

Guilford County Board of Education
LEGISLATIVE COMMITTEE MEETING

Wednesday, February 22, 2017, 2:30 p.m.
Swann Room, GCS Administrative Offices



Committee Members: Linda Welborn, Chairperson Nora Carr, Staff Liaison
 Darlene Garrett
 T. Dianne Bellamy Small
 Pat Tillman

AGENDA	
Welcome and Introductions	<i>Discussion Leader: Linda Welborn</i>
Review of Minutes (04/05/16)	
Review 2016 Legislative Agenda	<i>Discussion Leader: Linda Welborn</i>
Possible 2017 Priorities <ul style="list-style-type: none"> • K3 Class Size Mandate: HB13 • Teacher/Principal Pipeline • State Bonus Plan for Teachers • School Nurses • PTEC HS/Career & Technical Education • Other: <ul style="list-style-type: none"> ○ Every Student Succeeds Act's (ESSA) Core Requirement Overturn 	<i>Discussion Leaders:</i> <ul style="list-style-type: none"> • <i>Angie Henry</i> • <i>Shirley Morrison</i> • <i>Angie Henry/Shirley Morrison</i> • <i>Robin Bergeron</i> • <i>Bob Gantt</i>
Next Steps	
Other Business Items	
Next Meeting: Wednesday, March 22, 2:30 p.m.	
Adjournment	

To: Jill Wilson
From: Elizabeth Troutman
Re: Recent updates to the Every Student Succeeds Act implementation
Date: March 20, 2017

The Every Student Succeeds Act ("ESSA"), passed in December 2015, shifted accountability for federal funds away from the prescriptive accountability model of "No Child Left Behind" and instead requires individual states to develop individual accountability plans. (See attached memo for full description of the legislation). The U.S. Department of Education ("USED") under the Obama administration developed and promulgated requirements for the state plans, including a standardized template for the state plans. The final rules went into effect on November 28, 2016.

States originally had the option of submitting their consolidated plans on these forms by April 3, 2017 or September 18, 2017. After submission, the USED would then undertake a peer review of each state plan and work with states to finalize the plan. North Carolina has designated that it will submit its plan by the September deadline. The deadline also requires that the governor have 30 days prior to submission to the USED for review, so North Carolina will release a draft plan no later than August 18, 2017.

On March 9, 2017, pursuant to the Congressional Review Act (CRA) (5 U.S.C. §§ 801-808), Congress repealed the USED's regulations related to the consolidated State plan, statewide accountability systems, and data reporting. Soon thereafter, on Monday March 13, the USED issued a new template for states to complete. The new template is attached.

The new template is shorter because, according to the USED, it only requires states to complete the elements that are absolutely required by the statute, and does not exercise any of its discretion to add requirements that would support the objectives of the statute. The USED has stated that states are permitted to include metrics that were in the Obama-era plan, but are not required to do so. The April 3 deadline was extended to May 3, but the September 18 deadline remains intact.

Because we do not have much information about how North Carolina intended to complete its plan (a draft was circulated in December 2016 that left many of the key components blank), it is unclear how these changes will affect local districts in North Carolina. I will continue to monitor the Department of Public Instruction for information.

The announcement of the new template did contain a few tidbits which indicate the direction of the USED:

1. The requirement that out-of-field and inexperienced educators not disproportionately serve low-income students is a school-level, not student-level, data analysis.

2. English language proficiency is now an express required goal for the state plan.
3. There is a new Student Support and Academic Enrichment program in Title IV, Part A of the ESEA. States are required to develop a plan for how sub-grants will be awarded to local educational agencies. These funds are for innovation and present an opportunity for LEAs.
4. States must develop a plan for college counseling of homeless students.

Finally, the USED signaled that it may be altering the standard assurances for federal recipients this year, and that such assurances would be available "in the near future" and no later than June 2017.

**Summary of the Every Student Succeeds Act
(Reauthorization of the Elementary and Secondary Education Act)**

January 4, 2016

Below is a summary of the “Every Child Succeeds Act,” reauthorizing the Elementary and Secondary Education Act. The overarching theme is that the Every Child Succeeds Act largely dismantles No Child Left Behind’s accountability structure. The law also creates federal incentives for the establishment of new charter schools, imposes significant requirements on local districts to develop “plans” of various kinds, and gives great authority to states to promote their own policies through grant-making and standards.

I. Changes to the Accountability Framework

Standards

The bill maintains the requirement that states establish academic standards in reading, math, and science, and other subjects if they choose. However, the bill eliminates the requirement that the states submit those standards to the U.S. Department of Education (“USED”) for review, and actually prohibits the USED from exercising any control over the standards the states choose to implement.

Testing

The bill maintains the requirement that students be tested, and that data be disaggregated. However, the 100% proficiency requirement, and other goal requirements of No Child Left Behind, have been eliminated. Instead, states and local school districts must establish their own accountability system and goals, tying the standards they develop to how they plan to use those test scores.

States are not required to submit their standards to the USED, but they are required to submit the planned use of their standards. The law sets out that the plans must be quantitative, focused on test scores and graduation rates. However, the USED is prohibited from adding or deleting anything from the state-submitted plans, and is also prohibited from issuing regulations about what has to be in the plans. It appears that the USED may accept or reject the plans.

A few other differences: The same tests must be used state-wide for elementary students, but states can approve local districts to choose some other nationally recognized tests for high schools. A state can still only test 1% of cognitively disabled students through alternative means, but individual school districts can exceed the 1% cap if they justify the decision to the state. Parents can opt out of standardized testing. Test can be computer-adaptive, meaning that they adjust to the answers the student feeds them so that content can be more difficult than grade level.

Report Cards.

The requirement that schools publish information about test scores and other data remains, and more data is now included.

II. “Plans” as the New Accountability Mechanism.

Low-Performing Schools or Sub-Groups

States must develop plans to help the lowest-performing 5% of all public schools that receive Title I funding, all public high schools that fail to graduate one-third or more of their students, and sub-groups of students in a particular school where any subgroup consistently underperforms. Local school districts are to develop and implement an improvement plan, which must include “evidence-based interventions” and be based on assessments at the school level. The district must include parents in the development of these various plans. The plan must be approved by the school itself, the school district, and the state.

States are to submit their plans on how to address these issues to the USED, and the USED will conduct a peer review of the submission. The peer review is conducted by USED personnel who cannot be political appointees (i.e. they must be the permanent staff, not the political staff).

The state must monitor the plan. Being on a plan makes the school eligible for additional funds for four years. However, the state can set a time period for the plan to be accomplished and the state is authorized to take further action if the school does not improve. The state must also review the resource allocations being made by the school district.

Title I Plans.

In addition to specific plans to address low-performing schools and sub-groups, states and districts must also submit plans to the USED regarding their use of Title I funding.

State Plans. In order to receive Title I funding, states must submit a plan that addresses: early childhood education, equity in terms of distribution of teachers, bullying, teacher/principal effectiveness, stability for foster and homeless children, and transitions between school levels,

Local Plans. Local school districts must also submit plans for how they will use Title I funding. The new law requires that these plans are made in consultation with teachers, parents, and charter schools. Districts must describe how they will reduce the achievement gap, ensure that low-income students are not disproportionately taught by less qualified teachers, and implement parent and family engagement programs. The plans must also address how the district will support gifted and talented students, media centers, and digital literacy. Local districts’ plans must state that the local district will provide services to eligible students attending private school.

Title III Plans

Title III provides for English language instruction, and will remain a separate title despite the House’s attempt to merge it into Title I. Grants are available to provide English language learning; similar plans must be submitted to the USED to receive the funding. These plans are not wholly different from the current grant program, though the goals have changed somewhat.

Districts must now notify any parent of a child in an English language instruction program 30 days before school starts that his/her child is enrolled in the program and that he/she may opt out of the program.

III. Changes to Funding Allocations

Conditional Funding

The USED may no longer impose conditions on receipt of ESEA grants, or waivers. The USED may not encourage states to partner with one another, either directly or indirectly through grants. The USED is explicitly prohibited from requiring states to adopt the Common Core. In general, conditional funding to advance a policy agenda that is not articulated in the revised law will be difficult.

Although ESSA provides that the “ESEA Flexibility” program (which the USED was using to monitor states in various ways) will be in effect until August 2016, guidance from the USED issued in a Dear Colleague Letter on December 18, 2015 indicated that the USED will provide technical assistance to states on flexibility plans but will not enforce any penalties for failure to comply. States have also submitted lists of priority schools to the USED which will be the subject of improvement efforts in the 2015-16 and 2016-17 school years: states have until January 29, 2016 to notify the USED whether they wish to keep those plans in place or modify them (or the schools included in them).

Title I Funding

The formula for Title I funding allocation remains the same, though the law does commission a study to determine whether the formula is effective. “Maintenance of Efforts” requirements (i.e. the requirement that local districts and states maintain 90% of their funding from the previous year in order to continue receiving Title I funds) remain intact. The new law does expand waivers from the maintenance of effort requirements: as opposed to only allowing waivers for uncontrollable circumstances, waivers are now allowed where a state has a change in “organizational structure.”

Title I children are not allowed to use the Title I funds to follow them to the school of their choice (as was passed in the House). However, local districts may allow low-income students in low-performing schools to transfer to another public school in the district, unless prohibited by state law. 7% of Title I funding must be used for school improvement activities.

Local districts still can only use Title I funds in a school-wide program if the school is 40% low-income, but now local districts can apply for waivers to the state from that requirement. At least 1% of a district’s Title I funding must be spent on parental and family engagement efforts.

Title II Funding

Title II is the piece of ESEA dealing with teachers. The new law eliminates the requirement that teachers be “highly qualified.” The USED is no longer permitted to determine how teachers should be evaluated. The law expressly prohibits the USED from defining a highly qualified teacher or mandating particular teacher evaluation programs.

ESSA’s focus on improving teacher quality simply authorizes the USED to distribute grants in a variety of areas, including:

- Teacher and School Leader Incentive Program

- Literacy Education for All
- Results for the Nation initiative
- American History and Civics Education program

These grants to states are supposed to then be distributed by the states to local districts as “sub-grants.” Local districts must explain how these funds will prioritize low-performing schools for use of funds. Local district recipients must also assure that they will provide services to eligible students enrolled in private schools.

Charter School Grants

ESSA replaces the individual grant program for charters, and moves it to a grant program to which states may apply. States will receive funds to distribute to charter school developers to open new charter schools and expand and replicate existing charter schools. The USED may distribute the funds to states or other state agencies governing charter schools. The bill gives the USED discretion to encourage states applying for charter school resources to ensure equitable financing between charter and traditional schools and provide charter schools with facilities funding.

The bill also establishes a separate pool of money where charter management organizations may apply for funds to open and build charter schools regardless of whether the state applied for or received a grant.

Pre-School Development Fund.

The bill creates a “preschool development program,” which will be administered by DHHS. The goal is to take existing preschool programs and increase access for low-income families. The program awards grants to states, who may then award sub-grants. Priority is given to states that have not already developed preschool programs.

Other Education Programs.

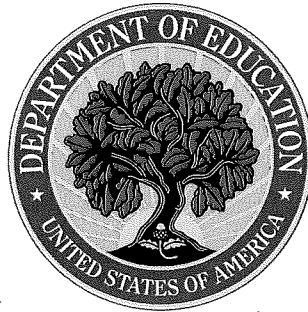
The bill eliminates 49 educational programs, but creates a bunch more. Some of the new programs include a pilot program where up to 50 districts can pool resources to target disadvantaged students and grants for the development of innovative assessments

The “21st Century Learning” program remains in place, covering magnet school funding and parental engagement resource centers. A new provision: parental consent will now be required for children under 18 to participate in any mental health assessment. Funding for mental health that is allocated through the 21st Century Learning grant program cannot be spent on medical services, drug treatment, or rehabilitation.

Otherwise, ESSA calls for the elimination of USED staff positions to administer the various and sundry small grant programs that the USED currently operates.

Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as
amended by the Every Student Succeeds Act



U.S. Department of Education
Issued: March 2017

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov) (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position):	Telephone:
Mailing Address:	Email Address:
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- 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, Language Enhancement, and Academic Achievement
- 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 Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)²
2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 - Yes
 - No
 - ii. If a State responds “yes” to question 2(i), does the State wish 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 under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
 - Yes
 - No
 - iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.
Click here to enter text.

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

- i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.
Click here to enter text.
- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.
Click here to enter text.
- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.
Click here to enter text.
- iv. Describe how it 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 34 CFR § 200.6(f)(4);
 - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; 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.
Click here to enter text..

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

- i. Subgroups (ESEA section 1111(c)(2)):
 - a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).
Click here to enter text.
 - b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.
Click here to enter text.
 - c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student’s results may be included in the English learner subgroup

for not more than four years after the student ceases to be identified as an English learner.

- Yes
- No

d. 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); or
- Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
- 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.

[Click here to enter text.](#)

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

a. Provide the minimum number of students that the State determines are necessary to be included 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.

[Click here to enter text.](#)

b. Describe how the minimum number of students is statistically sound.

[Click here to enter text.](#)

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

[Click here to enter text.](#)

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³

[Click here to enter text.](#)

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

[Click here to enter text.](#)

iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):

³ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

- a. Academic Achievement. (*ESEA section 1111(c)(4)(A)(i)(I)(aa)*)
1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.
Click here to enter text.
 2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.
 3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.
Click here to enter text.
- b. Graduation Rate. (*ESEA section 1111(c)(4)(A)(i)(I)(bb)*)
1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.
Click here to enter text.
 2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.
Click here to enter text.
 3. Provide the 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 in Appendix A.
 4. Describe how 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 to make significant progress in closing statewide graduation rate gaps.

Click here to enter text.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Click here to enter text.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

iv. Indicators (ESEA section 1111(c)(4)(B))

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

Click here to enter text.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Click here to enter text.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate 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 under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).
Click here to enter text.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.
Click here to enter text.

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

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.
Click here to enter text.

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

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.
Click here to enter text.

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying 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 the year in which the State will first identify such schools.

[Click here to enter text.](#)

- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.
[Click here to enter text.](#)
- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.
[Click here to enter text.](#)
- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.
[Click here to enter text.](#)
- e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)
[Click here to enter text.](#)
- f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)
[Click here to enter text.](#)
- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Click here to enter text.

- vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)):
Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.
Click here to enter text.
- viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))
- a. Exit Criteria for Comprehensive Support and Improvement Schools.
Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.
Click here to enter text.
 - b. Exit Criteria for Schools Receiving Additional Targeted Support.
Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.
Click here to enter text.
 - 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)(I) of the ESEA.
Click here to enter text.
 - d. Resource Allocation Review. Describe how the State 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.
Click here to enter text.
 - e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.
Click here to enter text.
 - f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing

targeted support and improvement plans.
Click here to enter text.

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.⁴
Click here to enter text.
6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.
Click here to enter text.
7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.
Click here to enter text.

⁴ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

B. Title I, Part C: Education of Migratory Children

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

[Click here to enter text.](#)

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

[Click here to enter text.](#)

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

[Click here to enter text.](#)

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.
[Click here to enter text.](#)
2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.
[Click here to enter text.](#)

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.
Click here to enter text.
2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.
Click here to enter text.
3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.
Click here to enter text.
4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.
Click here to enter text.
5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.
Click here to enter text.
6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.
Click here to enter text.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.
Click here to enter text.

2. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - ii. The challenging State academic standards.
Click here to enter text.

3. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:
 - i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.
Click here to enter text.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.
[Click here to enter text.](#)
2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).
[Click here to enter text.](#)

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

[Click here to enter text.](#)

2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

[Click here to enter text.](#)

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

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.
[Click here to enter text.](#)
2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.
[Click here to enter text.](#)

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.
Click here to enter text.
2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.
Click here to enter text.
3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.
Click here to enter text.
4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
 - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
Click here to enter text.
5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
 - i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;
 - iv. guardianship issues; or
 - v. uniform or dress code requirements.
Click here to enter text.
6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment

and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.
Click here to enter text.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.
Click here to enter text.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

B. Graduation Rates

C. Progress in Achieving English Language Proficiency

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian,

gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

