DRAFT
Agency Plan
Bureau of Indian Education
The Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act

U.S. Department of Education
Issued: _____2020

Introduction

BIE, though not required, is choosing to submit an "Agency Plan" to describe how it will meet the requirements of the programs for which it is eligible to receive funds under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA)[1]. BIE may use the template in this document or an alternative means for its Agency Plan. The Agency Plan provides the descriptions, information, assurances, and other materials related to the programs for which BIE receives funds. BIE 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 Agency Plan.

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[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Contact Information and Signatures	
BIE Contact (Name and Position):	Telephone:
Mailing Address:	Email Address:
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Authorized BIE Representative (Printed Name)	Telephone:
Signature of Authorized BIE Representative	Date:

Programs Included in the Agency Plan

The following programs are included:

- Title I, Part A: Improving Basic Programs

- Title II, Part A: Supporting Effective Instruction

- 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

Provide descriptions and other information that address each requirement listed below for the programs included in its Agency Plan.

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)*

BIE Response – ESSA Section 8007 directs the Secretary of the Interior, in consultation with the Secretary of Education, if so requested, to use a negotiated rulemaking process to develop regulations for implementation of the Secretary of the Interior's obligation to define the standards, assessments, and an accountability system that will be utilized at BIE-funded schools.

The BIE has completed negotiated rulemaking and published its final rule. The new rule updates 25 CFR part 30 and defines the standards, assessments, and an accountability system consistent with ESEA, for BIE-funded schools on a national, regional, or Tribal basis. They were developed in a manner that considered the unique circumstances of BIE-funded schools. Standards and assessments were implemented in the 2020-2021 school year. Accountability will be implemented in the 2021-2022 school year.

Standards – BIE adopted a set of College- and Career-Readiness Standards (CCRS) for English language arts and mathematics, Next Generation Science Standards and English Language Development Standards for instructional purposes.

Below are links to BIE's academic standards:

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

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

Next Generation Science Standards/BIE College and Career Ready Standards (Alternate aligned to CCRS): https://www.nextgenscience.org/search-standards

English Language Proficiency Development Standards: https://wida.wisc.edu/teach/standards/eld/2020

__Assessments__ – BIE plans has procured assessments aligned to the CCRS and NGSS for administration beginning in SY 2020-2021.

In the procurement process, BIE is including science assessments aligned to Next Generation Science Standards and alternate Assessments aligned to CCRS in English language arts, mathematics and science.

BIE has procured an English Language Proficiency Assessment (WIDA) 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.

Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C)*:

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?

No

__BIE Response__ – Not Applicable.

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.

No

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

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.

Native Language Assessment*s (ESEA section 1111(b)(2)(F):*

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.

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

BIE Response – There are no existing assessments in languages other than English. All the BIE's assessments of ELA, Math, Science, Alternate and English Language Proficiency will be provided in English.

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

BIE Response – In BIE funded schools, there are no languages other than English that are present to a significant extent in the participating student population.

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

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);

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

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

Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:

Subgroups *(ESEA section 1111(c)(2))*:

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 – All Students, American Indian or Alaska Native subgroup, and students not identified as American Indian or Alaska Native will be reported.

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 – Based on a previous Memorandum of Agreement (MOA) with the U.S. Department of Education for ESEA, BIE has not been required to report Economically Disadvantaged as a subgroup, since all BIE schools are considered Title I schools. The assumption was made that all students within the school were economically disadvantaged. Therefore, the "All Students" and the "Economically Disadvantaged" represent the same students. In addition to "Economically Disadvantaged," BIE has not been required to report on Race/Ethnicity groups since BIE schools were established by the federal government to provide educational opportunities for American Indian and Alaska Native students. BIE has traditionally only reported on "All Students" and no other Race/Ethnicity categories. The assumption was made that all students within the school were American Indian or Alaska Native.

As a result of Tribal Consultation, BIE recognizes that to serve every student within the Bureau of Indian Education school system, additional subgroups will need to be added. Beginning with the SY 2020-2021, BIE will add two additional subgroups of students. The two subgroups will be American Indian or Alaska Native students and non-American Indian or Alaskan Native students. The non-American Indian or Alaska Native subgroup will enable the BIE to collect data on the modest population of students attending BIE schools who do not identify as American Indian or Alaskan Native. The two new categories, 1. American Indian or Alaska Native and 2. non-American Indian or Alaska Native will be identified and used as subgroups in the accountability system.

The new identified subgroups will help BIE with meaningful differentiation. Combining all Race/Ethnicities as non-American Indian or Alaska Native will generate the minimum n-size for important and substantial comparisons.

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.

No

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

If applicable, choose one of the following options for recently arrived English learners in the State:

BIE chooses: Applying the exception under ESEA section 1111(b)(3)(A)(i); or

Not chosen: Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

Not chosen: 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.

Minimum N-Size *(ESEA section 1111(c)(3)(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 – BIE has chosen a minimum n-size of 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 result in too many schools being 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-size of 10.

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. 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 an appropriate, statistically sound minimum n-size.

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 – During Public and Tribal Consultation during April – May 2020, BIE received comments supporting the use of an n-size of 10. A few comments brought forth concerns of exposure to Personally identifiable information (PII) that will be addressed in the next section.

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.

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.

Establishment of Long-Term Goals *(ESEA section 1111I(4)(A))*:

Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

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 ambitious long-term goals, as well as measurements 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.

BIE's proposed long-term goals require 75 percent of all students and each identified subgroup of students to reach proficiency in both English language arts and mathematics by SY 2038-2039.

BIE will begin collecting baseline data in SY 20-21 for the following subgroups, which BIE has not reported on in the past: American Indian and Alaskan Native and non-American Indian and Alaskan Native.

The long-term goals for English language arts and mathematics are based on assessment data from SY 2018-2019 when BIE had a 23-part accountability system. BIE may recalculate these long-term goals determined by new baseline data starting with implementation of the SY 2020-2021 BIE unified assessment system.

BIE's decision to set ELA and math long-term goals out to the SY 2038-2039 is to provide schools with realistic, attainable, increasing targets leading to the 2039 timeline. Given the current baseline data available (15% of All Students meeting proficiency), BIE believes these are ambitious long-term goals.

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

BIE Response –In order for 75% of all students and all identified subgroups of students to reach proficiency on ELA and mathematics, all students and identified subgroups of students will gradually increase the number of students proficient by 2-5% annually. BIE may recalculate interim measurements based on new baseline data starting with the implementation of the SY 2020-2021 BIE unified assessment system. See tables below.

BIE's decision to set ELA and Math goals out to the SY 2038-2039 is to provide schools with realistic, attainable, increasing interim progress targets leading up to the 2039 timeline.

BIE will begin collecting baseline data in SY 20-21 for the following subgroups, which BIE has not reported on in the past: American Indian and Alaskan Native and non-American Indian and Alaskan Native. For now, BIE will use the "All Students" baseline data, long term goal and interim goals for the American Indian/Alaska Native subgroup data since the majority of our All Students group is American Indian/Alaska Native. BIE has not collected baseline data for Non-American Indian /Alaska Native students. In other State Plans, the American Indian/Alaska Native subgroup consistently scores lower than other subgroups in ELA and Math. Therefore, BIE projects the Non-American Indian/Alaska Native subgroup to have a higher baseline data point than the American Indian/Alaska Native subgroup. BIE projects a 5% proficient difference in the baseline data.

Please reference Appendix A for the following tables:

Table Ia. Academic Achievement: English Language Arts Measures of Interim Progress

Table Ib. Academic Achievement: Mathematics – Measurements of Interim Progress

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.

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

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 rate will be used as the graduation rate indicator for SY 2020-2021. 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 each identified subgroup is 80% and is ambitious because meeting the goal requires an approximately 20% overall gain.

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 – BIE is not using extended year rates.

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.

BIE Response – BIE will begin collecting baseline data in SY 20-21 for the following subgroups, which BIE has not reported on in the past: American Indian and Alaskan Native, non-American Indian and Alaskan Native. For now, BIE will use the "All Students" baseline data, long term goal and interim goals for the American Indian/Alaska Native subgroup data since the majority of our All Students group is American Indian/Alaska Native. BIE has not collected baseline data for Non-American Indian /Alaska Native students. In other State Plans, the American Indian/Alaska Native subgroup consistently reports a lower graduation rate than other subgroups. Therefore, BIE projects the Non-American Indian/Alaska Native subgroup to have a higher baseline data point than the American Indian/Alaska Native subgroup. BIE projects a 5 percent difference in the baseline data.

Please reference Appendix B for the following table:

Table II: Graduation Rate: 4-Year Cohort – Measurements of Interim Progress

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 groups to no more than 3 percentage points by SY 2028-2029.

English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

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 – BIE examined State Plans from States that had a substantial population of American Indian students and that used the WIDA ACCESS as their English Language Proficiency Assessment. After careful consideration of the different state plans, BIE determined that modeling their ELP proficiency indicators and progress after Idaho's State Plan would be a reasonable proxy for the BIE system.

BIE determines a student's eligibility as an English Learner in a multi-step process, beginning with an initial home language survey, completed at the time of registration. If the home language survey indicates a language other than English is the primary language spoken at home, the student is then assessed using the WIDA ACCESS Placement Test (W-APT). The student's results from this screener determine eligibility and inform the student's plan for developing English language skills.

The ACCESS assessment is administered to all identified English Learners, annually, and includes the four domains of reading, writing, listening, and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening are weighted 15% each in the overall composite.

Following the SY2020-21 ACCESS administration, a student will be considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing, and listening, and a minimum score of 1 in the speaking domain.

BIE has determined a 5-year timeline for students to acquire English language proficiency. The expected time to English Language Proficiency serves educators in the development of the student's EL plan in setting realistic and attainable growth targets, with a focus on meeting students where they are and moving students where they need to be, so they can successfully access academic content and be college and career ready.

Table III: Expected Progress Indicators on the WIDA ACCESS

Initial ACCESS ELP Level	Target	Year 1	Year 2	Year 3	Year 4	Year 5
6 Reaching	Considered English Language Proficient in BIE					
5 Bridging	Considered English Language Proficient in BIE					
4 Emerging	Expected Proficiency Level	Level 4	Level 4			
	Expected Progress	4.0-4.1	4.2+			
3 Developing	Expected Proficiency Level	Level 3	Level 3-4	Level 4		
	Expected Progress	3.0-3.5	3.6-4.1	4.2+		
2 Expanding	Expected Proficiency Level	Level 2	Level 3	Level 3-4	Level 4	
	Expected Progress	2.5-2.9	3.0-3.5	3.6-4.1	4.2+	
1 Entering	Expected Proficiency Level	Level 1	Level 2	Level 3	Level 3-4	Level 4

	Expected Progress	1.5-1.9	2.0-2.9	3.0-3.5	3.6-4.1	4.2+

v. 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 has determined that a 5-year timeline for students to achieve English language proficiency is appropriate (see Table III above). BIE has set a long-term goal of 82.71% in 2023 for increases in the percentage of students making progress in achieving English language proficiency as measures the WIDA ACCESS. This long-term goal of 82.71% is realistic and attainable while being ambitious given the current baseline data. BIE expects to reexamine the goals and measurements of interim progress upon completion of the data analysis of the SY20-21 ACCESS results.

1. 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.

BIE Response – See Table IV below for ELP measurements of interim progress.

Table IV: ELP Progress Long-Term Goal and Measurements of Interim Progress

2018 Estimated Baseline	2019	2020	2021	2022	2023
74.07%	75.80 %	77.53 %	79.26 %	80.98 %	82.71 %

iv. <u>Indicators</u> *(ESEA section 1111(c)(4)(B))*
a. <u>Academic Achievement Indicator</u>. 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.

<u>BIE Response</u> – BIE will use student performance on the BIE mathematics and ELA assessments as the Academic Achievement indicator beginning in SY 2020-2021 and annually thereafter, for all students and identified subgroups. BIE will not employ growth model for high schools. See below for the methodology for the calculation of the Academic Achievement indicator.

English language arts (ELA) and Mathematics Proficiency

(Total Combined ELA and Math Points = 50; Maximum Points for ELA = 25; Maximum Points for Math = 25)

BIE will employ an index approach, where each student's proficiency level translates into an index score. Average index score represents a summary of all students' proficiency levels. This average index score will determine points earned in the academic achievement indicator. The index score is not the student's scale score on the assessment. Each student's index score will be determined as follows:

Proficiency Level based on Assessment Results	Index Score
Advanced	1000
Proficient	800
Nearing Proficient	500
Basic (or did not test/up to 95%)	100

All student index scores will be averaged to determine a school's (or subgroup's) points in the academic achievement indicator.

Average Index Scores*	Points Received (Maximum 25 pts. each – ELA and mathematics)
700 or higher	25
Between 100-700	(SCHOOL AVERAGE - 100) / 24, rounded up to the next whole number.
100	0

*Averages apply to schools and subgroups.

To clarify how the proficiency level impacts the index score, if no one in a school scores proficient or above, then the highest score that a school could receive would be 500. A school that receives full points on the academic achievement indicator may still have students that are not proficient. Consider the following examples. Example A: a school where 2/3 are proficient and 1/3 is nearing proficient = 700; Example B: a school where 1/4 of the students are advanced and 1/4 of the students are proficient and the remaining 1/2 are nearing proficient = 700; Example C: a school where 100% of students are proficient = 800.

> 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 use student performance on the BIE Science assessment and assign points based on performance as the Other Academic Indicator beginning in SY 2020-2021 and annually thereafter, for all students and identified subgroups. BIE intends to assess all students in required grades tested for Science.

Other Academic Indicator - Science Proficiency

(Total Points = 20)

BIE will employ an index approach, where each student's proficiency level translates into an index score. Average index score represents a summary of all students' proficiency levels. This average index score will determine points earned in the academic achievement indicator. The index score is not the student's scale score on the assessment. Each student's index score will be determined as follows:

Proficiency Level based on Assessment Results	Index Score
Advanced	1000
Proficient	800
Nearing Proficient	500
Basic (or did not test/up to 95%)	100

All student index scores will be averaged to determine a school's (or subgroup's) points in the Other Academic Indicator.

Average Index Scores*	Points Received (Maximum 20 pts.)
700 or higher	20
Between 100-700	(SCHOOL AVERAGE - 100) / 30, rounded up to the next whole number.
100	0

*Averages apply to schools and subgroups.

To clarify how the proficiency level impacts the index score, if no one in a school scores proficient or above, then the highest score that a school could receive would be 500. A school that receives full points on the academic achievement indicator may still have students that are not proficient. Consider the following examples. Example A: a school where 2/3 are proficient and 1/3 is nearing proficient = 700; Example B: a school where 1/4 of the students are advanced and 1/4 of the students are proficient and the remaining 1/2 are nearing proficient = 700; Example C: a school where 100% of students are proficient = 800.

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 – 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% reached by 2031-2032.

The four-year graduation rate is calculated by dividing the number of students who graduate within four years, including the summer following their fourth year of high school, with a regular high school diploma by the number of students who form the adjusted cohort for that graduating class.

4-year Graduation Rate = # of students who graduate within four years with a regular high school diploma # of first-time 9th graders in the fall three years earlier + # of students who transferred in – # of students who transferred out during the past 4 years

4-Year Cohort Graduation

(HS Total Points = 20)

Schools with 80% or higher graduation rate receive full points. Schools with less than 67% graduation rate receive 0 points.

High School points = (GRAD RATE-67)*1.5, rounded up to the next higher number.

Average Percentage*	K-8: Points Received (Maximum 0 pts.)	HS: Points Received (Maximum 20 pts.)
Schools with 80% or more of students graduating	N/A	20
Schools with 67% - 79% students	N/A	(GRAD RATE-67)*1.5, rounded up to the next higher number

Schools with less than 67%	N/A	0

*Averages apply to schools and subgroups.

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

BIE Response – BIE administers the ACCESS 2.0 developed by WIDA as our English Language Proficiency assessment. BIE defines English language proficiency as measured the the WIDA ACCESS assessment when a student receives a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing, and listening, and a minimum score of 1 in the speaking domain. Students are defined as making progress depending on their time in a US school and current designation via the assessment. The progress in achieving ELP is defined in detail in section iv.c above. See Table III.

<u>Progress in Achieving English Language Proficiency Indicator</u>

(K-8 = 15 Total Points; HS = 15 Total Points)

Schools with 75% or more of their students achieving progress receive full points. Schools with 0% progress receive 0 points.

K-8 School points = (PERCENTAGE) / 5, rounded up to the next higher

number. High School points = (PERCENTAGE) / 5, rounded up to the next

higher number.

Average Percentage	**K-8: Points Received (Maximum 15 pts.)**	**HS: Points Received (Maximum 15 pts.)**
Schools with 75% students or more making identified progress	15	10
Schools with 0 to 74% students making identified progress	(PERCENTAGE) / 5, rounded up to the next whole number	(PERCENTAGE) / 5, rounded up to the next whole number
Schools with 0% students making identified progress	0	0

  e. <u>School Quality or Student Success Indicator(s)</u>. 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 – Beginning in SY 2020-2021, BIE will use Chronic Absenteeism as the only School Quality or Student Success Indicator for all grade spans meaningful differentiation of schools. BIE defines Chronic Absenteeism as being absent (excused and unexcused) from school for 10% or more of school days per student within a school year. 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. Students are at academic risk due to any excessive absences and are considered chronically absent.

The BIE will continue 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. The BIE will continue on-going training with schools to code appropriate cultural or ceremonial absences not defined under chronic absenteeism.

<u>School Quality or Success Indicator - Chronic Absenteeism</u>

(K-8 = 15 Total Points; HS = 15 Total Points)

Schools with 20% of students or less identified as chronically absent will receive full points. Schools with 50% of students or more will receive 0 points.

Schools with 20%-50% of students identified as chronically absent:

K-8 School points = (50 - CHRONIC) / 2, rounded up to the next whole

number High School points = (50 - CHRONIC) / 2, rounded up to the

next whole number

Average Percentage*	K-8: Points Received (Maximum 15 pts.)	HS: Points Received (Maximum 15 pts.)

Schools with 20% students or less identified as chronically absent	15	15
Schools with 20% - 50% students identified as chronically absent	(50-CHRONIC) / 2, rounded up to the next whole number	(50-CHRONIC) / 2, rounded up to the next whole number
Schools with 50% students or more identified as chronically absent	0	0

 *Averages apply to schools and subgroups.

Following this methodology will award schools points on the chronic absenteeism indicator based on their share of chronically absent students. BIE identifies a student as chronically absent if the student has been absent – excused and unexcused – for 10 or more instructional days during the school year. A school's chronic absenteeism rate is the percentage of students who are chronically absent. The chronic absenteeism rate ranges from 0 percent to 82 percent during School Year 2019-2020. Using BIE's formula, this would result in 15 accountability points in the first case and 0 accountability points in the second case. At the extremes, schools with 20% of students or less identified as chronically absent will receive 15 points. Schools with more than 50% of students or more will receive 0 points, and schools in between will receive between 0-15 points. This differential awarding of accountability points allows for meaningful differentiation in school performance. The average percent of students chronically absent across all BIE-funded schools during School Year 2019-2020 was 29.8%. There were 58 BIE-funded schools that had less than 20% of students chronically absent. 58 out of 174 BIE schools would receive full points for the Chronic Absenteeism indicator.

> v. 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 – Described below is BIE's plan to outline the system of annual differentiation of schools.

The purpose of BIE's accountability system is to identify schools that could benefit from additional supports and interventions. The indicators used for accountability determinations are listed in the table below.

BIE Accountability Indicators Beginning SY 2020-21	Grade Span	
Accountability Indicators	K-8	H.S.
1. Academic Achievement-proficiency on statewide mathematics and ELA assessments	yes	yes
2. a. Other Academic Indicator: Science (proficiency on statewide Science assessments	yes	N/A
3. English Learner Progress-applied to all schools with 10 or more English Learners	yes	yes
4. a. Four-Year cohort graduation rate	N/A	yes
5. SQSS Chronic Absenteeism	yes	yes

The accountability indicators above, with the exception of the English language proficiency indicator, will be calculated for all students and all identified subgroups. As noted earlier in this plan, the BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements for identified subgroup information.

The accountability indicators will be based on the following information:

- Academic Achievement: Students' proficiency levels on the ELA and Math Assessment.
- Other Academic Indicator: Students' proficiency levels on the Science Assessment.
- Progress of English Learners: Comparison of the current year to the previous year for a progress measurement determined by time in the U.S. and initial results on the ELP assessment (see chart IV on page 15). The percent of students who show progress at each school will then be used as the measure to evaluate the progress in achieving English language proficiency indicator.
- Graduation Rate: The four-year adjusted cohort graduation rate.
- Chronic Absenteeism: The percentage of students absent for 10% or more of the days during the school year.

Schools will be evaluated on five indicators, though small schools may not meet the minimum n-size on each indicator, and so may be evaluated by other means. These indicators will apply uniformly to all schools in the BIE.

English language arts (ELA) and Mathematics Proficiency

(Total Combined ELA and Math Points = 50; Maximum Points for ELA = 25; Maximum Points for Math = 25)

BIE will employ an index approach, where each student's proficiency level translates into an index score. Average index score will determine points earned in the academic achievement indicator. The index score is not the student's scale score on the assessment. Each student's index score will be determined as follows:

Proficiency Level based on Assessment Results	Index Score

Advanced	1000
Proficient	800
Nearing Proficient	500
Basic (or did not test/up to 95%)	100

All student index scores will be averaged to determine a school's (or subgroup's) points in the academic achievement indicator.

Average Index Scores*	Points Received (Maximum 25 pts. each – ELA and mathematics)
700 or higher	25
Between 100-700	(SCHOOL AVERAGE - 100) / 24, rounded up to the next whole number.
100	0

*Averages apply to schools and subgroups.

Consider the following examples. A school that receives full points still has students that are not proficient. Example A: a school where 2/3 are proficient and 1/3 is nearing proficient = 700; Example B: a school where 1/4 of the students are advanced and 1/4 of the students are proficient and the remaining 1/2 are nearing proficient = 700; Example C: a school where 100% of students are proficient = 800.

Other Academic Indicator - Science Proficiency

(Total Points = 20)

BIE will employ an index approach, where each student's proficiency level translates into an index score. The index score is not the student's scale score on the assessment. Each student's index score will be determined as follows:

Proficiency Level based on Assessment Results	Index Score
Advanced	1000
Proficient	800
Nearing Proficient	500
Basic (or did not test/up to 95%)	100

All student index scores will be averaged to determine a school's (or subgroup's) points in the Other Academic Indicator.

Average Index Scores*	Points Received (Maximum 20 pts.)
700 or higher	20

Between 100-700	(SCHOOL AVERAGE - 100) / 30, rounded up to the next whole number.
100	0

*Averages apply to schools and subgroups.

Consider the following examples. If no one in a school scores proficient or above, then the highest score that a school could receive would be 500. Example A: a school where 2/3 are proficient and 1/3 is nearing proficient = 700; Example B: a school where 1/4 of the students are advanced and 1/4 of the students are proficient and the remaining 1/2 are nearing proficient = 700.

Progress in Achieving English Language Proficiency Indicator

(K-8 = 15 Total Points; HS = 15 Total Points)

Schools with 75% or more of their students achieving progress receive full points. Schools with 0% progress receive 0 points.

K-8 School points = (PERCENTAGE) / 5, rounded up to the next higher

number. High School points = (PERCENTAGE) / 5, rounded up to the next

higher number.

Average Percentage	K-8: Points Received (Maximum 15 pts.)	HS: Points Received (Maximum 15 pts.)
Schools with 75% students or more making identified progress	15	10
Schools with 0 to 74% students making identified progress	(PERCENTAGE) / 5, rounded up to the next whole number	(PERCENTAGE) / 5, rounded up to the next whole number
Schools with 0% students making identified progress	0	0

School Quality or Success Indicator - Chronic Absenteeism

(K-8 = 15 Total Points; HS = 15 Total Points)

Schools with 20% of students or less identified as chronically absent will receive full points. Schools with 50% of students or more will receive 0 points.

Schools with 20%-50% of students identified as chronically absent:

K-8 School points = (50 - CHRONIC) / 2, rounded up to the next whole number

High School points = (50 - CHRONIC) / 2, rounded up to the next whole number

Average Percentage*	K-8: Points Received (Maximum 15 pts.)	HS: Points Received (Maximum 15 pts.)
Schools with 20% students or less identified as chronically absent	15	15
Schools with 20% - 50% students identified as chronically absent	(50-CHRONIC) / 2, rounded up to the next whole number	(50-CHRONIC) / 2, rounded up to the next whole number
Schools with 50% students or more identified as chronically absent	0	0

 *Averages apply to schools and subgroups.

Following this methodology will award schools points on the chronic absenteeism indicator based on their share of chronically absent students. BIE identifies a student as chronically absent if the student has been absent – excused and unexcused – for 10 or more instructional days during the school year. A school's chronic absenteeism rate is the percentage of students who are chronically absent. The chronic absenteeism rate ranges from 0 percent to 82 percent during School Year 2019-2020. Using BIE's formula, this would result in 15 accountability points in the first case and 0 accountability points in the second case. At the extremes, schools with 20% of students or less identified as chronically absent will receive 15 points. Schools with more than 50% of students or more will receive 0 points, and schools in between will receive between 0-15 points. This differential awarding of accountability points allows for meaningful differentiation in school performance. The average percent of students chronically absent across all BIE-funded schools School Year 2019-2020 was 29.8%. There were 58 BIE-funded schools that had less than 20% of students chronically absent. 58 out of 174 BIE schools would receive full points for the Chronic Absenteeism indicator.

4-Year Cohort Graduation

(HS Total Points = 20)

Schools with 80% or higher graduation rate receive full points. Schools with less than 67% graduation rate receive 0 points.

High School points = (GRAD RATE-67)*1.5, rounded up to the next higher number.

Average Percentage*	K-8: Points Received (Maximum 0 pts.)	HS: Points Received (Maximum 20 pts.)
Schools with 80% or more of students graduating	N/A	20
Schools with 67% - 79% students	N/A	(GRAD RATE-67)*1.5, rounded up to the next higher number
Schools with less than 67%	N/A	0

*Averages apply to schools and subgroups.

In K-12 schools and other instances where a school has elementary and high school grades, BIE will calculate accountability results using both K-8 and HS approaches and see which one produces the more favorable results. BIE will use the accountability approach that produces the most total points for the school.

Translating Accountability Points/Weights to Accountability Status:

Accountability Status	Combined Points/Weights from ELA/Math Proficiency, Science Proficiency, EL Progress, 4-Year Cohort Graduation Rate and Chronic Absenteeism
Meets or Exceeds Expectations	70-100
Approaching Expectations	40-69
Needs Improvement	0-39

> *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 – The weighting of each of BIE's indicators are listed below.

Table V – Weighting of BIE Indicators

Federally Required Indicators	SY 2021-2022 (Transition)	
Accountability Indicators	K-8	H.S.

1. Academic Achievement-proficiency on statewide mathematics and ELA assessments	50 Pts.	50 Pts.
2. a. Other Academic Indicator: Science (proficiency on statewide Science assessments)	20 Pts.	N/A
3. English Learner Progress-applied to all schools with 10 or more English Learners	15 Pts.	15 Pts.
4. a. Four-Year cohort graduation rate	N/A	20 Pts
5. SQSS Chronic Absenteeism	15 Pts.	15 Pts.
Total	**100**	**100**

> *c.* If the State 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*.

> *vi.* 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 three years of data utilizing the accountability indicators described above to determine a ranking for schools in order to identify the lowest performing five percent of Title I schools, for comprehensive support and improvement. Under the waiver received from the U.S. Department of Education, mentioned in the Introduction, any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-

2021 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-2021 school year.

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.

> 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. Due to the 2019- 2020 Assessments and Accountability Waiver from USED, BIE will use 2020-2021 assessment and accountability data to identify schools for 2021-2022. New identification of schools will occur in 2021- 2022. BIE funded schools will remain in their previous Comprehensive Support and Improvement status for 2020-2021.

> 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 - Title I schools identified for additional targeted support will move to the CSI list if they do not meet the ATSI exit criteria after three consecutive years.

> 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. Due to the 2019-2020 Assessments and Accountability Waiver from USED, BIE will use 2020-2021 assessment and accountability data to identify schools for 2021-2022. New identification of schools will occur in 2021-2022. Schools will remain in their previous CSI status for 2020-2021 based on 2018-2019 data.

> 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 – Beginning in fall of SY 2021-2022 the BIE will use three years of data utilizing the accountability indicators described above to determine a ranking for schools in order to identify schools for targeted support and improvement (TSI) by using the school's 3-year average for any subgroup performance which would be at or below that of all students in the lowest performing schools (bottom 5- percent of Title I, Part A schools). Under the waiver received from the U.S. Department of Education, mentioned in the Introduction, any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-2021 school year. Future annual identification will be based on the most recent 3-year data trend.

If the school is identified as a TSI school, the school can exit TSI status in one of two ways, by the school no longer meeting the criteria that led to identification of being a TSI school or by the school's 3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup.

> *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 – Beginning in fall of SY 2021-2022 the BIE will identify schools for additional targeted support and improvement (ATSI) by using the school's 3-year average subgroup performance which would be at or below that of all students in the lowest performing schools (bottom 5-percent of Title I, Part A schools). Future annual identification will be based on the most recent 3-year data trend.

If the school is identified as an ATSI school, the school can exit ATSI status by the school achieving a 3- year average performance for each subgroup above all students in the lowest performing schools (bottom 5% of Title IA schools).

Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the ATSI exit criteria after three consecutive years.

> *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.

vii. 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 "Basic" and "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.

viii. 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– CSI Schools identified as the lowest-performing 5% may exit if the school no longer meets the lowest 5% entrance criteria; demonstrates an improvement in the overall state assessment score greater than or equal to 3% of the gap between the baseline state assessment score and 100; and implements evidence-based strategies as written in the school's CSI Program Plan relative to increasing students' academic performance. This 3% improvement must be demonstrated from the highest of the three state assessment scores used in the three-year average to the current state assessment score. CSI High Schools identified as having low- graduation rates may exit by attaining a four-year adjusted cohort graduation rate greater than 67% for a minimum of two years and in each year increasing over the prior year, unless the graduation rate is greater than 80% in each year; and implements evidence-based strategies as written in the school's CSI Program Plan relative to increasing students' graduation rates. BIE will continue to work with schools in 2020-2021 which were identified in SY 2019-2020, prior to school closures caused by COVID-19.

  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– Beginning 2021-2022, ATSI Schools identified as having at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of the state assessment components may exit the ATSI status if no subgroup is performing in the lowest 5% of all schools in at least 50% of state assessment components.

ATSI Schools identified as among all schools identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in all state assessment components. ATSI Schools may exit this status by ensuring no subgroup is performing in the lowest 5% of all schools in all state assessment components AND the subgroup's current

score is greater than the previous score for all components in which the subgroup is no longer in the lowest 5% of all the schools in at least 50% of the state assessment components.

Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the ATSI exit criteria after three consecutive years.

> 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 – The process the BIE will use to determine school designations ensures schools of every degree of quality are represented in the accountability system. The school designation will determine the source(s) and depth of technical assistance provided. The BIE in conjunction with the various units (Division of Performance & Accountability, Associate Deputy Directors, Education Resource Centers), is responsible for providing technical assistance to Comprehensive Support and Improvement; Targeted Support and Improvement; and Additional Targeted Support and Improvement for SIG Schools. The remainder of this document will concentrate on the processes and procedures used to support these identified schools.

The school improvement process utilized by the BIE follows the U.S. Department of Education recommendations that schools in need of improvement:

- conduct a needs assessment
- develop a plan for improvement
- implement the plan, and then
- evaluate the implementation of the plan in order to inform future practice.

These tasks are the key responsibilities of school leadership teams. Technical assistance provided by the BIE and other support groups is intended to complement rather than disrupt the recommended cycle of improvement. BIE will utilize a variety of communication methods to reach out to schools. BIE will also use virtual training and support models during the current events as well as future years. Technical assistance will be dependent upon individual schools. Services typically provided to schools include the following:

- establishment of school leadership team and collaborative teams
- assessment of readiness and building capacity
- development of improvement plans
- monitoring and adjustment of plans
- technical assistance related to curriculum and instruction, student engagement and culture and climate
- data training and support for using assessments

- leadership development
- support with parent and community involvement and
- dissemination of knowledge

There are multiple reasons why schools are unable to fully address the needs of all students; therefore, efforts to help schools improve must be individualized. The actual services that are provided should reflect the documented needs of the school. Once local needs are identified, the BIE's system of support can draw from a host of supporting groups to customize services to reflect the schools' and districts' unique challenges.

For those schools identified as Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement, the BIE will provide targeted support that promotes school-wide efforts as follows:

- Establishing a Positive Climate and Cohesive Culture;
- Building capacity and supporting effective School Leadership;
- Aligning instruction with Standards-Based Curriculum and Assessments;
- Building infrastructure for Student Support Services and Family/Community/Tribal Connections;
- Developing and maintaining Educator Professional Growth and Development;
- Building the infrastructure to support Efficient and Effective Management of the school and its federal education programs; and
- Building a culture of Continuous School Improvement.

School falling in the CSI category, both lowest-performing and low-graduation rate will receive more targeted support interventions as follows:

Plan of Support
- Ongoing collaboration and technical assistance for continuous improvement
- LEA/school level reviews and walkthroughs
- 1003(a) School Improvement Funds formula allocation
- Professional learning
- BIE School Improvement Education Program Specialist to support LEAs/schools in their plan of support for Comprehensive Support and Improvement (CSI) schools
- ADD/ERC School Improvement School Diagnostic Team – On-site, on-going support provided by a BIE ADD/ERC School Improvement Education Program Specialist and BIE ad hoc members as needed.

Guidelines
- Develop plan between LEA/school and BIE to set shared expectations and responsibilities
- ADDs/ERCs/EPA and School Improvement Specialists to create an LEA/school plan of support for identified schools
- Identified CSI Schools will conduct a CNA and create a School Improvement Plan (SIP) for 2019-2020
- Attend required BIE professional learning

School falling in the TSI and ATSI category will receive addition targeted support interventions as follows:

Plan of Support
- Ongoing collaboration and technical assistance for continuous improvement
- LEA/school level reviews and walkthroughs by the ADD/ERC School Improvement Specialist as requested
- Annual Title I, Part A 1003(a) School Improvement Funds formula allocation
- Professional learning
- BIE ADD/ERC School Improvement Specialist to support LEAs/schools in their plan of support for identified schools

Guidelines
- Develop plan between LEA/school and BIE to set shared expectations and responsibilities
- Create a LEA/school plan of support for identified schools
- Identified Schools will conduct a CNA and create a School Improvement Plan (SIP) for 2019- 2020
- Attend required BIE professional training

> *d.* <u>Resource Allocation Review</u>. 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.

<u>***BIE Response***</u> – 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.

General Guidelines for on-site support, planning and progress tracking visits by the ADD/ERC School Improvement Specialists:

Prior to the visit, the LEA/school site staff will establish an agenda for day(s) in collaboration with the ADD/ERC School Improvement Specialist. Each school is in a different place in the Comprehensive Needs Assessment (CNA), root cause analysis, and planning process. Site visits during the planning year will be very specific to the needs of individual schools.

Keeping in mind the focus on reviewing and analyzing the CNA, looking deeper at the root causes for the primary concerns and determining what evidence-based interventions might be the most successful, all visit will include:

- ADD/ERC School Improvement Specialist and Principal conversation at the beginning of the visit for school status update, to review CNA, root cause analysis, current CSI School Improvement Plan and planning needs
- ADD/ERC School Improvement Specialist meets with Administrative and Leadership Team to review CAN, root cause analysis, current CSI School Improvement Plan and planning needs as well as current data
- Exit Interviews
  - Principal and Assistant Principal(s)
  - Administrative Team
  - Leadership Team

- o School Collaboration Teams: Student Focus, Faculty Focus, School Improvement Focus and Stakeholder Focus

On-Site Visits may include:

- Walkthrough classroom observations (10-15 minutes each) using a pre-developed walkthrough protocol.
    - o Observe in all Math and English/Language Arts classrooms
    - o Observe in other classrooms as time permits
    - o Share the classroom observation data and provide feedback to Principal and/or Administrative and Leadership Teams
- Focus Group Interviews (approximately 30 minutes each)
    - o Teachers (4-6) depending on school size
    - o Students (4-6) grade 5 and above
- Follow-Up Meeting(s)
    - o On-site or online to continue the discussion(s), tracking planning action steps, discuss evidence-based intervention possibilities, etc.

ADD/ERC School Improvement Diagnostic Team Review

The ADDs/ERCs will schedule a Diagnostic Team visit. This visit involves a scheduled, full day school review completed by an ADD/ERC Diagnostic Team of approximately four to six members of their BIE staff. The visit includes a classroom observation and interviews with teachers, students, counselors and administrators. Interview questions will revolve around assisting the Diagnostic Team to make decisions on the types of and amount of technical assistance each Comprehensive and Targeted school needs. During the Diagnostic Review the ADDs/ERCs will follow established protocols to be developed by ADD/ERC BIE staff. Each ADD/ERC Diagnostic Team will appoint a liaison to serve as the Comprehensive or Targeted School Improvement Coordinator to assist in the facilitation of the Diagnostic Review visit and follow-up review technical assistance.

BIE School Improvement Diagnostic Review Process

1. The ADD/ERC will contact the superintendent and/or principal of the Comprehensive/Targeted School to schedule the Diagnostic/Review visit.
2. Principal and/or Superintendent holds a meeting with school staff to explain that a BIE Diagnostic Review Team of team of 4-5 members will spend a day in the school. These Diagnostic Review Team members will be observing classrooms and interviewing students, teachers, staff, and administration. Principal/Superintendent needs to emphasize that the Diagnostic Review Team will be looking at overall processes and structures, not checking for compliance.
3. Also at this Review, school staff members will be given a form to complete concerning the school culture survey (TBD) and leadership effectiveness (TBD). School faculty and staff should feel secure in providing honest answers since the surveys are compiled in a data base.
4. The Diagnostic Review Team will spend a full day at the school using a pre-developed BIE school improvement observation form and a pre-developed interview questionnaire. These two forms will assist in guiding the Review Team's discussions and facilitate their observations. Assessing the school leadership is a critical component of the diagnostic review. The Diagnostic Review Team will provide an overview of the strengths and weaknesses of the administration, along with recommendations for improvement.
5. At the conclusion of the day, the Diagnostic Review Team will debrief with both the school and school administration. The debrief meeting will be a time to share the major concerns of the day. Concerns about the leadership will be voiced at this time to the superintendent/principal so that he/she can begin to focus on the leadership of the school and determine a plan of action.
6. A time will be scheduled with the school administration to return to the school and share the results of the culture survey and the diagnostic visit with the administration and faculty. The report is meant to provide an overview of the team's observations and information gathered. It should be seen as a discussion tool to help guide the planning for the school improvement process.
7. Upon the return visit, the diagnostic report and culture survey will be shared with the entire staff. It is at this point, that the process becomes individualized based on the needs of the school.

The DPA staff will assist the schools in ensuring the schools are making the best use of and are in compliance with their educational monies supporting the implementation of the school's continuous school improvement plan, including any Comprehensive Support and Targeted schools improvement activities.

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.

On-Site Support, Planning and Progress Visits

The **BIE System of Technical Assistance Support** is designed as follows:

- Comprehensive Support and Improvement Schools (CSI) will be supported by the ADD/ERC School Improvement Specialists
- Support continuous school improvement in all BIE schools
- Assist identified lowest performing schools as well as other BIE schools as requested
- Focus on leadership at the school level
- Build LEA/school capacity to support lowest performing schools to guide continuous school improvement
- Support the development of a network of schools within the BIE to guide continuous improvement
- CSI schools will be tracked, supported, and provided technical assistance for the next three years by the ADD/ERC School Improvement Specialist to ensure continued improvement
- CSI schools must Exit this CSI status within four years. If not, the CSI School will be placed in a more rigorous intervention process.

> *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 – The BIE's Education Resource Center (ERCs), comprising School Improvement, Title Programs, Special Education - Education Specialists, will support all BIE schools by providing on-going professional development training and resources to school staff regarding practices that reduce the use of aversive behavior interventions that compromise student health and safety and reduce the overuse of discipline methods that remove students from the classroom. Examples of training include topics on

Trauma-Informed Instruction, social-emotional development, Response to Intervention, Positive Behavior Interventions, Transition Services, Early Childhood, Individual Education Plan best practices, and Behavior Intervention Plans (BIPs). Staff can also receive clarification to the responsibilities of meeting legal requirements for Individuals with Disabilities Education Act (IDEA), Family Educational Rights and Privacy Act (FERPA), Section 504 and more. All staff have access to online tools such as LRP Resources to gain a clear understanding of special education requirements and services and how they work. School staff can access Special Ed Connection, Title1Admin, and DirectSTEP eCourses.

BIE is working with their Student Information System vendor to enhance the functionality of all data collections, which would include discipline data, such as suspensions, expulsions, bullying and harassment. BIE will conduct data analysis on discipline information to identify trends and patterns to assist with providing strategic support if certain elements or locations show greater need and also to confirm that BIE's support to schools in lowering incidences of removing students from the classroom.

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 –The BIE 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.

Each LEA should be responsive to the needs of their students and work within the parameters of their fiscal funding.

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 21st 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.

Remaining sections are not applicable for the Standards, Assessments and Accountability Plan.

Appendix A

Table Ia. Academic Achievement: English Language Arts Measures of Interim Progress

Subgroups*	Baseline Data SY 18-19 ***	SY 19-20	New Baseline Data SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27	SY 27-28	SY 28-29	SY 29-30	SY 30-31	SY 31-32	SY 32-33	SY 33-34	SY 34-35	SY 35-36	SY 36-37	SY 37-38	SY 38-39
All Students	15	18	21	24	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	45	51	54	57	60	63	66	69	72	75
American Indian/Alaskan	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
Non-American Indian/Alaskan	20	23	26	29	32	35	38	41	44	47	50	53	56	59	62	65	67	69	71	73	75

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

**Economically disadvantage and the All Student group is the same set of students. (Per MOU)
**SY 2018-19 Baseline Data is based on a 23-part assessment and accountability system. BIE may need to recalculate the long-term goals as well as the measures of interim progress with new baseline data starting with the implementation of the SY 2020-2021 BIE unified assessment system.

Table Ib. Academic Achievement: Mathematics – Measurements of Interim Progress

	Academic Achievement Interim Goals: Mathematics Proficiency Rates (Percent Proficient)																					
Subgroups*	Baseline Data SY 18-19***	SY 19-20	New Baseline Data SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27	SY 27-28	SY 28-29	SY 29-30	SY 30-31	SY 31-32	SY 32-33	SY 33-34	SY 34-35	SY 35-36	SY 36-37	SY 37-38	SY 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	10	13	16	19	22	25	28	31	34	37	40	43	47	50	54	57	61	64	68	71	75
Non-American Indian/Alaskan	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75

*The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements.
**Economically disadvantage and the All Student group is the same set of students. (Per MOU)

**SY 2018-19 Baseline Data is based on a 23-part assessment and accountability system. BIE may need to recalculate the long-term goals as well as the measures of interim progress with new baseline data starting with the implementation of the SY 2020-2021 BIE unified assessment system.

Appendix B: Table II: Graduation Rate: 4-Year Cohort – Measurements of Interim Progress

	Interim Goals: Graduation Rates (By Percent)												
Subgroups*	Baseline Data SY 18-19	SY 19-20	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27	SY 27-28	SY 28-29	SY 29-30	SY 30-31	SY 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	59	60	61	62	63	65	67	69	71	73	75	77	80
Non-American Indian/Alaskan	64	66	68	70	72	74	75	76	76	77	78	79	80

*The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements. Once data is obtained for each of the subgroups identified, measurements of interim may be modified.

Assurances: Title I, Part A

BIE must provide the assurances set forth below that it will do or has done the following: (check each box):

☐ BIE will maintain an assessment system and annually provide to its schools all required Title I assessments under ESEA section 1111(b)(2): reading/language arts, mathematics, science, English language proficiency, and the appropriate alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities.

☐ BIE will submit its assessment system established under ESEA section 8204 for the Department's peer review in accordance with ESEA section 1111(a)(4) and 1111(b)(2)(B)(iii)-(iv) and 34 CFR § 200.2(b)(4) and (5) and (d). BIE must address any findings identified by the Department and make adjustments as necessary. As BIE makes changes to its assessment system, such as the selection of new assessments to meet the Title I, Part A requirements, are subject to re-review by peers. For more information, see the Department's peer review guidance here: https://www2.ed.gov/admins/lead/account/saa/assessmentpeerreview.pdf.

B. Title II, Part A: Supporting Effective Instruction

1. Use of Funds: Describe how SEA will use Title II, Part A funds received under Title II, Part A for SEA-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

   BIE Comment – The Bureau of Indian Education (BIE) provides guidance and support on how funding can be used to support school's individual needs by offering universal technical assistance to all schools. This universal technical assistance ensures schools are offered guidance on Title II, Part A allowable costs and effective strategies to foster professional growth of administrators, teachers, and support staff to improve student achievement.

2. System of Certification and Licensing: Describe State's system for ensuring that teachers, principals, and other school leaders.

   BIE Comment – State licensing and certification requirements apply to educators in schools located in each of the BIE's respective 23 states; therefore, BIE accepts state licensing (e.g., teacher and school administrator) from a state where the BIE-funded school is located.

3. Improving Skills of Educators: Describe how BIE will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

   BIE Comment – The BIE will further develop and provide universal evidence-based professional learning opportunities to build capacities of school staff and leaders to help them identify needs of student learning. These delivery models include in-person/virtual webinars, online professional development, and training that is delivered to individuals and groups of all sizes.

   BIE has formed partnerships with regional laboratories, organizations, and universities to improve teacher effectiveness, curricula, and data analysis.

4. Data and Consultation: Describe how BIE will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

   BIE Comment – The Bureau of Indian Education is required to engage with its stakeholders, primarily Indian tribes and tribal communities, on an ongoing basis under Executive Order 13175 and Secretarial Order 3317. These orders outline the conditions under which tribal consultation and negotiated rulemaking occur in addition to outreach

required by statutes such as the Every Student Succeeds Act, ESSA. Consequently, the BIE expects to continue engaging in formal and informal tribal consultation into the foreseeable future. Inasmuch as the BIE's implementation of ESSA and the agency's creation of an Agency Plan will be discussed, so, too, will be the Title II programmatic activities.

The BIE does not currently have a system in place to track Title II, Part A professional development activities that can be utilized by all BIE funded schools (Bureau-Operated Schools and Tribally-Controlled Schools). In the short-term, a system will have to be developed to allow for the tracking of professional development activities by all BIE funded school employees so that the BIE can evaluate which professional development opportunities are most utilized and needed among educators and respond accordingly, making additional opportunities available. Over the long term, the BIE can begin to evaluate the effectiveness of the professional development by using statistics on educators' participation in professional development opportunities to establish correlations with schools' performance on accountability system indicators.

5. Teacher Support: Describe the actions BIE may take to strengthen support for teachers, principals, or other school leaders based on the needs of the BIE, as identified by the BIE. If applicable, support could include activities to improve teacher preparation programs.

BIE Comment – The BIE presents technical assistance in various modalities providing direction and guidance for the use of Title II, Part A funding to support paraprofessionals, teachers and principals or school leaders for advancement in their certification and licensure through recruitment and retention initiatives allowed under Title II, Part A.

Assurances: Title II, Part A

BIE must provide the assurances set forth below that it will do or has done the following: (check each box):

☐ Beginning in school year 2021-2022, BIE will complete the Department's annual SEA-level Title II, Part A use of funds survey.

C. Title IV, Part A: Student Support and Academic Enrichment Grants
1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how BIE will use funds received under Title IV, Part A, Subpart 1 for BIE-level activities.

BIE Comment – BIE will use funds received under Title IV, Part A, Subpart 1 for state level activities as allowable per all applicable subparts of ESEA section 4103(b), to include:

- Providing monitoring and engaging in performance management activities to LEAs receiving the Title IV, Part A allocation to support effective local implementation of planned programs and services;
- Supporting LEAs by providing professional learning, training, and technical assistance to build local capacities to provide effective programs and activities that:
  - Offer well-rounded, accelerated and enriched educational experiences to all students, to include arts education and arts integration programs, accelerated learning opportunities and gifted education programs and services, as described in section 4107, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects;
  - Foster safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 4108;
  - Increase access to personalized, rigorous learning experiences supported by technology as described in section 4109;
  - Offer technical assistance and webinars regarding the processes and procedures of the implementation of the formula grant offered; and
  - Offer webinars to identify evidence-based interventions, to support the implementation process and evaluation process of the grants.

Technical assistance, service and support may be offered through a combination of face-to-face meetings, webinars, and phone conferences. Additionally, support at any level may also be provided in conjunction with other partners – such as Regional Comprehensive Centers, postsecondary institutions, and others.

2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

BIE Comment – BIE will ensure awards made to LEAs under Title IV, Part A Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2). The minimum amount to be allocated to each LEA is $10,000. The range of awards will vary depending on the number of students to be served. All BIE schools or ADD Consortium will submit an application/spending plan when they receive the Title IV, Part A awards. LEAs may form consortia; the funding for consortia is the combined allocations from each member. Each LEA or consortia receiving $30,000 or more must use a minimum of 20% for activities in both the well-rounded education and improve school conditions for student learning components.

The BIE will ensure:
- That each school or ADD Consortium apply for Title IV, Part A funds yearly that describes the schools' needs, goals, plans for implementation and evaluation of the use of funds in accordance with ESEA.

- Each applicant demonstrate how proposed uses of funds are aligned with the applicant's needs assessment, SMART Goals and Schoolwide Program Plan (School improvement plan) and coordinated with other federal improvement funds.
- LEAs limit technology funds spent on technology infrastructure and not spend more than 15% of those technology funds to purchase technology infrastructure. Specifically, this means that LEAs may not spend more than 15% of its SSAE technology funds on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.
- Additionally, LEAs may not spend more than 2% of their SSAE funds on direct administrative costs.
- LEAs use a Program Logic Model, develop measurable objectives and engage in timely and meaningful consultation with a wide range of stakeholders during the design, development and implementation of the grant.

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

1. <u>Use of Funds</u> *(ESEA section 4203(a)(2))*: Describe how BIE will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.
Click here to enter text.

BIE Comment – The BIE will use 21st Century Community Learning Center funds to:
- Provide opportunities for academic enrichment during non-school hours, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- Offer support opportunities for families of students served by community learning centers for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

BIE will use funds received under the 21st Century Community Learning Centers program for administrative activities allowed by Statute. State administrative funds enable BIE to carry out its administrative responsibilities including the management of subgrant competitions.

Additionally, STATE ACTIVITIES funds enable BIE to provide a comprehensive tiered system of ongoing compliance monitoring, training, and technical assistance. BIE reserves the remaining STATE APPLICATION funds for its allocation of awards to

eligible entities with an average of $135,000 each annually for a three-year period with funds reducing to 75% in Years 4, 5 and 6 of the grant where renewable. (The application process is described in detail in section 2 below.)

BIE ensures that all communication and assistance regarding the application for funding, program and fiscal management are clearly in alignment with Federal Statute and guidance from start to finish to enable sub-grant leadership the highest probability of building capacity and ensuring successful management.

Applicants for 21st CCLC funds in BIE must assure BIE that data collection and mandatory reporting will be submitted as required for the federal data collection system and for requisite BIE fiscal and programmatic reporting and evaluation purposes as well.

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria BIE will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging BIE academic standards and any local academic standards.
Click here to enter text.

BIE Comment – A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part. To be eligible to receive an award, an LEA shall submit an application to the BIE at such time, in such manner, and including such information as the SEA may reasonably require. Contents, approval of certain applications, permissive local match, peer review, geographic diversity, duration of awards, number of awards and priority regulations are included under SEC. 4204, LOCAL COMPETITIVE GRANT PROGRAM.

BIE announces BIE-wide application competitions contingent on adequate funding. When soliciting competitive projects, BIE's application process is carefully aligned with Federal requirements. Competitive grants are awarded in accordance with Federal Statutes, which require a Request for Grant Proposal be written specifying all required expectations for the LEAs to perform through a description or scope of work. Application guidance has been designed to create a level playing field where all applicants have an equal opportunity for success. BIE accomplishes this in part by making expectations transparent and guidance as clear as possible, and by communicating this guidance in written and verbal formats via technical assistance webinars.

BIE's 21st CLCC grant awards for no less than $50,000 annually for up to six (6) years provided funds are available and performance objectives are met, with the last three (3) years of funding being reduced for awards to 75% in Years 4, 5 and 6 of grant funding for subgrantees who meet the renewability criteria. Awards may be renewed for each successive year, up to the 6-year term, upon maintaining satisfactory compliance/low risk. A tiered system of technical assistance and compliance monitoring, including

submission of a Continuing Application for each following year, ensures that each sub-grantee is eligible for renewed funding each year of the six potential years of funding.

The 21st CLCC grant applicants respond to the following application sections:
- Program Need
- Program Design and Implementation
- Adequacy of Resources
- Program Objectives and Activities
- Evaluation
- Sustainability

Incorporated in the application sections, the applicants must demonstrate how their proposed program will comply with all aspects of the statutory requirements, including how its activities will meet the measures of effectiveness described in section 4205(b).

The BIE 21st CCLC State Coordinator conducts an initial screen of all applications to ensure eligibility and compliance with BIE's Competitive Discretionary Grant Guidelines and Procedures. If any of the following criteria is not met the application will be disqualified and will not move on to the Peer Review Process: 1) Application submitted by the due date and time 2) Complete Application and 3) Correct Application (written to serve students of one school site). Further, based on a rubric, if any of the following criteria are not met, the application may not move on for Peer Review: 1) BIE Grant Management – good standing with fiscal management and reporting, no programmatic holds; 2) 21st CCLC Prior Grant – good standing, compliant with grant requirements and 3) Budget Alignment – budget requests are substantially allowable and reasonable within application parameters. Applicants that are disqualified during the initial screening are notified of non-compliance status. Any applicant may appeal application decisions. During the initial screening, BIE State Coordinator also confirms whether applications moving on to the Peer Review have met the criteria to receive Priority Points based on low standing in Federal State Accountability labels for the year prior to application submission.

BIE uses a panel of peer reviewers to review and score 21st CCLC applications. A diverse panel of reviewers with relevant expertise in effective academic, enrichment, youth development and related youth programs is selected to participate. No reviewer is selected that has a conflict of interest evidenced by being a current application round applicant or a representative thereof. The reviewers receive a thorough training through a webinar which includes reviewer expectations, an education in the law establishing the grant, BIE's application and application guidance, and training in completing consistent scoring and comment writing based on a scoring rubric that is provided within the application guidance. Each application receives three (3) independent reviews. Reviewers provide numerical scores and written comments regarding the strengths and weaknesses of each of the sections of the application using a rubric and based on the established criteria for each section. The reviewers are also able to alert 21st CCLC staff to any conditions which they believe should be addressed by BIE.

Upon completion of the grant review, a rank ordered funding slate is developed based on averaging the three (3) peer reviewers' scores for each application. BIE awards the top-ranking applications for which it has sufficient funding. All funding is contingent upon receipt of federal funds. In the event that anticipated federal funding is decreased, a proportional decrease will be made to all awardees.

Assurances: Title IV, Part B

BIE must provide the assurances set forth below that it will do or has done the following: (check each box):

☐ BIE will annually submit GPRA data to the 21APR data system adhering to the data submission windows provided.

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

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how BIE will use funds to help all students meet the challenging BIE academic standards.

   BIE Comment – The BIE Rural and Low Income Schools (RLIS) Program provides flexibility for LEAs to use grant funding to supplement the funding they receive under the various ESSA programs. Eighty-four percent (148 of 176) of the BIE-funded schools meet the eligibility requirements to receive RLIS grant funding which can be used for activities authorized under Title I Part A, Title II Part A, Title III, Title IV Part A and for parental involvement activities. As grant funds are to be used based on a Comprehensive Needs Assessment completed by all BIE-funded schools, the BIE's measurable goals and objectives for this program will be used for the specific set of activities the LEA has opted to implement. LEAs will be required to use the RLIS funds to support the Title Program(s) they have selected. Therefore, the measurable program objectives will be aligned with the specific Title program(s).

   .

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how BIE will provide technical assistance to BIE-funded schools to help such agencies implement the activities described in ESEA section 5222.

   BIE Comment – BIE will provide technical assistance to all BIE-funded schools to develop local plans for the use of funds consistent with ESEA section 5222(a), that may include activities authorized under Title I, Part A; Title II, Part A; Title III; Title IV, Part A; and parental involvement. Technical assistance will include support for grant programmatic and fiscal application processes; coordination with applicable allowable program areas; support for LEAs regarding effective uses of funds and promising practices.

   Technical assistance, services and support may be provided by the BIE through a combination of face-to-face (conferences, workshops, meetings) and virtual (webinars, online courses, phone conferences) trainings.

F. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. <u>Student Identification</u> *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures BIE will use to identify homeless children and youth in the BIE and to assess their needs.

The BIE supports LEAs by providing support through annual trainings, professional development, and guidance documents. BIE also prepares and disseminates sample policies, resources, and notices summarizing the Education for Homeless Children and Youth program requirements and shares McKinney-Vento guidance provided by the US Department of Education and National Technical Assistance Provider.

Identification of homeless children and youth will be the primary responsibility of local educational agencies, using the McKinney Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) definition of homelessness. Upon identification and enrollment, local educational agencies will include assessment of the needs of children and youth experiencing homelessness in their local comprehensive needs assessment.

2. <u>Dispute Resolution</u> *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The BIE Education of Homeless Children and Youth Program has established a dispute resolution process with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a local educational agency decision on eligibility, school selection, or enrollment. The process ensures a prompt resolution with a full timeline of review and delivery of decision within seven (7) business days.

Enrollment, transportation, or services cannot be delayed prior to or during dispute resolution and such enrollment, transportation or services shall be provided until the conclusion of dispute resolution.

3. <u>Support for School Personnel</u> *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, 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 youth, including runaway and homeless children and youth.

BIE provides ongoing training to all Education Resource Center staff and school personnel on the requirements of the McKinney-Vento Education of Homeless Children and Youth Program, to heighten the awareness of children and youth and runaways experiencing homelessness. These training opportunities include in-person meetings,

phone conference calls, webinars, and national conference opportunities. Resources are also provided on the BIE NATIVE Star portal.

4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
    i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in BIE-funded schools;
    ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with BIE, local, and school policies; and
    iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the BIE and local levels.

Currently, BIE does not have a public preschool program. BIE Education for Homeless Children and Youth Program will establish and build upon existing collaboration with the Early Childhood Education Unit (BIE FACE) and Tribal Head Start programs. This partnership will provide new avenues for training, technical assistance, and collaboration at the local level.

The BIE utilizes the Native American Student Information System (NASIS) to identify and designate homeless students, and coordinates between schools through local homeless liaisons to address enrollment issues faced by homeless children and youth. If a student transfers from a BIE school to another, their records can be accessed through the NASIS system. However, if a student transfers outside the BIE, Liaison will coordinate with the receiving School Liaison.

The BIE adheres to the Family Educational Rights and Privacy Act, and records are kept in a safe location and transfer of records will follow the BIE transfer or record policy. BIE homeless liaisons are working and advocating with homeless students and their families to ensure their academic needs are being met. In addition, homeless liaisons are also coordinating with Federal, State, local and Tribal entities to assist these students. The BIE will provide the following resources to inform schools on addressing enrollment barriers and providing accessibility to children and youth in a homeless situation:

- Every Student Succeeds Act
- McKinney-Vento Act
- Non-Regulatory Guidance (March 2017)
- Schools are addressing the needs of homeless students in their schoolwide plans and setting aside a portion of their Title IA funds to support this sub-group based on the school's comprehensive needs assessment.

- Coordinate and collaborate with local state, community, and tribal colleges to support the needs of students in a homeless situation.

Furthermore, BIE works collaboratively with local educational agencies to develop locally driven policies. This process is to support children and youth experiencing homelessness and ensure they face no barriers that prevent them from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

The BIE provides ongoing training and technical assistance to local educational agencies, ensuring all barriers to accessing academic and extracurricular activities, including summer school, career and technical education, advanced placement, and online learning are removed and addressed for children and youth experiencing homelessness.

5. <u>Strategies to Address Other Problems</u> *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.
   Click here to enter text.

The BIE provides training and technical assistance that ensures all barriers to enrollment and retention of homeless children and youth are removed. These barriers include immunization requirements; residency requirements; lack of birth certificates, school records, or other documentation; guardianship issues; or uniform or dress code requirements.

6. <u>Policies to Remove Barriers</u> (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that BIE and BIE-funded schools have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Barriers will be identified through findings from on-site and desk monitoring, analysis of identification collected in the NASIS system, and barriers brought to the attention of the BIE State Coordinator. BIE provides training and technical assistance which includes reviewing McKinney-Vento provisions for removal of barriers for children and youth experiencing homelessness.

The BIE will establish a team consisting of experienced Homeless Liaisons who will assist with the development of draft policies ensuring all barriers to the enrollment and

retention of homeless children and youth are removed. The draft policies will then be amended and/or adopted by local educational agencies.

7. <u>Assistance from Counselors</u> *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college.

Liaisons must assist homeless or unaccompanied youth in receiving the help they need from counselors to advise and prepare them for post-secondary education. Liaisons must also ensure that procedures are implemented to identify and remove barriers that prevent students from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with state, local, and school policies.

Counselors must prepare and improve the readiness of homeless or unaccompanied youths for post-secondary education through the following means:
- Counselors are encouraged to attend the National Association for the Education of Homeless Children and Youth (NAECHY) annual conference
- The BIE State Coordinator will provide training to local homeless liaisons and school counselors in preparing homeless student for college or postsecondary education.
- Provide training to counselors or webinars on various resources, institutions, organizations providing scholarships, summer programs, and higher education preparation opportunities for students in a homeless situation.
- Provide trainings to counselors on how they can use Title IA Homeless set-asides to assist with providing on-site training for students and their parents in college preparation, FAFSA, and assist with testing fees (ACT/SAT).

Assurances: Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

BIE must provide the assurances set forth below that it will do or has done the following: (check each box):

☐   BIE will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

☐   BIE-funded schools will designate an appropriate staff person, able to carry out the duties described in paragraph (6)(A), who may also be a coordinator for other Federal programs, as a liaison for homeless children and youths.

☐   BIE will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the

liaison), to and from the school of origin (as determined under paragraph (3)), in accordance with the following, as applicable:

a. If the child or youth continues to live in the area served by the BIE school, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the BIE.

b. If the child's or youth's living arrangements in the area served by the local educational agency of origin BIE school terminate and the child or youth, though continuing the child's or youth's education in the school of origin, begins living in an area served by another local educational agency, BIE and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If BIE and the local educational agency are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

☐ BIE will adopt policies and practices to ensure participation by liaisons described in clause (ii) in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f), as determined appropriate by the Office of the Coordinator.

Appendix A: Measurements of interim progress

Instructions: BIE must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the BIE's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the BIE's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing BIE-wide proficiency and graduation rate gaps.

A. Academic Achievement

B. Graduation Rates

C. Progress in Achieving English Language Proficiency

Appendix B

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a BIE-formula grant program, a BIE needs to provide this description only for projects or activities that it carries out with funds reserved for BIE-level uses. In addition, local school districts or other eligible applicants that apply to the BIE for funding need to provide this description in their applications to the BIE for funding. The BIE would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.