STATE PLANS UNDER THE EVERY STUDENT SUCCEEDS ACT

MARCH 7, 2018
BACKGROUND

CONSOLIDATED STATE PLAN

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

FINAL REQUIREMENTS

- On March 13, 2017, the Department released the revised consolidated State plan template that outlines what is absolutely necessary for a State to include in its plan.

- Consolidated State plans will be considered during two peer review windows:
  - Spring peer review window (plans received April 3-May 3, 2017) – Complete
  - Fall peer review window (all other plans received by September 18, 2017) – In progress
### BACKGROUND

**PROGRAMS**

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

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

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.
DEPARTMENT REVIEW

- Each Program Office reviewed program plans individually
- Cross-OESE team, including all State plan programs, met twice per week to:
  - Norm across similar questions
  - Discuss State issues
  - Track progress
  - Coordinate communication efforts with States
ESSA IMPLEMENTATION TIMELINE

ESSA passes (Dec. 2015)

States develop plans (Jan. 2016 – present)

Revised template released (March 2017)

State submission and review

Spring 2017 window

Fall 2017 window

States implement approved plans, ED supports & monitors

KEY

Federal action

State action

You are here
WHERE ARE WE NOW?

- 35 plans from States, the District of Columbia, and Puerto Rico have been approved
- 17 plans are still under review
  - All remaining States have requested extension of the 120-day timeline
  - ED is working with these States to provide assistance and feedback so that they can be approved as quickly as possible
Accountability Systems under Title I, Part A
STATE PLAN REQUIREMENTS: SECTION A

TITLE I, PART A

- Assessments
- Accountability System and School Support and Improvement Activities
- Disproportionate Rates of Access to Educators
- School Conditions
- School Transitions
REQUIRED SUBGROUPS

- 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)
LONG-TERM GOALS AND MEASUREMENTS OF INTERIM PROGRESS

- Academic Achievement
- Four-year Graduation Rate
- English Language Proficiency
- Extended-year Graduation Rate (optional)
ACCOUNTABILITY SYSTEM INDICATORS

- Academic Achievement
- Other Academic Indicator (for schools that are not high schools)
- Progress in Achieving English Language Proficiency
- Graduation Rate
- School Quality or Student Success
SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR(S)

Below are examples of school quality or student success indicators some States have included in their plans:

- Chronic Absenteeism
- Proficiency/Growth in Science or Social Studies
- College and Career Readiness
  - Access to Advanced Coursework (e.g., AP, IB, Dual Enrollment)
  - Performance on College and Career Readiness Assessments (e.g., ACT, SAT, ASVAB)
  - Participation in Career Programs (e.g., CTE certifications, internships)
- Post-secondary Readiness (e.g., enrollment, course completion)
ANNUAL MEANINGFUL DIFFERENTIATION

A.4.v.b: WEIGHTING OF INDICATORS

School Quality or Student Success Indicator Weighting

Academic Indicators Weighting

- Academic Achievement
- Other Academic
- Graduation Rate
- Progress in ELP
A.4.VI: IDENTIFICATION OF SCHOOLS

Note: Additional targeted support and improvement schools may be identified from among EITHER: (1) all public schools OR (2) schools identified as having consistently underperforming subgroups.

Blue = Title I Part A recipient ONLY
Green = From among all schools
Orange = Could be Title I Part A or all public schools

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 (*optional)
Next Steps
AMENDMENTS TO STATE PLANS

- If a State makes revisions or amendments to its consolidated State plan, it must submit those changes for review and approval by the Department prior to implementing those changes.

- Prior to submitting a significant amendment to the Department, each State must engage in consultation, consistent with the procedures the State used in developing its consolidated State plan, when making significant changes to its plan.
EXAMPLES OF SIGNIFICANT CHANGES

- Adding or removing indicators from the State system of annual meaningful differentiation
- Changing the n-size for accountability or reporting
- Modifying definition of “consistently underperforming” for purposes of identifying schools for Targeted Support and Improvement
- Modifying the statewide entrance and exit procedures for English learners
PROCESS FOR SUBMISSION

- Each State must submit:
  - Redlined version of the approved consolidated State plan that reflects all revisions or amendments
  - Cover letter describing significant changes
  - Signature of authorized representative
  - A summary of the consultation

- Amendments should be submitted via email to the State mailbox (e.g., OSS.Alabama@ed.gov)
Student-Centered Funding Pilot
STUDENT-CENTERED FUNDING PILOT

- In early February, the Department released applications for LEAs interested in combining eligible Federal funds with State and local funds to create a single, student-centered funding system as authorized by section 1501 of the ESEA.

- Applicants will propose funding systems that allocate substantially more funding for students from low-income families, English learners, and other educationally disadvantaged student groups.

- The Department can approve up to 50 school districts to participate in this pilot. An approved LEA would initially receive flexibility for 3 years with the opportunity for renewal.
A student-centered funding system is one that makes funds available to schools based on the student population in each school. The system assigns different weights or allocations to different groups of students based on their needs.
STUDENT-CENTERED FUNDING PILOT

GENERAL INFORMATION

- Under this program, an LEA’s system must allocate substantially more funding for students from low-income families, English learners, and other educationally disadvantaged student groups chosen by the LEA.

- Not more than 50 LEAs may be approved initially.
  - LEAs will be approved for 3 years, with the opportunity for renewal.
An LEA may use its consolidated Federal funds without regard to meeting the specific requirements of each Federal program whose funds are consolidated, provided the LEA demonstrates that the funds allocated through its student-centered funding system, as a whole, address the purposes of each such Federal program.
STUDENT-CENTERED FUNDING PILOT

LEA OPPORTUNITY

- An approved LEA may consolidate eligible Federal funds along with State and local funds and apply the LEA’s weighting to determine the dollars available to schools within the LEA.
- An LEA has flexibility in determining the details of its system.
- An LEA should propose a system within its local context consistent with the requirements.
STUDENT-CENTERED FUNDING PILOT

INCLUDED PROGRAMS

- An LEA may choose to include funds from any of the following programs in its student-centered system:
  - Title I, Part A
  - Title I, Part C
  - Title I, Part D, Subpart 2
  - Title II
  - Title III
  - Title IV, Part A
  - Title V, Part B

- An LEA may not include IDEA funds or Perkins funds.

- All regular Federal requirements apply for any Federal funds an LEA does not include when it applies its funding formula.
STUDENT-CENTERED FUNDING PILOT
MEETING THE PURPOSES OF INCLUDED PROGRAMS

- The LEA must ensure that funds provided through the system will allow the LEA to continue to meet all of its obligations to serve the students in its schools.
- An LEA that receives flexibility under this program must still meet the purposes of each included Federal program and must describe how it will do that in the application.
STUDENT-CENTERED FUNDING PILOT

- Approved LEAs receive flexibility from many LEA-level programmatic and fiscal requirements.
- For LEAs wishing to implement in 2018-2019, applications are due on March 12. For those applying for 2019-2020, applications are due on July 15.
- Please send questions to WeightedFundingPilot@ed.gov.