Every Student Succeeds Act
ESSA

Summary and Key Elements

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Every Student Succeeds Act

- Signed into law on December 10, 2015
- Reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA)
- Replaces No Child Left Behind, (NCLB) 2002
ESSA

Key Elements

• Ensures States set high academic standards so that students graduate high school ready for college and careers (ED.Gov);

• Maintains accountability by guaranteeing that when students fall behind, steps are taken to help them and their school improve, with particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools where subgroups are falling behind;

• Preserves annual assessments and reduces the often onerous burden of unnecessary and ineffective testing on students and teachers, making sure that standardized tests don’t crowd out teaching and learning, without sacrificing clear, annual information parents and educators need to make sure our children are learning;
ESSA
Key Elements

• Empowers States and local decision-makers to develop their own strong systems for school improvement while limiting the authority of the Federal Education Department Secretary;

• Ensures LEAs have State approved plans that are developed in a timely and meaningful manner with stakeholders, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and parents

• Protects students from low-income families and students of color from being taught at disproportionate rates by ineffective, inexperienced, and out of field teachers.

• Provides more children access to high-quality preschool, giving them the chance to get a strong start to their education.
Title I Funding

- Title I funding formula remains the same
- School Improvement Grant (SIG) Eliminated
- Keeps 1% cap on State administrative funds
- New set-asides
  - **Mandatory** 7% set-aside for School Improvement interventions and technical assistance
    - Formula or competitive to LEAs
  - **Optional** 3% set-aside for Direct Student Services
    - Competitive subgrants to LEAs (priority to identified schools)
    - Allowable expenditures include academic/CTE coursework, credit recovery, AP/IB test fees, and transportation of LEAs implementing school choice

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Title I
Standards and Assessment

• States choose academic standards in Reading and Math aligned to higher education.

• Maintains current assessment requirements:
  ➢ Math and Reading/English Language Arts in grades 3 through 8 and once in 9 through 12.
  ➢ State may approve nationally recognized high school assessments in lieu of state assessments.
Title I
Standards and Assessment

• 95% participation rate is required by all students and subgroups.
• 1% cap for alternative assessments for students with severe cognitive disabilities.
• Allows State to set a limit on the total amount of testing time.
• LEA must notify all parents of State or local policy regarding student participation in statewide assessments and post information on each assessment required. (Manasevit, Esq. 2016)
  ➢ This must include the right to opt-out
Title I
Accountability

• AYP is replaced by a State developed accountability system that;
  ➢ Measures Academic achievement for each subgroup;
  ➢ Adds homeless, foster youth, migrant students, and military-connected students to subgroups;
  ➢ Measures High school graduation rate;
  ➢ Measures English language proficiency;
  ➢ Requires at least one additional indicator of school quality that is valid, reliable, comparable, and statewide, e.g. student engagement, access to advanced coursework, school climate, others.
Title I
School Improvement

• States to establish a methodology for identifying schools for comprehensive support and improvement that are:
  ➢ At least the lowest-performing 5%.
  ➢ High schools graduating less than two-thirds of students.
  ➢ Schools with underperforming subgroups.
Title I
School Improvement

• District Developed **Comprehensive Support and Improvement plans.**
  - Plans need to be approved and monitored by the State
  - States set exit criteria.
  - States determine actions for schools not meeting exit criteria in a timely manner.
  - States to annually notify LEAs when one or more subgroups are consistently underperforming.

Schools implement **Targeted Support and Improvement Plans** which must be approved and monitored by the LEA.
Title I State and LEA Report Cards

• California will continue to produce the School Accountability Report Card (SARC)

• SARC predates NCLB and ESEA and meets the ESSA requirements.
Title II

• Ends Federal mandates on teacher evaluations and the Highly Qualified Teacher (HQT) requirements.
• State to set certification requirements for teachers, administrators, and paraprofessionals.
• Expands resources for induction and professional development programs for both teachers and administrators.
• States may reserve 3% of LEA subgrant funds for principal and other school leader support grants.
Title II Grants

• Changes to grant formula to ensure States with higher number of students in poverty receive funding that is reflective of their student populations

• Authorizes grants funded directly through Federal Department of Education, including:
  - Teacher and School Leader Incentive Fund;
  - Literacy Education for All, Results for the Nation (LEARN);
    - Competitive grants to States to develop literacy instruction
    - Divided by age group – separate grants for grades K-5, 6-12
  - American and Civics Education;
  - Supporting Effective Educator Development Grants
  - STEM Master Teacher Corps
  - Programs of National Significance;
Title III

- ESSA moves accountability provisions to Title I
- Replaces the reference of “limited English proficient” to “English learners”
- States are now given two choices on how to test newly-arrived English learners instead of one.
- Mandates reporting on the number and percentage of ELs who:
  - Meet State determined long term goals, disaggregated by disability:
  - Attain English proficiency;
  - Meet challenging academic standards for four years after exiting, disaggregated by disability,
  - Have not attained proficiency within five years of classification;
Title IV

• Authorizes States to provide Student Support and Academic Enrichment Grants to support districts in providing programs for:
  
  ➢ Well-Rounded Educational Opportunities (e.g. AP and IB tests fee reimbursement, STEM, music and arts, computer science, others);
  
  ➢ Safe and Healthy Schools;
  
  ➢ Effective Use of Technology
Technology in ESSA

6 Key Developments for Edtech in the ESSA

- **Policy Improvement**
  Clear goals and emphasis on academic improvement

- **Directed Funding**
  Flexible use of funds from multiple sources

- **New Learning Models**
  Emphasizes personalized and blended Learning, supported by data

- **Professional Development Support**
  Aligned to learning models

- **All Providers Welcome**
  For- and non-profit providers encouraged to provide products & services

- **Increased R & D**
  Innovation focused to scale promising initiatives
Technology in ESSA

• Title IV provides definitions for terms such as:
  – Blended learning
  – Digital Learning
  – Technology

• Title IV conveys statutory authority for states and districts to:
  – Pursue innovative educational technology (edtech) strategies.
  – Harness the emerging potential of edtech.
    • Streamline lesson planning, reporting and record-keeping.
    • Personalize learning.
    • Simplify and improve communication
$850 million can be used for innovative edtech strategies with no more than 15% of that going to technology infrastructure.
Title IV

• Authorizes 21st Century Community Learning Centers as a stand-alone program.
• Maintains Charter Schools as a stand-alone program with increased accountability.
• Authorizes Statewide Family Engagement Centers program.
• Authorizes grants funded directly through United States Education Department for National Activities including:
  ➢ Education Innovation and Research
  ➢ Community Support and School Success
  ➢ School Safety
  ➢ Academic Enrichment
California ESSA State Plan Timeline

- **July 2016**
  - Proposed concepts for integrating federal requirements with State accountability
- **August 1, 2016**
  - ESEA waiver expires but states continue to support “priority” and “focus” schools in 2016-17
- **September & November 2016**
  - LEAs submit draft plans to State Board of Education
- **January 2017**
  - Plans approved by State Board of Education
- **July 2017**
  - Plans approved by Federal Department of Education
- **August 2017**
  - New accountability system begins
Thank You!

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