: MEASUREMENTS OF INTERIM PROGRESS

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



A.4.iii: ESTABLISHMENT OF LONG-TERM GOALS

A.4.iii.a.3: ACADEMIC ACHIEVEMENT: 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?



A.4.iii: ESTABLISHMENT OF LONG-TERM GOALS

A.4.iii.b.1: FOUR-YEAR ADJUSTED COHORT GRADUATION 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**?
- Does the SEA **identify** and **describe** the long-term goals for the four-year adjusted cohort graduation rate 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**?



A.4.iii: ESTABLISHMENT OF LONG-TERM GOALS

A.4.iii.b.2: EACH EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE*: LONG –TERM GOALS

Applicable **only 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**?
- Does the SEA identify and describe the long-term goals for each extended-year adjusted cohort graduation rate 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?



A.4.iii: ESTABLISHMENT OF LONG-TERM GOALS

A.4.iii.b.2: EACH EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE*:
LONG –TERM GOALS (CONT.)

Applicable **only if the SEA chooses, at its discretion, to establish long-term goals for one or more extended-year rates*

- Is the timeline the **same multi-year** length of time for all students and for each subgroup of students?
- Are the long-term goals **ambitious**?
- Are the long-term goals **more rigorous** than the long-term goals set for the four-year adjusted cohort graduation rate?



A.4.iii: ESTABLISHMENT OF LONG-TERM GOALS

A.4.iii.b.3: FOUR-YEAR AND ANY EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE: MEASUREMENTS OF INTERIM PROGRESS

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



A.4.iii: ESTABLISHMENT OF LONG-TERM GOALS

A.4.iii.b.4: FOUR-YEAR AND ANY EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE: IMPROVEMENT NECESSARY TO CLOSE STATEWIDE PROFICIENCY GAPS

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



A.4.iii: ESTABLISHMENT OF 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**?



A.4.iii: ESTABLISHMENT OF LONG-TERM GOALS

A.4.iii.c.2: ENGLISH LANGUAGE PROFICIENCY: MEASUREMENTS OF INTERIM PROGRESS

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





QUESTIONS

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

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



A.4.iv: INDICATORS

A.4.iv.a: ACADEMIC ACHIEVEMENT (CONT.)

Does the description include how the SEA calculates the indicator, including:

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



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?



A.4.iv: INDICATORS

A.4.iv.b: OTHER ACADEMIC INDICATOR

Other Academic Indicator for Elementary and Secondary Schools that are Not High Schools

- Does the SEA describe the **Other academic indicator** used in its statewide accountability system for public elementary and secondary schools that are not high schools, including that the SEA uses the same indicator and calculates it in the same way for all elementary and secondary schools that are not high schools, in all LEAs, across the State, except that the indicator may vary by each grade span?



A.4.iv: INDICATORS

A.4.iv.b: OTHER ACADEMIC INDICATOR (CONT.)

Other Academic Indicator for Elementary and Secondary Schools that are Not High Schools

- If applicable, does the SEA describe how it **averages data** across years and/or grades (e.g., does the SEA use a uniform averaging procedure across all schools)?
- If the SEA uses a different indicator for each **grade span**, does it describe each indicator, including the grade span to which it applies?



A.4.iv: INDICATORS

A.4.iv.b: OTHER ACADEMIC INDICATOR (CONT.)

Other Academic Indicator for Elementary and Secondary Schools that are Not High Schools

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



A.4.iv: INDICATORS

A.4.iv.c: GRADUATION RATE

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



A.4.iv: INDICATORS

A.4.iv.c: GRADUATION RATE (CONT.)

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



A.4.iv: INDICATORS

A.4.iv.c: GRADUATION RATE (CONT.)

- If applicable, does the SEA's description include how the State includes in its four-year and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an **alternate assessment** aligned to alternate academic achievement standards and awarded a State-defined alternate diploma?
- Can the indicator be **disaggregated** for each subgroup of students?



A.4.iv: INDICATORS

A.4.iv.d: PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY INDICATOR

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



A.4.iv: INDICATORS

A.4.iv.e: SCHOOL QUALITY OR STUDENT SUCCESS

Requirements for **EACH** indicator:

- 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?



A.4.v: ANNUAL MEANINGFUL DIFFERENTIATION

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

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



A.4.v: ANNUAL MEANINGFUL DIFFERENTIATION

A.4.v.b: WEIGHTING OF INDICATORS

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



A.4.v: 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

SUMMARY OF CATEGORIES

**Lowest-performing
5 percent of Title I
schools**
(comprehensive)

**Low graduation rate
high schools**
(comprehensive)

**Additional targeted
support Title I
schools not exiting
status** (comprehensive)

**Schools with
consistently
underperforming
subgroups** (targeted)

**Additional targeted
support and
improvement
schools** (targeted)

**Additional
statewide categories
of schools** (State
option)

**A State must develop exit criteria for comp support schools
and schools receiving additional targeted support**



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's methodology **result** in the identification of not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement?
- Does the SEA include the **year** in which it will first identify these schools for comprehensive support and improvement (*i.e.*, does the timeline comply with the Department's guidance)?



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



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's methodology **result** in the identification of such schools?
- Does the SEA include the **year** in which it will first identify these schools for comprehensive support and improvement (*i.e.*, does the timeline comply with the Department's guidance)?



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

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



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:
 - 1) whether the methodology identifies these schools from among **all public schools** in the State or from among only the schools identified as schools with one or more consistently underperforming subgroups; and
 - 2) if applicable, how the SEA **averages** data (e.g., does the State use a uniform averaging procedure across all schools)?



A.4.vi: IDENTIFICATION OF SCHOOLS

A.4.vi.f: TARGETED SUPPORT AND IMPROVEMENT SCHOOLS—ADDITIONAL TARGETED SUPPORT (CONT.)

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



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?





QUESTIONS

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

A.4.viii.a: 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 LOCAL EDUCATIONAL AGENCY IMPROVEMENT

A.4.viii.b: EXIT CRITERIA FOR SCHOOLS RECEIVING ADDITIONAL TARGETED SUPPORT

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

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



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

A.4.viii.d: RESOURCE ALLOCATION REVIEW

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



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

A.4.viii.e: TECHNICAL ASSISTANCE

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



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

A.4.viii.f: IF APPLICABLE, ADDITIONAL OPTIONAL ACTION

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





QUESTIONS

STATE PLAN REQUIREMENTS

Section A: Title I, Part A: Improving Basic Programs Operated By State and Local Educational Agencies

- ✓ 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

Section E: Title III, Part A: English Language Acquisition and Enhancement

1. Entrance and Exit Procedures
2. SEA Support for English Learner Progress
3. Monitoring and Technical Assistance



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?



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

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



A.7: SCHOOL TRANSITIONS

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



STATE PLAN REQUIREMENTS

Section A: Title I, Part A: Improving Basic Programs Operated By State and Local Educational Agencies

- ✓ Details on assessments will follow a separate peer review process.
- ✓ 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

Section E: Title III, Part A: English Language Acquisition and Enhancement

1. Entrance and Exit Procedures
2. SEA Support for English Learner Progress
3. 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, such as teacher input or a portfolio, will be applied statewide?
- Does the SEA's description include an **assurance** that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State?



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

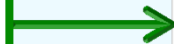
- Peers will log into MAX.gov to:
 - Access consolidated State plans or individual program State plans
 - Upload their peer review notes in advance of the on-site review
 - Consolidate notes with other peers during the on-site review



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 browser address bar shows the URL: https://login.max.gov/cas/login?service=https%3A%2F%2Fmax.gov%2Fmaxportal%2Fsa%2Flogin.action. The page has a header with the MAX.gov LOGIN logo and a 'REGISTER NOW' button. Below the header is a navigation bar with links: HOME, MANAGE PASSWORD, and CONTACT US. The main content area is titled 'LOGIN WITH ...' and contains two primary login sections. The first section, 'MAX.GOV USER ID & PASSWORD', includes a 'User ID' field with a 'Set a Personal Username' checkbox, a 'Password' field with a 'Forgot, Set, or Change Your Password?' link, a checkbox for 'Use MAX Secure+ SMS 2-Factor (BETA)', and a 'LOGIN WITH USER ID' button. The second section, 'PIV OR CAC CARD', features an image of a PIV/CAC card, the text 'LOGIN WITH YOUR PIV OR CAC', a reminder to 'Remember to plug in your PIV/CAC card', a checkbox for 'Register a Secure+ SMS 2-Factor Device', and a 'LOGIN WITH PIV/CAC' button. Below these sections is a 'MAX AGENCY FEDERATED PARTNER AUTOMATED LOGIN' section with buttons for various agencies: NASA, DOJ, HHS, MCC, USAID, NAVMED, TREASURY, and OGE. Each button includes the agency's logo and name.

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



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STATE PLAN SUBMISSION

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ESSA CONSOLIDATED STATE PLAN

Home State Plans

Overview

Welcome to the Office of State Support (OSS) Web Page for ESSA Consolidated State Plans Submission and Review.

On the blue menu bar above, use the menu option "State Plans" to access an individual State Plan page.

Due Dates

April 3, 2017

Contacts

- Technical questions on accessing or using the MAX Community:
MAX Support (202-395-6860) or MAXSupport@max.gov



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STATE PLAN SUBMISSION

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DEPT OF EDUCATION-EXTERNAL
DISTRICT OF COLUMBIA

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On the Peer Review page, a peer will:

- Upload their peer review notes in advance of the on-site review
- Consolidate notes with other peers during the on-site review

To upload your peer review notes:

1. Click the “Add Attachment(s)” button.
2. Click “Choose File” and select the appropriate file.
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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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- 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.



PEER REVIEW OVERVIEW

PROCESS

- ED will assemble panels of **four** peer reviewers each
- Each panel will review approximately **two** State plans
- Reviewers will independently review and evaluate each application and prepare individual notes during their off-site review period (April 6-May 18)
- Panels will convene on-site in Washington D.C.
May 22-24
- 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 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
Peer Analysis	
Strengths	
Weaknesses	
Did the SEA meet all requirements?	☐ Yes ☐ No
If no, describe the specific information or clarification that an SEA must provide to fully meet this requirement	



PEER REVIEWER NOTES

TEMPLATE

- Peer Analysis: Describe the peer reviewer's justification for why an SEA did or did not meet the requirements
- Strengths: Summarize strengths the SEA's response to the State plan requirement
- Weaknesses: Summarize of the weaknesses of an SEA's response to the State plan requirement, including issues, lack of clarity, and possible technical assistance suggestions



PEER REVIEWER NOTES

TEMPLATE (CONT.)

- 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 REVIEWER NOTES

INSTRUCTIONS

- Peer reviewer notes should address all of the required elements of each State plan requirement in this document, 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 write respond to each bullet



PEER REVIEW PROCESSES

GUIDANCE FOR REVIEWING PLANS AND WRITING COMMENTS

- Consider the extent to which the SEA has addressed the requirement fully and with high quality
- Determine whether plan content is educationally and technically sound based on your professional judgment
- 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



PEER REVIEW PROCESSES

TIPS FOR WRITING GOOD COMMENTS

- Be professional, clear, and constructive
- In your notes you should check for complete, coherent sentences with proper grammar and spelling
- Use simple, declarative sentences (not questions) whenever possible
- Explain why you reached the conclusions you did
- Point to specific information in the plan that supports and verifies your comment
- During panel discussions, peers will work to create a single set of notes that may reflect differing comments among peers



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



PEER REVIEW PROCESSES

ROLE OF PANEL MONITORS

- Ensure each peer completes an individual set of notes for each assigned State
- Provide constructive feedback on peer reviewer notes
- Facilitate panel discussions but not participate in substantive discussion on individual panels
- Encourage peers progress through the review of plans in a timely manner
- Verify that there is a consolidated set of final notes in OMB Max for each assigned State



PEER REVIEW PROCESSES – ONSITE REVIEW

TIPS FOR EFFECTIVE PANEL DISCUSSIONS

- Arrive on time
- Review plans and submit word version of notes in OMBMax within the designated timeline
- Come prepared with questions/issues for discussion
- Consider the perspectives of other peer reviewers in reaching your individual conclusion
- Use panel discussions to decide if revising a comment is appropriate
- Put aside personal opinions about a State or a policy



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





QUESTIONS

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
 - Peer Reviewer Notes Template
- On May 8, 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



NEXT STEPS

- Register in OMB Max
- Submit Reviewer Agreement, if applicable
- Review:
 - ESSA State Plan Peer Review Criteria;
 - Revised Consolidated State Plan Template; and
 - Relevant statutory and regulatory requirements



PEER REVIEW PROCESS

KEY DATES

- Peer training webinar session 2
 - April 5, 2017, 2:30-4:00 PM, ET
- Consolidated State Plan Submission Deadlines
 - April 3, 2017-May 3, 2017
- Off-site Peer Review of State Plans
 - April 4-May 18, 2017
 - Submit all notes in OMB Max by May 18, 2017
- On-Site Peer Review Panel Discussion in Washington, D.C.
 - May 22-May 24, 2017



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>
- Title III non-regulatory guidance
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>
- 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

