

Every Student Succeeds Act (ESSA)

Oregon Department of Education

February 11, 2016



DEPARTMENT OF
EDUCATION

Key Principles Guiding Development of the ESSA State Plan

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.

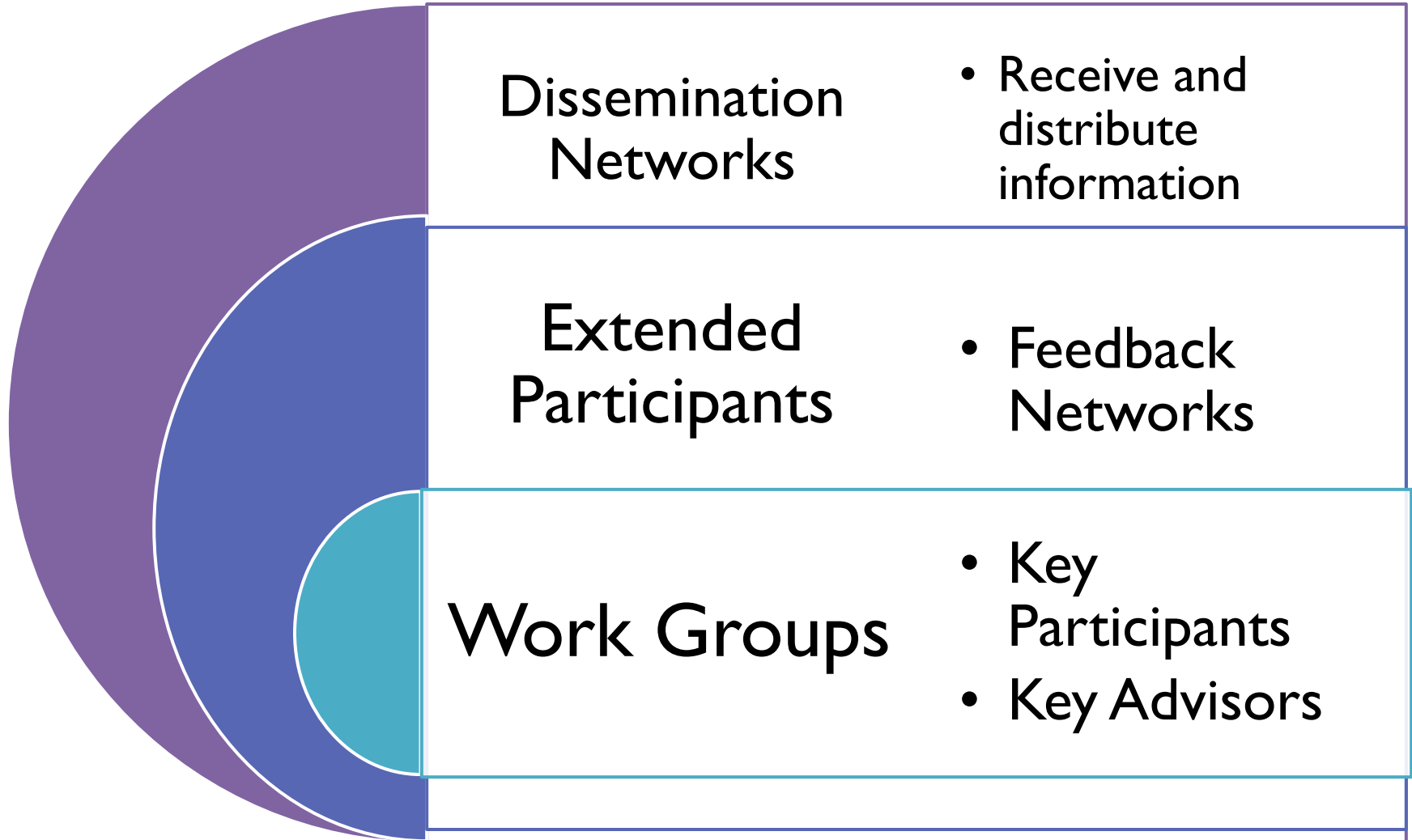
Committed to high-quality instruction and educational leadership; every student taught by an excellent teacher, every school led by a strong educational leader.

Committed to school improvement and transforming underperforming schools.

Stakeholder Engagement



Stakeholder Input and Feedback



Consolidated State Plan

Title I (Part A)			Title II (Part A)	Other Title Programs
Standards & Assessment	Accountability System/ Report Card	School Improvement	Educator Effectiveness	<ul style="list-style-type: none"> • Title I-C: Migrant Children • Title I-D: Neglected, Delinquent, or At-Risk • Title III: Language Instruction for EL and Immigrant Students • Title IV-A: Student Support & Academic Enrichment Grants • Title IV-B: 21st Century Community Learning Centers • Title IX-A: Homeless Children and Youths

The work of the ESSA Project Leadership Group and Work Groups initially

ODE staff analysis, integrated into the state plan

Major ESSA Timelines

- ▶ ESEA Flexibility waiver null and void Aug 1, 2016.
 - ▶ States must continue to support focus and priority schools in the 2016-17 school year.
 - ▶ USED guidance: states may choose either option 1 - pause identification of schools; or option 2 - identify a new group of schools for improvement by March 1, 2016.
 - ▶ Oregon chose option 1.
 - ▶ Ends federal mandates for educator evaluations
 - ▶ Student Growth Percentiles are not required next year.
 - ▶ State law (SB290) and rules for educator evaluations remain in effect.
 - ▶ ODE will work with stakeholders to improve our current evaluation system to meet the needs of Oregon.

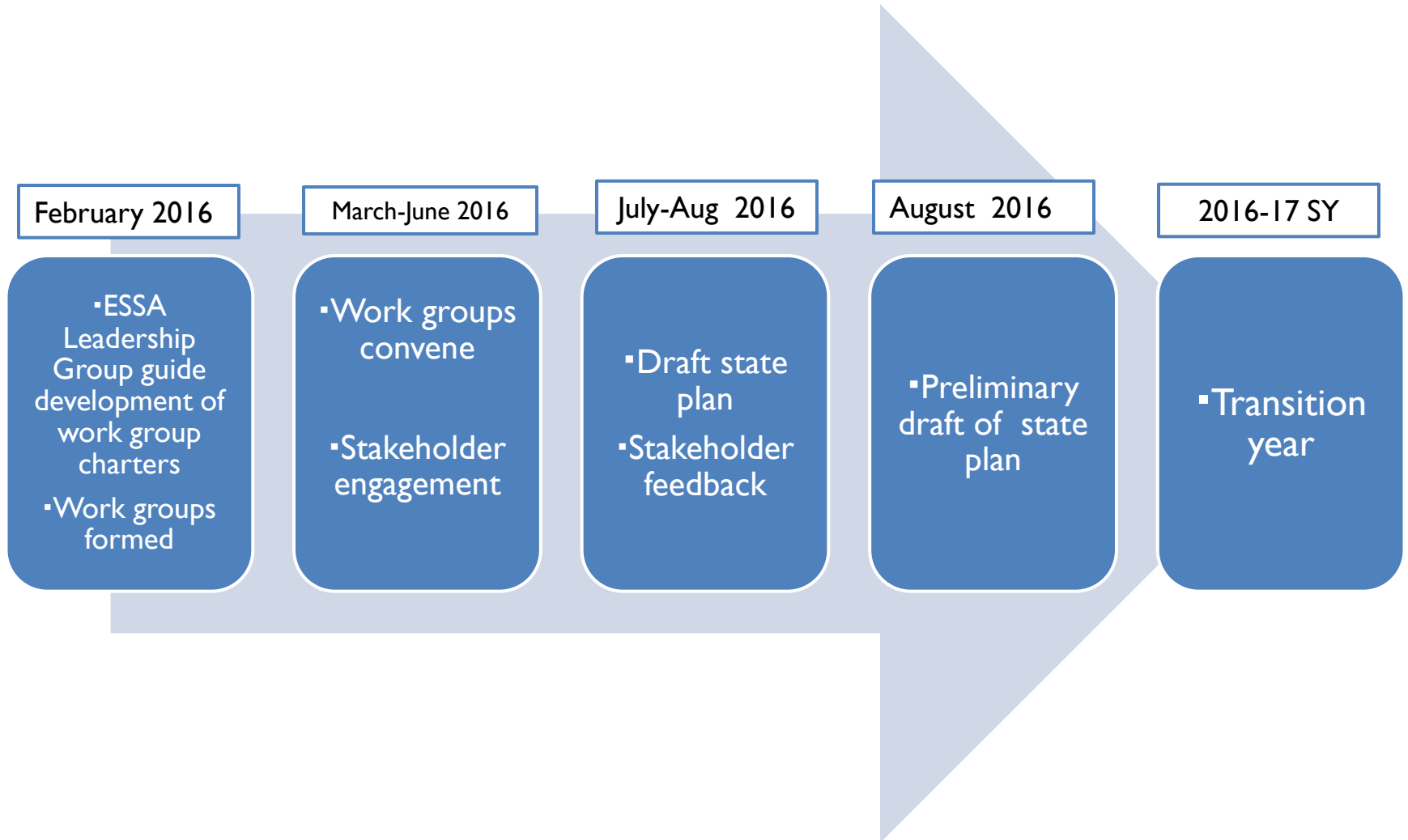
Major ESSA Timelines

- ▶ Formula grant allocations will be made for the 2016-17 SY with same allocation formulas as for the 2015-16 SY; requirements will be the same as well.
 - ▶ **Exception:** States are *not* required to implement “highly qualified” requirements in 2016-17
 - ▶ States must submit HQT data for 2014-15 and 2015-16
 - ▶ Districts are not required to submit HQT plans in 2015-16
 - ▶ States are not required to ensure that special education teachers are “highly qualified” as defined in the ESEA in 2016-17; however they must meet state licensure requirements in 2016-17 and beyond.
- ▶ **ESSA**
 - ▶ District must ensure teachers meet state licensure and certification requirements and report on teachers’ experience, credentials, and teaching out-of-field; reported in state and local report cards.
 - ▶ Requirements remain the same for paraprofessionals.

Major ESSA Timelines

- ▶ New accountability systems and related interventions go into effect for the 2017-18 school year.
 - ▶ States given options (1) freeze current focus/priority schools in 2016-17 or (2) identify new schools; Oregon chose option 1
- ▶ 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.

High Level Timeline



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.

What do we need to be thinking
about?

Implications, Opportunities,
Questions

For More Information on ESSA

ODE Website

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

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