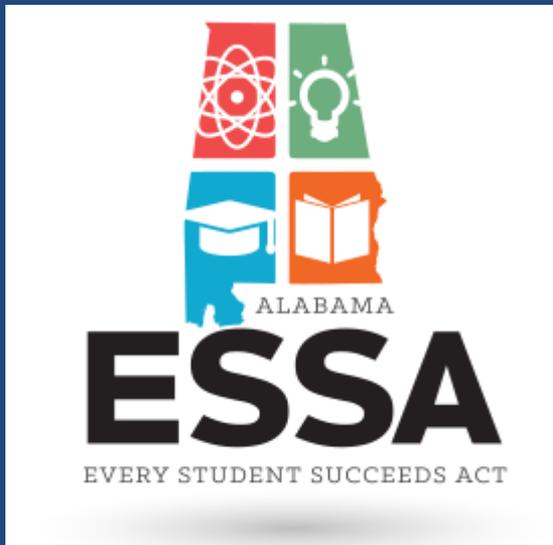


The New Every Student Succeeds Act (ESSA) Overview



Alabama Department of Education
Mega Conference
July 13, 2016

ESEA

- ▶ The Elementary and Secondary Education Act (ESEA) of 1965 was passed as a part of United States President Lyndon B. Johnson's "War on Poverty." The original intent of the law was to close skill gaps in reading, writing and mathematics between children from low-income households who attended urban or rural school systems and children from the middle-class who attended suburban school systems.



ESEA

- ▶ In context, ESEA was conceived in order to compensate for the considerable educational deprivations associated with child poverty.



ESEA Over Time

▶ **1965 The Launch**

President Lyndon B. Johnson signs the Elementary and Secondary Education Act, which significantly expands the federal role in K-12 education. The law's signature program, Title I, is aimed at helping districts cover the cost of educating disadvantaged students.



ESEA Over Time

▶ **1968 New Programs**

Congress adds to the ESEA by incorporating new programs and titles, including for migrant children, for neglected or delinquent children, and by passing the Bilingual Education Act.



ESEA Over Time

▶ **1970 Tightening the Reins**

After reports show that school districts have misused Title I aid, Congress tightens up the program, adding language that states the federal money should “supplement, not supplant” money spent by states and localities.



ESEA Over Time

▶ **1978 'Schoolwide' Title I**

President Jimmy Carter signs a reauthorization of the law specifying that schools in which at least 75 percent of children are in poverty can operate “schoolwide” programs with their Title I funds, rather than spending that money only on their low-income children.



ESEA Over Time

▶ **1979-1981 Growing Pains**

The U.S. Department of Education is established under President Jimmy Carter. President Ronald Reagan champions an update of the ESEA that consolidates many programs into a single block grant, but maintains Title I—rechristened “Chapter 1”—as a separate program. The law also cuts down on regulatory requirements for districts and states.



ESEA Over Time

▶ **1988 Accountability**

The law moves toward the expansion of student testing and accountability that will characterize later reauthorizations. Districts are required to take an annual look at the effectiveness of Chapter 1 by examining student test scores. Schools that don't make progress are required to develop improvement plans.



ESEA Over Time

▶ **1989 Education Summit**

President George H.W. Bush and nearly all the state governors meet in Charlottesville, Va., for a summit on public education. The meeting results in a pledge to set national education goals and helps fuel a federal-state partnership in standards and accountability.



ESEA Over Time

▶ **1994 A Call for Standards**

President Bill Clinton signs the Improving America's Schools Act, a renewal of the ESEA that calls for states to develop standards and aligned tests for all students. Districts must single out for improvement schools that are not making "adequate yearly progress," but the law has a much looser definition of AYP than the subsequent No Child Left Behind Act version. And "Chapter 1" goes back to being "Title I."



ESEA Over Time

▶ **2002 No Child Left Behind Act**

President George W. Bush signs the No Child Left Behind Act, which significantly expands the ESEA's testing requirements. It calls for states to assess students annually in reading and math in grades 3-8 and once in high school, as opposed to certain grade spans only.



ESEA Over Time

▶ **2002 No Child Left Behind Act**

The law also says that states are to use specific interventions—namely, public school choice and free tutoring—with schools that fail to make sufficient progress. And it requires that all teachers be “highly qualified.” The legislation is approved with overwhelming bipartisan support in Congress in December of 2001.



ESEA Over Time

- ▶ Congress is behind on reauthorizing the ESEA, which had been due for renewal in 2007, but it adopts major education provisions as part of the American Recovery and Reinvestment Act. The Obama administration ultimately uses \$4 billion to create Race to the Top, which awards grants to a dozen states willing to embrace the president's priorities on school turnarounds, state data systems, standards, assessments, and teacher evaluation.
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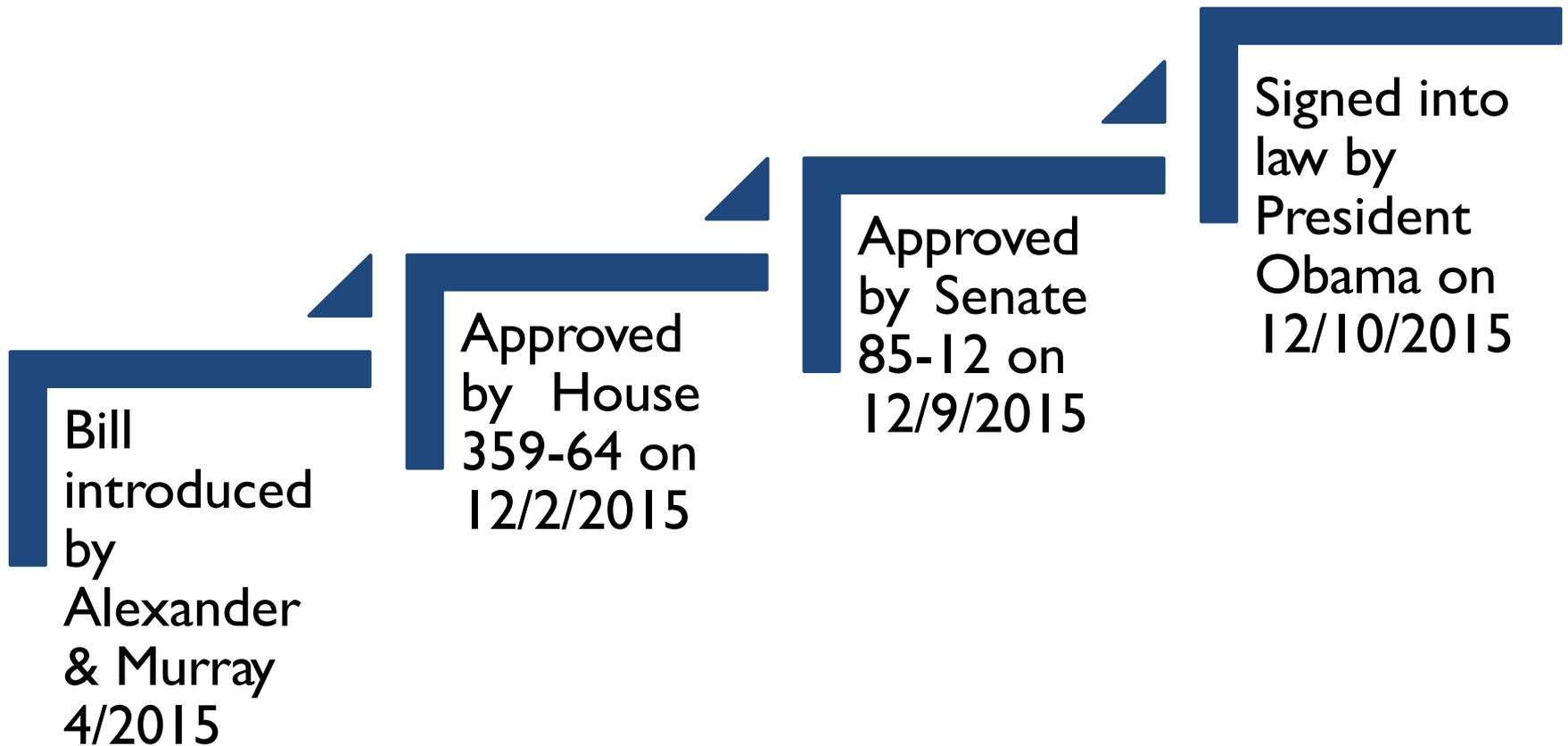
ESEA Over Time

▶ **2011 Federal Waivers**

With ESEA reauthorization still stalled in Congress, the Obama administration offers states waivers easing many of the mandates of the NCLB law. To get the flexibility, states must embrace standards that will prepare students for college and the workforce, teacher evaluation that incorporates student outcomes, and aggressive school turnarounds.



Every Student Succeeds Act



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.



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 must have criteria and a process in place.



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,
 - ▶ Data from Civil Rights Data Collection survey,
 - ▶ Teacher qualifications,
 - ▶ Per-pupil expenditures (federal, state, local funds),
 - ▶ Number and % of 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

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

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 I-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

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.



Teacher and Leader Effectiveness

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

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.



USDOE ESSA Timeline

- **December 10, 2015:** President Obama signed ESSA bill into law.
- **December 22, 2015:** The U.S. Department of Education (USED) published its first request for public advice and recommendations regarding implementation of Title I of ESSA.
- **January 11, 2016:** First public meeting on regulations: Maryland
- **January 19, 2016:** Second public meeting on regulations: Los Angeles, CA



USDOE ESSA Timeline

- **January 21, 2016:** USED deadline for the public to submit written advice and recommendations regarding what provisions within Title I need regulatory clarification.
- **January 2016:** USED identifies and invites individuals to the negotiated rulemaking panel to address Title I standards, assessments, and supplement not supplant regulations.
- Negotiated rulemaking is a process by which representatives of federal agencies work together with stakeholders to reach consensus on what may ultimately become a proposed rule. **February 2016:** Negotiated rulemaking panel first meets in Washington, D.C.



USDOE ESSA Timeline

- **March 2016:** USED drafts negotiated rules as well as other proposed regulations on issues not covered in negotiated rulemaking—other Title I provisions and those under other titles that are subject to regulations (professional development, charter schools, etc.)—and submits language to the Office of Management and Budget (OMB) and other agencies charged with regulatory review.
 - **April–May 2016:** Administrative reviews conducted by OMB and Office of Information and Regulatory Affairs (OIRA), USED then approves and drafts final language.
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USDOE ESSA Timeline

- **May 2016***: Regulatory language submitted to Congress for congressional review (as required in ESSA); USED makes adjustments per congressional comments.
- **May–June 2016***: USED publishes final Notice of Proposed Rulemaking in the *Federal Register*, allowing 60 days for public comment.
- **July–August 2016***: USED begins reviewing all comments and is required by law to respond to the comments. Final language must undergo reviews by USED, OMB, and OIRA.
- **July 1, 2016**: Effective date for the changes to all formula programs under ESSA (e.g., Title I funding for disadvantaged students and Title II funding for educator supports).



USDOE ESSA Timeline

- **August 1, 2016:** NCLB waivers end, and states will not be required to deliver follow-up actions previously required under waivers, unless related to areas covered by both NCLB and ESSA.
- **October 1, 2016:** Effective date for changes to the funding for competitive grant programs in ESSA.
- **October 1, 2016:** Effective date for Impact Aid (currently funded in FY17).
- **October 2016*:** Final regulations are published and go into effect.



Progress Report of the Alabama Department of Education

- **January 2016:** Create Agency Taskforce to review the law
 - **February 2016:** Webinar to School Superintendents
 - **March-May 2016:** Conduct Bi-monthly meetings to determine workgroups and establish structure and scope of work.
 - Standards, Assessments, and English Learners
 - Accountability
 - Schools and District Improvement
 - Educator Effectiveness
 - Early Learning
 - Title Programs, Grants, and Requirements
 - Data Collection and Reporting
 - **March 14, 2016:** Executive Order Number 16- Governor establishes an ESSA Implementation Committee
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ESSA Plan

Development



Progress Report of the Alabama Department of Education

- **May 9, 2016:** Implementation Committee Meeting
- **June 22 & 27, 2016:** Workgroup Sessions
- **July 22, 2016:** Workgroup Sessions
- **August 2016:** Implementation Committee Meeting (Dates TBD)
Regional Listening Post Tours (Dates TBD)



Alabama Plan 2020

Vision: Every Child a Graduate- Every Graduate Prepared for College/Work/ Adulthood in the 21st Century



Alabama Learners

- *Achievement*
- *Growth*
- *Gap*
- *College and Career Readiness*



Alabama Support Systems

- *Program Reviews*
- *Graduation Rate*
- *Attendance*
- *Participation Rates*



Alabama Professionals

- *Effective teachers and leaders*
- *Using multiple measures including student performance*



Alabama Schools and Systems

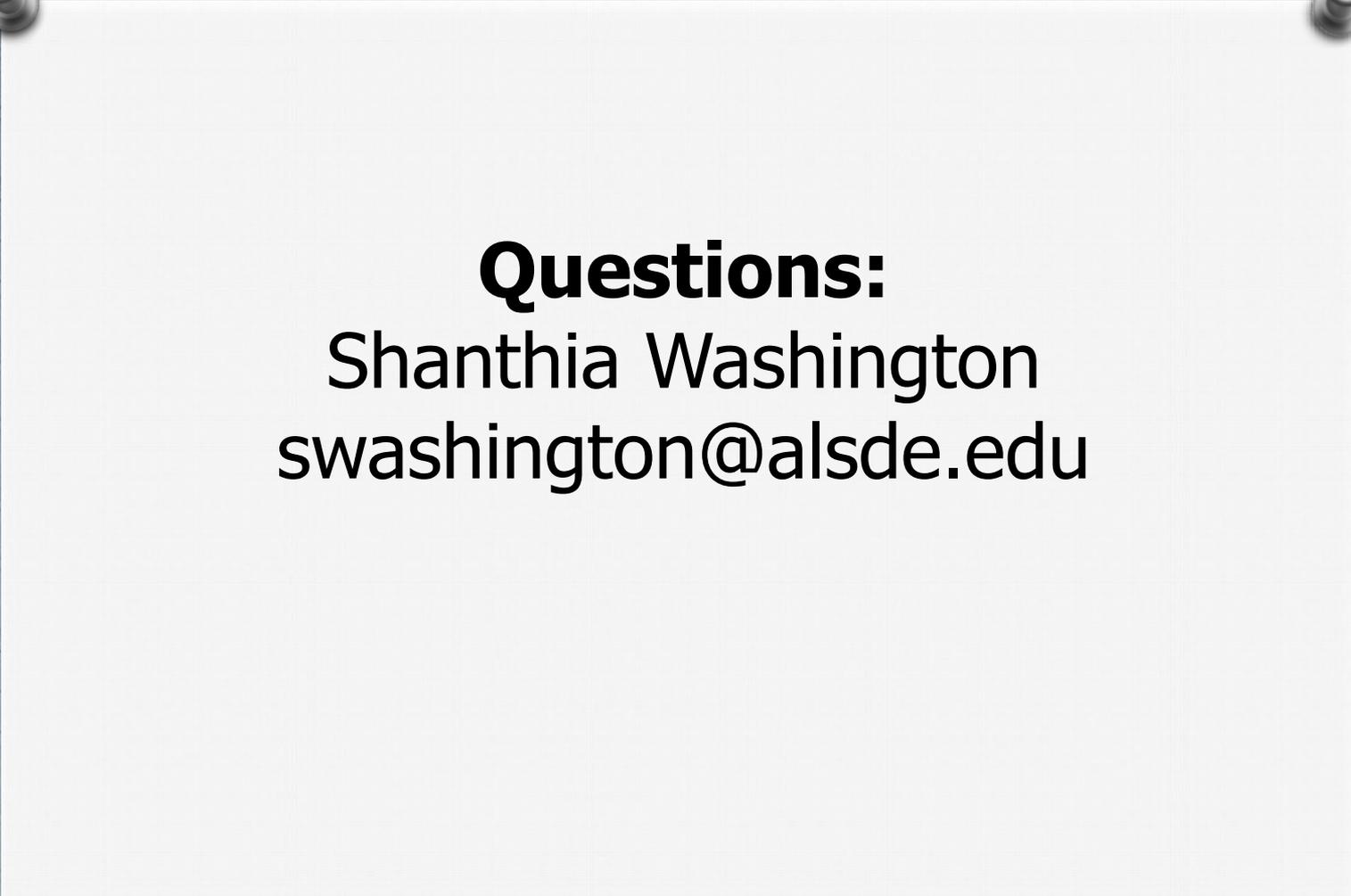
- *Local Indicator(s) from School/System Improvement Plan*



Every Student Succeeds Act Implementation Committee

Comments:

Jeana Ross, Chairman
Shanthia Washington, Vice Chairman
Matt Akin, Vice Chairman



Questions:
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