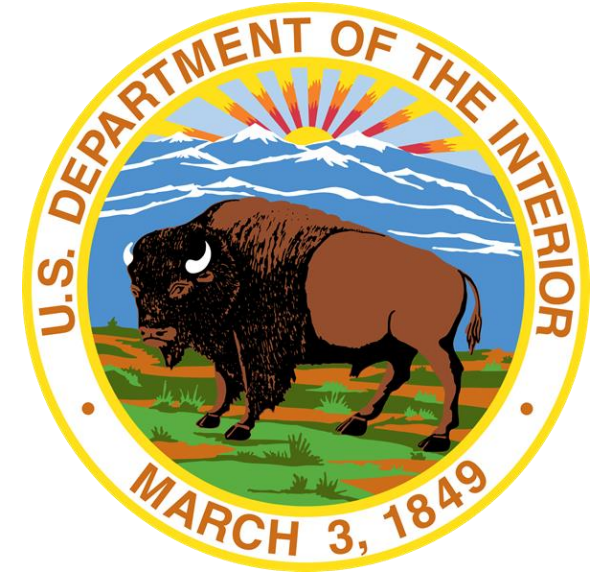


Welcome!

Consultation Protocol

- Please mute your phones.
- The moderator will call on you for questions and comments. Please state your full name and Tribal Affiliation when called upon.
- All participants will be placed on mute while the presentation is being provided.
- A copy of the presentation can be found on the Tribal Consultation page at: www.bie.edu
- Comments and questions typed in the chat box need to be to “everyone.” Please do not send private comments and questions because they may not be recorded by the moderator and court reporter.
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BIE's Agency Plan



BUREAU OF INDIAN EDUCATION

TRIBAL CONSULTATION – APRIL-MAY, 2020

Every Student Succeeds Act

Reauthorizes the Elementary and Secondary Education Act to create a long-term, stable federal policy that gives states additional flexibility and encourages innovation, while at the same time holds them accountability for student achievement results.

Final Rule published on March 26, 2020

Link to Final Rule – <https://www.govinfo.gov/content/pkg/FR-2020-03-26/pdf/2020-06148.pdf>

Difference between Final Rule and Agency Plan

Final Rule – The “What?”

The Final Rule (25 CFR part 30) goes into effect 4.27.2020

- The Final rule replaces 25CFR part 30 regulation regarding AYP
- Unified assessment for English Language Arts, Math, Science, Alternate and English Language Proficiency
- Revised language so that it is consistent with the Elementary and Secondary Education Act
- Replaced Standards, Assessment and Accountability System Plan with Agency Plan
- Added 30.105 language regarding Native American Language similar to 34 CFR 200.6
- Governing Bodies and School Boards can waive in part or whole any part of the Final Rule
- Phasing in of Tribal Civics
- Added language consistent with ESEA to clarify requirements regarding School comprehensive support and improvement

Difference between Final Rule and Agency Plan

Agency Plan – The “How?”

- How we are implementing standards, assessments and accountability?
- How are we measuring accountability?
- What are factors that go into an accountability system?
- How will BIE describe the performance status of schools?
- A framework was shared with the U.S. Department of Education for SY 19-20. We are asking for feedback that will impact SY 20-21.
- BIE Director’s letter dated April 9, 2020- ED approved BIE’s Assessment and Accountability waiver request for SY 19-20.

Standards

The Every Student Succeeds Act reinforces state authority over standards, accountability and other key education policies.

It prohibits any U.S. Secretary of Education from requiring states to adopt specific standards or assessments.

The law does require that states align standards with college and career readiness skills.

BIE College and Career Ready Standards in Math, K-12: http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf

BIE College and Career Ready Standards in English Language Arts, K-12: http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf

Next Generation Science Standards/BIE College and Career Ready Standards:

- 4th grade: <https://www.nextgenscience.org/search-standards?keys=&tid%5B%5D=104>
- 7th grade: <https://www.nextgenscience.org/search-standards?keys=&tid%5B%5D=106>
- 10th grade: <https://www.nextgenscience.org/search-standards?keys=&tid%5B%5D=107>

Consultation Protocol (repeated)

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Assessments

Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts in grades 3-8 and once during high school; science assessments in designated grade bands grades 3-5, 6-8, and once in high school.

States may allow districts to use a national-recognized high school academic assessment in lieu of a state assessment as long as such assessment is aligned to the state's standards and meet other requirements.

[Request for Proposal: 140A2320R0012 ELA and Math](#) – closed April 16, 2020 (beta.SAM.gov)

[Request for Proposal: 140A2320R0013 Science](#) – closed April 16, 2020 (beta.SAM.gov)

[Request for Proposal: 140A2320R0014 Alternate](#) – closed April 16, 2020 (beta.SAM.gov)

Assessments

States may use computer-adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores in the state accountability system.

The law allows, but does not require, states to set a limit on the amount of time devoted to assessment administration for each grade.

Accountability

Each statewide system must “meaningfully differentiate” schools using at least:

- Academic proficiency on state assessments;
- Graduation rates for high school;
- English language proficiency;
- Growth or another statewide academic indicator for K-8 schools;
- Not less than one other state-set non-academic indicator for school quality or student success (SQSS); and
- 95 percent assessment participation rate benchmark

Assessments and Accountability Timeline

	Phase One				Phase Two	
	SY 2020-2021		SY 2021-2022		SY 2022-23 and beyond	
	Standards	Assessments	Standards	Assessments	Standards	Assessments
ELA/Math	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
Science	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
Alternate	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
English Language Proficiency	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)
Tribal Civics	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

Sample Questions Related to Accountability

1. What kind of weighting do you recommend for the academic proficiency on state assessments?
2. What graduation cohort do you think the Bureau should use? 4-yr or 5-yr or other?
4. What are your thoughts on high school Graduation Rates?
5. What are your thoughts on English language proficiency?
6. What type of growth model would you like to see the Bureau use?
7. Any other statewide academic indicator for K-8 schools?

Every Student Succeeds Act of 2015 (ESSA)

The BIE's Division of Performance & Accountability has oversight responsibilities for the following ESEA grants as reauthorized by ESSA:

- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs), including the portions of the SEA's Title I, Part A award used to carry out section 1003 school improvement, section 1003A direct student services,
- Title I, Part B of the ESEA (State Assessment Formula Grants)
- Title I, Part E of the ESEA (Striving Readers Comprehensive Literacy Grants)
- Title II, Part A of the ESEA (Supporting Effective Instruction)
- Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- Title IV, Part B of the ESEA (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)
- Title IX, Part A of the ESEA (McKinney-Vento Education for Homeless Children and Youth Program Grants)

School Improvement

ESSA requires the identification of schools in the following support levels:

Comprehensive Support and Improvement

- Lowest-performing 5 percent of Title I schools on state accountability index;
- High school with <67 percent graduation rates; and
- Schools with underperforming subgroups that do not improve after a state-determined number of years.

Targeted Support and Improvement

- School with consistently underperforming subgroups, as defined by the state.
- Waiver for TSI until 2021-2022

School Improvement

States must use evidence-based interventions to improve academic achievement.

Evidence-based interventions are practices, strategies, or programs that have proven to be effective in leading to a particular outcome in other words, these activities have **definitive evidence to show** that they produce results when implemented.

Background

The Elementary and Secondary Education Act of 1965 (ESEA) has consistently directed educators to implement academic interventions that are grounded in research.

“Scientifically-based research” under No Child Left Behind (NCLB) was replaced with “evidence-based interventions” under the Every Student Succeeds Act of 2015 (ESSA).

The shift was designed to help increase the impact of educational investments by ensuring that the interventions that LEAs/schools implement are as effective as possible at leading toward the desired outcomes, namely increasing student achievement.

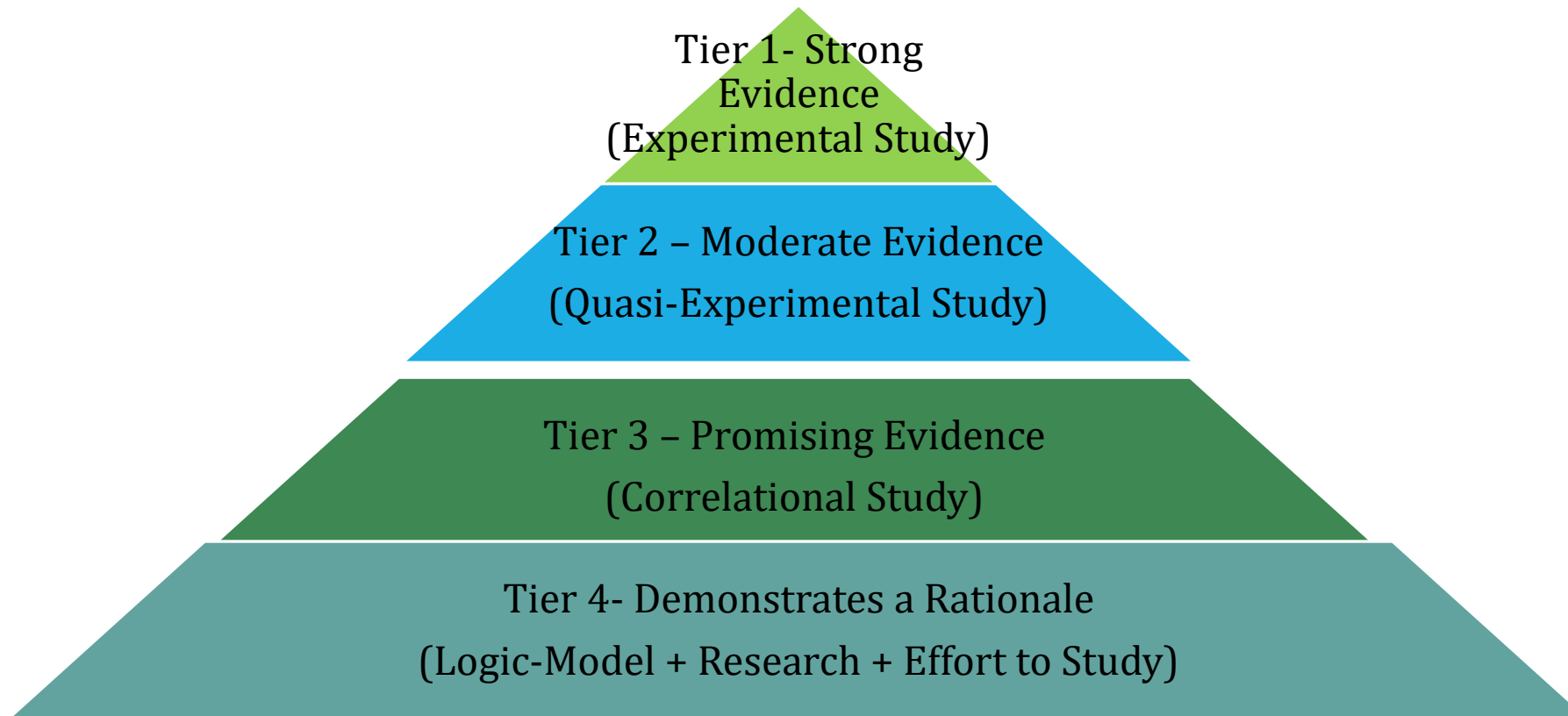
Interventions

There is a general call to prioritize evidence-based interventions, strategies, and approaches throughout ESSA.

Programs across Title I, Part A; Title II, Part A; and Title IV, Part B should include evidenced-based interventions.

- Title I school improvement programs (under Section 1003 only) require a higher degree of evidence (Tiers 1-3).
- Other Title I, Part A ; Title II, Part A and Title IV, Part B program requirements can be met using less rigorous standards (Tier 4).

Interventions



Teacher and Leader Quality

The Every Student Succeeds Act does not require specific educator evaluation measures of methods.

Title II Part A allows state to fund their priorities in attracting, preparing, supporting and retaining effective teachers and leaders to serve high-poverty, minority students.

Teacher and Leader Quality

ESSA authorizes new allowable federal funding for states to develop and implement:

- Teacher and School Leader Academies;
- Activities to support principals;
- Educator training on the use of technology and data privacy
- Distance Learning
- Other educator workforce priorities

Questions Related to School Improvement and Teacher and Leader Quality

1. How do you prefer to have Division of Performance & Accountability communicate with your schools? (phone calls, emails, on-site, fax, etc.)
2. What types of technical assistance would you like to see to support student learning?
3. When is the best time of the year for technical assistance?
4. When is the best time for training?
5. What types of teacher and leader professional development would you like to see with your schools?

Key Decision Points

- Assessments – Adaptive testing, nationally-recognized high school assessments and innovative pilot
- Accountability – Nonacademic report card measure, enhanced English learners accountability (progress of English Language Learners) and subgroup accountability
- New Subgroups- ethnic/racial
- Educator Effectiveness – Independent academies

Key Decision Points

- School Improvement – Definition of struggling school (tiered identification and support), organizational structure for improvement, wraparound services and definition of evidence-based
- Title Funds – School-wide threshold, distribution of school improvement dollars, set asides, competitive grants
- Special populations – Homeless, foster care system, military dependent, etc.

BIE's Tentative Transition Timeline

- April 27 - May 1, 2020 – Tribal Consultation (5:00-7:00 p.m. ET)
- May-June 2020 – Provide Consultation comments to U.S. Department of Education
- June 2020 – Review stakeholder comments for 2020-2021 BIE Agency Plan
- July 2020 – Develop BIE Agency Plan based on Tribal Consultation
- August 2020 – New Agency Plan in compliance with ESSA will go into effect for SY 2020-2021

Communications – Website, Facebook, Twitter, email updates to school and tribal leader contacts, webinars, meetings, Federal Register

BIE Contacts

Chief Academic Officer

Dr. Tamarah Pfeiffer

Tamarah.Pfeiffer@bie.edu

Acting Associate Deputy Director for the Division
of Performance and Accountability

Margo DeLaune

Margo.DeLaune@bie.edu

Program Analyst

Dr. Maureen Lesky

Maureen.Lesky@bie.edu

Questions Related to BIE's Agency Plan

1. What kind of weighting do you recommend for the academic proficiency on state assessments?
2. What graduation cohort do you think the Bureau should use? 4-yr or 5-yr or other?
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5. What are your thoughts on English language proficiency?
6. What type of growth model would you like to see the Bureau use?
7. Any other statewide academic indicator for K-8 schools?

Questions Related to BIE's Agency Plan

8. What type of non-academic indicator for school quality or student success do you think the Bureau should use?
9. What Minimum-N size do you feel is appropriate given the number of small schools within the Bureau? 10? 15? 20?
10. Summary School Determination Descriptions (e.g., letter grades)
11. How do you prefer to have Division of Performance & Accountability communicate with your schools? (phone calls, emails, on-site, fax, etc.)

Questions Related to BIE's Agency Plan

12. What types of technical assistance would you like to see to support student learning?

13. When is the best time of the year for technical assistance?

14. When is the best time for training?

15. What types of teacher and leader professional development would you like to see with your schools?

Send Comments To:

Consultation@bia.gov with “DRAFT BIE AGENCY PLAN COMMENTS” in the email subject line by May 8, 2020 at 11:59 p.m. ET.

Federal Register Notice for Agency Plan to Implement Standards, Assessments and Accountability:

<https://www.govinfo.gov/content/pkg/FR-2020-03-27/pdf/2020-06550.pdf>

To view a recorded presentation of this slideshow, please go to: www.bie.edu.

Moderator and Court Reporter

At this time the Moderator and Court Reporter will take over the presentation.

Thank you!