

Every Student Succeeds Act (ESSA)

Oregon Department of Education

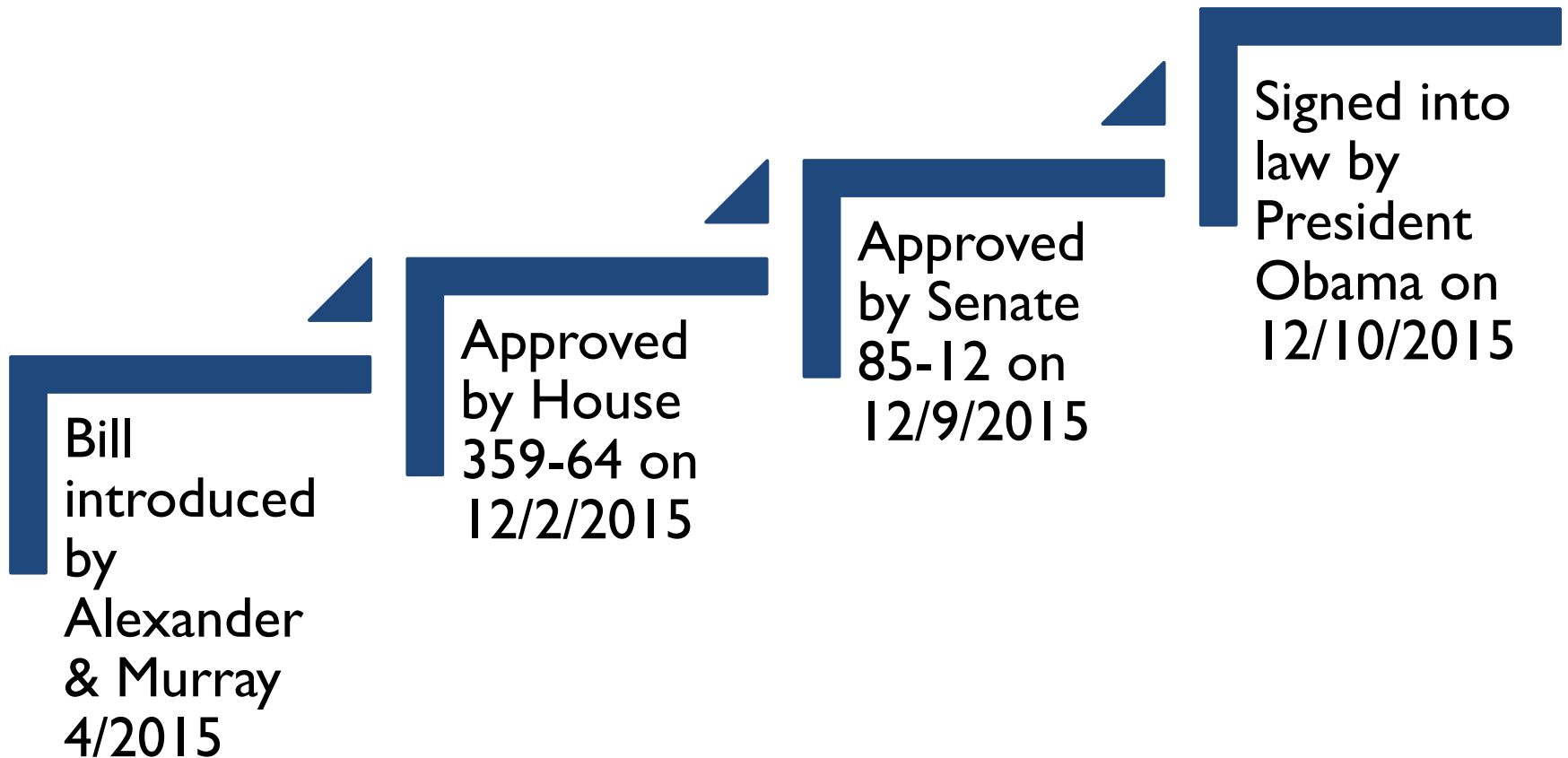


DEPARTMENT OF
EDUCATION

ESEA Reauthorization

- ▶ The Every Student Succeeds Act (ESSA) reauthorizes the **Elementary and Secondary Education Act (ESEA)** and replaces the No Child Left Behind (NCLB) Act.
- ▶ Reauthorization period FY2017 thorough FY2020.

Every Student Succeeds Act



Standards

NCLB

- ▶ Title-IA funding required standards in reading, math, and science at all grade levels.

ESSA

- ▶ Requires states to adopt challenging standards in reading, math, and science, and may have standards for any other subject.
- ▶ Levels of achievement aligned with entrance requirements for higher education and CTE institutions.

Assessments

NCLB

- ▶ Title I-A funding required state testing in reading and math annually in grades 3-8 and once in high school; and in science annually in grades 3-5, 6-8, and 10-12.

ESSA

- ▶ Same testing requirements
- ▶ Allows states to use a single annual summative assessment or multiple interim assessments that result in one summative score.
- ▶ Allows districts to use other nationally recognized tests in high school, if approved by the state. States have criteria and a process.

Assessments cont.

NCLB

- ▶ Title I-A funding allowed states to administer alternative tests to students with disabilities; to be used by no more than 1% of the students being assessed.
- ▶ Required states to administer assessments to at least 95% of each student subgroup.

ESSA

- ▶ Allows states to administer alternate tests for students with the most significant cognitive disabilities; 1% cap still applies.
- ▶ Maintains 95% participation requirement but state creates its own “opt out” policy and decides how to include in its accountability system.

Accountability

NCLB

- ▶ Title I-A funding required that 100% of students be proficient in reading and math by the end of the 2013-14 SY.
- ▶ Required that schools make adequate yearly progress (AYP) for all students and subgroups.

ESSA

- ▶ Replaces AYP with a state-defined system; states must include:
 - ▶ Long term and interim goals for all students and subgroups on:
 - ▶ Academic achievement on state assessments,
 - ▶ Graduation rates, and
 - ▶ English language proficiency for English learners (EL).

Accountability cont.

ESSA

- ▶ State-defined system includes the following indicators:
 - ▶ **Academic Indicators**
 - ▶ State tests (ELA/math).
 - ▶ Student growth or other statewide academic indicator.
 - ▶ Graduation rates for high schools.
 - ▶ English language proficiency.
 - ▶ **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 cont.

ESSA

- ▶ **Weighting the Indicators:**
 - ▶ States decide how much the individual indicator will count.
 - ▶ Academic Indicators in the aggregate will be given “much greater weight” than the “other” 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.

Accountability cont.

NCLB

- ▶ Title I-A funding established student subgroups for accountability and data disaggregation, including:
 - ▶ Economically disadvantaged.
 - ▶ Limited English language proficiency.
 - ▶ Students with disabilities.
 - ▶ Major racial and ethnic groups as determined by the state.

ESSA

- ▶ Same as NCLB with three additional subgroups for data reporting only:
 - ▶ Homeless status,
 - ▶ Students with parents in the military, and
 - ▶ Students in foster care.
- ▶ Shifts the accountability for English language learners from Title III into Title I.

Report Cards

NCLB

- ▶ Required publicly available annual State Report Card that includes:
 - ▶ Data on student achievement at each grade level disaggregated by subgroup,
 - ▶ Comparison of state's actual achievement to its objectives,
 - ▶ Percentage of students not tested,
 - ▶ State's achievement trends over two years,
 - ▶ Other indicators used to determine AYP,
 - ▶ Graduation rates,
 - ▶ Info on Highly Qualified Teachers, and
 - ▶ Other information as determined by the state.

ESSA

- ▶ Requires publicly available annual State Report Card that includes:
 - ▶ 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,
 - ▶ NAEP results,
 - ▶ Student state test participation rates,
 - ▶ Performance of EL students,
 - ▶ Date from Civil Rights Data Collection survey,
 - ▶ Teacher qualifications,
 - ▶ Per-pupil expenditures (federal, state, local funds),
 - ▶ Number and % students taking alternative assessments, and
 - ▶ Postsecondary enrollment.

School Improvement

NCLB

- ▶ Triggered corrective action for schools that failed to meet AYP in consecutive years, with annually escalating interventions.
- ▶ Identification for school improvement, corrective action, restructuring, public school choice, and supplemental educational services.
- ▶ Required states to reserve up to 4% of Title I-A funds for School Improvement.

ESSA

- ▶ At least once every 3 years, states must identify and intervene in the bottom 5% of lowest performing schools, and high schools where grad rate is <67%.
 - ▶ Districts develop a **Comprehensive Support and Improvement** plan for schools identified; approved and monitored by the state.
 - ▶ State sets exit criteria and determines action if not met.

School Improvement cont.

ESSA

- ▶ States must annually notify districts when one or more subgroups of students is consistently underperforming.
 - ▶ Schools implement **Targeted Support and Improvement** plans, approved and monitored by the district.
- ▶ School Improvement Grants (SIG) are eliminated.
 - ▶ States must reserve 7% of their Title I-A allocation for school improvement and distribute funds through grants to districts that demonstrate the greatest need and commitment to improving student achievement and outcomes.

School Improvement cont.

ESSA

- ▶ States may reserve up to 3% of their Title I allocation to provide grants to districts for “direct student services” to pay costs associated with:
 - ▶ Enrollment in advanced courses.
 - ▶ Enrollment in CTE courses leading to an industry credential.
 - ▶ Credit recovery and acceleration courses leading to diploma.
 - ▶ AP and IB.
 - ▶ Academic tutoring.
 - ▶ Transportation to allow a student to transfer to another public school.

Teacher and Leader Effectiveness

NCLB

- ▶ Required 100% of teachers in core academic subjects to be “highly qualified.”
 - ▶ BS degree,
 - ▶ Demonstrate subject-matter knowledge in subject they teach, and
 - ▶ Hold certification or license in subject they teach.

ESSA

- ▶ Eliminates highly qualified teacher (HQT) requirements.
- ▶ Requires state to assure that all teachers and paraprofessionals in Title 1-A funded schools meet state certification and licensure requirements.
- ▶ Districts must report on teachers’ experience, credentials, and teaching out of field in the Report Card; disaggregated by high/low poverty.

Teacher and Leader Effectiveness cont.

NCLB

- ▶ The ESEA waiver for NCLB required states to develop teacher and principal evaluation and support systems that included state assessments as a measure of student growth in tested grades and subjects (ELA/math; grades 3-8 and high school).

ESSA

- ▶ Does not require teacher or principal evaluation systems.
 - ▶ But if Title II funds are used to create or change evaluation systems, they must be based “in part” on evidence of student achievement, which may include student growth; must include multiple measures of educator performance; and must provide clear, timely, useful feedback.

Note: State law (SB290) and Oregon Administrative rule remain in effect.

Teacher and Leader Effectiveness cont.

NCLB

- ▶ Title II-Part A formula grants to states:
 - ▶ Up to 5% for state level activities and 1% for state administration.
 - ▶ Not less than 95% for sub grants to LEAs.
- ▶ Allocated Title II funds to states based on 65% of their school-age population living in poverty.

ESSA

- ▶ Changes the Title II-A formula to 80% based on school-aged population living in poverty, phased in over four years.
 - ▶ Ensures that states receive funding reflective of their population of students in poverty.
- ▶ States may reserve an additional 3% of LEA sub grants to support principals and other school leaders.

Teacher and Leader Effectiveness cont.

ESSA

- ▶ Title II-Part B reserved for “national activities” grants administered by the U.S. Department of Education:
 - ▶ Teacher and School Leader Incentive Program.
 - ▶ Literacy Education for All, Results for the Nation.
 - ▶ American History and Civics Education.
 - ▶ Programs of National Significance.
 - ▶ Supporting Effective Educator Development.
 - ▶ School Leader Recruitment and Support.
 - ▶ Technical Assistance and National Evaluation.
 - ▶ STEM Master Teacher Corps.

Well-Rounded Education

NCLB

- ▶ Title IV-A funding included a variety of programs and funding authority to support a well-rounded education, including arts education, school counseling, physical education, and 21st century learning community centers.

ESSA

- ▶ Eliminates 50 individual programs and creates a new block grant.
 - ▶ Funds for **Student Support and Academic Enrichment** grants for:
 - ▶ Well-rounded education, e.g. counseling, music, arts, accelerated learning, STEM...;
 - ▶ Safe and healthy students; and
 - ▶ Effective use of technology.
- ▶ Continues **21st Century Community Learning Centers** as a stand-alone program.

Other Provisions in ESSA

- ▶ Reauthorizes
 - ▶ Title III English Language Learners grant program.
 - ▶ Magnet Schools program.
 - ▶ Charter Schools.
 - ▶ Family Engagement Programs.
 - ▶ Indian, Native Hawaiian, and Alaska Native Education.
 - ▶ Impact Aid.
 - ▶ Homeless Education of the McKinney-Vento Act.
- ▶ Authorizes **Preschool Development Grants** funded through the Department of Health and Human Services and jointly administered by the Secretary of Education.

You can share your ideas about ESSA
and ask questions by emailing
ESSA.Oregon@state.or.us.