



Every Student Succeeds Act

OVERVIEW OF THE NEW VERSION OF THE ELEMENTARY AND SECONDARY
EDUCATION ACT

Background and History

- ▶ The original Elementary and Secondary Education Act (ESEA) was first passed in 1965, a civil rights act that emphasized equal access to quality education for ALL children
- ▶ ESEA was last reauthorized in 2002 as No Child Left Behind (NCLB)
- ▶ 2011 – US Department of Education offered state waivers from NCLB provisions
- ▶ December 2015, Congress passes ESEA Reauthorization, called the Every Student Succeeds Act (ESSA)

The New ESEA – Every Student Succeeds Act (ESSA)

- ▶ The Wall Street Journal called ESSA “the biggest devolution of federal control since the 1990’s”
...but how far did the pendulum actually swing?

ESSA maintains requirements for rigorous state content standards and statewide annual assessments for grades 3 – 8 and high school

Increases state flexibility in design of accountability system, school improvement interventions, student supports, and teacher support and evaluation

Expands opportunities for parent and community engagement



Transition timeline

NOW

- Familiarize ourselves with ESSA requirements, understand areas for needed policy shifts as well as opportunities to build upon and improve upon prior policies
- Engage community and stakeholders in awareness to develop a baseline understanding of the new law
- Draft Regulations Released for Public Comment

August
2016

- ESEA Flexibility Waivers end – (with a few exceptions for continued school turnaround programs and supports)

School Year
2016-17

- Final regulations released in November 2016
- States work with stakeholders to develop state plans
- Non-competitive state formula grant programs (Title I A, C, and D; Title II Part A, Title III part A) remain in current allocation structure, procedures, and requirements until the 2017-18 school year

School Year
2017-18

- New State Plans and Accountability Systems go into effect
- Non-Competitive state formula grant programs under ESSA go into effect

Provisions for transition in 2016-17

- ▶ 2016-17 school year: States are not required to:
 - ▶ Calculate AMO's or report state and district performance against AMO's on accountability state and school report cards
 - ▶ Hold schools and districts accountable for performance against AMAO
 - ▶ Require all teachers of core academic subjects to be "highly qualified"
 - ▶ Identify any additional school turnaround schools
- ▶ States must freeze district accountability under Title III based on recent AMAO calculations and maintain current levels of supports and interventions from the 2015-16 school year

ESSA: Standards

- ▶ States must adopt “challenging state academic standards” and academic achievement standards in mathematics, reading or language arts, and science. **Standards must be aligned with entrance requirements for credit bearing coursework in the state’s public higher education institutions.**
- ▶ Alternate Achievement Standards – states may adopt alternate academic achievement standards for students with most significant cognitive disabilities.
- ▶ States must adopt English Language Proficiency Standards that are aligned with state content standards, must include speaking, listening, reading, and writing

Assessments

- ▶ Assessment Schedule remains the same as under NCLB
 - ▶ Math and ELA – Annually in grades 3-8, and once in HS
 - ▶ Science – Once per grade span: 3-5, 6-8, 9-12
 - ▶ Same assessments administered to all public school students statewide
 - ▶ Aligned to State content standards
 - ▶ May be computer adaptive, but must measure student proficiency based on grade level standards
 - ▶ High School Assessment Flexibility – may select a nationally recognized HS assessment in lieu of the state assessment such as the SAT, ACT, etc.

Assessments continued

- ▶ States may adopt alternate assessments based on alternate achievement standards for students with most severe cognitive disabilities, may not exceed 1% of total number of students statewide
- ▶ States must provide annual assessment of English Proficiency in all English Learners, the assessment must be aligned with ELP standards
- ▶ Flexibility in how to assess and report assessment data for “recently arrived English Learners”
- ▶ SMART Act provides funding for states to conduct audits to streamline testing
- ▶ Law Allows states to set a limit on amount of time devoted to state assessment administration
- ▶ Innovative Assessment pilot – 7 states who have background and ongoing work in competency based and other forms of innovative assessment structure

ESSA Accountability

- ▶ Statewide system that will “meaningfully differentiate schools” using multiple measures and metrics in a dashboard or index-type system annually
 - ▶ Must include:
 - ▶ Academic Proficiency on State Assessments
 - ▶ Must assess 95% of all eligible, non-exempt students and each subgroup. This rate must factor into the accountability system
 - ▶ Growth or other Statewide Academic Indicator for K-8 schools
 - ▶ Graduation Rates for HS (4 year adjusted cohort and any extended year rates set by the state)
 - ▶ At least 1 state determined indicator of school quality or student success, which is likely to improve graduation rates or academic achievement
 - ▶ Must be able to compare across subgroups
 - ▶ Progress in achieving English Language proficiency for EL's
 - ▶ **Must culminate in a comprehensive, summative annual rating for each school that gives a clear picture of its overall standing**

Accountability continued

- ▶ Disaggregation is required for all metrics
 - ▶ Each major racial/ethnic group
 - ▶ Economically disadvantaged students
 - ▶ Children with Disabilities
 - ▶ English Learners
- ▶ “Substantial Weight” must be placed on academic achievement, growth, graduation rate, other academic indicator, and English Language Proficiency
 - ▶ The must receive “much greater weight” in the aggregate than indicators of school quality/school success

State Report Cards

- ▶ Each State must prepare and disseminate annual report cards based on its state accountability system
- ▶ Additionally, Student Achievement Data by Achievement level and graduation rate data must be reported by the Accountability subgroups as well as the following groups:
 - ▶ Gender
 - ▶ Migrant, Foster Care, and Homeless status
 - ▶ Military connected youth
- ▶ Additional components required for reporting are similar to those in our current report card/school profile

ESSA School Improvement

- ▶ Current School Improvement Grant Models are no longer required – Interventions must now be “evidence-based”
- ▶ Comprehensive Support and Improvement Schools – identified at least every 3 years
 - ▶ Lowest performing 5% of Title I schools according to the state accountability index
 - ▶ HS's with less than 67% graduation rates
 - ▶ Schools with consistently underperforming subgroups that have not improved after receiving targeted support
- ▶ Targeted Support and Improvement
 - ▶ Schools with a low performing subgroup performing similarly to all students in the bottom five percent of Title I schools, identified at least every 3 years
 - ▶ Title I schools with a consistently underperforming subgroup as defined by the state annually

School Turnaround Supports

- ▶ New Student Support and Academic Enrichment grant (SSAE) - ~8.0mil in FY17
 - ▶ Provide all students access to a well rounded education
 - ▶ Improve school conditions for student learning
 - ▶ Improve the use of technology to improve academic achievement and digital literacy
- ▶ No more SIG grants, instead states have a 7% set aside of Title I grants to LEAs for school improvement. School Improvement funds for LEAs can be formula driven or a competitive process

ESSA Teacher and Leader Supports

- ▶ New federal flexibility to develop and implement programs supporting and developing Teachers and Leaders
 - ▶ Teacher and Leader Academies – up to 2% of Title II allocation
 - ▶ Support Initiatives for Principals – up to 3% state set aside
 - ▶ Reform of state licensure and certification systems
 - ▶ Development and Implementation of educator evaluation and support systems
 - ▶ Plus many more...

ESSA Teacher Evaluation and Equity

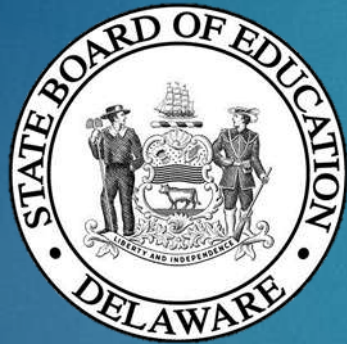
- ▶ Does Not require specific methods or components in an educator evaluation system
- ▶ State Title I Plan must demonstrate how the state will ensure that “low income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out of field, and inexperienced” educators
- ▶ Funds may be used for state evaluation systems*
- ▶ Allows for a Teacher Incentive Fund, a competitive grant to support innovative educator evaluation systems

State Plans under ESSA

- ▶ States can develop their plan during the 2016-17 school year, and submit in March 2017
- ▶ States can develop consolidated plans across Title I, II, III, IV, and V rather than submit individual program plans
- ▶ States must engage in timely and meaningful consultation with including but not limited to:
 - ▶ Governor, State Legislature, State Board of Education, LEA's, teachers, principals, school leaders, charter school leaders, school support staff, paraprofessionals, administrators, specialists, and parents*

New opportunities to explore further

- ▶ Early Education Provisions
 - ▶ Preschool Development Grant
 - ▶ Title I – IV dollars can be used in Pre-K programs
- ▶ Federal Grants for Statewide Family Engagement Centers
 - ▶ \$10 million annual national funding
 - ▶ Title I set aside of 1% for “parent and family engagement activities” – 90% must be distributed to schools
 - ▶ Greater opportunities to explore and develop full service community schools as well as Promise Neighborhoods
- ▶ Title IV flexible block grants for health, safety, technology, well-rounded education and more...



MATERIALS AND RESOURCES ARE
LOCATED ON OUR WEBSITE:
WWW.DESTATEBOARDED.K12.DE.US

EMAIL QUESTIONS OR COMMENTS:
DONNA.JOHNSON@SBE.K12.DE.US