

# 'STATE PLAN' AD HOC

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

Negotiated Rulemaking Committee -  
Standards, Assessments & Accountability System



# Tasks

- Review Language in Draft §30.103 a-d and footnotes
- Identify an appropriate name for the BIE “State Plan”



## §30.103. How will the Secretary implement the requirements of the Act?

- (a) BIE Proposed- The Secretary, through the Director, must define the standards, assessments, and accountability system for use at BIE schools in accordance with this Part.



# Suggestions regarding 300.103 (a)

*(NRMC proposes)*

*(a) The Secretary will convene a committee of tribally selected representatives, including (INSERT LANGUAGE FROM NRMC-qualifications of cmt members) to define the standards to apply to all BIE-funded schools. These standards will apply to all schools in the BIE, except those who have notified the Secretary of a waiver.*



## Implementing a “State” Plan

(b) The Secretary, or his/her designee will provide Indian tribes, parents and other stakeholders with quality, transparent information about how the Act will be implemented for BIE schools. *Information, at a minimum, to include the standards, assessments and accountability system consistent with Section 1111.*



## Continuing (b)

The Director will implement a “Plan” that will provide Indian tribes, parents, and other stakeholders with quality, transparent information about how the Act will be implemented at BIE Schools. The Plan must be reviewed and revised as necessary to reflect changes in BIE’s strategies and programs under this section.



# Things to consider

- It is unclear whether BIE is required to have a “State Plan”. Some places it says no, however BIE/DOI functions as a State for purposes of ESEA.
- Under a 2012 agreement with the Department of Education (ED) pursuant to 20 U.S.C. §7824(a), ED considered BIE’s responsibilities to be “comparable” to those of a State Education Agency (SEA) and that BIE “assumes the responsibility of an SEA.” The agreement also acknowledged that BIE would have and follow a State plan. As reflected in the 2012 agreement, if BIE intends to have a State plan, it is not absolutely necessary for such a plan to be described in this regulation, **however if it is not described in regulation it may not be binding on grant and contract schools.**



## §30.103. How will the Secretary implement the requirements of the Act?

(C) The Secretary shall engage in **active consultation** with tribes and other potentially affected stakeholders when defining or revising definitions of standards, assessments, and accountability system.





## **§30.103. How will the Secretary implement the requirements of the Act?**

(d) The Director may voluntarily partner with States, or a Federal agency, to develop and implement challenging academic standards and assessments.



# State Plan Ad Hoc Committee Recommendations:

- BIE should have a “State Plan”
- Currently defined in the draft: “Indian Education Plan” means a document that will provide Indian tribes, parents, and other stakeholders with quality, transparent information about how the Act will be implemented at BIE Schools.
- Since BIE is not a STATE and the “Indian Education Plan” (IEP) name would be confused with student special education plans, it is recommended this name not be used.
- “Standards Assessments Accountability Plan” (SAAP) is recommended.



# What should be included in the plan?

- **What is a state plan?**
- The Every Student Succeeds Act pushes states to move beyond test scores in gauging school performance and gives them all sorts of new flexibility when it comes to funding, turning around low-performing schools, and more. But states still have to submit an accountability roadmap—including long-term goals for student achievement—to the U.S. Department of Education for approval.
- The Every Student Succeeds Act technically went into effect for the 2017-18 school year. But before a state can put its plan into effect, the U.S. Department of Education needs to sign off. This analysis reflects our best understanding of approved state ESSA plans.

<https://www.edweek.org/ew/section/multimedia/key-takeaways-state-essa-plans.html>



# What should be included in the plan?

1. CHALLENGING STATE ACADEMIC STANDARDS AND ASSESSMENTS. (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8)
2. EIGHTH GRADE MATH EXCEPTION
3. NATIVE LANGUAGE ASSESSMENTS
4. STATEWIDE ACCOUNTABILITY SYSTEM AND SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES
  - a. SUBGROUPS (ESEA section 1111(c)(2))
  - b. MINIMUM N-SIZE
5. ESTABLISHMENT OF LONG-TERM GOALS
  - a. ACADEMIC ACHIEVEMENT
  - b. GRADUATION RATE
  - c. ENGLISH LANGUAGE PROFICIENCY
  - d. INDICATORS
    - i. ACADEMIC ACHIEVEMENT INDICATOR
    - ii. (OTHER ACADEMIC INDICATOR), GROWTH, GRADUATION RATE, PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY (ELP) INDICATOR, SCHOOL QUALITY OR STUDENT SUCCESS INDICATOR(S)....



# MEET ESSA REQUIREMENTS

The important factors to consider for having a plan are:

- Transparency to tribes and stakeholders
- Clear definitions as to how academic standards, assessments, and accountability will be implemented and reported within BIE.
- Assurances that Native students achieve academically and that schools receive full funding for intervention and support.
- Effective implementation cannot happen without a cohesive plan developed through meaningful consultation with tribal nations and that plan is matched with funding and technical support.

