INTRODUCTION

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

In developing the consolidated State plan template, the U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA, as amended by the ESSA, and to leverage funding to ensure a focus on equity and excellence for all students. Further, the Department aims to remove silos among different funding streams and support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA continues to close achievement gaps. In providing a framework for the consolidated State plan, the Department strives to support states in improving outcomes for all students and teaching and learning by encouraging greater cross-program coordination, planning, and service delivery; provide greater flexibility to State and local authorities through consolidated plans and reporting; and enhance the integration of ESEA programs with State and local programs.

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

The components are:

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

INSTRUCTIONS FOR COMPLETING THE CONSOLIDATED STATE PLAN

States must address all required elements of the consolidated State plan and use the text boxes and tables provided throughout this template in each of the five components. When addressing each of the requirements, States should use the following definitions:

1. *Strategy:* A targeted approach to help ensure that students meet the State-determined measurements of interim progress and long term goals.

2. *Rationale*: The reason and expected results for the State-selected strategies.

3. *Timeline*: Dates on which State-selected strategies will begin and, where appropriate, be reviewed based on evidence of success.

Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular strategies meet multiple requirements and should look across all requirements to make sure that it develops a comprehensive and coherent consolidated State plan.

Publishing Approved Consolidated State Plans.

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

Submitting a Consolidated State Plan.

Each State should submit its completed consolidated State plan template electronically to [separate inbox for the plans].

Timeline for Submission.

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

- **March 6, 2017**; or

- **July 3, 2017**.

A consolidated State plan or an individual program State plan received--

- On or prior to March 6, 2017 is considered to be submitted by the SEA and received by the Secretary on March 6, 2017.
- Between March 7 and July 3, 2017 is considered to be submitted by the SEA and received by the Secretary on July 3, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included

programs that meets all of the statutory and regulatory requirements in a single submission on one of the above deadlines.

<u>Publication of State Plan</u>

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

<u>Amendments to an Approved Consolidated State Plan</u>

If an SEA makes significant changes to its approved consolidated State plan or an individual program State plan at any time, such as the adoption of new academic assessments or changes to its accountability system, such information shall be submitted to the Secretary in the form of an amendment to its State plan for review and approval. Prior to submitting an amendment to its consolidated State plan or an individual program State plan, the SEA must engage in timely and meaningful consultation.

<u>Revising an Approved Consolidated State Plan</u>

At least once every four years, an SEA must review and revise its approved consolidated State plan or individual program State plans. The SEA must submit its revisions to the Secretary for review and approval. In reviewing and revising its consolidated State plan, each SEA must engage in timely and meaningful consultation.

<u>For Further Information</u>: If you have any questions, please contact the Department by e-mail at XXX

SEA Contact	SEA Contact
Name: Position: Mailing Address:	Telephone: Email Address:
Authorized SEA Representative (Printed Name)	Telephone
Signature of Authorized SEA Representative X_____	Date
Signature of Governor (If Applicable) X_____	Date
The SEA, through its authorized representative, agrees to the enclosed assurances.	

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

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

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

or

Check all programs listed below that the SEA included in its consolidated State plan:

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

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

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Migrant Students

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

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

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

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

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

In the tables below, provide the starting point (year) and long term goal (year) for academic achievement and graduation rates by subgroup (add or delete rows as necessary). If the tables do not accommodate this information, an SEA may create a new table or text box. For English language proficiency, use the text box to describe the long term goals or create a new table, as necessary.

Note that in Appendix A, each SEA will include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency.

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

   Click here to enter text.

Sample Grade-level Table

Subgroups	Reading/ Language Arts Starting Point (Year)	Reading/ Language Arts Long Term Goal (Year)	Mathematics Starting Point (Year)	Mathematics Long Term Goal (Year)
All students				
Economically disadvantaged students				
Children with disabilities				
English learners				
African American				
American Indian or Alaska Native				
Asian or Native Hawaiian/Other Pacific Islander				
Hispanic or Latino				

	Reading/ Language Arts	Reading/ Language Arts	Mathematics	Mathematics
Subgroups	**Starting Point (Year)**	**Long Term Goal (Year)**	**Starting Point (Year)**	**Long Term Goal (Year)**
White				

B. **Graduation Rate.**

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

Click here to enter text.

Four-Year Adjusted Cohort Graduation Rate		
Subgroup	**Starting Point (Year)**	**Long Term Goal (Year)**
All students		
Economically disadvantaged students		
Children with disabilities		
English learners		
African American		
American Indian or Alaska Native		
Asian or Native Hawaiian/Other Pacific Islander		
Hispanic or Latino		
White		

   ii. If the State has an extended-year rate or rates, indicate the length of the cohort (*i.e.*, 5-year, 6-year, 7-year):

Click here to enter text.

<INSERT #>-Year Adjusted Cohort Graduation Rate		
Subgroup	**Starting Point (Year)**	**Long Term Goal (Year)**
All students		
Economically disadvantaged students		
Children with disabilities		
English learners		
African American		

American Indian or Alaska Native		
Asian or Native Hawaiian/Other Pacific Islander		
Hispanic or Latino		
White		

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

> Click here to enter text.

2.1 Timely and Meaningful Consultation.

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

A. **Public Notice**. Provide evidence of the public notice that the SEA provided in compliance with the requirements under §200.21(b)(1)-(3), of the SEA's processes and procedures for developing and adopting its consolidated State plan.

> Click here to enter text.

B. **Outreach and Input**. For each of the four components of the consolidated State plan listed below, describe how the SEA:

   i. Conducted outreach to and solicited input from the individuals and entities listed above <u>during the design and development</u> of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and <u>following the completion</u> of the consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submission to the Department for review and approval.

   ii. Took into account the consultation and public comment, including how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment.

   a. Challenging Academic Standards and Academic Assessments

   > Click here to enter text.

   b. Accountability and Support for Schools

   > Click here to enter text.

   c. Supporting Excellent Educators

   > Click here to enter text.

d. Supporting All Students

> Click here to enter text.

2.2 Coordination.

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

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

> Click here to enter text.

Section 3: CHALLENGING STATE ACADEMIC STANDARDS AND ACADEMIC ASSESSMENTS

3.1 Challenging State Academic Standards.

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

A. **Challenging Academic Content Standards and Aligned Academic Achievement Standards**. Provide evidence at such time and in such manner specified by the Secretary that the State has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades consistent with section 1111(b)(1)(A)-(D) of the ESSA.

B. **Alternate Academic Achievement Standards**. If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence at such time and in such manner specified by the Secretary that those standards meet the requirements of section 1111(b)(1)(E) of the ESSA.

C. **English Language Proficiency Standards.** Provide evidence at such time and in such manner specified by the Secretary that the State has adopted English language proficiency standards that meet the following requirements:

i.   Are derived from the four recognized domains of speaking, listening, reading, and writing;
ii. Address the different proficiency levels of English learners; and
iii. Align with the State's challenging academic standards.

3.2 Academic Assessments.

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

A. **Student Academic Assessments**. Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:

i. High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B);

> *Click here to enter text.*

ii. Any assessments used under the exception for advanced middle school mathematics under section 1111(b)(2)(C)(iii) of the Act;

> *Click here to enter text.*

iii. Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;

> *Click here to enter text.*

iv. The uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listing skills consistent with §200.6(f)(3); and

> *Click here to enter text.*

v. Any approved locally selected nationally recognized high school assessments consistent with §200.3.

> *Click here to enter text.*

B. **State Assessment Requirements**. Provide evidence at such time and in such manner specified by the Secretary that the State's assessments identified above in section 3.2.A. meet the requirements of section 1111(b)(2) of the ESEA.

C. **Advanced Mathematics Coursework.** Describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and §200.5.

> *Click here to enter text.*

D. **Universal Design for Learning**. Describe the steps the SEA has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act.

> *Click here to enter text.*

E. **Appropriate Accommodations**. Consistent with §200.6, describe how the SEA will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner (a) the opportunity to participate in the assessment and (b) any of the benefits from participation in the assessment that are afforded to students who are not English Learners.

> *Click here to enter text.*

F. **Languages other than English.** Describe how the SEA is complying with the requirements in §200.6(f)(1)(ii)(B)-(E) related to assessments in languages other than English:

   i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with paragraph (f)(1)(iv) of §200.6, and identify the specific languages that meet that definition;

> 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 other than English that are present to a significant extent in the participating student population, as defined by the State, for which yearly student academic assessments are not available and are needed;

> Click here to enter text.

   iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing—

      a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of paragraph (f)(1)(iv) of §200.6;

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

      b. A description of the process the State used to gather meaningful input on assessments in languages other than English, collect and respond to public comment, and consult with educators, parents and families of English learners, and other stakeholders; and

> Click here to enter text.

      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.

G. **Grants for State Assessments and Related Activities.** Describe how the State will use formula grant funds awarded under section 1201 of the ESEA to pay the costs of development of the high-quality State assessments and standards adopted under section 1111(b) of the ESEA or, if a State has developed those assessments, to administer those assessments or carry out other assessment activities consistent with section 1201(a) of the ESEA.

Click here to enter text.

3.3 <u>Performance Management and Technical Assistance for Challenging State Academic Standards and Academic Assessments.</u>

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding challenging State academic standards and academic assessments consistent with §299.14 (c). The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance specific to the implementation of challenging State academic standards and academic assessments. If a table is provided below, the SEA's description must include strategies and timelines.

A. **System of Performance Management** Describe the SEA's system of performance management for implementation of State and LEA plans for Challenging State Academic Standards and Academic Assessments.

Click here to enter text.

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

Click here to enter text.

C. **Collection and Use of Data**. Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes for the included programs related to implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

D. **Monitoring**. Describe the SEA's plan to monitor SEA and LEA implementation of the included programs using the data in section 3.3.C to ensure compliance with statutory and regulatory requirements for implementation of Challenging State Academic Standards and Academic

Assessments.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

E. **Continuous Improvement**. Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

D. **Differentiated Technical Assistance**. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

Section 4: ACCOUNTABILITY, SUPPORT, AND IMPROVEMENT FOR SCHOOLS

4.1 Accountability System.

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

A. **Indicators**. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in §200.14(c)-(e) and section 1111(c)(4)(B) of the ESEA for all students and separately for each subgroup of students used to meaningfully differentiate all public schools in the State. The description should include how each indicator is valid, reliable, and comparable across all LEAs in the State. For the School Quality or Student Success measure, the description must also address how the indicator is supported by research that performance or progress on such measures is likely to increase student achievement and graduation rates and aids in the meaningful differentiation of schools by demonstrating varied results across all schools in the State.

Indicator	Measure	Description
Academic Achievement	Click here to enter text.	Click here to enter text.
Academic Progress	Click here to enter text.	Click here to enter text.
Graduation Rate	Click here to enter text.	Click here to enter text.
Progress in Achieving English Language Proficiency	Click here to enter text.	Click here to enter text.
School Quality or Student Success	Click here to enter text.	Click here to enter text.
<Add rows as necessary for an additional School Quality or Student Success indicator>	Click here to enter text.	Click here to enter text.

B. **Subgroups.**
   i. Describe the subgroups of students from each major and racial ethnic group, consistent with §200.16(a)(2).

   > Click here to enter text.

   ii. If applicable, describe the statewide uniform procedures for:
   a. Former English learners consistent with §200.16(b)(1).

16

Click here to enter text.

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

Click here to enter text.

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

Click here to enter text.

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

  i. How the State's minimum number of students meets the requirements in §200.17(a)(1);

ick here to enter text.

  ii. How other components of the statewide accountability system, such as the State's uniform procedure for averaging data under §200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each student subgroup under §200.16(a)(2);

ck here to enter text.

  iii. A description of the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

ck here to enter text.

  iv. Information regarding the number and percentage of all students and students in each subgroup described in §200.16(a)(2) for whose results schools would not be held accountable in the State accountability system for annual meaningful differentiation under §200.18; and

ck here to enter text.

  v. If applicable, a justification, including data on the number and percentage of schools that would not be held accountable for the results of students in each subgroup under §200.16(a)(2) in the accountability system, that explains how a minimum number of students exceeding 30 promotes sound, reliable accountability determinations.

ck here to enter text.

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

Click here to enter text.

Describe:

i. The distinct levels of school performance, and how they are calculated, under §200.18(b)(3) on each indicator in the statewide accountability system;

> Click here to enter text.

ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with §200.18(c) and (d).

> Click here to enter text.

iii. The summative ratings, and how they are calculated, that are provided to schools under §200.18(b)(4).

> Click here to enter text.

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

> Click here to enter text.

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

> Click here to enter text.

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

i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a formal assessment to meet this requirement;

> Click here to enter text.

ii. Schools with variant grade configurations (e.g., P-12 schools);

> Click here to enter text.

iii. Small schools in which the total number of students that can be included on any indicator under §200.14 is less than the minimum number of students established by the State under §200.17(a)(1), consistent with a State's uniform procedures for averaging data under §200.20(a), if applicable;

> Click here to enter text.

iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings, students living in local institutions for neglected or delinquent children, students enrolled in State public schools for the blind, recently arrived English learners); and

Click here to enter text.

v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under §200.20(a), if applicable.

Click here to enter text.

4.2 Identification of Schools

A. **Comprehensive Support and Improvement Schools**. Describe:
   i. The methodologies by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the Act and §200.19(a), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

   Click here to enter text.

   ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State under section 1111(d)(3)(A)(i) of the Act and consistent with the requirements in §200.21(f)(1), including the number of years over which schools are expected to meet such criteria.

   Click here to enter text.

B. **Targeted Support and Improvement Schools**. Describe:
   i. The State's methodology for identifying schools with "consistently underperforming" subgroups of students, including the definition and time period used by the State to determine consistent underperformance, under §200.19(b)(1) and (c).

   Click here to enter text.

   ii. The State's methodology for identifying additional targeted schools with low-performing subgroups of students under §200.19(b)(2) .

   Click here to enter text.

   iii. The uniform exit criteria for schools requiring additional targeted support due to low-performing subgroups established by the State consistent with the requirements in §200.22(f).

   Click here to enter text.

4.3 State Support and Improvement for Low-performing Schools

A. **Allocation of School Improvement Resources**. Describe the SEA's process for making grants to LEAs under section 1003 of the ESEA and consistent with the requirements of §200.24 to serve schools implementing comprehensive or targeted support and improvement plans under section 1111(d) of the Act and consistent with the requirements in §§ 200.21 and 200.22.

> Click here to enter text.

B. **Evidence-Based Interventions**. Describe the State's process to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions, to hold all public schools accountable for student academic achievement and school success consistent with §§ 200.21 through 200.24, and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans.

> 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) of the Act and §200.21(f).

> Click here to enter text.

D. **Periodic Resource Allocation Review**. Describe the State's process, consistent with the requirements in section 1111(d)(3)(A)(ii) of the Act and §200.23(a), for periodically reviewing and addressing resource allocation to ensure sufficient support for school improvement in each LEA in the State serving a significant number of schools identified for comprehensive support and improvement and in each LEA serving a significant number of schools implementing targeted support and improvement plans.

> Click here to enter text.

E. **Other State-Identified Strategies.** Describe other State-identified strategies, including timelines and funding sources from included programs consistent with allowable uses of funds provided under those programs, as applicable, to improve low-performing schools.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

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

A. **System of Performance Management** Describe the SEA's system of performance management for implementation of State and LEA plans for Accountability, Support, and Improvement for schools.

> Click here to enter text.

B. **Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for implementation of Accountability, Support, and Improvement of Schools.

> Click here to enter text.

    i. **LEA Comprehensive Support and Improvement Plans.** Describe the SEA's process to approve, monitor, and periodically review LEA comprehensive support and improvement plans that include evidence-based interventions consistent with the requirements in section 1111(d)(1)(B) of the Act and §200.21(e).

> Click here to enter text.

C. **Collection and Use of Data**. Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to Accountability, Support, and Improvement of Schools.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

D. **Monitoring**. Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 4.4.C to ensure compliance with statutory and regulatory requirements related to Accountability, Support, and Improvement of Schools.

Strategy	Timeline
Click here to enter text.	Click here to enter text.

Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

E. **Continuous Improvement**. Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for Accountability, Support, and Improvement of Schools.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

F. **Differentiated Technical Assistance**. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for implementation of Accountability, Support, and Improvement of Schools.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

    i. **Technical Assistance to Specific LEAs.** Describe the technical assistance it will provide to each LEA in the State serving a significant number of schools identified for comprehensive and targeted support and improvement, including technical assistance related to selection of evidence-based interventions for comprehensive and targeted support and improvement schools, consistent with the requirements in section 1111(d)(3)(A)(iii) of the Act and §200.23(b)

Click here to enter text.

   ii. Describe any additional improvement actions the State may take consistent with §200.23(c), including additional supports for interventions in LEAs, or in any authorized public chartering agency consistent with State charter school law, with a significant number of schools identified for comprehensive support and improvement that are not meeting exit criteria or a significant number of schools identified for targeted support or improvement.

Click here to enter text.

5.1 Systems of Educator Development, Retention and Advancement

Instructions: In the section below, each SEA must describe its systems of educator development, retention, and advancement.

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

   Click here to enter text.

5.2 Support for Educators

Instructions: For each item below, each SEA must provide its rationale in the text box provided. Each SEA must also use the tables below to provide its timeline for the design and implementation of the strategies it identifies. Each SEA may add additional rows to each table as needed.

A. **Resources to Support State-level Strategies**. Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
   i. Increase student achievement consistent with the challenging State academic standards;
   ii. Improve the quality and effectiveness of teachers and principals or other school leaders;
   iii. Increase the number of teachers and principals or other school leaders who are effective in improving student academic achievement in schools; and
   iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in the State's plan for educator equity.

   Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.			

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

B. **Skills to Address Specific Learning Needs**. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students consistent with 20101(d)(2)(J) of the ESEA, including strategies for teachers of, and principals or other school leaders in schools with: low-income students; lowest-achieving students; English learners; children with disabilities; children and youth in foster care; migratory children, including preschool migratory children and migratory children who have dropped out of school; homeless children and youths; neglected, delinquent, and at-risk children identified under title I, part D of the ESEA; immigrant children and youth; students in LEAs eligible for grants under the Rural and Low-Income School Program; American Indian and Alaska Native students; students with low literacy levels; and students who are gifted and talented.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.			

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

C. **Evaluation and Support Systems**. If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.			

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

D. **Education Preparation Programs**. If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the State will improve education preparation programs consistent with section 2101(d)(2)(M) of the ESEA.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

5.3 Educator Equity

Instructions: For each item below, each SEA must describe how it will meet the applicable statutory and regulatory requirements. Each SEA may add additional rows to each table as needed.

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

Key Term	Statewide Definition or Statewide Guidelines
Ineffective teacher	Click here to enter text.
Key Term	**Definition**
Out-of-field teacher	Click here to enter text.
Inexperienced teacher	Click here to enter text.
Low-income student	Click here to enter text.
Minority student	Click here to enter text.

Other Key Terms *(optional)*	Definition

B. **Rates and Disproportionalities.** Using the definitions provided in section 5.3A and data, demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A. In making this demonstration, the State must calculate and report student-level data on a statewide basis.

☐ **Extension.** Check this box if ED has granted the SEA an extension for the calculation of educator equity student-level data. In compliance with §299.13(d)(3), an SEA that receives an extension must still calculate and report disproportionalities based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any disproportionate rates based on the school-level data consistent with section 5.3.E.

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Disproportionality between rates	Rate at which students are taught by an **out-of-field** teacher	Disproportionality between rates	Rate at which students are taught by an **inexperienced** teacher	Disproportionality between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage		Box E: enter rate as a percentage		Box I: enter rate as a percentage	
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box F: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box J: enter rate as a percentage	Enter value of (Box I) – (Box J)
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)

Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Disproportionality between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Disproportionality between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Disproportionality between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

C. **Public Reporting.** Consistent with §299.18(c)(5), describe where the SEA will publish and annually update:
  i. the rates and disproportionalities calculated in section 5.3.B;
  ii. the percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;
  iii. the percentage of teachers categorized as out-of-field teachers consistent with §200.37; and
  iv. the percentage of teachers categorized as inexperienced teachers consistent with §200.37.

Click here to enter text.

D. **Root Cause Analysis.** If the analysis in section 5.3.B demonstrates that low-income or minority students enrolled in schools receiving funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g., statewide, between districts, within district, and within school), that identifies the factor or factors causing or contributing to the disproportionate rates demonstrated in section 5.3.B.

Click here to enter text.

E. **Identification of Strategies.** Each SEA that demonstrates that low-income or minority students enrolled in schools receiving funds under title I, part A of the ESEA are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers must provide its strategies, including timelines and funding sources, to eliminate the disproportionate rates demonstrated in section 5.3.B that are based on the root cause analysis and focuses on the greatest or most persistent rates of disproportionality demonstrated in this section, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under §200.19 that are contributing to those disproportionate rates.

Click here to enter text.

Root Cause	Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.	Click here to enter text.

5.4 Performance Management and Technical Assistance for Supporting Excellent Educators.

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding supporting excellent educators, consistent with §299.14 (c). The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA's description must include strategies and timelines.

A. **System of Performance Management.** Describe the SEA's system of performance management for implementation of State and LEA plans for supporting excellent educators.

B. **Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for supporting excellent educators.

Click here to enter text.

C. **Collection and Use of Data**. Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

D. **Monitoring**. Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 5.4.C to ensure compliance with statutory and regulatory requirements related to supporting excellent educators.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

E. **Continuous Improvement**. Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

F. **Differentiated Technical Assistance**. Describe the SEA's plan to provide differentiated technical

assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for supporting excellent educators.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

Section 6: SUPPORTING ALL STUDENTS

6.1 <u>Well-Rounded and Supportive Education for Students.</u>

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

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

A. Each SEA must describe for (i)-(vii) below, its strategies, rationale for selected strategies, timelines, and how it will use funds under the programs included in the consolidated State plan, and support LEA use of funds, in combination with State and local funds, to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma. The description must address, at a minimum:

i. The continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

ii. Equitable access to a well-rounded education, in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects, in which female students, minority students, English learners, children with disabilities, and low-income students are underrepresented;

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

iii. School conditions for student learning, including activities to reduce:
   a. Incidents of bullying and harassment;
   b. The overuse of discipline practices that remove students from the classroom; and
   c. The use of aversive behavioral interventions that compromise student health and safety;

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

iv. The effective use of technology to improve the academic achievement and digital literacy of all students;

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.

Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

v. Parent, family, and community engagement; and

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

vi. The accurate identification of English learners and children with disabilities.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

vii. *Optional*: Other State-identified strategies.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Click here to enter text.

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table above.

> Click here to enter text.

B. Each SEA must describe how it will use title IV, part A and part B, and other Federal funds to support the State-level strategies described in section 6.1.A and other State-level strategies, as applicable, and to ensure that, to the extent permitted under applicable law and regulations, the processes, procedures, and priorities used to award subgrants under an included program are consistent with the requirements of this section.

> Click here to enter text.

6.2 <u>Performance Management and Technical Assistance for Supporting All Students.</u>

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding supporting all students, consistent with §299.14 (c) and §299.19. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA's description must include strategies, timelines, and rationales.

A. **System of Performance Management.** Describe the SEA's system of performance management for implementation of State and LEA plans for supporting all students.

> Click here to enter text.

B. **Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan related to supporting all students.

> Click here to enter text.

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

> Click here to enter text.

C. **Collection and Use of Data**. Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting all students.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

D. **Monitoring**. Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 6.2.C to ensure compliance with statutory and regulatory requirements related to supporting all students.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

E. **Continuous Improvement**. Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting all students.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

F. **Differentiated Technical Assistance**. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies related to supporting all students.

Strategy	Timeline
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.

i.   **Use of Information and Data to Inform Differentiated Technical Assistance**. Describe how the SEA will use the information and data on resource equity collected and reported under §§200.34 and 200.27 and section 1111(h) of the ESEA, including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local

funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool to inform its differentiated technical assistance in the implementation of local plans.

Click here to enter text.

6.3 Program-Specific Requirements.

A. **Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**
   i. Each SEA must describe the process and criteria it will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the Act submitted by an LEA on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

   Click here to enter text.

B. **Title I, Part C: Education of Migratory Children**
   i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a Statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the State will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

   Click here to enter text.

   ii. Describe how the SEA and its local operating agencies, which may include LEAs, will assess the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

   Click here to enter text.

   iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

   Click here to enter text.

   iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Click here to enter text.

v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

Click here to enter text.

vi. Describe the current measurable program objectives and outcomes for Title I, part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes.

Click here to enter text.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA, as amended by ESSA.

Click here to enter text.

viii. Describe the SEA's processes and procedures for ensuring that migratory children who meet the statutory definition of "priority for services" are given priority for Title I, Part C services, including:

a. The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria;

Click here to enter text.

b. The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services; and

Click here to enter text.

c. The timeline for making priority for services determinations, and communicating such information to title I, part C service providers.

Click here to enter text.

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

Click here to enter text.

D. **Title V, Part B, Subpart 2: Rural and Low-Income School Program**
    i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

    Click here to enter text.

E. **McKinney-Vento Education for Homeless Children and Youth Program**
    i. Describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

    Click here to enter text.

    ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

    Click here to enter text.

    iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

    Click here to enter text.

    iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school polices.

    Click here to enter text.

    v. Describe the SEA's procedures to ensure that homeless children and youths:
        a. Have access to public preschool programs, administered by the SEA or by LEA, as provided to other children in the State;
        b. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities under ; and
        c. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

    Click here to enter text.

    vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with section 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Click here to enter text.

APPENDIX A: MEASURMENTS OF INTERIM PROGRESS

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

A. Academic Achievement

B. Graduation Rates

C. English Language Proficiency

APPENDIX B: TABLE OF CONTENTS FOR ATTACHMENTS

PAGE NUMBER	DOCUMENT TITLE

ESSA: Indiana Plan Components	Indiana Focus for Each	Superintendent's Stakeholder Advisory Committee Draft Review
Consultation and Coordination	Actively engage ALL stakeholders	Week of December 5
Challenging Academic Standards & Assessments	College and Career Ready Standards for ALL & ISTEP+	October 27, 2016
Accountability, Support and Improvement for schools	Indiana's Accountability model & Outreach for School Improvement	Week of December 12th
Supporting Excellent Educators	Promote High Quality Teachers & Effective Instruction	Week of November 14th
Supporting All Students	Multi-Tiered System of support for all students	Week of November 21/28

ESSA: Section 3: Challenging Academic Standards & Assessments

3.1

A. Challenging Academic Content Standards and Aligned Academic Achievement Standards

Through the process of standard development and adoption, Indiana places emphasis on a well-rounded education that includes arts, humanities, sciences, socials sciences, English and mathematics. In April of 2014, the Indiana State Board of Education approved the adoption of new standards for English/Language Arts and Mathematics. These new standards are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous standards for Indiana students. They have been validated as college and career ready by the Indiana Education Roundtable, the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana State Board of Education, and the Indiana Center for Education and Career Innovation. This means that students who successfully master these objectives for what they should know and be able to do in Math and English/Language Arts disciplines by the time they graduate from high school will be ready to go directly into the workplace or a postsecondary educational opportunity without the need of remediation.

As such, Indiana has adopted standards that are College and Career Ready in the following areas:

ELA (2014)
Mathematics (2014)
Science (2016)
Computer Science (2016)

The process for standards review and adoption in Indiana follows a six year cycle and as such the following standards, while reviewed frequently will be fully vetted through the College and Career Ready standards lens in the future.

Social Studies (2014)
World Languages and International Education (2013)
Fine Arts (2010) (2016)
Health and Wellness (2010) (2016)
Physical Education (2010) (2016)

http://www.doe.in.gov/standards

The Indiana Department of Education has maintained Career and Technical Education standards in career pathways pertaining to twelve Career Clusters. Today's cutting-edge, rigorous and relevant Career and Technical Education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers. The mission of Career and Technical Education (CTE) in Indiana is to ensure an education system of high quality and equity for the academic achievement and career preparation of all Indiana students. This preparation includes a combination of theory and practice, including work-

based learning opportunities, participation in Career and Technical Student Organizations (CTSOs) and the ability to earn industry recognized certifications and/or technical dual credit. Students in Indiana's secondary CTE programs will gain the knowledge, skills and abilities needed for success in postsecondary education and economically viable career opportunities. More information about CTE programs of study can be found at:

http://www.doe.in.gov/cte

Accelerated Programs

Additionally, per IC 20-30-10-4, each high school must provide at least two of each of the following course offerings:
Advanced Placement
Dual Credit

Concurrent enrollment opportunities (i.e. AP, IB and dual credit) are determined at the local level and in coordination with post-secondary institutions. The department has recently created priority dual credit crosswalks for liberal arts and career and technical education coursework. The crosswalks can be found at: http://www.doe.in.gov/ccr/dual-credit Concurrent enrollment is part of the multiple measures metric in Indiana's accountability model.

The IDOE works closely with the College Board (AP) and the International Baccalaureate Organization (IBO) to establish coursework schools can choose from for their accelerated programming, which many districts are adopting at all levels, K-12. This coursework is included in the annual Course Titles and Descriptions documents, which can be found at:
http://www.doe.in.gov/ccr/course-titles-and-descriptions

More information regarding AP and IB programs is available below:
http://www.doe.in.gov/ap
http://www.doe.in.gov/ib

STEM Education

The Indiana Department of Education has identified a great need for more rigorous and engaging STEM education and in 2012 began the development of a statewide STEM education plan. The plan has been piloted and implemented in the 2014–2015 school year with the first round of IDOE STEM Certified School being awarded in the spring of 2015. The tools and resources below have been developed to ensure schools can successfully implement a STEM education plan at the local level. It is the intent of the plan to provide resources that will enable schools to become STEM Schools. An IDOE approved STEM Certification process and application for schools that want to be recognized as STEM Certified School is now in place. IDOE hopes to continue creating a STEM school network promoting a collaboration of best practices to promote STEM Education.
For more information visit: http://www.doe.in.gov/ccr/indiana-stem-education-science-technology-engineering-and-mathematics

Global Learning

Learning another language enriches our lives and prepares us to meaningfully interact with our neighbors both at home and abroad. In addition to being in the public and national interest because of positive economic effects, knowledge of other languages increases intellectual abilities and provides avenues for understanding other cultures. Improved language competencies enable nations to enact more effective trade policies, expand international business opportunities, and conduct diplomacy. In addition, acquiring other languages allows people to access and interpret ideas from around the world, leading to the development of truly global citizens.

Seal of Biliteracy

Biliterate students are those that can demonstrate proficiency in two languages. With the implementation of more bilingual programs throughout Indiana and the adoption of a Seal of Biliteracy, our Hoosier students have more opportunities to glean the skills to lead them toward biliteracy and to celebrate that 21st century skill.

Dual Language Immersion Pilot Programs

The Indiana legislature enacted Senate Enrolled Act No. 267, (IC 20-20-41-1) which provides an appropriation of $500,000 in FY 2015-2016 and $500,000 in FY 2016-2017, for the Department of Education, with the approval of the state board, to establish and maintain a Dual Language Immersion (DLI) Pilot Program to provide grants to school corporations and charter schools that establish dual language immersion programs in Chinese, Spanish, French, or any other language approved by the department. The purpose of the Indiana Dual Language Immersion (DLI) Pilot Program is to distribute financial assistance to school corporations or charter schools for either the establishment of new DLI programs or introduction of new languages in existing DLI programs that begin in either Kindergarten or Grade 1 and use an instructional model that provides at least fifty percent (50%) of its instruction in English and fifty percent (50%) of its instruction in a second language.

High Ability Programs

The Office of High Ability Education administers grants that support school corporations in the development of local programs and services for high ability students and provides resources, workshops, and materials suited to the needs of the high ability population.
Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2).
The Indiana Code defines a student with high abilities as one who:
Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
Is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).

Alternative Education Programs

Alternative Education is designed to meet the needs of at-risk students who are not succeeding in the traditional setting. Students are provided with a variety of options that can lead to graduation and are supported by services essential to success. While each of Indiana's alternative education programs is unique, they share the following characteristics identified in the research as common to successful alternative schools:

Maximum teacher/student ratio of 1:15;

Must operate for a minimum of 3 hours a day (IC: 20-30-2.2)

Small student base;

Clearly stated mission and discipline code;

Caring faculty with continual staff development;

School staff having high expectations for student achievement;

Learning program specific to the student's expectations and learning style;

Flexible school schedule with community involvement and support; and

Total commitment to have each student be a success.

Alternative education types include, but are not limited to, the following: alternative classrooms, school-within-a-school programming, separate alternative schools, and second or last-chance schools for disruptive students. Just as there are many types and settings for alternative schools, there are many delivery models based on the programs' philosophy and the needs of the students they serve. Some follow a school community partnership model that features collaboration with the larger community. Others may combine academics with a vocational intervention that focuses on making school meaningful while preparing students for the workforce. Still others employ a behavioral intervention model. In Indiana, the programs and models designed to meet the needs of disaffected youth are as diverse as the students themselves.

Indiana's rigorous standards along with standards based assessments, provide ALL students the opportunity to learn using a variety of pedagogical methods, evidenced-based practices and targeted support to all schools, regardless of their performance. This, coupled with the ability to provide local control to school corporations to make decisions based on their unique needs has served Hoosier students, families and communities well.

B.   **Alternate Academic Achievement Standards**

If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence at such time and in such manner specified by the Secretary that those standards meet the requirements of section 1111(b)(1)(E) of the Act;

Indiana has cross-walked alternate standards (Content Connectors) for students for students with the most significant cognitive disabilities based on the IAS 2014 standards. Students who do not earn a state-approved diploma and qualify for special education services exit high school with a certificate of completion as determined by a case conference committee. However, a workgroup has been established since fall of 2015 to review and evaluate the current certificate of completion. Since the passage of ESSA and the December 2015 Dear Colleague letter to the field, the IDOE has been working with stakeholders to elevate the standards for students with disabilities (SWD) to ensure students are exposed to grade level standards. This has resulted in a redesign of the certificate of completion so that it does now comply with the guidance given in ESSA. The IDOE plans to implement new guidelines for earning a certificate of completion in July of 2017. *(Attachment of DRAFT Certificate of Completion)*

C. English Language Proficiency Standards

In December of 2013, the Indiana Department of Education adopted World-class Instructional Design and Assessment (WIDA) English language development standards for English Language Learners. This was a change from the previous standards adopted by the State. WIDA offers 5 standards (Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies) to ensure equitable access to the Indiana Academic Standards and to ensure English learners are successful in attaining English proficiency.

i. WIDA English language development standards utilize the Indiana Academic Standards to teach the social, instructional, and academic language that students need to engage with peers, educators, and the core curriculum in schools. The standards are derived from the four recognized domains of speaking, listening, reading and writing and allow educators to recognize and support their students' academic language development and achievement serving as a foundation for curriculum, instruction, and assessment. The WIDA ELD standards allow English learners to communicate effectively for social and instructional purposes and academic content in the areas of language arts, mathematics, science, and social studies.

ii. WIDA's Model Performance Indicators (MPIs) are based on six levels of English proficiency. These include: Entering, Emerging, Developing, Expanding, Bridging, And Reaching.
The MPI is characterized by a theme that connects through the topic or genres that are identified for Indiana's state academic standards. They are scaffolded from one language proficiency level (or MPI) based on the criteria for the performance definition. MPIs are developmentally appropriate for ELLs at a specific grade level and are academically rigorous, with the highest level of English language proficiency corresponding to language expectations of proficient English speakers at the highest grade level of that cluster.

iii. In 2014, the IDOE conducted a study to ensure linkage between the Indiana Academic Standards in ELA, Mathematics, and Science. For this study, the results of the Alignment Study between the Common Core State Standards in English Language Arts and Mathematics and the WIDA English Language Proficiency Standards, 2007 Edition, Pre-kindergarten through Grade 12 (Appendix A), and the Indiana Academic Standards Correlation Guide Documents (Appendix B), were analyzed to show a strong linkage between the Indiana Academic Standards (2014) and the WIDA English Language Development Standards that meets the federal requirement.
Connection to Indiana Academic Standards: The 5 WIDA standards and framework consists of 5 components:
• Can Do Philosophy
• Guiding Principles of Language Development

- Age Appropriate Academic Language in a Socio-Cultural Context
- Performance Definitions
- Strands of Model Performance Indicators

For more information regarding this study, click [here](#).

3.2

A. <u>Academic Assessments</u>

> Academic assessments. In its consolidated State plan, each SEA must— (1) Identify the high-quality student academic assessments that the State is implementing under section 1111(b)(2) of the Act, including: (A) High-quality student academic assessments in Mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B) of the Act;

i.   Per IC 20-32-5-2 Indiana currently administers the following assessments:

ISTEP+

The purpose of the **Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)** program is to measure student achievement in the subject areas of English/language arts, mathematics, science, and social studies. In particular, ISTEP+ reports student achievement levels according to the Indiana College and Career Ready Standards for English Language Arts and Mathematics that were adopted by the Indiana State Board of Education in 2014, and Science in 2016. The ISTEP+ assessment is criterion-referenced and is designed to measure students' mastery of the standards. Student performance on ISTEP+ is part of school accountability. Beginning in 2016-17, the ISTEP+ Grade 10 English/Language Arts and Mathematics tests replace the End of Course Assessments in Algebra I and English 10 as the graduation examinations. Currently, every Indiana student in the graduating class of 2019 and beyond must demonstrate mastery of the Indiana Academic Standards measured by the ISTEP+ Grade 10 English/Language Arts and Mathematics assessments.

- English/language arts and mathematics are assessed in Grades 3-8 and 10.
- Science is assessed in Grades 4, 6 and 10 (or at the conclusion of a high school credit-bearing Biology I course)
- Social studies is assessed in Grades 5 and 7.

The Indiana General Assembly, in the 2016 session, created and subsequently passed legislation that would eliminate the current Indiana ISTEP+ system as described above after the ISTEP+ program administration in the 2016-2017 school year.

House Enrolled Act 1395 called for a committee of educators to come together and form the ISTEP Replacement Panel. The Panel deadline is a recommendation for the Indiana General Assembly no later than December 1, 2016. The charge of the ISTEP Replacement Panel includes the following:

1. Consider use of existing tests or components of portions of existing tests other than the ISTEP program, as well as new testing approaches.

2. Consider reducing the testing time while maintaining assessment integrity.
3. Consider reducing the costs associated with the administration of a statewide assessment.
4. Consider test transparency and fairness to schools, teachers, and students.
5. Consider the requirements of ESSA, including new school accountability metrics based on multiple measurements.
6. Consider how student test performance affects teacher evaluations.

The Indiana General Assembly will be in session from January 2017 through April 2017. If action on recommendations from the ISTEP Replacement Panel is taken during the Indiana General Assembly's 2017 session that impacts the above and below descriptions of the Indiana Assessment System, then at that time the Indiana Department of Education will commence the amendment process for the state ESSA plan.

Indiana Reading and Evaluation Determination-3 (IREAD-3)

The purpose of the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, *IREAD-3* is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010), which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."

End of Course Assessments (ECAs) Algebra I, English 10

The purpose of the End of Course Assessments is to measure student achievement in the subject areas of English/Language Arts and Mathematics. The End of Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I or English 10. End of Course Assessments serve as the graduation test for students in the classes of 2017 and 2018.

ii.   **Advanced Middle School Mathematics**

iii.   Any assessments used under the exception for advanced middle school Mathematics under section 1111(b)(2)(C)(iii) of the Act;

Indiana's assessment system does not currently have an advance middle school mathematics assessment that would align to section 1111(b)(2)(C)(iii) of the Act.

iv.   **Alternate Assessments**

Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;

Indiana Standards Tool for Alternate Reporting (ISTAR) Grades 3-8, and 10 (E/LA, Math, Science & Social Studies)

Federal law (IDEA 2008) and state law require that all students participate in Indiana's assessment system. For students with significant cognitive disabilities, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that the Indiana Standards Tool for Alternate Reporting (ISTAR) is the most appropriate assessment. The criteria can be found at: http://www.doe.in.gov/assessment/alternate-assessments. ISTAR is administered in grades 3-8 and 10 in English/Language Arts and Mathematics. It is also administered in grades 4, 6 and 10 for Science, and in grades 5 and 7 for Social Studies.

ISTAR is based on the same foundation of rigorous real world content included in ISTEP+, while taking into account the unique characteristics of students with significant cognitive disabilities. The Content Connectors include the necessary knowledge and skills that students with significant cognitive disabilities need in order to reach the learning targets or critical big ideas within the Indiana College and Career Standards 2014. The Aligned Content Connectors can be found at: http://www.doe.in.gov/assessment/alternate-assessments.

v. **English Language Proficiency**

Uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills consistent with §200.6(f)(3);

WIDA ACCESS 2.0 Annual Assessment is the approved statewide English Language Proficiency assessment providing domain scores in reading, writing, speaking and listening for all English learners statewide. The WIDA ACCESS Placement Test (W-APT) is the current uniform assessment for initial identification of English learners. All LEAs are required to annually assess the English language proficiency of all English learners. The assessment provides coherent and timely information about each English learner's attainment of the WIDA ELD standards, including information to be provided to parents. The assessment is valid and reliable. English learners with disabilities are provided accommodations and an alternate assessment, Alternate ACCESS for ELLs, is provided for English learners with significant disabilities.

Other Assessments:

vi. Any approved locally selected nationally recognized high school assessments consistent with 200.3:

ACCUPLACER

The purpose of ACCUPLACER is to identify students in need of remediation. Students are required to participate in ACCUPLACER unless their results or score on a national assessment of college and career readiness meets the thresholds determined by the Commission for Higher Education and the Indiana Department of Education in consultation

with higher education institutions. Students without a PSAT score are required to participate in ACCUPLACER.

PSAT

Providing the PSAT/NMSQT for 10th grade students has become common practice for many states, as the assessment offers many opportunities, including the following:

    a. Students and parents receive an earlier and better gauge of their postsecondary preparation.
    b. Students have time to adjust 11th and 12th grade schedules based on individual data.
    c. Schools may use AP Potential™ to identify students who demonstrate potential in specific Advanced Placement content areas.
    d. Schools may use the Summary of Answers and Skills™ tool to help inform instructional practices based on student skills.
    e. Students and parents have access to a variety of college, career and SAT preparation tools, including My College Quickstart™, that are beneficial throughout high school.

In the Budget Bill passed by the Indiana General Assembly, lawmakers appropriated enough PSAT funding to include the exams taken by students in grades 10 and 11. The PSAT opportunity enables participating students to be better prepared for the SAT, and the state funding removes any financial obligations for students trying to earn a National Merit Scholarship™.

NAEP

Additionally, Indiana participates in the **National Assessment for Educational Progress (NAEP)**. For the 2016-2017 school year, the mathematics, reading, writing, U.S. history, and geography assessment will be given to randomly selected schools. There will also be a writing comparability study given to other randomly selected schools in April 2017. Three hundred Indiana schools will be selected to participate in NAEP 2017. *(Attachment Report of Indiana Results on NAEP)*

B. State Assessment Requirements
Provide evidence at such time and in such manner specified by the S of S assessments identified above in section 3.2 A. meet the requirements of section 1111(b)(2) of the ESEA:

Indiana received approval of the assessments listed above through the ESEA waiver submitted in March of 2016.

Requirements of section 1111(b)(2) are addressed by Indiana, including the following:

- Assessments are created based on the Council of Chief State School Officers' high-quality assessment criteria to ensure assessments are valid and reliable, of adequate technical quality, and created using the principles of universal design for learning.

- The same academic assessments are administered to all public elementary and secondary students, including students with disabilities and English learners, across Indiana.
- Assessments are aligned with Indiana's Academic Content Standards (2014 college- and career-ready English/Language Arts and Mathematics standards and the 2016 Science standards).
- Results of assessments provide information regarding a student's academic achievement on grade-level standards.

C. **Advanced Mathematics Coursework**

Describe its strategies to provide all students in the State the opportunity to be prepared for and to take advanced Mathematics coursework in middle school consistent with section 1111(b)(2)(C) and § 200.5;

As a local control state, Indiana provides guidance to schools on how to best meet the learning needs of all students as it pertains to offering advanced coursework in Mathematics and/or other subject areas to middle school students as determined locally. Many school corporations meet these needs through the use of their high ability programs and state appropriated funds they have requested and received. *(Attachment regarding middle school student opportunities for advance high school course work, click here.)*

D. **Universal Design for Learning**

Describe the steps it has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act;

ISTEP+ - Applying Universal Design for Indiana Items

For Indiana, in partnership with Pearson, our assessment vendor, the principles of Universal Design were applied as articulated by the National Center for Educational Outcomes (NCEO) at the University of Minnesota. Their assessment specialists, editors, and production staff are trained in these principles. When developing items for online delivery, Pearson followed Accessible Portable Item Profile (APIP) protocols.

Pearson's principle source document for training has been *Universal Design Applied to Large Scale Assessments* (NCEO Synthesis Report 44) by Thompson, Johnstone, and Thurlow. They incorporate the following NCEO principles of universally designed assessments in their item development process: *(attachment report)*

- Inclusive assessment population
- Precisely defined constructs
- Accessible, non-biased items
- Amenable to accommodations (braille and large print)
- Simple, clear, and intuitive instructions and procedures
- Readability and comprehensibility
- Legibility

Applying Universal Design principles during item development facilitates accommodations for special needs students and provides a better assessment for all students. In addition to the scrutiny of items by our assessment staff , Pearson's editorial staff conducted a separate Universal Design review to passages and items. They applied the criteria detailed in the following figure.

Universal Design Item Checklist	
A.	**Precisely Designed Constructs**
Definition	The item construct is clearly defined so that all irrelevant cognitive, sensory, emotional, and physical barriers are removed.
√	The item does not add skills to those being measured (no extraneous skills tested).
B.	**Language Appropriateness**
Definition	The item avoids words or phrases that are sexist, racist, or otherwise offensive, inappropriate, or negative to any subgroup. Language should be simple and clear.
√	The item uses commonly used words—simpler is better.
√	The item uses vocabulary appropriate for the grade level.
√	Idiomatic speech and figurative language are avoided unless being measured.
√	The item avoids technical terms unrelated to the content.
√	The item contains no unnecessary words.
√	The sentence complexity contained in the item is appropriate for the grade level.
√	The item avoids ambiguous or multiple-meaning words (e.g., crane—the bird—can easily be confused with crane—heavy machinery).
√	All pronouns have clear referents.
√	The item avoids the use of proper names. (Such names may be unfamiliar or difficult for cultural subgroups.)
√	The item avoids irregularly spelled words.
C.	**Gender Stereotypes**
Definition	The item avoids stereotyping as results of associating genders with certain professions or activities. All groups of society should be portrayed accurately and fairly regarding gender.
√	The item is free of content that might offend a gender subgroup.
√	The item is free of content that might unfairly advantage or disadvantage a gender subgroup.
D.	**Ethnic Stereotypes**
Definition	The item avoids unnecessary references to and uses the proper reference for ethnic, racial, or cultural groups.
√	The item is free of content that might offend an ethnic subgroup.
√	The item is free of content that might unfairly advantage or disadvantage an ethnic subgroup.
√	The artwork included in an item adequately reflects the diversity of the student population.

Universal Design Item Checklist	
E.	**Cultural Familiarity**
Definition	Does not rely on an assumed shared experience that is class oriented or native English speaking oriented. Presentations of cultural or ethnic differences should neither explicitly nor implicitly rely on stereotypes nor make moral judgments.
√	The item does not rely on an assumed shared experience that is class oriented or native English speaking oriented.
√	The item is free from content that might offend a socioeconomic subgroup.
√	The item is free of content that might unfairly advantage or disadvantage a socioeconomic subgroup.
√	The item is free from unnecessary cultural references.
√	The item is free from religious references.
F.	**Geographic Bias**
Definition	All groups of society should be portrayed accurately and fairly regarding geographic setting. A particular geographic setting should not be used repeatedly, and urban, suburban, and rural settings should be represented across items.
√	The item is free of content that might offend a geographic subgroup.
√	The item is free of content that might unfairly advantage or disadvantage a geographic subgroup.
G.	**Disability Bias**
Definition	All groups of society should be portrayed accurately and fairly regarding disability. Stereotypes related to any particular disability should be avoided. No undue restrictions should exist in the item that would interfere with the ability of a student to comprehend or respond to the item.
√	The item is free of content that might offend a disability subgroup.
√	The item is free of content that might unfairly advantage or disadvantage a disability subgroup.
√	A graphic representation is used in the items, as appropriate. The complexity of the graphic is appropriate to the purpose—simpler is better.
√	The item avoids content that depends on sensory knowledge (such as references to movement, sound, smell, etc.) unless this is crucial to the overall item.
√	The item could be put into Braille.
√	The item avoids using both O and Q.
√	Letter pairs can be easily distinguished when read. (S and T are okay; S and X are not).
H.	**Art Supports Text**
Definition	Art is related to the item and supports the reader when possible. Item text and art are legible and accessible, and art is appropriately placed in the item to support the reader. Art does not distract the test taker and provides a scaffold to overall comprehension.
√	All pictures relate to items.
√	The item is free from pictorial clutter: All pictures are needed to answer the item.
√	Graphics are clear and non-fuzzy.
√	Any symbols used are highly distinguishable.
√	Visual load requirements are reasonable for the grade level.

	Universal Design Item Checklist	
√	Multi-dimensional graphics and complex shading are avoided.	
√	Tables have replaced any cluttered graphs.	
√	Labels read clockwise (as is easier for Braille readers).	
I.	**Special Populations Considerations**	
Definition	Consideration must be given for maximum accessibility to all students including but not limited to English learners, limited sight, hearing impaired, cognitively challenged, etc. These considerations will assist all students.	
√	The item contains scaffolding techniques to support student understanding of what is being asked in the item.	
√	Text is replaced with graphic representations, when appropriate.	
√	The item is written with simplified text load.	
√	The item is written with simplified sentences.	
√	The item has as little extraneous information as possible.	
√	The item provides context, but it is simplified.	
√	The item uses smaller or less complicated numbers or expressions where not otherwise required.	
√	The item avoids negative phrasing or questions; for example, questions are not asked in the negative.	

Fair Assessment Through Use of the Universal Design. To create test content that is fair and accessible to the largest possible population of students, Pearson conducted a Universal Design review on all items written for use on the ISTEP+ assessments.

The Pearson item development process includes numerous checks for content, clarity, and accessibility. These checks consistently produce quality items.

ISTAR - Applying Universal Design for Indiana Alternate Assessment Items

Universal Design has been incorporated in the Indiana Standards Tool for Alternate Reporting (ISTAR) since the beginning of item development to ensure accessibility for all students to the greatest extent possible. The experienced, professional item writers incorporated Universal Design principles into items, and all newly written items were reviewed internally to ensure that they were developed according to Universal Design. The items and passages were then reviewed externally by content and bias review committees that were directed to review accessibility issues as part of their review criteria.

ISTAR was designed to be accessible for all students based on their assigned tier level as determined by their Part 1 results, which were partially informed by the Learner Characteristics Inventory (LCI). Additionally, visual and textual supports were included across the tiers to vary complexity across items and passages.

The vendor, Questar, began the item development process with domain analysis, which involves determining the specific content to be assessed. The Indiana Department of Education (IDOE) developed the Content Connectors that maintain alignment to the Indiana Academic Standards 2014. In conjunction with Indiana teachers and IDOE staff, targeted skills were determined to be assessable on a summative assessment.

Item complexity was designed across cognitive complexity of the academic content and a degree of scaffolding applied to support student performance. Item features such as visual supports and cognitive load in stems and options that can be adjusted to increase or decrease the difficulty of items allowed item developers to create a range of items within tiers and grade levels of all content areas.

The forms were then designed with a sequence of least difficult to most difficult items using Webb's Depth of Knowledge (DOK). A stopping rule was also included in the test form to give teachers the opportunity to identify students with no mode of communication.

ISTAR is based on the same foundation of rigorous real world content included in ISTEP+, while taking into account the unique characteristics of students with significant cognitive disabilities. The Content Connectors include the necessary knowledge and skills that students with significant cognitive disabilities need in order to reach the learning targets or critical big ideas within the Indiana Academic Standards.

Students with significant cognitive disabilities are a diverse population with a variety of needs. In order to develop items across a broad set of ability ranges to address varying student needs, three levels of items, called "Tiers", were created.

- Tier 1 - Tier 1 questions use simple and direct language. Graphics are provided for most answer choices, along with text, which give students visual support to answer the questions.

- Tier 2 - Tier 2 questions are more complex than Tier 1. They may include more introductory phrases in the questions and fewer graphics in answer choices than Tier 1. They also include a greater level of complexity in how students respond to the questions than in Tier 1.

- Tier 3 - Tier 3 includes more detailed directions and questions. There is more text and few to no graphics in the answer choices. Content may consist of more abstract ideas and require students to make inferences. This Tier involves more complexity in how students respond to the questions than in Tier 2.

E. Appropriate Accommodations

Indiana has provided extensive guidance regarding the accessibility and accommodations for all students, including English language learners. Federal and state laws require that all students, including students with disabilities and students with limited English proficiency, participate in statewide assessments in order to hold schools accountable for the academic performance of students.

Teachers provide instruction for all students to work toward grade-level content standards by using a variety of instructional strategies based on the needs of students. Students with disabilities and students with limited English proficiency are provided accommodations during classroom instruction and assessments to help level the playing field and promote equal access to grade-level curriculum.

In April of 2014, the Indiana State Board of Education approved college- and career-ready Indiana Academic Standards for English/Language Arts and Mathematics. These standards, in addition to Indiana Academic Standards for Science and Social Studies, clearly outline what students should know and be able to do for each content area and grade level.

Recent educational reforms have brought about many changes in approaches to accessibility. These new approaches provide an opportunity for students who may not have received accommodations in the past to now benefit from needed accessibility supports employed in instruction and on assessments as a result of rapidly developing technologies. Please see attachment for more information regarding this guidance (click here).

F. Languages other than English

Indiana does not currently provide assessments in languages other than English. In order to provide for the assessment of English learners in the language most likely to yield accurate data on what those students know and can do in academic content areas, Indiana will incorporate the inclusion of assessments in Spanish in its request for proposals for the state content area assessments in reading, mathematics, and science. Additionally, Indiana will request the inclusion of pop-up bilingual dictionaries in multiple other languages to address the native language needs of our diverse population of students.

i. Provide the SEA's definition for **"languages other than English** that are present to a significant extent in the participating student population", consistent with paragraph (f)(1)(iv) of 206.6, and identify the specific languages that meet that definition;

English learners in Indiana speak over 270 languages. Spanish speakers represent 71.92% of the language minority student population of Indiana and represents the only language other than English that is present to a significant extent.

The state must consider other languages present to a significant extent in distinct populations or LEAs. Indiana does have a concentration of refugee students in 4 LEAs that speak Burmese and Chin. However, Indiana will need to determine whether the assessment in these languages represent the language most likely to yield accurate data considering the limited literacy skills of refugee students in their native languages. The inclusion of bilingual dictionaries as a tool within our state content area assessments will address the language needs of multiple languages.

ii. **Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available;**

ISTEP+, Indiana's content assessment, is currently available only in English. Indiana identifies that assessments in Spanish are needed to ensure that English learners are assessed in the language most likely to yield accurate data.

iii. **Indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the State, for which yearly student academic assessments are not available and are needed;**

Spanish

iv. **Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing-**
   a. **The State's plan and timeline for developing such assessments, including a description of how I met the requirements of paragraph (f)(1)(iv) of 200.6;**

The timeline to incorporate assessments in Spanish and bilingual dictionaries into Indiana's content area assessments will align with the timeline to replace Indiana's current ISTEP+ exam by 2018. The Indiana Department of Education is dedicated to this priority as it develops a new assessment as a result of HEA1395 or by working with the existing vendor, Pearson, to develop such an assessment.

b.

Indiana's accountability panel identified this as an area of need for newcomers who should be assessed in their native language to gather a true picture of their content area knowledge. The SEA has discussed this need with our state English Learner Director Leadership group and will collect feedback from parents and families through the Immigrant Welcome Center, migrant parent advisory councils, Burmese American Community Institute, and related stakeholders.

c.

Indiana will incorporate the inclusion of assessments in Spanish in its request for proposals for the state content area assessments in reading, mathematics, and science.

G. Grants for State Assessments and Related Activities

Indiana will use the formula grant funds awarded under section 1201 of the Act in combination with State funds for:
- The ongoing development of the current ISTEP+ Assessment program
- Future development of new Indiana Assessment System upon action from the Indiana General Assembly in 2017
- Ensuring the provision of appropriate accommodations for English language learners and students with disabilities
- Developing and improving access
- Ensuring the continued validity and reliability of the State's assessments
- Refining the State assessments to ensure their continued alignment with the State's challenging academic standards
- Developing and/or improving student progress/growth models
- Developing and improving assessments for students with disabilities
- Collaborating with other organizations to improve the quality, validity, and reliability of the State's assessments

- Developing and maintaining the state report card in the COMPASS Data reporting system

3.3
Performance Management and Technical Assistance for Challenging State Academic Standards and Academic Assessments sections A-F

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding challenging State academic standards and academic assessments consistent with §299.14 (c). The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance specific to the implementation of challenging State academic standards and academic assessments. If a table is provided below, the SEA's description must include strategies and timelines.

A. **System of Performance Management Describe the SEA's system of performance management for implementation of State and LEA plans for Challenging State Academic Standards and Academic Assessments.**

In 2013, the Indiana General Assembly added IC 20-31-8-5.4 to the Indiana Code (P.L. 286-2013). This statute required the State Board to establish new A-F categories and new standards of assessing school performance. The new standards were required to be based on a measurement of individual student academic performance and growth to proficiency; and were not to be based on a measurement of student performance or growth compared with peers.

The Accountability System Review Panel, established by a Memorandum of Understanding entered into by the Speaker of the House, President Pro Tempore of the Senate, the State Board of Education, the Superintendent of Public Instruction and the Governor, conducted research and provided recommendations to the State Board of Education regarding the composition of the new A-F system. The Panel presented its final report to the State Board on November 13, 2013 and presented its recommendations for the new A-F system to the State Board on September 22, 2014.

On October 29, 2014 the State Board filed a Notice of Intent to adopt a rule to establish the new categories or designations of school performance per IC 20-31-8-5.4. At its January 7, 2015 business meeting, the Board adopted proposed language that would add 511 IAC 6.2-10 to replace the old A-F accountability system (511 IAC 6.2-6). The Board adopted the final rule that establishes the new metrics of Indiana's student-centered accountability system on May 7, 2015. The rule was approved by the Attorney General on June 4, 2015, approved by the Governor on June 12, 2015, filed with the Legislative Services Agency on June 15, 2015 and posted on July 15, 2015. The rule is effective March 1, 2016, and is applicable beginning with the assessment of the 2015/16 school year.

Indiana will incorporate a performance management plan within its request for proposals for a unified grants management and school improvement system. The unified system will allow LEAs to apply for their federal funding in one location while addressing the comprehensive needs assessment for each respective grant. The components of the needs assessment will include the LEAs' progress of

implementing the state's challenging academic standards and assessments while ensuring their funding is aligned to their needs.

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

Each LEA must have a local plan approved by the SEA, that is "developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part;" As with the State plan, ESSA clarifies that such consultation shall not interfere with the timely submission of the plan.

IDOE will work with stakeholders to determine the components of LEA plans with consideration to a school corporation's most recent accountability determination and provide continuous support and technical assistance in helping schools achieve their strategic plan goals.

Local Needs Assessment-Gap Analysis?

School and LEA Strategic Plans will be reviewed by all applicable Indiana Department of Education program areas. Technical assistance, service and support will be provided both to help inform and improve local plans and ensure each plan is responsive to state and federal statutory and regulatory requirements, while remaining reflective of best/promising practices.

Approval of LEA Plans

School and LEA Strategic Plan approval will be based on the plan meeting all state and federal statutory and regulatory requirements – both programmatic and fiscal. Indiana Department of Education program areas will review and approve each local plan, through the lens of their program areas, to ensure the requirements of a given program area are appropriately met. Indiana Department of Education program areas will also review fiscal applications from schools and LEAs to ensure that state and federal grant funds are appropriately budgeted and expended in accordance with state and federal requirements, and that expenditures are aligned to the school or LEA Strategic Plan.

C. **Collection and Use of Data Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes for the included programs related to implementation of Challenging State Academic Standards and Academic Assessments.**

Indiana Department of Education staff in the offices of College and Career Readiness and Assessment will work together to analyze statewide student strengths and areas of need and to link assessment results to resources and professional development for educators. College and Career Readiness and Assessment staff members will meet to discuss instructional practices and assessment development and use this collaborative effort to improve student outcomes.

The SEA will continue to assist schools in their collection of data, and utilizing this information to drive local decision making as it relates to student performance and achievement. The Department focus on supporting student outcomes related to the implementation of Challenging State Academics Standards will be moving towards an approach that identifies holistic concepts of learning, literacy, problem solving, and critical thinking.

In addition, the Department, in its role of supporting local school improvement efforts, will prepare a menu of evidence-based practices for schools to implement and for their building- and district-wide data teams to use in constructing instructional practices.

D. **Monitoring Describe the SEA's plan to monitor SEA and LEA implementation of the included programs using the data in section 3.3.C to ensure compliance with statutory and regulatory requirements for implementation of Challenging State Academic Standards and Academic Assessments.**
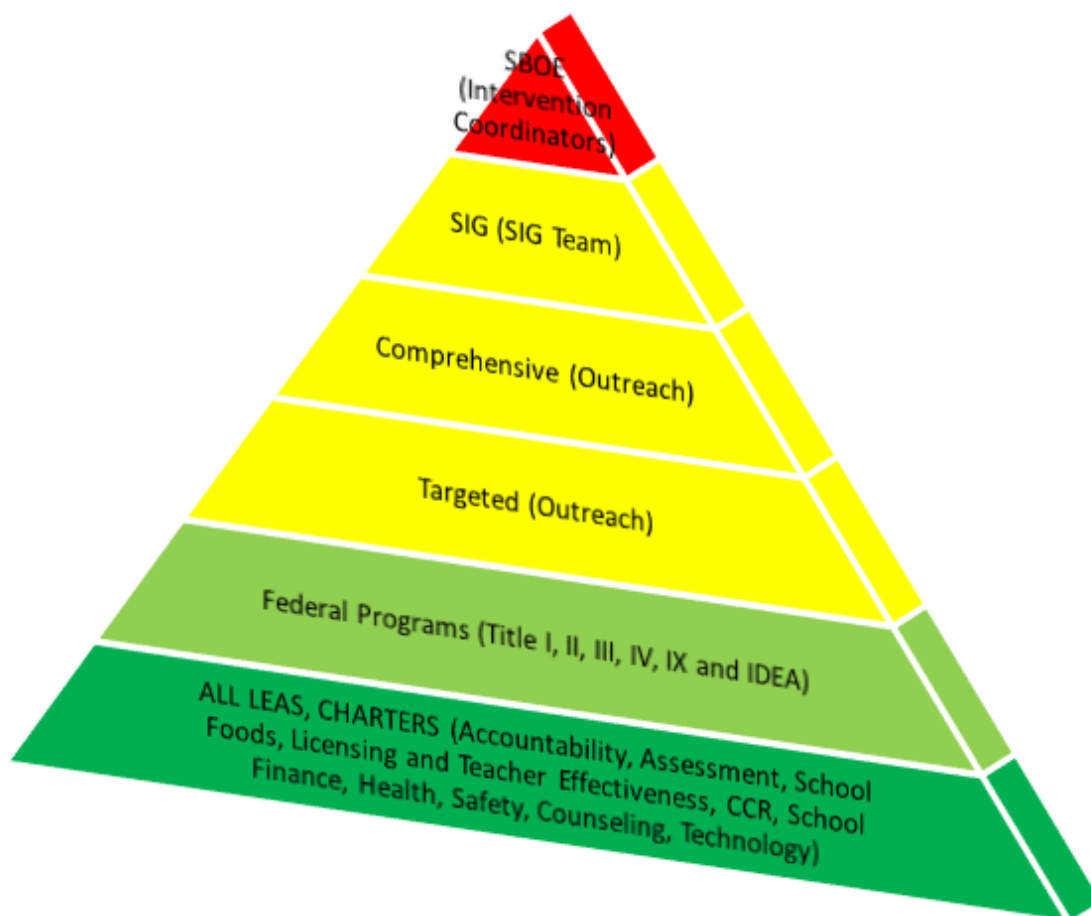
A combination of on-site, desk-top review will be utilized by IDOE program areas.

E. **Continuous Improvement Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for implementation of Challenging State Academic Standards and Academic Assessments.**

All LEAs, Charters
Support and accountability for all schools is delivered through both centers through a multifaceted approach. The first facet of support is the daily work and direct interaction with the LEAs and schools. The School Support Services Center's divisions of Nutrition, Accreditation, Transportation, Safety, Student Services, Licensing and Educator Effectiveness, and Assessment and Accountability provide support and accountability through activities such as timely technical assistance, monitoring, and ensuring all schools have the tools and information they need to be successful and operate.

The Outreach Division of School Improvement is designed to be proactive in providing support, professional development, and oversight to educators to assist public schools with improvement and prevent schools from needing to enter into state intervention. Ultimately, the School Improvement Division is driven to ensure that equitable and high quality opportunities are provided to students in all Indiana schools. Support is provided at the school and district level through multiple capacities including; technical assistance, professional development, and community partnerships.

The pyramid diagram (top to bottom):
- SBOE (Intervention Coordinators)
- SIG (SIG Team)
- Comprehensive (Outreach)
- Targeted (Outreach)
- Federal Programs (Title I, II, III, IV, IX and IDEA)
- ALL LEAS, CHARTERS (Accountability, Assessment, School Foods, Licensing and Teacher Effectiveness, CCR, School Finance, Health, Safety, Counseling, Technology)

F. Differentiated Technical Assistance Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for implementation of Challenging State Academic Standards and Academic Assessments.

The IDOE is organized to provide support and monitor LEA implementation. The organizational structure is instrumental in the SEA and the LEA operating as a critical unit of change by elevating the LEA's capacity, aligning resources, and ensuring just right supports. This infrastructure creates clarity for cross-functional groups, coordinates communication across offices to reduce redundancy, assists offices in understanding the *limitations and possibilities* of federal requirements, and maximizes the use of resources for the academic achievement of all students and school improvements. A system of support was developed to proactively address areas of need for focus and priority schools based upon the evaluation of data.

"The IDOE has been intentionally organized in way that provides high quality and equitable support and accountability to all schools. The foundation of this support and accountability is the organization structure which includes two centers: School Improvement and School Support Services. Each center has an assistant superintendent that oversees several divisions and offices. The centers have been organized by commonalities and in a way that allows divisions to easily work in convergence while providing the best streamlined customer service as possible. The emphasis is to provide the support and accountability necessary in all program areas so LEAs and schools meet compliance requirements and close achievement and opportunity gaps.

Federal Programs
The School Improvement Center's divisions of Federal Title Grants, Early Learning and Intervention, Title I, III, and Migrant, Special Education, and College and Career Readiness provide daily support to schools through activities such as funding, application approval, program monitoring, instructional support, and by putting a particular focus on equity for special populations. Individuals regularly work across and within divisions in both centers to provide the necessary levels of support to LEAs and schools. Student data and analysis of achievement and opportunity gaps are used to drive the support. The foundation of the data is Indiana's A-F accountability system, growth data, and the AMOs. On IDOE Compass, data including AMO subgroup data is clearly displayed in multiple easy to access forms. This access and clarity is vital to ensuring high quality support and accountability. In addition, abundant resources are available to LEAs through the IDOE website and professional development opportunities.

Targeted and Comprehensive Support
The Outreach Division of School Improvement (Outreach) will support the Local Education Agencies (LEAs) with the approval, monitoring, and implementation of targeted support and improvement plans for targeted improvement schools.

Additionally, Outreach will monitor and support consistently underperforming schools that fall into the comprehensive intervention and support category based on the following criteria: 5% lowest performing schools in the state, high schools with less than a 67% graduation rate and schools with one or more *consistently underperforming* subgroups over a determined number of years.

School Improvement Grants
Schools that are currently awarded 1003(g) grants receive funding to implement improvement efforts over a five year span, including a required planning year. Throughout the five years, schools and district-appointed staff receive support from the SIG team. Schools and district staff participate periodic progress checks (at least per year), networking opportunities, and additional support as needed.

Schools are divided into cohorts, for example, a planning year cohort, year 1 implementation, etc. Needs of cohorts are differentiated. For example, planning year cohort schools will be introduced to SIG, how to approach change, begin soft-implementation (e.g., hiring of staff, launch of extended day programs), focus on school leadership, and engaging district staff.

State Board Intervention Schools
Following Indiana state statute, Indiana's State Board of Education began assigning interventions to schools with six years of consistently performing below level (receiving an F grade) in 2011. Schools received varied interventions based on level of need; these ranged from removing the school from their home district to assigning a lead partner organization as a support to the school. In 2015, the Indiana

Department of Education (IDOE) further differentiated support systems by adding a team dedicated to providing supports to schools that are identified by the State Board of Education as needing intervention.

The intervention school support team manages all activities related to the State Board of Education Intervention Schools. This team provides direct support to the academic and financial programs at each school under intervention and works in collaboration with the State Board of Education, charter school authorizers, district leadership, building leadership and staff and community stakeholders.

Differentiated Support within Targeted and Comprehensive Improvement:
State Development Network (SDN): The State Development Network (SDN) was developed by the Indiana Department of Education (IDOE) in the spring of the 2015 school year. The SDN was formed to further the systems of supports that the IDOE provides to school districts. The goal of the SDN is to provide a systemic support system at the district level focusing on improving student achievement.

Nine SDN districts were chosen to be in cohort 1 in Spring of 2015 based on a high level of focus and priority schools within their districts. Seven SDN districts were chosen to be in cohort 2 in Spring of 2016 based on gaps in subgroup data across the districts. The SDN is impacting 102,325 students with 67,016 students from cohort 1 and 35,309 students from cohort 2.

The SDN initiative is grounded in evidenced-based improvement strategies, along with individualized and coordinated technical assistance for SDN districts. As such, the SDN operates with an established infrastructure of regularly scheduled monthly meetings and professional learning, along with coordinated resources and assistance to support school improvement efforts. SDN works to eliminate work being "siloed" across the agency with the goal to mitigate inconsistent expectations and messages from various offices within the department.

The SDN resources and supports are provided as identified within the District High Quality Plans. The SDN leverages existing resources and supports within the state infrastructure. Likewise, the SDN works to integrate state requirements as much as possible to increase coherence for districts and schools.

Additionally, Indiana's State Systemic Improvement Plan (SSIP) has begun through the work of SDN districts. The SSIP is a coordinated plan that was developed as a part of an overarching requirement for states to address specific needs of students with disabilities. This plan was designed, refined, and improved with support from multiple internal and external stakeholders over a period of time. State Education Agencies – specifically the IDOE Office of Special Education – are required to submit the SSIP across three phases of implementation:
- Phase I: Submitted in April, 2015. Phase I included a thorough data and root cause analysis, identification of priority areas of improvement, the establishment of a state identified measureable result (SiMR), including baseline, benchmarks and a targeted goal, and a preliminary infrastructure analysis to determine both the state's level of readiness and identify existing and needed initiatives and resources to support district efforts.
- Phase II: Due April 1, 2016. Phase II focuses on plan development including refinement of the plan's logic model and theory of action, identification of existing and needed resources, action plan development, and plan for continual evaluation and refinement.

- Phase III: Phase III is a multi-year implementation phase that will establish processes to continually evaluate plan implementation including multiple opportunities for stakeholder feedback and reflection and analysis of progress toward the SiMR.

The SDN has provided a solid model and foundation to build the SSIP. This level of collaboration and coordination across the offices within the department through SSIP's partnership with the SDN has provided, for the first time, an opportunity to offer targeted assistance and supports to teachers and students (with an emphasis on students with disabilities and students who struggle).

Moving forward with SDN under ESSA, districts will be invited to participate based on needs related to comprehensive and targeted improvement. Districts which have multiple schools receiving comprehensive and targeted improvement for two consecutive years will be invited to participate in a system of support through the SDN.

University of Virginia (UVA) Partnership for Leaders in Education (PLE): Partnership between University of Virginia, the Indiana Department of Education, and pilot school districts started in 2016. Moving forward under ESSA, the availability of this partnership will grow to school districts which have multiple schools earning comprehensive and targeted improvement status for two consecutive years.

This evidence based partnership will begin with an Initial Readiness Assessment to support districts by providing information around their readiness to engage in a systemic school turnaround effort. This process will focus on analyzing to what extent the district has the capabilities, alignment, willingness and resources necessary for initiating a successful and sustainable school turnaround initiative – and what it would take to create that environment. This determination is made by assessing the following:

· *Leadership.* Leadership has the capacity and willingness to do what is necessary to drive school turnaround work – and the bandwidth to do this work now.

· *Support and accountability.* District has the infrastructure to provide both necessary and differentiated support, accountability and flexibility to the turnaround schools.

· *Talent management.* District is establishing conditions to increase the number and impact of highly effective teachers in high needs schools and is willing to implement rigorous and prioritized hiring of school leaders in high needs schools.

· *Instructional infrastructure.* An effective instructional infrastructure exists or can be created, including valid assessments, effective curriculum and instructional strategies and responsive data systems.

The readiness assessment conducted will also identify recommendations for how the district can address gaps in readiness. The assessment provides the data necessary for mutual agreement between the school district and PLE as to whether the district should participate in the turnaround program at the current time and what commitments from each organization would increase the chances of success.

· Provides PLE with the context needed to better serve the district, including the district's greatest strengths and the district's greatest potential obstacles to making high performance a reality in lower performing schools.