

Every Student Succeeds Act (ESSA)



Oregon
Department
of Education

August 2016

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

“By passing this bill, we bridge the gap between helplessness and hope for more than five million educationally deprived children...

We strengthen state and local agencies which bear the burden and the challenge of better education.

And we rekindle the revolution--the revolution of the spirit against the tyranny of ignorance. As a son of a tenant farmer, I know that education is the only valid passport from poverty.”

-- President Lyndon B. Johnson, April 11, 1965



REAUTHORIZATION OF ESEA



No Child Left Behind, 2002



ESEA Flexibility Waiver, 2012
Expired Aug 1, 2016



Every Student Succeeds Act,
December 10, 2015



OREGON'S ESSA STATE PLAN



STRATEGIC PLANNING PROCESS

Articulate Oregon's Vision and Priorities

Identify Opportunities for ESSA to Support State Priorities

Determine Key Strategies

Plan for Implementation



ESSA OREGON STATE PLAN

KEY PRINCIPLES

■ *We are committed to:*

- Designing a collaborative plan that will improve both teaching and learning and student achievement in Oregon.
- Improving student outcomes and boosting graduation rates.
- Closing the state's achievement and opportunity gaps and having a state plan founded on educational equity.
- High-quality instruction and educational leadership; every student should be taught by an effective and culturally-responsive teacher in every school led by a strong and effective leader.
- Leveraging effective strategies for school improvement and transforming underperforming schools.

COMMUNITY FORUMS: What We Heard From Oregonians

THEMES

Rigorous, relevant, well-rounded, engaging educational experience

Personalize and individualize learning

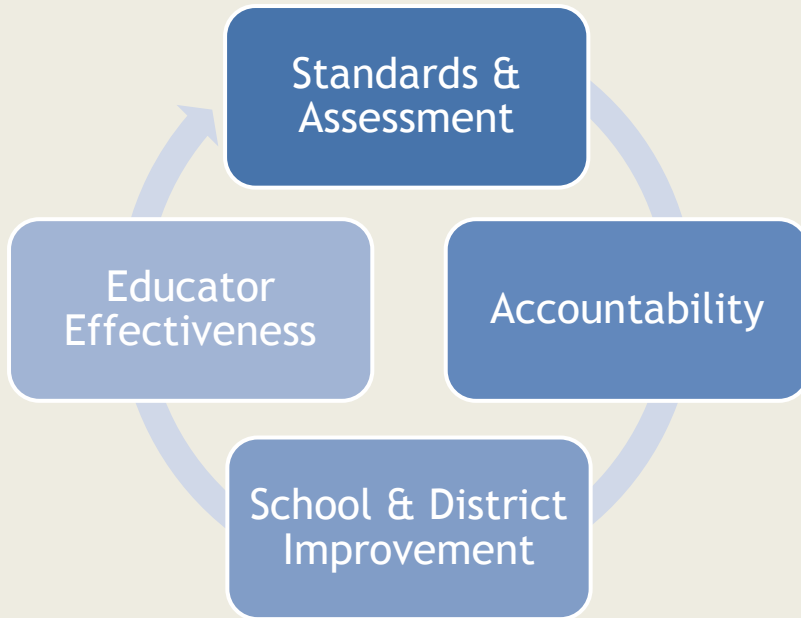
Embrace equity and be intentional in efforts to engage students and community

Establish the conditions necessary for educators to provide effective and culturally responsive services to students, families, and communities



Measure student and school success in multiple ways - academic, social-emotional learning, preparing students for their next steps

ESSA WORKGROUPS



Act as advisors and critical thought partners to provide knowledge and expertise in order to develop considerations and proposals around key issues and areas of flexibility. Promotes the cross-stakeholder approach to problem identification and problem solving; engages their networks in the work of the group; reviews drafts of the State Plan and provides feedback.

TIMELINE FOR OREGON'S STATE PLAN



April-June
2016

- Stakeholder input
 - Community Forums
 - ESSA Workgroups
 - ESSA Advisory Committee
 - Summer convening's

July-Aug
2016

- Begin drafting state plan
- Stakeholder engagement

Sept-Dec
2016

- USED final regulations
- Finalize state plan
- Stakeholder engagement

Jan- March
2017

- State Board approval
- Public comment
- **Final Plan submitted March 6**

Implementation in 2017-2018

ESSA REQUIREMENTS



ESSA TIMELINES

Most of ESSA takes effect in 2017-2018

For the most part, 2016-2017 grants will be governed by NCLB rules

- Exception: HQT not required in 2016-17

ESEA Flexibility waiver expired Aug 1, 2016

- Continue supporting focus and priority schools in 2016-17

USED proposed regulations; comments May-Aug 2016

- Final regulations in Dec 2016

State plans are due March/July 2017

FEDERAL PROGRAMS IN THE CONSOLIDATED STATE PLAN

Title I-A, Improving Basic Programs

Title I-C, Education of Migratory Children

Title I-D, Neglected, Delinquent or At-Risk Students

Title II-A, Supporting Effective Instruction

Title III-A, Language Instruction for English Learners and Immigrant Students

Title IV-A, Student Support and Academic Enrichment Grants

Title IV-B, 21st Century Community Learning Centers

Title V-B, Rural and Low-income School Program

Title IX-A, McKinney-Vento Homeless Education

CONSOLIDATED STATE PLAN

- Overarching components that cut across all programs:
 - Consultation and Coordination
 - Challenging Academic Standards and Academic Assessments
 - Accountability, Support, and Improvement for Schools
 - Supporting Excellent Educators
 - Supporting All Students
- Goal to eliminate duplication and silos between funding streams; support collaboration across programs

TITLE IA - STANDARDS

NCLB

- Required in Reading/language arts, math and science

ESSA

- Same
- “Challenging”
- Aligned to higher education and CTE expectations
- Standards for English-language proficiency

TITLE IA - ASSESSMENTS

NCLB

- Reading and math annually in grades 3-8, once in high school; science annually in grades 3-5, 6-8, and 10-12
- 95% participation for each student group

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- Same testing requirements ELA, math, science
- Allows nationally recognized test in high school, if approved by the state; state criteria and process
- Maintains 95% participation; state creates its own “opt out” policy and decides how to include in accountability

TITLE IA - ACCOUNTABILITY

NCLB

- 100% of students proficient in reading and math by 2014
- Schools must make adequate yearly progress (AYP) in all student groups

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State developed accountability system including these metrics:

- Academic proficiency
- For high schools, graduation rates
- Growth or other academic indicator for elementary and middle schools
- Progress in achieving English proficiency for ELs
- **At least one non-academic indicator of school quality or student success**

TITLE IA - ACCOUNTABILITY

- English Learner prioritization
 - Moving accountability measures from Title III to Title I
- Report card includes achievement and grad rate data for all student groups (new):
 - Homeless
 - Foster care system
 - Parent in active military duty
- Foster Care: ESSA requires collaboration between the district and child welfare agencies; district **Foster Care Point of Contact**

TITLE IA - ACCOUNTABILITY 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.

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- 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 % students taking alternative assessments, and
 - Postsecondary enrollment

TITLE IA - SCHOOL IMPROVEMENT

NCLB

- Triggered corrective action for schools that failed to meet AYP in consecutive years, with annually escalating interventions

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Comprehensive Support and Improvement

- *State must identify:*
 - Lowest-performing 5% of Title I schools
 - High schools graduating less than 2/3 of students
 - Chronically low-performing student group(s)

Targeted Support and Improvement

- Schools with low-performing student group(s)

TITLE IA - SCHOOL IMPROVEMENT

- Eliminate School Improvement Grants (SIG)
- States must set aside 7% of their Title I allocations for school improvement activities (previously 4%)

TITLE IIA - EDUCATOR EFFECTIVENESS

NCLB

- Highly Qualified Teacher (HQT) requirements:
 - BS degree,
 - Demonstrate subject-matter knowledge; and
 - Hold certification or license in subject they teach
- The ESEA Waiver required educator evaluation systems that included state assessments as a measure

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- Teachers must meet state licensure/certification requirements
- Ensure low-income and minority students not served at disproportionate rates by “ineffective, out-of-field, or inexperienced teacher”
- No federal requirements for evaluations; however, districts must follow state statute (SB290) and OARs

EDUCATOR EFFECTIVENESS

- Districts must report:
 - Inexperienced teachers, principals, and other school leaders
 - Teachers teaching with emergency or provisional credentials
 - Teachers not teaching in the subject/field of certification or licensure
- State defines the term “inexperienced” and the phrase “not teaching in the subject or field for which the teacher is certified or licensed.”

TITLE IV-A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT

- New block grant based on Title IA formula
- Districts receiving \$30,000 or more must use funds, based on their needs assessment, as follows:

Spend at least 20% on well-rounded education; and

Spend at least 20% on safe and healthy students;

Use a portion for effective use of technology and no more than 15% on technology infrastructure

TITLE IV-A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT

Well-Rounded Educational Opportunities

Such as:

- College and career guidance and counseling
- Music, art, history, civics, economics, geography, government, foreign language, environmental education
- Promote community involvement
- Programs that integrate multiple disciplines
- STEM
- Accelerated learning programs

TITLE IV-A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT

Safe and Healthy Students

Such as:

- Drug and violence prevention
- School based mental health service
- Integrate health and safety practices into school or athletic programs
- Nutrition and physical education
- Bullying and harassment prevention
- Training for specialized support personnel
- Child sexual abuse awareness and prevention
- Behavioral interventions and supports

TITLE IV-A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT

Support the Effective Use of Technology

Such as:

- Providing professional learning tool, devices, content, resources:
 - Personalize learning
 - High quality educational resources
- Building technological capacity and infrastructure
- Blended learning projects
- Providing PD in the use of technology
- Access to digital learning and resources for rural, remote, underserved areas

CORE → WELL-ROUNDED

- Changes “core academic subjects” to “a well-rounded education”
- Includes courses, activities, and programming in:
 - English, reading or language arts, writing
 - STEM - science, technology, engineering, mathematic
 - computer science,
 - foreign languages, arts, music,
 - civics and government, economics, history, geography,
 - CTE - career and technical education,
 - health, physical education, and
 - others

OTHER ESSA PROVISIONS

Preschool Development Grants funded through the Department of Health and Human Services and jointly administered by the Secretary of Education.

Other appropriated national grants provide through USED, including:

- Teacher and School Leader Incentive Program
- Literacy Education for All
- American History and Civics Education
- Effective Educator Development
- School Leader Recruitment and Support
- STEM Master Teacher Corps
- National Activities for School Safety
- Academic Enrichment

OTHER ESSA PROVISIONS

Reauthorized:

- English Language Learners (Title III)
- 21st Century Community Learning Centers (Title IV-B)
- Charter Schools (Title IV-C)
- Family Engagement (Title IV-E)
- Indian, Native Hawaiian, and Alaska Native Education (Title VI)
- Homeless Education (Title IX-A)

ESSA RESOURCES

ODE ESSA Webpage

- <http://www.ode.state.or.us/search/page/?id=5493>

ESSA Workgroups and Advisory Committee meetings materials

- <http://www.ode.state.or.us/search/page/?id=5512>

Please share your suggestions or send questions to:
ESSA.Oregon@state.or.us

U.S. Department of Education ESSA website

- <http://www.ed.gov/ESSA>



THANK YOU!

