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

Bill introduced by Alexander & Murray 4/2015

Approved by House 359-64 on 12/2/2015

Approved by Senate 85-12 on 12/9/2015

Signed into law by President Obama on 12/10/2015
Major ESSA Timelines

ESEA Waivers null and void August 1, 2016
- Continue to support focus/priority schools that fail to meet exit criteria in 2016-17 SY.
- State law & OARs (SB 290 - educator evaluations) remain in effect.

New accountability requirements take effect in 2017-18 SY

Federal Grant Programs
- Noncompetitive formula grants effective July 1, 2016.
- Competitive grants effective October 1, 2016.

Federal Rulemaking by the U.S. Department of Education
- Draft regulations December 2015 - May 2016.
- Public input on draft rules May 2016 (60 days).
- Review comments, draft final regulations July – October 2016.
- Publish final regulations October 26, 2016.
Oregon’s Rollout Timeline

2015-16 School Year

- ODE will communicate transition plans in January.
- ODE establish stakeholder work groups in January-February.
- Convene stakeholder workgroups February-June to begin developing Oregon’s State Plan.

2016-17 School Year

- Transition year to develop policy, guidance, OARs based on final regulations from USED.
- Finalize State Plan and submit to USED for approval.

2017-18 School Year

- Implementation of accountability system identified in State Plan.
This information will continue to be updated as new details become available.
## Standards

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

### ESSA
- Requires states adopt challenging standards in reading, math, and science.
- 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, approved by the state.
Assessments cont.

NCLB

- Title I-A funding allowed states to administer alternative tests to students with disabilities; to be used by no more that 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 decide 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 adequately 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 (ELA/math).
  - **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.
  - “Substantial weight” is required for Academic Indicators, and in the aggregate, 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 fed, 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 its Title I-A allocation for school improvement to serve schools implementing comprehensive support and improvement or targeted support and improvement activities.
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 provide assurances that all teachers and paraprofessionals in Title 1-A funded schools meet state certification and licensure requirements.
- Districts must report experience, credentials, teaching out of field in the Report Card; disaggregated by high/low poverty.
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).

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 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 its 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:
  - 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 new a block grant.
  - Funds for **Student Support and Academic Enrichment** grants for:
    - Well-rounded education - e.g. counseling, music and arts, accelerated learning, STEM...
    - Safe and healthy students.
    - Effective use of technology.
  - Continues **21st Century Community Learning Centers** as a stand-alone program.
  - Authorizes Family Engagement Centers.
Other Provisions in ESSA

- Reauthorizes
  - Title III, English Language Learners grant program.
  - Magnet Schools program.
  - Charter Schools.
  - Indian, Native Hawaiian, and Alaska Native Education.
  - Impact Aid.

- Authorizes Preschool Development Grants funded through the Department of Health and Human Services and jointly administered by the Secretary of Education.
ESSA Resources & Links

| Oregon Dept. of Education | • ODE’s Summary of ESEA Reauthorization framework  
|                          | • [http://www.ode.state.or.us/search/page/?id=3475](http://www.ode.state.or.us/search/page/?id=3475) |
| ESSA bill                | • Please note that it is 391 pages  
|                          | • [Every Student Succeeds Act](http://www.ed.gov/ESSA) |
| Education Week           | • Article by Alyson Klein  
|                          | • [ESEA Reauthorization: ESSA Explained](http://www.ed.gov/ESSA) |
Please send ESSA questions to Theresa Richards, Director of Federal Systems, Oregon Department of Education, theresa.richards@state.or.us