

2016 SAM CONFERENCE

ESSA OVERVIEW
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Helena, Montana



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Every Student Succeeds Act

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Where We Are with ESSA

- Implementing a major new law is a significant undertaking
- Since ESSA was signed into law in December, ED has taken several initial steps toward helping States, districts, schools, and the public understand the law
- Negotiated Rulemaking has been completed
- Additional regulations are out for comment
- OPI has designated official Stakeholders Group that met for the first time May 25 and 26
- OPI working groups have developed outlines of what needs to be in a state consolidated plan/application
- Those working groups have also drafted some recommendations for addressing plan components

Effective Dates

- For non-competitive state formula grant programs, including Title I, Parts A, C, and D, Title II, Part A, Title III, Part A, and Title IV, Part A, provisions of ESSA take effect for the 2017-2018 school year. Exceptions in Homeless!
- In general, Federal FY 2016 non-competitive state formula grant funds for the 2016-2017 school year will be awarded and administered in accordance with the ESEA, as amended by NCLB. (*Consolidated Appropriations Act, 2016*)
- Funds will be allocated under NCLB rules.

ESSA & Early Learning



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Support for High-Quality Preschool

- Authorizes Preschool Development Grants
 - Expands high-quality preschool for children from low-income families
 - Encourages States to improve the quality of early learning programs by developing and implementing evidence-based practices
 - Facilitates collaboration and coordination among early learning programs
- Jointly administered by ED and HHS through HHS' budgetary authority

ESSA & Title I



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Teachers and School Leaders

- Under Title I continues protections for low-income and minority students from being taught at disproportionate rates by ineffective, inexperienced, or unqualified teachers and enhances local reporting on educator equity
- States may, but are not required to, use state assessment results in educator evaluation systems



State Plans

- States will be required to develop new state plans
 - Tied to the state's eligibility for the Federal FY17 funds for the 2017-2018 school year
- Instead of submitting individual program plans, Montana will develop a consolidated plan across multiple programs covered under ESSA
 - Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and Title V, Part B, Subpart 2

Building the State Plan

- Provides for timely and meaningful consultation with:
 - Governor, State legislature, State board of education, districts (including rural districts), representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents



Title I Family Engagement

- The language has formally shifted from “Parental Involvement” to “Family and Community Engagement,” with an emphasis on engaging all of the people who have a stake in the well-being of a community’s children.
- There is a more comprehensive approach to Family Engagement across all programs.
- There is a clear requirement on involving families in all aspects of the development, review, and delivery of family engagement programs built on research-based best practices.
- There is a clear requirement that communities on reservations must collaborate with tribal governments or education programs/departments.



Standards and Assessments



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Standards and Assessments

- For the first time in law, states are required to demonstrate their challenging academic standards are aligned not only with state standards but with the entrance requirements for credit-bearing college coursework
- Maintains annual statewide assessments in reading and math for all students in grades 3-8 and once in high school, and in science once in elementary, middle, and high school
- Other subjects are permissible
- Continues focus on ensuring those assessments are valid, reliable, and fair for all students
- A state may adopt alternate academic achievement standards for students with the most significant cognitive disabilities. (*Section 1111(b)(1)(E)*)



Academic Assessments

Each state must implement a set of high-quality, annual academic assessments. *(Section 1111(b)(2))*

- Same assessments administered to all public school students in the state.
- Provide information as to whether a student is performing at grade level.
- At a state's discretion, may be a single summative assessment or multiple statewide interim assessments that yield a single summative score.
- May be computer-adaptive assessments if they measure, at a minimum, student proficiency based on the state's academic standards for the grade in which a student is enrolled.
- A state may adopt alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities.



Long-term Goals and Interim Measures

A state must establish long-term goals and interim measures of progress for all students and each subgroup of students for:

- Academic achievement as measured by proficiency on state assessments.
- High school graduation rates, including the 4-year adjusted cohort rate and any extended-year rates.
- Goal and measures for extended-year rates must be more rigorous.
- Increases in the percentage of ELs making progress in achieving English language proficiency.

Goals and interim measures must be designed to enable subgroups who are behind on achievement and graduation rate to make significant progress in closing the gap. *(Section 1111(c)(4)(A))*



Indicators

A state's accountability system must annually measure, for all students and each subgroup, the following indicators:

- Academic achievement measured by proficiency on state assessments and based on the state's goals and interim measures (student growth is optional).
- A state must assess at least 95% of all students and each subgroup of students and factor this into its accountability system.
- For elementary and middle schools, a measure of student growth or another valid and reliable academic indicator that differentiates performance.
- For high schools, the 4-year adjusted cohort graduation rate and any extended-year rates, based on the state's goals and interim measures.



Indicators, cont.

- Progress in achieving English language proficiency for ELs in grades 3 through 8 and once in high school on a state-determined timeline.
- Not less than one indicator of school quality or student success, including:
 - Student engagement.
 - Educator engagement.
 - Student access to and completion of advanced coursework.
 - Post-secondary readiness.
 - School climate and safety.
 - Another appropriate indicator that the state chooses. (*Section*

1111(c)(4)(B))

Annual Differentiation

The state must establish an accountability system that meaningfully differentiates among its schools on an annual basis based on all the state's indicators for all students and each subgroup.

- “Substantial weight” must be given to achievement, graduation rate or the other academic indicator, and English proficiency.
- In the aggregate, they must receive “much greater weight” than the indicator(s) of school quality or student success.

System must differentiate schools in which any subgroup of students is “consistently underperforming.” *(Section 1111(c)(4)(C))*



School Improvement



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Identification of Schools

At least once every three years, a state must identify for comprehensive support and improvement:

- Not less than the lowest-performing 5% of Title I schools in the State;
- All high schools with a graduation rate below 67%; and
- Schools identified for targeted support and improvement that fail to improve.

A state may identify additional categories of schools.

(Section 1111(c)(4)(D))

Targeted Support and Improvement

A state must notify each district of any school in which any subgroup of students is “consistently underperforming” based on all the state’s indicators. (Section 1111(d)(2)(A))

Targeted Support and Improvement Plan

An identified school must develop and implement a targeted support and improvement plan to improve student outcomes for each subgroup that was identified which:

- Addresses the state's indicators.
- Includes evidence-based interventions.
- Is approved and monitored by the district.

An identified school is subject to additional action if it does not successfully implement its plan after a number of years. (*Section 1111(d)(2)(B)*)

Comprehensive Support and Improvement

- For each school identified by the state as needing comprehensive support and improvement, a district must develop and implement a plan to improve student outcomes that:
 - Addresses the state's indicators.
 - Includes evidence-based interventions.
 - Is based on a school-level needs assessment.
 - Identifies resource inequities.
 - Is approved by the school, district, and state.
 - Is monitored and periodically reviewed. (*Section 1111(d)(1)(B)*)

Exit Criteria

A state must establish statewide exit criteria for:

- Schools identified for targeted support and improvement that, if not satisfied within a state-determined number of years, must result in identification of the school for comprehensive support and improvement; and
- Schools identified for comprehensive support and improvement that, if not satisfied within a state-determined number of years (not to exceed 4), must result in more rigorous state-determined interventions. *(Section 1111(d)(3)(A))*



Report Cards



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State Report Cards

Each state shall prepare and disseminate an annual state report card that includes the following: *(Section 1111(h)(1))*

- Description of the state's accountability system.
- Student achievement data by achievement level on the state assessments, in the aggregate and disaggregated by:
 - Each major racial/ethnic group.
 - Economically disadvantaged students compared to non-economically disadvantaged students.
 - Children with disabilities compared to non-disabled children.
 - English proficiency status.
 - Gender.
 - Migrant status.
 - Foster care status.
 - Homeless status.
 - Status as a student with a parent who is a member of the Armed Forces.

State Report Cards, cont.

- Information on the “other academic indicator” used in the state’s accountability system for elementary and secondary schools (not high schools), in the aggregate and disaggregated by:
 - Each major racial/ethnic group.
 - Economically disadvantaged students.
 - Children with disabilities.
 - English learners.

State Report Cards, cont.

- Information on graduation rates, including the 4-year adjusted cohort rate and, at state discretion, extended-year rates, in the aggregate and disaggregated by:
 - Each major racial/ethnic group.
 - Economically disadvantaged students.
 - Children with disabilities.
 - English learners.
 - Homeless status.
 - Foster care status.
- Number and percentage of English learners achieving English proficiency.

State Report Cards, cont.

- Information on performance on the indicator(s) of school quality or student success used in the state's accountability system, in the aggregate and disaggregated by:
 - Each major racial/ethnic group.
 - Economically disadvantaged students.
 - Children with disabilities.
 - English learners.
- Information on the progress of students meeting the state's long-term goals and measurements of interim progress, in the aggregate and disaggregated by:
 - Each major racial/ethnic group.
 - Economically disadvantaged students.
 - Children with disabilities.
 - English learners.



State Report Cards, cont.

- Percentage of students assessed/not assessed, in the aggregate and disaggregated by:
 - Each major racial/ethnic group.
 - Economically disadvantaged students.
 - Children with disabilities.
 - English proficiency status.
 - Gender.
 - Migrant status.

State Report Cards, cont.

- Information submitted by state and districts through the Civil Rights Data Collection on:
 - Measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism, incidences of violence, including bullying and harassment; and
 - Number and percentage of students enrolled in:
 - Preschool programs; and
 - Accelerated coursework to earn post-secondary credit while still in high school.

State Report Cards, cont.

- Professional qualifications of teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools, on the number and percentage of:
 - Inexperienced teachers, principals, and other school leaders;
 - Teachers teaching with emergency or provisional credentials; and
 - Teachers who are not teaching in the subject for which the teacher is certified or licensed.
- Per-pupil expenditures of federal, state, and local funds, including actual personnel and non-personnel expenditures, disaggregated by source of funds for each district and school for the preceding year.
- Number and percentage of students with the most significant cognitive disabilities who take an alternate assessment based on alternate academic achievement standards.

State Report Cards, cont.

- NAEP results compared to the national average.
- Cohort rate, for each high school, of students who enroll in public (and, if available, private) programs of post-secondary education in the state, in the aggregate and disaggregated by:
 - Each major racial/ethnic group.
 - Economically disadvantaged students.
 - Children with disabilities.
 - English learners.
- List of districts and schools that received 1003(a) funds, the amount of funds received, and the types of strategies implemented.
- Any additional information that the state wishes to report.

Local Report Cards

Each district must prepare and disseminate an annual local report card that includes the following information: *(Section 1111(h)(2))*

- All information required on state report cards (except NAEP data) for the district and each school.
- Achievement data for the district compared to the state as a whole.
- Achievement data for each school, compared to the district and the state
- Any additional information the district wishes to report.



Title II, Part A



Title II, Part A

- The ESSA Title II, Part A formula grant program provides a wider menu of possible support for teachers, principals, and other school personnel.
 - No longer applies only to core subject teachers.
 - Must be used to supplement, not supplant, non-federal funds. *(Section 2103)*
 - Private school equitable services must be provided if requested. *(Section 8501)*
 - Must address learning needs of all students, including children with disabilities, English learners, and gifted and talented students. *(Section 2103)*
 - May provide the choices on the next slides. *(Section 2103)*

Title II, Part A

ESSA Title II, Part A may provide:

- Evaluation and support systems for teachers, principals, or other school leaders
- Initiatives to recruit, hire, and retain effective teachers in low-income schools with a high percentage of ineffective teachers
- Initiatives to recruit qualified individuals from other fields to become teachers, principals, or other school leaders
- Reduction of class size to an evidenced-based level
- High-quality personalized professional development

(Section 2103)

Title II, Part A

ESSA Title II, Part A may provide high-quality personalized professional development to:

- Integrate technology into curriculum and instruction
- Use data to improve student instruction
- Engage parents, families, and community partners
- Help all students develop reading readiness and academic success
- Provide experiential learning through observation
- Help teachers to effectively teach students with disabilities
- Improve instruction in early grades
- Select and use various assessments

(Section 2103)

Title II, Part A

ESSA Title II, Part A may provide high-quality personalized professional development to:

- Identify gifted and talented students
- Support instructional services provided by effective library programs
- Train all school personnel in how to recognize student sexual abuse
- Promote high-quality instruction in STEM, including computer science
- Develop feedback mechanisms to improve school working conditions
- Develop and integrate rigorous academic content, career and technical education, and work-based learning to prepare students for post-secondary education or the workforce

(Section 2103)

ESSA, English Learners and Title III

Title III General Information

PURPOSE OF TITLE III

- Title III assists ELs, including immigrant children and youth, to develop English proficiency and to meet the same challenging state academic standards that other children are expected to meet.
- Schools must use Title III funds to implement language instruction educational programs that are keyed to the overall standards. SEAs, districts, and schools must report the English proficiency and core academic content knowledge of ELs.

Title III General Information

- Reauthorizes Title III: Language Instruction for English Learners and Immigrant Students
 - Increases the authorization levels beginning in FY 2017 (about \$19 million)
- Adds subgroup reporting requirements for Title III LEAs
 - ELs with disabilities
 - long-term ELs (i.e. ELs who have not achieved proficiency after 5 years of being initially classified as an EL)

ESSA and English Learners

- Replaces “Limited English Proficient” (LEP) with “English learners” (ELs)
- Requires State-determined accountability systems under Title I to include long-term goals and interim measures of progress for increases in the percentage of ELs who make progress in achieving English proficiency
- - ELP accountability for ELs has been moved from Title III to Title I

(Sec. 1111(b)(1)(F))

English Language Proficiency Assessments

Each state must provide for an annual assessment of English proficiency of all English learners in schools in the state.

- Must be aligned with the state's ELP standards

 *WIDA ACCESS 2.0 fulfills the requirement*

(Section 1111(b)(2)(G))

Title IX-McKinney-Vento Act (formerly Title X)

- Increases authorized funding level
- Requires professional development for liaisons
- Strengthens school stability requirements
- Strengthens provisions regarding educational access
 - Sec. 9102.(g)(F)(ii) awarding partial credit for completed coursework
 - (iii) access to all school based academic programs

Title IX-McKinney-Vento Act (formerly Title X)

- Modifies certain definitions of “homeless children and youth” and “school of origin”
 - On Dec. 10, 2016 children “awaiting foster care placement” will no longer be considered homeless
 - “School of origin” definition now includes the feeder pattern, this means that students will follow the elementary-middle-high school promotion pattern of the students with whom they attend school.
- Sec. 9102.(g)(1)(K) Requires school counselors to “advise, prepare, and improve the readiness” of homeless students for college

Foster Care Youth under Title I

- Under Title I, Sec. 1111(g)(1)(E)(i)-(iv), foster care children now have protections similar to homeless children, including;
 - Right to stay in their school of origin
 - Immediate enrollment, without the need for school records
 - Transfer of school records
 - State level “point of contact” for child welfare agencies
- Under Title I, Sec 1112 (c)(5)
 - (A) LEAs shall designate a point of contact upon request
 - (B) transportation of foster care children

Title IV, Part A - 21st Century Schools

- Part A - Authorizes new Student Support and Academic Enrichment block grant to States and prioritized to high-need districts, with funds split among three priorities:
 1. safe and healthy students
 2. well-rounded education
 3. effective use of technology in schools

Title IV, Part A LEA Choices

- There are many, many choice for which an LEA may choose to use its Title IV, Part A funds.
- The bottom line will be how much the LEA's funding will cover.
- We will read to you some examples from the rather exhaustive list?

Title IV, Part B - 21st Century Learning Centers

- Part B - Maintains 21st Century Community Learning Centers, focused on students in high-poverty and low-performing schools
 1. Increasing academic achievement
 2. Providing academic enrichment
 3. Providing family programming
 4. Funds may support authorized activities in eligible expanded learning programs
 5. Encourage collaboration with other programs to help students and their families to achieve academic success

ESSA Resources

- Please direct your questions to: ESSA.Questions@ed.gov
- Visit the website for more information: www.ed.gov/essa
- Read the Every Student Succeeds Act [here](#).
- [Sign up](#) for ESSA news and updates

U.S. Department of Education

Student Loans Grants Laws Data

Every Student Succeeds Act (ESSA)

President Obama Signs the Every Student Succeeds Act

How Do I Find...?

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA
- 1098-E Tax Form
- More...

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning
- K-12 Reforms
- More...

"With this bill, we reaffirm that fundamentally American ideal—that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will." — President Barack Obama

A New Education Law

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic

Resources

- [White House Fact Sheet on House Passage of ESSA](#)
- [Read excerpts from U.S. Secretary Arne Duncan's remarks on ESSA](#)