



**Developing a Comprehensive State Plan pursuant to the  
Every Student Succeeds Act:  
A Tool for Structuring Your Plan**

**Updated: November 2016**

## Overview

With the reauthorization of the Elementary and Secondary Education Act (ESEA) through the Every Student Succeeds Act (ESSA), state chiefs have an opportunity to reflect on your overall vision and goals for education in your state and determine how you want to best support that vision to achieve your goals. You are collaborating with a broad range of stakeholders to carefully consider different elements of your education system, such as your standards, assessments and supports for struggling schools and districts, as part of a comprehensive strategy to advance college- and career-readiness for all students in your state.

The purpose of this resource is to provide a tool to support you as you consider how to approach writing a comprehensive state plan to articulate your coherent system while ensuring you are meeting the statutory requirements set forth in the reauthorized ESEA. This guide is intended to support your state in moving beyond the traditional compliance-oriented approaches for responding to federal requirements; rather, developing your state plan can serve as an opportunity for you to frame your work within your overall vision for education in your state and demonstrate how different components in that system are part of a coherent approach toward achieving your overall goals. Where there will be more compliance-focused requirements as part of ESEA, we have included reference to those in [Appendix A](#).

Developing this type of plan can be a useful way to promote state leadership and make ESSA work for you. It can also prove to be a useful way to continue to communicate with stakeholders in your state about what you are doing and why as well as how you think it will advance education for all children throughout your state. We encourage you to make this tool your own by using the elements that are helpful in creating your own unique plan.

Please note that the proposed regulations as set forth in the Notice of Proposed Rulemaking (NPRM) for ESSA are still being finalized by the U.S. Department of Education (USED) and once we have the final version of the regulations, this resource will be updated accordingly.<sup>1</sup> We anticipate that once regulations are final, USED will release information about what you will need to submit for approval, including a template or other forms as part of your submission for approval. Our intent is that any work you do preparing a plan based on this resource would help to advance your development of a coherent system regardless of what you ultimately submit to USED for approval.

While this resource focuses on the articulation of your comprehensive plan, CCSSO has available an extensive set of resources intended to support you in the development of your comprehensive system as described in your plan. Those resources can be accessed at [www.ccsso.org/essa](http://www.ccsso.org/essa). We also encourage you to reach out to CCSSO staff for additional assistance as needed ([essa@ccsso.org](mailto:essa@ccsso.org)).

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<sup>1</sup> In certain sections of this tool we have referenced the NPRM for you to consider as part of your planning process. Please note that these references do not necessarily reflect what will be included in the final regulations and we will update this document once we have the final regulations. Please see the [summary memo](#) on the Notice of Proposed Rulemaking on ESSA Accountability and State Plans available on CCSSO's [website](#) for more information.

## Potential Elements of a Comprehensive State Plan Pursuant to ESSA

### I. Overview of Comprehensive State Plan and Stakeholder Engagement

*Providing an overall introduction can serve as an opportunity to give a brief overview of your state's vision and goals for your education system. Though you will ultimately be submitting much of this information to USED, your state plan can be a useful way to present a clear vision to stakeholders as well.*

#### Overview of vision and goals<sup>2</sup>: Questions to consider

- What is your vision with regard to your education system?
- What are the goals of your system? How does this plan help drive toward achieving those goals now and over time?
- How will you evaluate your effectiveness on an ongoing basis?

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#### Engaging Stakeholders<sup>3</sup>: Questions to consider

- How have stakeholders been engaged throughout the development of your plan?
- How have you incorporated stakeholder feedback into your plan? How is that reflected?
- How do you plan to continue to engage with stakeholders as you move to implementation?
- How do you plan to continue to engage with stakeholders as you reflect and refine your plan in the future?

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#### **Quick Statute Check: Have you addressed the following requirements set forth in the statute?**

- Have you described how you engaged in timely and meaningful consultation with the following stakeholders:
  - the Governor or appropriate officials from the Governor's office;
  - members of the State legislature;
  - members of the State board of education, if applicable;
  - local education agencies (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;

<sup>2</sup> CCSSO's [State Strategic Vision Guide](#) is a resource for Chiefs as they solidify, reform, and enact their vision for their state in the context of increased flexibility now provided in the federal law.

<sup>3</sup> CCSSO's [Let's Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans](#) and [Let's Keep This Conversation Going](#) contain specific strategies on how best to connect with, speak to and learn from stakeholders with unique perspectives. These tools provides detailed guidance on stakeholder engagement strategies, planning templates and tools, a breakdown of stakeholders states are required to engage under each ESSA program, and much more.

- 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. Section 1111(a)(1)(A)
- Do the stakeholders with whom you have engaged reflect the geographic diversity of the State? Section 1111(a)(1)(A)
- Have you addressed how you are coordinating with other programs under ESSA, including:
  - 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. Section 1111(a)(1)(B)

## II. Challenging Academic Standards and Academic Assessments

*This section can serve as an opportunity to provide an overview of the role your standards and assessments play as part of your comprehensive system.*

### Academic Standards Overview

ESEA requires that the state education agency (SEA) provide an assurance 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 (Section 1111(b)(1)).

### Academic Standards Overview: Questions to consider

- Is there any information about your standards you want to include as part of your comprehensive narrative about your education system? This could include discussion about:
  - Academic achievement standards aligned to college and career-ready expectations
  - Alternate academic achievement standards
  - English language proficiency standards<sup>4</sup>

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<sup>4</sup> CCSSO's English Language Standards Resources: 1. [English Language Proficiency Development \(ELPD\) Framework](#) assists with communication to ELL stakeholders in states-from chief state school officers and district chief academic officers to state/district ELL and content area specialists to curriculum developers and teacher leaders-the language practices that all ELLs must acquire in order to successfully master the CCSS and Next Generation Science Standards (NGSS). It is intended to be used in ensuring that ELP standards correspond to the CCSS and NGSS. 2. [English Language Proficiency \(ELP\) Standards](#) correspond to the CCSS and the Next Generation Science Standards, highlighting and amplifying the *critical language, knowledge about language, and skills using language* in the CCSS necessary for ELLs to become successful in schools.

- How does this work intersect with the rest of your comprehensive system (e.g. supporting excellent educators, supporting struggling schools, etc.)?

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**Quick Statute Check: Have you addressed the following requirements set forth in the statute?**

- Do your English Language Proficiency standards align with your state’s challenging academic standards and address differing proficiency levels of English learners? The latter is a new requirement of the law. (Section 1111(b)1)(F)(ii)(ii))

Academic Assessments Overview

ESEA requires that the SEA identify its high-quality student academic assessments (Section 1111(b)(2)). We anticipate that the majority of requirements set forth in ESEA related to academic assessments will be addressed through USED’s assessment peer review process.

Academic Assessments Overview: Questions to consider

- What is your overall approach to implement a comprehensive system of high-quality assessments in your state?<sup>5</sup>
- What summative assessments are you administering (please see *Quick Statute Check* below for a full list)?
- Do your English language proficiency (ELP) assessments align with your ELP standards? If not, what is your strategy for moving to an aligned system?
- Do you have a statewide uniform assessment of ELP? If not, what is your strategy for moving to such an assessment?
- What is your approach to providing native-language assessments in the non-English languages present to a significant extent in your State’s student population?
- What is your approach for providing appropriate accommodations?
- If you are considering pursuing any of the flexibilities offered under ESSA, have you described your plan to do so? These flexibilities include:
  - Developing a plan or state approval process for districts that request to administer a locally-selected, nationally-recognized high school assessment (Section 1111(b)(2)(H))
  - Use of interim assessments that aggregate to a summative determination (Section 1111(b)(2)(B)(viii))
  - Use of computer adaptive tests (Section 1111(b)(2)(J))
  - Exempting 8th graders who take advanced mathematics in middle school from the regular 8th grade state assessment (Section 1111(b)(2)(C))

<sup>5</sup> CCSSO’s High-Quality Assessment Resources: 1. [High-Quality Assessment Principles](#) set forth a set of principles to ensure the assessments states select are meeting the high-bar they expect. The principles are a tool for states to hold themselves and their assessments accountable for high quality. 2. [Criteria for Procuring and Evaluation High-Quality Assessments](#) focuses on the critical characteristics that should be met by high-quality assessments aligned to college- and career-readiness standards.

- How does this work intersect with the rest of your comprehensive system (e.g. standards implementation, supporting struggling schools, etc.)?

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**Quick Statute Check: Have you addressed the following requirements set forth in the statute?**

- Have you included the following assessments (Section 1111(b)(2)):
  - Mathematics and reading or language arts for grades 3-8
  - Mathematics and reading or language arts for High School
  - Science once in each grade span (3-5, 6-9, 10-12)
  - Alternate assessments for reading/ language arts, mathematics and science
  - English language proficiency
  - Alternate English language proficiency
  - Math, reading/language arts, science, and alternate assessments in the non-English languages present to a significant extent (Section 1111(b)(2)(F))

### III. Accountability, Support and Improvement for Schools

#### Accountability System Overview<sup>6</sup>

*This section can serve as an opportunity for you to frame the purpose and intended outcomes of your accountability system as part of your comprehensive system, including how it informs the work you intend to do with your LEAs to support struggling schools.*

#### Accountability System Overview: Questions to consider

- What is the purpose of your state's accountability system in relation to your overall vision?
- How does the state accountability system drive the behaviors and instructional practices desired in your state?
- How will you meaningfully incorporate English learners' progress into state Title I accountability?<sup>7</sup>
- How will you report information from your accountability system? How do you anticipate reported information will be used?
- How is your accountability system informing your strategy for supports and interventions?

<sup>6</sup> CCSSO's [Continuously Improving State Systems of Accountability and Supports: A Roadmap for State Leadership under the Every Student Succeeds Act to Advance College and Career Ready Outcomes for All Students](#) is a guide to help states apply CCSSO's next generation accountability principles to their work across all of the areas related to building accountability systems.

<sup>7</sup> CCSSO Webinar: [Incorporating English Learners' Progress into State Accountability Systems \(September 23, 2016\)](#)

Dr. Pete Goldschmidt presented information about various approaches to meaningfully incorporate English Learners into Title I accountability. The presentation included empirical evidence that evaluates the impact of different modeling options, the impact of minimum N size, and weighting.

- How does this work intersect with the rest of your comprehensive system (e.g. standards implementation, supporting excellent educators, etc.)?

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#### Goals of your system: Questions to consider

- How do your goals support achievement of your overall vision for your education system?
- What are your ambitious long-term goals and measures of interim progress for:
  - Academic achievement
  - The four-year adjusted cohort graduation rate and, at State discretion, the extended-year adjusted cohort graduation rate
  - Progress of English learners in achieving English language proficiency (Section 1111(c)(4)(A)?
- Do your interim measures of progress provide for the subgroups furthest behind to make significant progress in closing achievement gaps (Section 1111(b)(4)(A) (iii))?

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#### Structure of your system: Questions to consider

- What indicators will you use?
  - For your school quality or student success indicator, how are you thinking about ensuring that the indicator is valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span)?
- How will the indicators be weighted and/or aggregated in order to meaningfully differentiate schools and determine supports and interventions (including giving substantial weight to each of the academic indicators and giving the academic indicators in the aggregate much greater weight than the school quality/student success indicator <sup>8</sup>)?<sup>9</sup>
- How will you present annual school accountability determinations?
- How will this information be used as part of your state report card?

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<sup>8</sup> Please note that the NPRM includes additional requirements about how indicators must be measured and aggregated, including a proposed requirement that states must weigh the indicators in a manner that ensures that schools' performance on the school quality or student success indicator(s): (1) does not change the identity of schools identified for Comprehensive Support and Improvement, unless such a school is making significant progress for the "all students" group on at least one of the indicators that is given substantial weight; and (2) does not change the identify of schools identified for Targeted Support and Improvement, unless each consistently underperforming subgroup at such a school is making significant progress on at least one of the indicators given substantial weight. Please see the [summary memo](#) on the Notice of Proposed Rulemaking on ESSA Accountability and State Plans available on CCSSO's [website](#) for more information.

<sup>9</sup> CCSSO's [Key Issues in Aggregating Measures for Accountability](#) is intended as a resource for state education agency (SEA) staff as they develop their new ESSA accountability models and make decisions on how to aggregate multiple indicators within an accountability system to provide annual school performance classifications.

Reflection and refinement of indicators and goals: Questions to consider

- How will your state know if the indicators and benchmarks selected are driving the desired behaviors that you identified as part of the purpose of your accountability system?
  - Is there a process for revising the accountability system based on iterative feedback and examination of data?
  - Will any indicators be piloted locally and/or reported before incorporating them into the statewide system? If so, how will these be incorporated into the accountability determinations, now or over time?

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**Quick Statute Check: Have you addressed the following requirements set forth in the statute?**

- Have you included indicators for: (Section 1111(c)(4)(B))
  - Academic achievement in math and reading/language arts proficiency, and at state discretion, academic growth in high school
  - For elementary and middle schools, academic growth (which would also require information about your growth model) or another valid and reliable academic indicator
  - For high schools, the adjusted cohort graduation rate
  - Progress in achieving English language proficiency
  - School quality/student success (which could include multiple indicators)
- Have you described how your “academic” indicators are each given substantial weight and, in the aggregate, are afforded much greater weight than the school quality/student success indicator(s)? (Section 1111(c)(4)(C))
- Have you stated your minimum n size? Does it meet the regulatory requirements? (Section 1111(c)(3))
- Have you described how your state plans to factor in the requirement for 95% student participation in assessments into your system of annual meaningful differentiation? Do those plans meet the regulatory requirements? (Section 1111(c)(4)(E))
- Have you described your plan for inclusion in the accountability system of the results for students who attend a school for less than a full academic year (Section 1111(c)(4)(F))?

Identification of comprehensive support and improvement (CSI) schools and targeted support and improvement (TSI) schools: Questions to consider

- What is your intended link between your accountability system and your support to schools and districts (e.g., how is data used to drive decision-making about the type of support offered to schools)?
  - Which students in your state tend to struggle the most? How do you create an identification process that ensures you are targeting support for those students, among others?

- What methodology will you use to identify schools for CSI schools? (Section 1111(c)(4)(D)) How does this align with your overall system of accountability (for example, under an A-F identification system, are all “F” schools your CSI schools)?
  - What exit criteria will you use and how long will schools have to meet the exit criteria?
  - In what ways will the state recognize or reward schools for exiting comprehensive status?
- What is your methodology for identifying schools for TSI schools<sup>10</sup>? (Section 1111(c)(4)(C)(iii))
  - What type of support do you expect targeted schools to receive at both the SEA and LEA level?
  - What exit criteria will you use and how long will schools have to meet the exit criteria?
  - In what ways will the state recognize or reward schools for exiting targeted status?

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**Quick Statute Check: Have you addressed the following requirements set forth in the statute?**

- What methodology will you use to identify schools for CSI schools? (Section 1111(c)(4)(D))
- How have you defined “consistently underperforming” as part of identifying schools for TSI? (Section 1111(d)(3)(A)(i)(II))
- What is your overall timeline, including:
  - How many years will a school remain a CSI school before more rigorous action is taken (not to exceed 4 years)? (Section 1111(d)(3)(A))
  - How many years will a school remain a TSI school before it becomes a CSI school? (Section 1111(d)(3)(A)(i)(II))

State support to CSI and TSI schools: Questions to consider

- Have you developed a shared understanding with stakeholders about what has and hasn’t worked with your state’s school improvement efforts? Why are certain efforts working or why are they not? How is this knowledge informing the school improvement approaches in this plan?
- What’s your theory of action for how your SEA’s actions will lead to improvement in CSI schools?
  - What is your process for approving district plans for school improvement?
  - What is your process for monitoring and reviewing the plans on an ongoing basis?
- What is your state’s approach for working with LEAs to ensure that TSI schools are progressing?
- How will the SEA partner with districts to help them improve low-performing schools, and how will SEA support to LEAs be differentiated or prioritized (such as by the LEA’s capacity, commitment to change, and whether they have a clear and compelling strategy)?
- Will the SEA distribute Title I school improvement funds to LEAs as a formula grant, competitive grant, or a hybrid of the two (ex., formula grant where every district with CSI schools receives a

<sup>10</sup> Please note that the NPRM would require that a state identify for TSI any school with at least one “consistently underperforming” subgroup (as defined by the state, with additional guidance included in the NPRM) and require that a State also identify any school that has at least one subgroup that is performing at level below the summative performance level of “all students” in any of the state’s lowest-performing 5 percent of Title I schools. Please see the [summary memo](#) on the Notice of Proposed Rulemaking on ESSA Accountability and State Plans available on CCSSO’s [website](#) for more information.

small floor of funding, and other funding is contingent on quality of the plan, level of need, and commitment to change from the school and LEA)<sup>11</sup>?

- How will the SEA support schools and districts in selecting evidence-based interventions that target root causes identified in the school-level needs assessment? Have you considered how [U.S. ED's Sept. 2016 Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) informs your approach?
- How does the state's support to CSI and TSI schools fit in with the state's overall approach to driving continuous improvement for all schools and districts and equitable distribution of effective teachers and leaders?

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**Quick Statute Check: Have you addressed the following requirements set forth in the statute?**

- Have you described how you will ensure that LEAs conduct a “school-level needs assessment” for comprehensive support and improvement schools? (Section 1111(d)(1)(B))
- Have you described how the state will ensure that school improvement plans include “evidence-based interventions”? (Section 1111(d)(1)(B)(ii))
- Have you described your process to periodically review resource allocations for supporting school improvement in each LEA that serves a significant number of schools identified for either comprehensive support and improvement or targeted support and improvement and how the SEA will provide technical assistance to each such district? (Section 1111(d)(3)(A)(ii) and (iii))
- What is your process for defining more rigorous action if CSI schools fail to make progress? (Section 1111(d)(3)(A)(i)(I))

#### **IV. Supporting Excellent Educators**

##### Supporting Excellent Educators Overview

*This section is an opportunity to provide an overview of the SEAs role in supporting excellent educators as part of your comprehensive system.*

##### Supporting Excellent Educators Overview: Questions to consider

- What are you trying to achieve with your education workforce initiatives?
- How does this work intersect with the rest of your comprehensive system (e.g. standards implementation, supporting struggling schools, improving instruction and outcomes for ELL, SWD, low-income, minority and other students for whom ESSA is intended to serve, etc.)?

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<sup>11</sup> Please note that the NPRM would require that the SEA, in allocating funds, provide at least \$50,000 for each TSI school and at least \$500,000 for each CSI school, unless the SEA can conclude (based on a demonstration by the LEA in its application) that a smaller amount would suffice.

### Educator Development, Retention, and Advancement Systems: Questions to consider

- How are you considering using federal funds to attract, prepare, develop and retain effective teachers and leaders?<sup>12</sup>
  - How will your agency focus on your highest education workforce priorities with the additional funding flexibility throughout ESSA, including Title II and the new 3% optional set aside for activities to strengthen school leadership?
- How do the proposed activities contribute to the development of an education workforce better at identifying students with learning needs, including, among others, low-literacy, and increase effectiveness at serving high-poverty and minority students?
- If you will use Title II dollars to refine or revise your teacher or leader evaluation system, how will you do so?
- Do your proposed professional learning investments meet the definition of “high quality professional learning” that can advance student achievement and success in school?”

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### Teacher Preparation: Questions to consider

- Will your state use federal funds to support teacher preparation, including teacher and leader preparation academies?
- How might your state draw on opportunities to use Title II, Part A funds to facilitate the development of practice-rich teacher preparation and promote the incorporation of pre-service residencies across LEAs?
- Are you considering using funds to reform your states teacher and school leader certification and licensing system to strengthen entry into the profession and ensure all teachers are learner-ready and leaders are school-ready on day one?

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### Teacher Equity: Questions to consider

- How will you work to ensure that low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers, principals or other school leaders?
  - How are you thinking about the transition from using school-level data to student level data in order to accurately assess equitable access gaps to inform new or existing strategies?
  - How does your comprehensive plan incorporate your State Educator Equity Plan with timeline, strategies and funding?

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<sup>12</sup> In December, CCSSO will release a Title IIA Toolkit that introduces the new Title IIA framework as well as new requirements and changes to the Title II funding structure, including set-asides. The Toolkit will also guide State’s in how to implement their Title II vision, from designing or improving the equity plan though communicating with key stakeholders. This resource will be posted to [www.ccsso.org/ESSA](http://www.ccsso.org/ESSA).

- How have you defined key terms (“in-field”, experienced, effective, low-income student and minority student) and how are you thinking about reporting on those who don't meet these definitions?
- What is your strategy for collecting data on educators who do not meet these definitions and publicly report on this requirement?

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**Quick Statute Check: Have you addressed the following requirements set forth in the statute?**

- Have you described your plan to report out on the ineffective, out of field, and inexperienced teachers, principals and other school leaders serving students to continue to address that high poverty and minority students are not disproportionately affected? (Section 1111(h)(1)(C)(ix))
- Have you determined how to use the 1% reserved administrative funds under Title II-A to carry out SEA responsibilities? (Section 2101(c)(2))
- How will you use the funds made available under Title II-A for State-level activities to strengthen teaching and school leadership”? (Section 2101(c)(4))
- Will you make use of the new authority to reserve an additional 3 percent for activities to strengthen school leadership and, if so, how will you use those funds? (Section 2101(c)(3))

**V. Student Support and Academic Enrichment**

*This section is an opportunity for you to discuss how you are thinking about incorporating the Student Support and Academic Enrichment (SSAE) program under Title IV into your overall strategy for supporting schools and districts. As part of this, you may be considering how you are increasing the capacity of your SEA, as well as your LEAs, schools, and local communities to:*

- 1) *provide all students with access to a well-rounded education (i.e. STEM, arts, civics, IB/AP, health and physical education, etc.);*
- 2) *improve school conditions for student learning (i.e. school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education, etc.); and*
- 3) *improve the use of technology in order to improve the academic achievement and digital literacy of all students (i.e. professional development, blended learning, technology devices, etc.). (Section 4101)*

Student Support and Academic Enrichment Overview: Questions to Consider

- Has your state considered consolidating and integrating needs assessments for Title I and Title IV, in particular, in order to streamline processes for LEAs?
- How are you working with LEAs to support them in prioritizing the distribution of funds to schools based on one or more of several factors, including schools that are
  - (i) are among those with the greatest needs, as determined by the LEA;
  - (ii) have the highest numbers of students from low-income families;

- (iii) are identified for comprehensive support and improvement under Title I, Part A of the ESEA;
- (iv) are implementing targeted support and improvement plans under Title I, Part A of the ESEA; or
- (v) are identified as a persistently dangerous public school under Section 8532?<sup>13</sup> (Section 4106(e)(2))

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## **VI. Ongoing Reflection and Refinement**

*Over the next year, you will be implementing a new accountability system, relying on new data and working with LEAs to provide supports and interventions to struggling schools. As part of your plan, you may consider describing what your process is for understanding what is working well and where you may want to make refinements. Having a process built in from the beginning may help people understand why changes may be made going forward and will signal to stakeholders that their involvement was not a one-time event.*

*You may also be working on other innovative approaches for your education system that are not be ready for this initial plan, such as additional indicators you want to incorporate into your accountability system. This is also an opportunity to signal to your stakeholders some of the things you hope to do in the future.*

### Ongoing Reflection and Refinement: Questions to consider

- How can your state establish systems of periodic review and continuous improvement that can help shift culture toward learning systems that can best advance college- and career-ready outcomes over time?
- What forms of evidence should those systems consider and on what cycles?
- How can your state establish structures for productive, ongoing stakeholder engagement? What are the core strategies and models?

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<sup>13</sup> Please see USED's *Non-Regulatory Guidance - Student Support and Academic Enrichment Grants* for more information.

## Appendix A

### Additional program-specific requirements

In addition to what is described above, ESSA has some additional program-specific requirements that must be addressed as part of a comprehensive state plan. More information about these requirements will be available when USED releases the final regulations. These include:

- **Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**
  - i. If applicable, 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) submitted by an LEA on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.
  
- B. **Title I, Part C: Education of Migratory Children**
  - i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a Statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the State will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.
  - ii. Describe how the SEA and its local operating agencies will assess the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.
  - iii. Describe how the SEA and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.
  - iv. Describe how the State and its local operating agencies will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.
  - v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

- vi. Describe the current measurable program objectives and outcomes for Title I, part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes.
- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with Section 1304(c)(3).
- viii. Describe the SEA's processes and procedures for ensuring that migratory children who meet the statutory definition of "priority for services" are given priority for Title I, Part C services, including:
  - a. The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria;
  - b. The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services; and
  - c. The timeline for making priority for services determinations, and communicating such information to title I, part C service providers.

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

- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with Section 3113(b)(2), as amended by ESSA. These procedures must include valid, reliable, and 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.

**C. 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 the State is participating in that program.

**D. McKinney-Vento Education for Homeless Children and Youth Program**

- i. Describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.
- ii. Describe the SEA's programs for school personnel (including liaisons designated under Section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of

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