

# **Revised State Template for the Consolidated Agency Plan**

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



**U.S. Department of Education**  
**Issued: March 2017**

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**U.S. Department of the Interior**  
**Bureau of Indian Education**

**Draft: February 19, 2020**

**Bureau of Indian Education (BIE)**  
**Agency Plan**

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## Introduction

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

## Completing and Submitting a Consolidated Agency Plan

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

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

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

**Note:** The Bureau of Indian Education technically is not a State as defined in the Every Student Succeeds Act (ESSA). The BIE therefore will not submit its Agency Plan for peer review according the above deadlines.

However, the BIE is developing a BIE Agency Plan as defined in the Final Rule as internal guidance document to be presented at Tribal Consultation during April 2020 and will be updated after Tribal Consultation and on a regular basis thereafter. The BIE will use its Agency Plan as roadmap for school improvement and to support its lowest performing schools.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

## Alternative Template

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

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

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<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

### **Individual Program Agency Plan**

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

### **Consultation**

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated Agency Plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated Agency Plan to the Secretary to sign the consolidated Agency Plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

### **Assurances**

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

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

## Programs Included in the Consolidated Agency Plan

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

☐ Check this box if the SEA has included all of the following programs in its consolidated Agency Plan.  
**or**

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

- ☒ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children – **Note: BIE does not receive Title I, Part C funds.**
- ☒ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☒ Title II, Part A: Supporting Effective Instruction
- ☒ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement– **Note: BIE does not receive Title III, Part A funds.**
- ☒ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☒ Title IV, Part B: 21st Century Community Learning Centers
- ☒ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☒ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

## Instructions

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

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

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)

**BIE Response** – In order to implement the Secretarial Rule, BIE will adopt standards based on the blueprints of existing assessments familiar to BIE schools and States with high populations of American Indian students.

**Standards** – BIE will adopt the College- and Career-Ready Standards (CCRS). Approximately 2/3 of BIE-funded schools and students use CCRS and associated assessments as their base program and for accountability purposes for School Year (SY) 2020-2021 under BIE’s first unified assessment and accountability system.

**Assessments** – BIE plans to procure off-the-shelf assessments required by ESSA and aligned to the CCSS.

In the procurement process, BIE is including Science Assessments aligned to Next Generation Science Standards and Alternate Assessments aligned to English language arts, math and science CCRS.

BIE already has an English Language Proficiency Assessment procured for the next two years. In SY 2021-2022, BIE will review and revise the English Language Proficiency Assessment Scope of Work for administration of a new contract in SY 2022-2023.

Another result of Negotiated Rulemaking was the incorporation of Tribal Civics into the BIE Standards, Assessments and Accountability System. BIE plans to begin the development of Tribal Civics standards in SY 2022-2023, develop a Scope of Work for SY 2023-2024 and administration of a Tribal Civics assessment in SY 2024-2025. BIE proposed Tribal Civics to be included in the BIE accountability system as a School Quality, Student Success (SQSS) component.

### Standards and Assessments Timeline

	<b>Current Year (Transition)</b>		<b>Phase One</b>				<b>Phase Two</b>	
	<b>SY 2019-2020</b>		<b>SY 2020-2021</b>		<b>SY 2021-2022</b>		<b>SY 2022-23 and beyond</b>	
	<b>Standards</b>	<b>Assessments</b>	<b>Standards</b>	<b>Assessments</b>	<b>Standards</b>	<b>Assessments</b>	<b>Standards</b>	<b>Assessments</b>
<b>ELA/Math</b>	Based on 23 State System	Based on 23 State System	CCRS	Commercial, off-the-shelf (Base Year of 5 Year New Contract)	Modified BIE Standards-CCRS	Commercial, off-the-shelf (Year 1 of 5 Year Contract)	Modified BIE Standards	Add new test items that correspond to BIE modified standards to existing assessment upon approval
<b>Science</b>	Based on 23 State System	Based on 23 State System	NGSS	Commercial, off-the-shelf (Base Year of 5 Year New Contract)	NGSS	Commercial, off-the-shelf (Year 1 of 5 Year Contract)	Modified BIE Standards	Add new test items that correspond to BIE modified standards to existing assessment upon approval
<b>Alternate</b>	Based on 23 State System	Based on 23 State System	Linked to grade-level-specific expectations described CCRS	Dynamic Learning Map (DLM) or (Multi-State Alternate Assessments (MSAA) (Base Year of 5 Year New Contract)	Linked to grade-level-specific expectations described CCRS	DLM or MSAA (Year 1 of 5 Year Contract)	Linked to grade-level-specific expectations described in Modified BIE Standards	Add new test items that correspond to BIE modified standards to existing assessment upon approval
<b>English Language Proficiency</b>	Based on 23 State System (English Language Development Standards for some BIE schools using WIDA)	Based on 23 State System (BIE WIDA contract for some schools)	English Language Development Standards	WIDA (Year 4 of 5 Year Contract)	English Language Development Standards	WIDA (Year 5 of 5 Year Contract); Re-compete English Language Proficiency Assessment Contract in Spring 2022	English Language Development Standards	English Language Proficiency Assessment Contract (Base Year of 5 Year Contract)
<b>Tribal Civics</b>	N/A	N/A	N/A	N/A	N/A	N/A	Develop Tribal Civics Standards SY 22-23; develop SOW in SY 23-24	Proposed Tribal Civics assessment in SY 24-25

2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):
- i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 

☐ Yes  
☒ No

**BIE Response** – Not Applicable.

- ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
- The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
  - The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
  - In high school:
    - The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
    - The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
    - The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
- ☐ Yes  
☒ No

**BIE Response** – The BIE does not intend to consider an end-of-course mathematics assessment in the future.

- iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

**BIE Response** – The BIE does not intend to consider an end-of-course mathematics assessment in the future.

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):
- Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

**BIE Response** – The most common languages spoken other than English are Navajo, Cherokee, Choctaw, Apache, Tewa/Tiwa/Towa/Keres/Hopi/Zuni, and Lakota/Dakota/Nakota. Out of 174 schools, no one native language rises to the level of significance that would require an assessment in a language other than English. The BIE intends to meet requirements of ESSA for Native American students, as well as

any other students that may enter the BIE education system. BIE recognizes Tribal entities may wish to develop their own Native Language oral/written proficiency assessment.

The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements, relevant to “Languages other than English.”

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

**BIE Response** – All the BIE’s assessments of ELA, Math, Science, Alternate and English Language Proficiency will be provided in English.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

**BIE Response** – There are none needed due to lack of significance. See 3(i).

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
  - a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
  - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
  - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

**BIE Response** – Not Applicable

- 4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):
  - i. Subgroups (ESEA section 1111(c)(2)):
    - a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

**BIE Response** – Bureau-wide, in addition to American Indian or Alaska Native, the following ethnic/racial subgroups might meet our proposed minimum-n size: Hispanic/Latino, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Two or more races.

However, the following ethnic/racial subgroups might meet the proposed minimum-n size at individual schools: American Indian or Alaska Native, Hispanic/Latino, White, and Two or more races.

The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements relevant to “Racial and Ethnic Subgroups.” BIE will develop guidance for schools on enrollment processes and procedures to denote race/ethnicity.

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

**BIE Response** – Not applicable.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student’s results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.
  - ☐ Yes
  - ☒ No

**BIE Response** – BIE currently collects and reports on English learner data.

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

**BIE Response** – BIE has selected the option that states new arrivals will not assess for their first year in the required reporting areas.

- ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):
  - a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

**BIE Response** – The minimum n-size is 10 students for all indicators. A minimum n-size higher than 10 would make accountability determinations difficult in BIE because there are approximately 16 schools that serve small populations. While there may be less stability for schools with a low n-size count, using a higher number would create a bias against larger school because, due to the number of small schools in BIE, more would be excluded from the accountability model.

Based on current enrollment, 16 out of 174 Bureau-funded schools have less than ten or close to less than 10 students. These schools would not meet the minimum n of 10. This does not include assessments, such

as Science and Alternate, that test grade bands or smaller numbers of students, versus grades 3-8 and one grade in high school.

*The options are not intended to be definitive and stakeholders may wish to offer other possibilities during Tribal Consultation.*

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

**BIE Response** – Having a minimum n-size of 10 ensures maximum inclusion of all students and each subgroup while protecting against identification of an individual student’s educational outcomes.

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

**BIE Response** – Stakeholder input will be gathered through Tribal Consultation.

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

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

*The options are not intended to be definitive and stakeholders may wish to offer other possibilities during Tribal Consultation.*

iii.

- a. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

**BIE Response** – BIE proposes the minimum n-size for reporting is 10, the same number for accountability purposes.

*The options are not intended to be definitive and stakeholders may wish to offer other possibilities during Tribal Consultation.*

- iv. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
  - a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))
    - 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments,

for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

**BIE Response** – ESSA requires states to set ambitious long-term goals, as well as measures of interim progress, in at least three areas: 1) state assessment results in reading/language arts and math, 2) graduation rates, and 3) progress toward English language proficiency for English learners.

Long-term Goal: By 2038-2039, all students and all subgroups must reach at least 75% proficiency on ELA and mathematics BIE-wide assessments.

a. Subgroups who meet 75% proficiency prior to 2038-2039, must continue to show improvement gains; thus, the rationale for setting an “at least” measure for this goal.

<b>Academic Achievement Goals: English Language Arts Proficiency Rates – Long Term Goals (By Percent)</b>											
Subgroups	ELA Baseline Data SY 18-19**	ELA SY 20-21	ELA SY 22-23	ELA SY 24-25	ELA SY 26-27	ELA SY 28-29	ELA SY 30-31	ELA SY 32-33	ELA SY 34-35	ELA SY 36-37	ELA SY 38-39
All Students	15	21	27	33	39	45	51	57	63	69	75
Students with Disabilities	7	19	25	31	37	43	49	55	62	69	75
English Learners	13	13	19	26	33	40	47	54	61	68	75
Economically Disadvantaged	15	21	27	33	39	45	51	57	63	69	75
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	75
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	75
White	*	*	*	*	*	*	*	*	*	*	75
Two or More Races	*	*	*	*	*	*	*	*	*	*	75

\*The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements.

\*\*2018-19 Baseline Data is based on 23-part assessment and accountability system. BIE may recalculate the baseline data starting with implementation of 2020 BIE unified assessment system.

<b>Academic Achievement Goals: Mathematics Proficiency Rates – Long Term Goals</b>											
Subgroups	Math; Baseline Data (18- 19)**	Math SY 20-21	Math SY 22-23	Math SY 24-25	Math SY 26-27	Math SY 28-29	Math SY 30-31	Math SY 32-33	Math SY 34-35	Math SY 36-37	Math SY 38-39
All Students	10	16	22	28	34	40	47	54	61	68	75
Students with Disabilities	4	11	18	25	32	39	46	53	60	67	75
English Learners	7	13	19	26	33	40	47	54	61	68	75
Economically Disadvantaged	10	16	22	28	34	40	47	54	61	68	75
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	75
Hispanic/Latino	*	*	*	*	*	*	*	*	*	*	75
White	*	*	*	*	*	*	*	*	*	*	75
Two or more races	*	*	*	*	*	*	*	*	*	*	75

\*The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements.

\*\*SY 2018-19 Baseline Data is based on 23-part assessment and accountability system. BIE may recalculate the baseline data starting with implementation of SY 2020-2021 BIE unified assessment system.

*Tribal Consultation Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

**BIE Response** – Interim Goals: To reach 75% proficiency on ELA and mathematics, subgroups will gradually increase the annual interim goals 2-5% for All Students, Economically Disadvantaged, English Learners, and Students with Disabilities. See charts below.

#### Academic Achievement Interim Goals: English Language Arts Proficiency Rates (By Percent)

Academic Achievement Interim Goals: English Language Arts Proficiency Rates (By Percent)																					
Subgroups	ELA Base-line Data 18-19*	ELA 19-20 Transition	ELA 20-21	ELA 21-22	ELA 22-23	ELA 23-24	ELA 24-25	ELA 25-26	ELA 26-27	ELA 27-28	ELA 28-29	ELA 29-30	ELA 30-31	ELA 31-32	ELA 32-33	ELA 33-34	ELA 34-35	ELA 35-36	ELA 36-37	ELA 37-38	ELA 38-39
All Students	15	18	21	23	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
Students with Disabilities	7	12	18	22	25	28	31	34	37	40	43	46	49	52	55	58	62	65	69	72	75
English Learners	13	14	16	18	19	22	26	29	33	36	40	43	47	50	54	57	61	64	68	72	75
Economically Disadvantaged	15	18	21	23	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
American Indian/Alaskan	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	75
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	75
Multi-Racial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	75
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	75

#### Academic Achievement Interim Goals: Mathematics Proficiency Rates (By Percent)

Academic Achievement Interim Goals: Mathematics Proficiency Rates (By Percent)																					
Subgroups	ELA Base-line Data 18-19*	ELA 19-20 Transition	ELA 20-21	ELA 21-22	ELA 22-23	ELA 23-24	ELA 24-25	ELA 25-26	ELA 26-27	ELA 27-28	ELA 28-29	ELA 29-30	ELA 30-31	ELA 31-32	ELA 32-33	ELA 33-34	ELA 34-35	ELA 35-36	ELA 36-37	ELA 37-38	ELA 38-39
All Students	10	13	16	19	22	25	28	31	34	37	40	43	47	50	54	57	61	64	68	71	75
Students with Disabilities	4	8	11	14	18	21	25	29	32	35	39	42	46	50	53	57	60	64	67	71	75
English Learners	7	10	13	16	19	22	26	29	33	35	40	43	47	50	54	57	61	64	68	71	75
Economically Disadvantaged	10	13	16	19	22	25	28	31	34	37	40	43	47	50	54	57	61	64	68	71	75
American Indian/Alaskan	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	75
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	75
Multi-Racial	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	75
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	75

\*The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

**BIE Response** – Proficiency gaps between subgroups is minor. Our intention is to cut any proficiency gap between any group to 1% by SY 2028-2029.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

b. **Graduation Rate.** (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

**BIE Response** – The four-year adjusted cohort graduation rates will be used as the graduation rate indicator for the transition year, SY 2019-2020. The cohort rate is a standardized way to measure graduation rates among schools and across the BIE. The rate is computed annually for all students and separately for each subgroup of students. A long-term goal for all students and all subgroups is 80% and is ambitious because meeting the goal requires an approximately 20% overall gain.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

**BIE Response** –The BIE has not yet decided to use an extended-year adjusted cohort graduation rate. If it does, long-term goals and timelines will be determined. Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020. As shown in Table below, BIE has set an ambitious yet attainable goal that 80% of all students will graduate from high school by SY 2032. The annual percentage growth for all students and all subgroups is 2-3% to reach the long-term goal of 80% by SY 2032.

### Long Term Goal for Graduation Rate 4-Year Cohort

Graduation Rates – Long Term Goals (By Percent)								
Subgroups	SY 18-19 Baseline	SY 19-20 Transition	SY 20-21	SY 22-23	SY 24-25	SY 27-28	SY 29-30	SY 31-32
All Students	59	60	61	63	67	71	75	80
Students with Disabilities	52	54	56	60	64	68	74	80
English Learners	*	*	*	*	*	*	*	80
Economically Disadvantaged	59	60	61	63	67	71	75	80
American Indian/Alaskan	*	*	*	*	*	*	*	80
Hispanic	*	*	*	*	*	*	*	80
Multi-Racial	*	*	*	*	*	*	*	80
White	*	*	*	*	*	*	*	80

\*The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix

***BIE Response*** –The BIE has not yet decided to use an extended-year adjusted cohort graduation rate. See table below for interim progress goals.

### Interim Goals for Graduation Rate 4-Year Cohort

Graduation Rates – Interim Goals (By Percent)													
Subgroups	18-19 Base- line	19-20 Transi- tion	20-21	21-22	22-23	23-24	24-25	26-27	27-28	28-29	29-30	30-31	31-32
All Students	59	60	61	62	63	65	67	69	71	73	75	77	80
Students with Disabilities	52	54	56	58	60	62	64	66	68	71	74	77	80
English Learners	*	*	*	*	*	*	*	*	*	*	*	*	80
Economically Disadvantaged	59	60	61	62	63	65	67	69	71	73	75	77	80
American Indian/Alaskan	*	*	*	*	*	*	*	*	*	*	*	*	80
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	80
Multi-Racial	*	*	*	*	*	*	*	*	*	*	*	*	80
White	*	*	*	*	*	*	*	*	*	*	*	*	80

\*The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

**BIE Response** –The long-term goals and measurements of interim progress for the four-year graduation rates are the same for all subgroups and all students. Our intention is to cut any graduation rate gaps between any group to 3% by SY 2028-2029.

- c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))
  1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

**BIE Response** – The long-term goal for the transition year, SY 2019-20, is that 50% students demonstrate growth on ELP assessment from SY 2018-2019 to SY 2019-2020. BIE currently has four English Language Proficiency assessments for SY 2019-2020: WIDA, AZELLA, ELPAC, ELPA21.

**EL Progress - Transition Year: SY 2019-2020**

	<b>Baseline: SY 2018-19</b>	<b>SY 2019-20 (last year to administer 4 ELP assessments)</b>
English Learners	All proficiency levels from all 4 assessments	50% students demonstrate any growth

Beginning in SY 2020-21, WIDA will be the ELP assessment in all BIE funded schools. Starting in SY 2020-21, BIE will determine how many students demonstrated any growth from the previous year. BIE's goal is that each year, 4% more students will show progress in all grades K-12. In 5 years, 20% more students will demonstrate growth. The WIDA composite score for all BIE schools, all grade levels, in SY 2018-19 is 3.5. BIE set the proficiency score for an individual student taking ACCESS as 4.0.

**Proposed EL Long Term Goal (Percent of students who demonstrate progress): Beginning SY 2020-2021**

	<b>SY 2019-2020 (Transition)</b>	<b>SY 2020-2021 (all students taking ACCESS-WIDA)</b>	<b>SY 2021-2022</b>	<b>SY 2022-2023</b>	<b>SY 2023-2024</b>	<b>SY 2024-2025</b>
English Learners	TBD	39	43	47	51	55

*The options are not intended to be definitive and stakeholders may wish to offer other possibilities during Tribal Consultation.*

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

**BIE Response**– See comment above.

- v. Indicators (ESEA section 1111(c)(4)(B))
  - a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the

annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

***BIE Response*** – See table below for Transition Year, SY 2019-2020, indicators and Future Proposed indicators. BIE plans to add new indicators of school quality and student success in later years including tribal civics.

#### **BIE Indicators**

Federally Required Indicators	SY 2019-2020 (Transition)		SY 2020-2021 (Proposed)		SY 2021-2022 (Proposed)		SY 2022-2023 (Proposed)	
	K-8	H.S.	K-8	H.S.	K-8	H.S.	K-8	H.S.
Accountability Indicators								
1. Academic Achievement-proficiency on statewide mathematics and ELA assessments	60 Pts.	50 Pts.	60 Pts.	50 Pts.	60 Pts.	50 Pts.	60 Pts.	50 Pts.
2. Other Academic Indicator (proficiency on statewide Science assessments)	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.
3. English Learner Progress-applied to all schools with 10 or more English Learners	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.
4. Four-year adjusted cohort graduation rate	N/A	20 Pts.	N/A	20 Pts.	N/A	20 Pts.	N/A	20 Pts.
5. SQSS Chronic Absenteeism	10 Pts.	10 Pts.	10 Pts.	10 Pts.	10 Pts.	10 Pts.	10 Pts.	10 Pts.
Total	100	100	100	100	100	100	100	100

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

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

***BIE Response*** – BIE will utilize Science Proficiency as the Other Academic Indicator for the transition year, SY 2019-20. Science proficiency is calculated the same way in all grades. BIE intends to assess all students in grades tested for Science. The assessment scores are valid and reliable.

BIE will decide on Academic Indicators following the completion of negotiated rulemaking. Stakeholder input into this issue will be gathered through Tribal Consultation during Spring 2020.

BIE plans to develop Tribal Civics Standards in SY 2022-2023 and create a Scope of Work (SOW) for a Tribal Civics Assessment in SY 2023-2024 an Other Academic Indicator.

**BIE Other Academic Indicator**

Other Academic Indicator Accountability Indicators	SY 2019-2020 (Transition)		SY 2020-2021 (Proposed)		SY 2021-2022 (Proposed)		SY 2022-2023 (Proposed)	
	K-8	H.S.	K-8	H.S.	K-8	H.S.	K-8	H.S.
Other Academic Indicator (proficiency on statewide <b>Science</b> assessments)	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

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

**BIE Response** – For the transition year, SY 2019-20, BIE will utilize a four-year adjusted cohort graduation rate for all students and for each subgroup of students. The long-term goal for all students and all subgroups is a four-year adjusted cohort rate of 80% by 2031-2032.

There is currently no BIE diploma for students with the most significant cognitive disabilities who take an alternate assessment aligned to alternate academic standards.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

Once concluded, the long-term goals will be established, along with the timeline for meeting the long-term goals.

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

**Proposed SY 20-21 - ELP Long Term Goal (% of students who demonstrate progress towards proficiency)**

	SY 2019-2020 (Transition)	SY 2020-2021 (all students taking WIDA)	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
English Learners	TBD	39	43	47	51	55

**BIE Response** – BIE defines English Proficiency based on the assessment that the student takes. BIE currently has four ELP assessments for SY 2019-20: WIDA, AZELLA, ELPAC, ELPA21.

BIE currently has a contract with WIDA to administer the ACCESS 2.0 in many schools. In 2018-2019 and 2019-2020, BIE tested 4,738 students in 58 schools with an overall composite score or proficiency as 3.5. BIE set the proficiency score for an individual student taking ACCESS as 4.0. The ACCESS 2.0 measure 4 domains: reading, writing, speaking, and listening. BIE has defined English Language Proficiency as a performance level score of 4.0 on the overall composite. The highest performance level score attainable on the ACCESS 2.0 of 6.

According to the chart above, BIE English Language Proficiency Long-term goal is 55% of all EL students to demonstrate progress towards proficiency by SY 2024-25.

In SY 2020-2021 BIE will need to establish a new baseline and possibly a new proficiency score to reflect that all BIE schools will be utilizing a common English Language Proficiency assessment.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

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

**BIE Response** – In the transition year, SY 2019-2020, BIE will use Chronic Absenteeism as the School Quality or Student Success Indicator for all grade spans in school grading and meaningful differentiation of schools. BIE's definition of Chronic Absenteeism is equivalent of 10 or more full-day unexcused absences per student within a school year.

Beginning in 2020-2021 school year, the BIE proposes to expand the statewide methodology to account for all absences, both unexcused and excused (chronic absenteeism). Absenteeism represents lost instructional time whether excused or not and has a strong relationship with achievement and graduation. Absenteeism further serves as an indicator in the early warning system that is relevant to all grades and is considered an important metric in accountability, demonstrating greater variance across schools than attendance alone, enhancing meaningful differentiation of schools.

The BIE will have multiple years to work with stakeholders to establish the full methodological and operational implications; and training in school-wide processes in submitting daily attendance and absences in the BIE student information system.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

- vi. **Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))**
  - a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the

system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

**BIE Response** – BIE will differentiate all schools by levels of support: green (universal support), yellow (targeted support), and red (comprehensive support) to identify school status determinations. The process of annual meaningful differentiation will utilize previously mentioned federally required indicators and include all students and all subgroups. BIE is currently working with their Student Information System vendor regarding a report card format for future determinations based on stakeholder feedback.

*Tribal Consultation Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

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

**BIE Response** – See table below.

**BIE Indicators**

Federally Required Indicators	SY 2019-2020 (Transition)		SY 2020-2021 (Proposed)		SY 2021-2022 (Proposed)		SY 2022-2023 (Proposed)	
	K-8	H.S.	K-8	H.S.	K-8	H.S.	K-8	H.S.
Accountability Indicators	K-8	H.S.	K-8	H.S.	K-8	H.S.	K-8	H.S.
1. Academic Achievement-proficiency on statewide mathematics and ELA assessments	60 Pts.	50 Pts.	60 Pts.	50 Pts.	60 Pts.	50 Pts.	60 Pts.	50 Pts.
2. Other Academic Indicator (proficiency on statewide Science assessments)	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.
3. English Learner Progress-applied to all schools with 10 or more English Learners	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.	15 Pts.	10 Pts.
4. Four-year adjusted cohort graduation rate	N/A	20 Pts.	N/A	20 Pts.	N/A	20 Pts.	N/A	20 Pts.
5. SQSS Chronic Absenteeism	10 Pts.	10 Pts.	10 Pts.	10 Pts.	10 Pts.	10 Pts.	10 Pts.	10 Pts.
Total	100	100	100	100	100	100	100	100

*Tribal Consultation Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

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

**BIE Response** – When a school does not have at least ten students on at least two of the accountability indicators, a small school review is conducted to protect student-level information. In order for a school to be assigned a school performance level the school must meet the minimum n-size of 10 students on at

least two indicators. Schools with scores on just one indicator or no indicators will undergo a small school review.

During a small school review, schools receive their performance data, and their school improvement plan, and other relevant data such as their absenteeism data, English Proficiency data, graduation rate data, fiscal monitoring data, etc. The data is reviewed by BIE staff to ensure that their goals align to the indicators within the accountability model. School schools earn a determination of *Met* or *Not Met* on their school improvement plan, and they are identified for comprehensive or targeted support and improvement, as appropriate, when their improvement plan earns a determination of *Not Met*.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020.*

- vii. Identification of Schools (ESEA section 1111(c)(4)(D))
  - a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

***BIE Response*** – BIE will use the accountability indicators described above to determine a ranking for schools in order to identify the lowest performing percent of Title I schools, for comprehensive support and improvement. BIE first year of using the accountability indicators is SY 2019-2020.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020. The BIE welcomes feedback from Stakeholders around interventions and communication practices for school improvement.*

- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

***BIE Response*** – The BIE will identify all high schools with a graduation rate below 67 percent for comprehensive support and improvement, beginning with the 2020-2021 school year. Schools will be notified in 2020-2021 using data from the 2019-2020 school year.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

***BIE Response*** - The BIE will identify for comprehensive support and improvement those schools that have not increased the performance of all student subgroups (Students with Disabilities, English Language Learners, economically disadvantaged and ethnicity/race subgroups). These schools will be identified if they have fallen into the lowest 5 percent of BIE Title 1 schools. The BIE will identify such schools for comprehensive support and improvement if these schools have not increased the performance

of all student subgroups to exceed the level of performance of the lowest performing 5 percent of Title I schools overall after three years of additional targeted support.

- d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

**BIE Response**– Every three years, the BIE will identify schools for comprehensive support and improvement. The BIE will use the previous year’s data SY 2019-2020 to notify schools during SY 2020-2021.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

**BIE Response** – Using the Accountability indicators, annual differentiation will be made for all BIE funded schools. Each year, schools will be identified for targeted support and improvement if any subgroup has performed as a level equivalent to the performance of all student in the lowest performing 5 percent of schools for three years in a row (which defines consistently underperforming subgroups).

- f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

**BIE Response**– Each year the BIE will identify schools for targeted support and improvement using meaningful differentiation each year. A school with any subgroup performing at a level of equivalent to the performance of all Title I schools in the lowest performing 5 percent identified for targeted support and improvement.

BIE will be able to identify schools for targeted support and improvement in school year 2022-23.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

**BIE Response** – None

- viii. Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student

participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

**BIE Response** – The participation requirement is 95%. Non-participants in excess of 5% are counted as “not proficient” on the state assessment and will be included in the Achievement indicator. The participation rate is computed for all students with an active enrollment in the school during the test window.

- ix. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))
  - a. Exit Criteria for Comprehensive Support and Improvement Schools.  
Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

**BIE Response**– BIE has identified three criteria for exiting comprehensive support.

The first criteria is to exit out of the lowest performing 5 percent of BIE funded schools after three years. This is the basic criteria necessary to exit comprehensive support. BIE funded schools that are no longer in the lowest 5 percent and all high schools that have improved graduation rates to be at or above 67 percent will be eligible to exit comprehensive support.

Once schools have met the first criteria, they must meet the second and third criteria to demonstrate continuous improvement and not fall back into the lowest performing five percent.

The second criteria is to meet the academic growth goals (ELA and Math) set in the school’s Comprehensive School Improvement Plan (CSIP) for at least three years in a row beginning with the first year of being in comprehensive support and improvement. Every school is required to submit a continuous improvement plan. The plan will be driven by a comprehensive needs assessment and the school’s report card and growth goals that include the same growth percentages each year as the long-term and interim goals set by the BIE. The continuous improvement plan is due in BIE’s Native Star program by May 31 each year, starting in school year 2020-2021.

The third criteria is to demonstrate school leadership retention, financial stability and no findings in the area of Special Education, i.e., FAPE, State complaints, parental rights violation, transition services, appropriate service provider contracts, Extended School Year (ESY), etc. Improvement means, demonstrated progress over the course of three years.

- b. Exit Criteria for Schools Receiving Additional Targeted Support.  
Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

**BIE Response**– Using the process for annual meaningful differentiation, the BIE will monitor the schools identified for targeted support on an annual basis. The BIE will use the school’s report card to determine if each school is making progress by meeting their interim targets, which include the same interim targets each year as the long-term and interim goals set by the BIE.

To exit targeted support status, all subgroups must perform at a level higher than the lowest performing 5 percent of Title I schools, as determined in the annual meaning determination process. These schools also must meet their interim targets for the year they are in targeted support and improvement as well as the following year.

ii. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

***BIE Response*** – A critical area for the BIE is the interventions identified and provided for comprehensive support and improvement to schools that fail to meet the State's exit criteria within a State-determined number of years. Moving forward, any school that does not exit CSI has to undergo the following interventions:

- Summer Regional Trainings (annual)
- Principal's Academy (monthly)
- Special Education Academy (monthly)
- Special Education and Title I training, (LRP) (online)

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

***BIE Response*** – In the BIE school system, schools are designated as Local Educational Agencies (LEA). The BIE as SEA therefore works directly with schools as the LEAs to address requirements affecting LEAs.

Every three years, the BIE will conduct a comprehensive review to analyze and identify what is working, what is not, and what changes need to be made to support school improvement. Aspects analyzed:

- Improvement on all accountability indicators
- The Comprehensive School Improvement Plans
- The funding supports in our fiscal federal financial system in order to equitably allocate those funds with flexibility to the extent available in distribution methods

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

**BIE Response** – The BIE will provide technical assistance to schools throughout every step of the continuous improvement cycle, beginning with the development of a comprehensive needs assessment. The BIE will provide technical assistance to school leaders engaging school leaders with their communities and families in conducting needs assessment, analyzing data, and developing a continuous improvement plan. The BIE will provide a template that will assist schools with aligning funding with programs and selecting evidence based practices and determining implementation for possible interventions. The BIE will provide guidance to schools in writing their plans, setting goals, (for ELA, Math, EL Progress, chronic absenteeism and subgroups) and progress monitoring. Additionally, the BIE will provide schools with technical assistance and professional development opportunities regarding improving student outcomes. Finally, the BIE will assist with progress monitoring to ensure schools are on track with meeting academic goals.

*Stakeholder input will be gathered through Tribal Consultation in the Spring of 2020. The BIE welcomes feedback from Stakeholders around interventions and communication practices for school improvement.*

- f. **Additional Optional Action**. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

**BIE Response** – Not Applicable

5. **Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B))**: Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.

**BIE Response** – BIE evaluates Bureau-Operated School teachers. Collects teacher quality data at 50 of 183 schools. BIE is developing processes and procedures as part of the Strategic Direction.

6. **School Conditions (ESEA section 1111(g)(1)(C))**: Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

**BIE Response** –

BIE is improving the collection of data related to incidences of bullying and harassment and disciplinary actions in the current Student Information System.

The BIE has identified student safety as a goal in the BIE Strategic Direction, which is currently researching best practices and developing a BIE-wide toolkit.

The BIE also benefitted from outreach efforts by the U.S. Department of Justice and U.S. Department of Education to make schools, districts, and states fully aware of their responsibility to prevent bullying and to provide guidance, technical assistance, and frameworks to address bullying.

7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

**BIE Response** – As mentioned previously, the LEA in the BIE school system is the school, in accordance with ESSA. The BIE therefore will work directly with schools in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school) to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out. BIE's plan is under development.

BIE recognizes that there are four critical transitional times within the span of a student's education that must be supported through a variety of programs, models, and evidence-based best practices that include the purposeful engagement of parents and families in a framework that is both trauma-informed and culturally responsive.

The BIE has developed and in the process of implementing a Strategic Direction plan for BIE's pre-K-post-secondary educational system. The Strategic Direction outlines goals in Early Childhood, K-12 instructional programs and post-secondary programs. An example of a Strategic Direction activity in the implementation of a BIE Guidance/Behavioral Counselors' Conference that looks at a variety of topics and data of schools around transitional services, graduation rates, development of new programs in schools, Human Capital. Counselors play a role in Special Education services and IEP meetings.

At all grade spans, BIE supports programs designed to support students with disabilities in all transition activities. For example, job shadowing, internships, time management, career advisement, vocational and college school tours, are some programs that can be utilized to support the transition of students with disabilities.

The BIE works in partnership with many state and local entities and with LEAs to ensure effective transitions across all grades, with particular focus on the following:

#### **Early Childhood and Kindergarten**

- Collaboration between elementary schools, local preschool programs, special education, preschools, and Head Start programs.
- A kindergarten transition tool regarding best practices on early childhood transition, such as summer jumpstart program for incoming kindergarten students.
- Special assistance for children in foster care and homeless children, including immediate enrollment, transportation, and community referrals for children in foster care and homeless children.
- Evidence-based programs (e.g., Parents as Teachers, Families as Teachers, Parent Teacher Home Visiting program).
- Collaboration with school counselors and psychologists.
- Family and Community Engagement. At all grade levels, BIE encourages parental involvement through after-school projects such as family literacy nights, math nights, etc. potentially utilizing 21<sup>st</sup> Century grants.

### **Elementary to Middle School**

- School-family communication, which must include information about the school's curriculum, assessment, and test score data for their child, the school, the district, and the state in a form that is clear and understandable.
- Meaningful opportunities for families to engage in their child's learning.
- Use data to identify students who may be struggling academically or at risk of dropping out. Educators can use this information to make sure students get the support they need to be successful.
- Collaboration with school counselors and psychologists.

### **Middle School to High School**

Many BIE schools are K-8 and, given the rural nature of the communities, many ninth grade students attend public schools.

- Evidence-based practices that support high school transitions, such as summer bridge programs, Shadowing, and peer mentorship.
- Parent Teacher Home Visits and other outreach to parents and families.
- Effective counseling practices, including communicating high school expectations, rules, state and local requirements for graduation, college enrollment, and career training opportunities with students and families.
- Youth mental health programs and practices, such as Native Wellness Youth Camps.
- Opportunities to develop innovative educational experiences, such as project-based learning, place-based learning, and STEM.
- Career Fairs.
- In SY 2019-20, BIE implemented a pilot program in two high schools for financial literacy, which will be mandatory under the Arizona State Course requirements.

The BIE works with LEAs to support dropout prevention by:

- Encouraging schools to offer credit recovery options.
- Better align comprehensive school improvement plan and school needs assessment.
- Share enrollment data and NASIS graduation cohort Student Data Health Check.
- Providing professional development and technical assistance to alternative school programs across the state in creating innovative programming.
- Encouraging alternative and innovative educational opportunities, such as alternative programs, career and technical education pathways, dual enrollment, and more.

### **High School to College, Career, and Community**

- Career fairs at Bureau Operated Post-Secondary Schools.
- Career and technical education programming that gives students an opportunity to earn industry-recognized credentials and move into further training after high school.
- Advanced Placement (AP) courses and International Baccalaureate (IB) Programs.
- Dual enrollment opportunities in academic and career and technical education courses, which give students an opportunity to earn college credits.
- Counseling services that support career and college exploration.
- Information regarding financial aid and college admissions process.
- Specific post-secondary planning for students with IEPs.
- Career coaches trained in various career related assessments to help guide and navigate students in planning for future goals.

- BIE encourages high schools located near colleges and universities to enter into Memorandums of Understanding with local colleges and universities to provide dual enrollment/credit. BIE also encourages BIE high schools local industry for job shadowing.
- In SY 2019-20, BIE implemented a pilot program in two high schools for financial literacy which will be mandatory under the Arizona State Course requirements.
- In SY 2019-20, BIE working with Assistant Secretary Sweeny, will implement on the longest bus routes, wi-fi access for students.

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Remaining Sections of Agency Plan are not applicable for Standards, Assessments and Accountability Consultation.

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