

Every Student Succeeds Act (ESSA)

Oregon Department of Education

January 2016



DEPARTMENT OF
EDUCATION

Key Principles Guiding the Work

- ▶ Committed to a plan that will improve both teaching/learning and student achievement in our state.
- ▶ Committed to improved student outcomes, particularly boosting graduation rates.
- ▶ Committed to closing the state's achievement and opportunity gaps and having a state plan founded on educational equity.
- ▶ Committed to high-quality instruction and educational leadership; every student taught by an excellent teacher, every school led by a strong educational leader.
- ▶ Committed to school improvement and transforming underperforming schools.

Background

- ▶ In July 2015, the House of Representatives and the Senate passed their own renewals of the Elementary and Secondary Education Act.
- ▶ In December 2015, the House passed the bill in a 359-64 vote; days later, the Senate passed the bill in an 85-12 vote.
- ▶ President Obama signed the bill into law on December 10, 2015.
- ▶ Reauthorization period - fiscal years 2017 thorough 2020.

Every Student Succeeds Act

Highlights:

- ▶ Maintains annual assessments and authorizes innovative assessment pilots (7 states).
- ▶ Gives states increased flexibility to design school accountability systems, school interventions, and student supports.
- ▶ Gives states flexibility to work with local stakeholders to develop educator evaluation and support systems.
- ▶ Increases state and local flexibility in the use of federal funds.

Standards

- ▶ Academic Standards
 - ▶ States must adopt “challenging” academic standards in reading, math, and science.
 - ▶ Achievement levels must be aligned with higher education and Career and Technical Education (CTE) institutions.

Assessments

- ▶ Requires state testing in math and reading or language arts in grades 3-8 and once in high school; and science at each grade level – elementary, middle, and high school.
- ▶ If approved by the state, high schools may use a nationally-recognized assessment, in place of state assessment.
 - ▶ Assessments must be aligned to the state standards.
 - ▶ States will develop the technical criteria and process for approval of assessments.
- ▶ 95% participation by all students and subgroups is required.
 - ▶ States create their own “opt-out” policy.
 - ▶ States decide how to include participation rate in their accountability system.

Accountability

- ▶ Replaces adequate yearly progress (AYP) with a state-defined index system with certain federally-required components. Includes the following indicators:
 - ▶ **Academic Indicators**
 - ▶ Academic achievement on state tests;
 - ▶ Student growth or other academic indicator;
 - ▶ English Language proficiency for EL students; and
 - ▶ Graduation rates for high schools.
 - ▶ **School Quality or Student Success Indicators**
 - ▶ At least one indicator, determined by the state (e.g. student engagement, access to advanced coursework, school climate, or other).

Accountability

- ▶ **Weighting the Indicators:**
 - ▶ States decide how much indicators will count.
 - ▶ Academic indicators must be given “much greater weight” than the measures of school quality or student success.
- ▶ States decide how the 95% participation rate is factored into the accountability system.
- ▶ Based on the performance of schools and subgroups on the indicators, states are required to “meaningfully differentiate” all public schools on an annual basis.

State Report Cards

- ▶ The current structure of state and local report cards remain.
- ▶ Reporting includes, among others:
 - ▶ A description of the state accountability system, including indicators and weights.
 - ▶ Schools identified as in need of support and improvement.
 - ▶ Student performance disaggregated by subgroup.
 - ▶ Student state test participation rates.
 - ▶ Performance of English learners.
 - ▶ Teacher qualifications.
 - ▶ Assessment data and graduation rates for students in foster care, homeless students, and students with a parent in the Armed Forces.

School Improvement

- ▶ At least once every 3 years states must identify and intervene in schools, including:
 - ▶ The lowest-performing 5% of Title I schools;
 - ▶ High schools with <67% graduation rates; and
 - ▶ Schools with underperforming subgroups that do not improve after a state-determined number of years.
 - ▶ District must develop a **Comprehensive Support and Improvement** plan, approved and monitored by the state.
 - ▶ The state sets exit criteria and determines action if schools do not meet the exit criteria.
- ▶ States must annually notify districts when one or more subgroups of students are consistently underperforming.
 - ▶ Schools must implement **Targeted Support and Improvement** plans, approved and monitored by district.

School Improvement

- ▶ School Improvement Grants (SIG) are eliminated.
- ▶ The current 4% set-aside funding for school improvement is increased to 7% to support school improvement activities.
- ▶ States may reserve up to 3% for **Direct Student Services** such as credit recovery, Advanced Placement (AP), tutoring, transportation for public school choice.

Teacher Quality and Evaluation

- ▶ Ends “Highly Qualified Teachers” (HQT) requirement;
 - ▶ ESSA requires that teachers meet state licensure and certification requirements.
 - ▶ ESSA requires districts to report on teachers’ experience, credentials, and teaching out-of-field.

- ▶ Ends federal mandate on educator evaluations;
 - ▶ State law (SB290) and Oregon Administrative Rule remain.
 - ▶ Given federal flexibility, ODE will work with stakeholders to improve our current evaluation system to meet the needs of Oregon.

21st Century Schools

- ▶ Authorizes **Student Support and Academic Enrichment Grants**
 - ▶ Well-Rounded Educational Opportunities
 - Such as Advanced Placement (AP) and International Baccalaureate (IB) test fee reimbursement, STEM programs, music and arts, computer science, and others;
 - ▶ Safe and Healthy Schools; and
 - ▶ Effective Use of Technology.
- ▶ Reauthorizes grants for **21st Century Community Learning Centers.**

Other Provisions

- ▶ **Preschool Development Grants** funded through the Department of Health and Human Services and jointly administered by the Secretary of Education.
- ▶ Reauthorizes other federal programs including: Family Engagement Centers, Charter Schools, programs for English Language Learners, Indian Education, and Homeless Education.

Major ESSA Timelines

- ▶ ESEA Flexibility waiver null and void Aug 1, 2016.
 - ▶ Will continue to support focus and priority schools in the 2016-17 school year.
 - ▶ State law (SB290) and rules for educator evaluations remain in effect.
- ▶ New accountability systems go into effect for the 2017-18 school year.
- ▶ Federal Grant Programs
 - ▶ July 2016 effective date for new formula programs.
 - ▶ October 2016 effective date for new competitive grants.
 - ▶ Recently passed Omnibus funding bill specifies that old law governs formula programs through the 2016-17 school year.
- ▶ The U.S. Department of Education will issue regulations for implementation in 2016.

Oregon's Rollout Timelines

▶ 2015-2016 School Year

▶ January 2016

- ▶ ODE leadership group and workgroups established.
- ▶ ODE staff complete analysis of the law.

▶ February-May 2016

- ▶ Convene stakeholder workgroups.
- ▶ Conduct statewide outreach for diverse stakeholder input.

▶ May-July 2016

- ▶ Draft the consolidated state plan and solicit public input.

▶ August 2016

- ▶ Complete a preliminary draft of consolidated state plan (*dates are pending USED guidance*).

Oregon's Rollout Timelines

- ▶ 2016-2017 School Year (Transition Year)
 - ▶ Develop policy, guidance, OARs based on final regulations from USED.
 - ▶ Revise state plan as needed.
 - ▶ Draft legislative proposals for the 2017 legislative session (if needed).

- ▶ 2017-2018 School Year (Implementation Year)
 - ▶ Implement new accountability and all components of state plan.
 - ▶ Provide professional development, technical assistance, and monitoring to ensure effective implementation across programs.

For More Information on ESSA

ODE Website

- ▶ <http://www.ode.state.or.us/search/page/?id=3475>

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