

EVERY STUDENT SUCCEEDS ACT:

National, Federal and State Policy Implications for the Road Map Region

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May 26, 2016



WELCOME & WORKSHOP OVERVIEW

- National Perspective & Keynote Address - Kati Haycock, Exec. Dir. of The Education Trust
- Federal Perspective - Sarah Bolton, Education Policy Director, Senate HELP Committee
- State Plan Process and Road Map Region Issues - Mary Fertakis, Director, Tukwila School Board
- Table Discussion: Policy Implications for ELL, Early Learning, Parent Engagement, Extended Learning, College/Career Readiness, Homeless, Accountability
- Report out/wrap up



NATIONAL PERSPECTIVE

**Keynote Address: Kati Haycock
Executive Director, The Education Trust**

**“Opportunities and Perils
of the Every Student Succeeds Act”**



TABLE DISCUSSION

- **What opportunities do you see in this new legislation for Washington State and the Road Map region?**
- **What perils do we want to avoid?**



FEDERAL PERSPECTIVE

(Sarah Bolton)

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The ESEA Re-Authorization Story

&

Observations and Insights

Q & A



SIGNIFICANT CHANGES – Over-Arching

- Hands-on role of ED in accountability is significantly decreased; role of the SEA (OSPI) is significantly increased.
- Strong equity focus embedded throughout the legislation (i.e. moving Title III to Title I)
- Federal intent for state plans: Include both aspirational and compliance elements.



SIGNIFICANT CHANGES – Over-Arching

- ED is prohibited from forcing or encouraging adoption of a specific set of standards.
 - A state plan decision
- States may pick their own goals – both long-term and interim. But they must:
 - Address English proficiency, graduation rates and test proficiency.
 - Set expectations that groups furthest behind close achievement and graduation gaps.



NEGOTIATED RULE-MAKING

- Equity will be a major focus for ED
- Two specific topics for negotiators:
 - Assessments
 - Supplement not supplant rules
- ESSA allows Congress to review ED proposed regulations in areas where consensus was not reached before they go into effect.



NEGOTIATED RULE-MAKING - Assessments

- Additional categories for test score reporting are: homeless, foster care and military-connected.
- Districts may use a nationally-recognized high school test instead of the state exam (i.e. SAT, ACT).
- 8th graders taking advanced math classes can take a test at their level – not the regular state test.
- Tests have to be accessible to ELLs and SPED
 - i.e. more time; tests in different languages.



NEGOTIATED RULE-MAKING – Supplement Not Supplant

- Consensus was not reached.
- Disputed item: Requirement that districts demonstrate state and local spending in Title I schools (on a per/pupil basis) was “*at least equal to or greater than*” their avg. per/pupil spending in non-Title I schools.
 - Italicized language is not in the bill.
- No agreement = ED writes the regs.



FUNDING/SPENDING EQUITY ISSUES

- Defers to decision-makers at SEA and LEA to determine where and how funding should be allocated and used.
- Requires school-level spending transparency.
 - Districts must account for school-by-school spending and publicly report it.



FUNDING – Title IV (21st Century Schools) & Title V (State Innovation & Local Flexibility)

- Amended to allow SEA and LEA to transfer funds between certain programs under Title I, II, III, IV, V.
- Block Grant (Title IV) consolidates dozens of programs - including AP, school counseling, PE and education technology.
 - Authorized: \$1.65 bil. in FY17 and \$1.6 bil. in FY18-20
 - Nothing has been Appropriated



FUNDING – Title III

(Language Instruction for English Learners and Immigrant Students)

Funds may be used for PD for teachers and other personnel for:

- ELLs
- Family Literacy
- Parent Outreach/Engagement.



FUNDING - Title II (Preparing, Training & Recruiting Staff)

- Federal to SEA funding formula allocation method was changed.
 - poverty factor now weighted more heavily than the state's overall population of 5-17 year olds.

Year	Share of All Children	Share of Children in Poverty
2017	35%	65%
2018	30%	70%
2019	25%	75%
2020	20%	80%



FUNDING - Weighted Student Funding (WSF) Pilot Project

- Flexibility for Equitable Per-Pupil Funding:
 - Initially, up to 50 school districts will be permitted to consolidate federal, state and local funding. Can be expanded.
 - Create their own student need-based formulas to provide more resources for ELLs, low-income, and other categories
 - Pilot would last up to 3 years.



QUESTIONS?



BREAK



STATE & REGIONAL ISSUES

*Significant Changes in ESSA
and Potential Policy Impacts*



Significant Changes – Accountability

- Must incorporate these 4 indicators into the state system (can identify more):
 - Proficiency on state tests
 - English-language proficiency (highlights ELLs)
 - An academic indicator that can be broken out by sub-group (i.e. growth)
 - A “school quality” or “student success” indicator chosen by the state and broken out by sub-group
 - (i.e. school climate, post-secondary readiness, access to and completion of advanced coursework)



Significant Changes - Accountability

- Teachers and paras must meet state certification and licensure standards to be “highly effective”.
 - Replaces “highly qualified”.
 - SEA must define “effective educators” criteria and measures.
 - *Concerns re: absence of a minimum teacher quality standard hurting poor and/or minority students.*



Significant Changes - Accountability

- 95% assessment participation rate is required.
 - State total and all sub-groups.
 - States may create their own testing opt-out laws.
- State can use Title II, Part A funds to:
 - Establish, expand or improve alternate routes for teacher certification for ELL, special education, STEM fields, or other state shortage areas.
 - Improve equitable access to “effective” teachers.
 - Develop, improve or implement ways for LEAs to recruit and retain “effective” teachers from under-represented minority groups.



Significant Changes – Accountability

- LEA can use Title II, Part A funds to (cont.):
 - “Develop and implement initiatives to assist in recruiting, hiring and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet challenging state academic standards to improve within-district equity in the distribution of teachers.”
- No School Improvement Grant (SIG).
 - SEA must reserve 7% of Title I funds for SIG-like activities that they determine.



Significant Changes – ELL

- Included in Title I with all other programs.
 - Eliminates separate accountability measures.
 - Intent is to make accountability for ELL students a priority.
- Makes English proficiency of ELLs a required indicator in the state's accountability system.
- Tests have to be accessible to ELLs
 - i.e. more time; tests in different languages
- Removes requirement to develop and use AMAOs (Annual Measurable Achievement Objectives) as an accountability measure.



Significant Changes – ELL Testing

- Option 1: Exempt ELL's from 1st year ELA/Math assessments. Years 2 & 3 same as Option 2.
- Option 2:
 - 1st year: ELL's take the ELA and math assessments.
 - Test scores won't count for school rating.
 - Must publicly-report results.
 - 2nd year: State must incorporate ELL's test scores for ELA and math using some growth measure.
 - 3rd year: Proficiency scores calculated the same as non-ELL students.



Significant Changes – ELL

State Plan must:

- Establish standardized ELL entrance and exit criteria.
- Criteria must include a requirement that all potential ELL students be assessed for ELL status within 30 days of enrollment.



Significant Changes – Early Learning

- Pre-School Development Competitive Grants
 - Jointly administered by ED and DHHS, but housed at DHHS (w/Head Start)
 - New grants don't allow federal government to mandate full-day programs or that teachers have a B.A. degree.
- Adds explicit language for schools and pre-K programs to collaborate on teacher training and kindergarten transitions.



Significant Changes — Early Learning

- Pre-School Grants: Encourage partnerships among Head Start, state and local governments, tribes and tribal organizations, private entities and school districts to improve coordination, program quality and service delivery.
 - For 1 year – may be renewed
 - Maximize parental choice in a mixed delivery system.



Significant Changes - Early Learning

- SEA Renewal Grant for programs designed to benefit low-income and disadvantaged children prior to entering kindergarten.
 - Enables programs to implement activities for areas in need of improvement as determined by the SEA.
 - Expands access to such existing programs.
 - Can develop new programs to address the needs of children and families.



Significant Changes – Early Learning

- P-3rd Grade Component:
 - LEAs can use Title II, Part A funds to “support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8...”
 - May include joint PD and planning activities for staff in pre-school programs to address elementary school transitions.



Significant Changes – Extended Learning

- Programs must serve:
 - Title I Schools identified for school improvement.
 - Schools the LEA determines need extra support.
- New language for local programs: “Use evidence-based practices to enhance academic achievement, post-secondary and workforce preparation, and positive youth development of students.”



Significant Changes – Extended Learning (Title IV)

- SEA may use these funds to support programs of at least 300 additional hours before, during, or after the traditional school day.
 - Must supplement, not supplant regular school day requirements.
- Increased focus on aligning with the school day and using student data to develop programs, and evaluate program effectiveness.
- Tribes now eligible entities (can directly receive funds).



Significant Changes – Extended Learning (Title IV) (Program Evaluation & Effectiveness)

- Accountability measures connected to:
 - College and career-readiness goals
 - Student progress on indicators of success: school attendance; grades; and on-time grade level advancement.
- Increases quality and accountability through parent engagement, better alignment with student performance indicators, and coordination between federal, state, and local agencies.



Significant Changes – Parent Engagement

- ***At least*** 1% of LEA’s Title I grant must fund parent and family engagement activities; involve parents in deciding how to use these funds; and send 90% of this funding directly to schools.
- LEAs can use Title II, Part A funds to “effectively engage parents, families and community partners, and coordinate services between school and community.”



Significant Changes – Parent Engagement

- Title IV: SEA must give priority to funding program applications that enroll students who may be at risk of:
 - academic failure/dropping out of school
 - involvement in criminal or delinquent activities
 - who lack strong, positive role models
 - *and the families of those students.*
- Creates a stand-alone program for parent engagement under Title IV called the Statewide Family Engagement Centers Program. (\$10 mil. allocated)



Significant Changes – College/Career Readiness

- Accountability measures in Title IV Evaluation & Effectiveness section connected to college and career-readiness goals.
- SEA can use Title II, Part A funds to:
“Support PD to integrate CTE content into academic instructional practices, which may include training on best practices to understand state and regional workforce needs and transitions to post-secondary education and the workforce.”



Significant Changes – Homeless

- Title I, Part A adds multiple provisions related to McKinney-Vento (homeless) students, and all LEAs receiving these funds must reserve a portion to support homeless students.
 - LEA plans must describe the services that will be provided to homeless children and youth.
- SEA report cards must include disaggregated information on the graduation rates and academic achievement of homeless children and youth, and children and youth in foster care.
- LEA must remove barriers that prevent homeless youth from receiving credit for full or partial coursework satisfactorily completed at a prior school.



Significant Changes – Homeless

- Focus on improving identification within an SEA or LEA's jurisdiction.
 - SEA's Title I plan must include a description of how it will provide support to districts in the identification, enrollment, attendance and school stability of homeless children and youth.
 - LEA's Title I plan must describe services it will provide to support enrollment, attendance and success.



Significant Changes – Homeless (Foster Students)

- Provisions related to school stability for foster children have been incorporated for the first time.
- LEAs and child welfare agencies must collaborate to develop transportation procedures that ensure foster children can remain in their school of origin when they move foster placements, if it is in their best interest.



QUESTIONS?



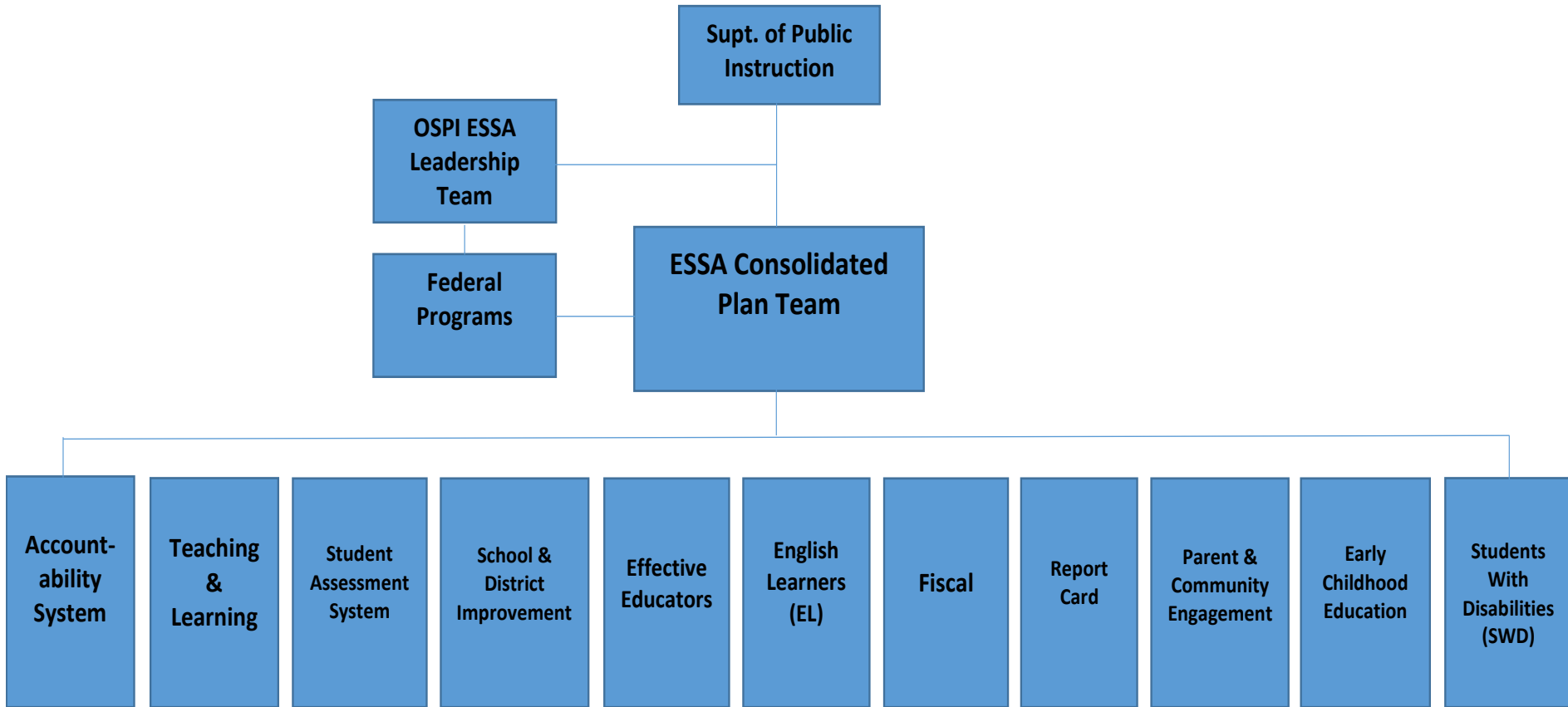
WA STATE PLAN DEVELOPMENT

- OSPI, SBE and PESB Responsibilities
- Consolidated Plan Team & Work Groups
- Timeline



Organizational Chart for ESSA Consolidated Plan

March 1, 2016



OSPI Responsibilities

- Be the key decision maker in the development and implementation of the ESSA Consolidated Plan.
- Consult with state leadership members, district and school representatives, and professional organization representatives.
- Facilitate the meetings and work of the Consolidated Plan Team.



State Board of Education (SBE) Responsibilities

- SBE is authorized by RCW and WAC to perform a number of tasks related to development of a state-wide accountability system.
- OSPI requested the Achievement & Accountability Workgroup (AAW) of the SBE reconvene as the ESSA Accountability Workgroup.
- Task is to develop the state-wide accountability system for the State Consolidated Plan.



State Board of Education (SBE) Responsibilities

Elements included in the state accountability plan:

- Long-term goals
- Indicators (for all reportable sub-groups)
- Annual Meaningful Differentiation (state index)
- Identification of schools for targeted assistance
- Annual Measurement of Achievement (95% participation rate for assessments)
- Partial Attendance (at least .5 of school year)



Professional Educators Standards Board (PESB) Responsibilities

- PESB addresses standards and certification issues.
- Part of the Effective Educators Workgroup and tasked to:
 - Define “effective educators” criteria and measures under Title II, Part A of the ESSA.
 - Review the approved WA Equity Plan
 - Review state reporting requirements
 - Review local reporting requirements



CONSOLIDATED PLAN TEAM

50 Members Representing:

- * Governor's office
- * State Legislature
- * Tribes
- * Para-professionals
- * Parents
- * Specialized instructional support personnel
- * Agencies that ESSA requires OSPI to coordinate with.
- * School Board Directors
- * SBE
- * Administrators
- * Teachers



ESSA WORK GROUPS:

- *Students With Disabilities
- *Effective Educators
- *Teaching and Learning
- *Accountability System
- *Early Childhood Education
- *Student Assessment System
- *School and District Improvement
- *Parent and Community Engagement
- *Fiscal
- *English Learners
- *Report Card



STATE PLAN DEVELOPMENT TIMELINE

- April–July 2016: Work sessions of the ESSA Consolidated Plan Team and Workgroup team meetings.
- Aug. 2016: Workgroups finalize work and submit to ESSA Consolidated Plan Team for review.
- Sept.–Oct. 2016: Formalize recommendations from the ESSA Workgroups for consideration by the ESSA Consolidated Plan Team. Formalize draft of ESSA Consolidated Plan. Present initial plan to Supt. Dorn for comment.



STATE PLAN DEVELOPMENT TIMELINE

- Nov. 2016: Finalize Consolidated Plan and present to Supt. Dorn for approval. Finalize Plan and present to the Governor (30 days before submission to ED). Publish Plan on OSPI's website for comment (30 days before submission to ED).
- ED has 120 days to review & approve the Plan.
- Full implementation is required by the beginning of the 2017-18 school year.



ESSA REGIONAL FORUMS (OSPI-Sponsored)

- **June 14**, 6–8 pm, Everett Community Resource Center, Everett
- **June 15**, 6–8 pm, Emerald Ridge High School, Puyallup
- **June 16**, 6–8 pm, Educational Service District 112, Vancouver
- **July 11**, 6–8 pm, Educational Service District 105, Yakima
- **July 12**, 6–8 pm, Wenatchee High School, Wenatchee
- **July 13**, 6–8 pm, West Valley High School, Spokane
- **July 19, 6–8 pm, Highline Performing Arts Center, Burien**



Questions?



TABLE DISCUSSION

- Choose someone to record responses.
- Discuss potential policy implications of your table topic for the Road Map region.
- Identify items/issues that should be communicated to the Consolidated Plan Team.



REPORT OUT from TABLE DISCUSSIONS

What 2 items would your table like the State Consolidated Plan members to consider?



RESOURCES

- ED – ESSA Information: <http://www2.ed.gov/policy/elsec/leg/essa/index.html>
- OSPI – State Plan Information: <http://www.k12.wa.us/ESEA/ESSA/>
- National Conference of State Legislatures Summary:
http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary_12_10.pdf
- Supplement/supplant funding issue: <http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2016/04/27-sunlight-effect-equitable-spending-education-roza#.VzwC3QHSaMA.email>
- National Association of Family, School & Community Engagement Analysis: <http://nafsce.org/wp-content/uploads/2015/12/ESSA-Review.pdf>
- ELL article: <http://www.usnews.com/opinion/knowledge-bank/articles/2016-01-13/every-student-succeeds-act-brings-new-hope-for-english-language-learners>
- Accountability & Poverty: <http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2016/01/04-implementing-essa-accountable-more-than-a-test-hansen>



Wrap-Up

Closing Comments: Mary Jean Ryan

Please fill out the feedback form at your table.

THANK YOU for attending!

