

# SUPERINTENDENTS' ESSA WEBINAR SERIES



WEBINAR I: ESSA OVERVIEW & 2016 REGULATORY PROCESS

WEDNESDAY, JUNE 15, 2016

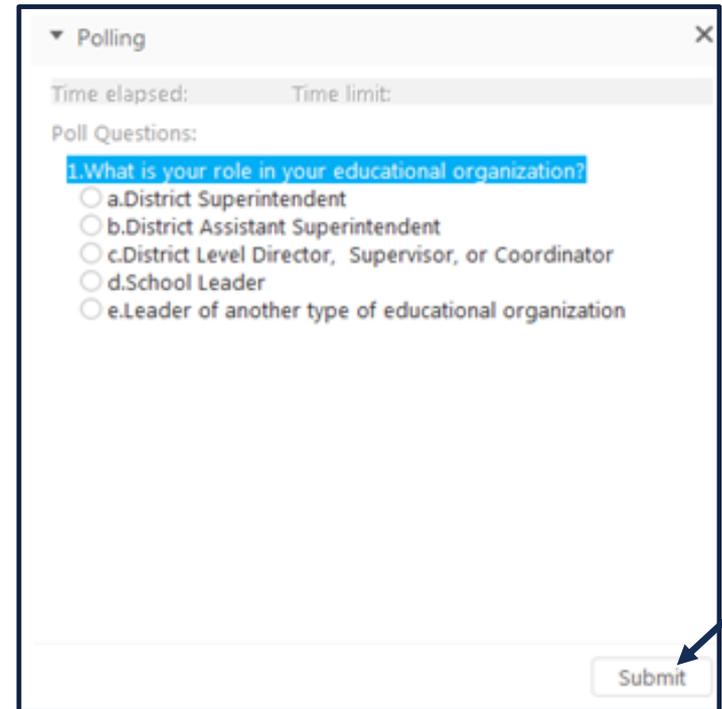
2:00 – 2:45 P.M. EST

# LOGISTICS...THINGS TO KNOW

- How to communicate via WebEx



- How to use the Polling feature



# CSDE HOSTS



Ellen E. Cohn  
Deputy Commissioner



Ajit Gopalakrishnan  
Chief Performance Officer

# SUPERINTENDENT POLLING

## What is your role in your educational organization?

- a) District Superintendent
- b) District Assistant Superintendent
- c) District Level Director, Supervisor, or Coordinator
- d) School Leader
- e) Leader of another type of educational organization



# ASPIRATIONAL GOALS OF ESSA

THE BIPARTISAN BILL TO FIX NO CHILD LEFT BEHIND WILL HELP

## ENSURE OPPORTUNITY FOR ALL OF AMERICA'S STUDENTS:

- ✓ Holds all students to high academic standards
- ✓ Prepares all students for success in college and career
- ✓ Provides more kids access to high-quality preschool
- ✓ Guarantees steps are taken to help students, and their schools, improve
- ✓ Reduces the burden of testing while maintaining annual information for parents and students
- ✓ Promotes local innovation and invests in what works

Source: USED

# LANDMARK FEDERAL K-12 EDUCATION LAW

## A BRIEF TIMELINE

1965	Elementary and Secondary Education Act (ESEA) enacted	<ul style="list-style-type: none"> <li>• Signature Program is Title 1</li> <li>• Aimed to help districts cover the cost of educating disadvantaged students</li> </ul>
1968	Congress adds new programs & titles to ESEA	<ul style="list-style-type: none"> <li>• Adds programs for migrant children, neglected or delinquent children</li> <li>• Includes Bilingual Education Act</li> </ul>
1978	Congress reauthorizes ESEA	<ul style="list-style-type: none"> <li>• Allows funding to be used school wide if 75% of students are from poverty</li> </ul>
1981	Congress reauthorizes ESEA as “Education Consolidation and Improvement Act”	<ul style="list-style-type: none"> <li>• Consolidates programs into a single block grant</li> <li>• Renames Title 1 as “Chapter 1”</li> <li>• Cuts down on regulatory requirements for districts and states</li> </ul>
1988	Congress reauthorizes ESEA	<ul style="list-style-type: none"> <li>• Requires districts to examine test scores to gauge effectiveness of Chapter 1 programs are required to develop improvement plans.</li> </ul>
1994	Congress reauthorizes ESEA as “Improving America’s Schools Act”	<ul style="list-style-type: none"> <li>• Calls for states to develop standards and aligned tests for all students (by grade band)</li> <li>• Districts must identify for improvement schools that are not making “adequate yearly progress” (very loose definition without sanctions) and develop school improvement plans</li> <li>• “Chapter 1” goes back to being called “Title I.”</li> </ul>
2002	Congress reauthorizes ESEA as “No Child Left Behind”	<ul style="list-style-type: none"> <li>• Calls for annual testing in reading &amp; math in grades 3-8 and once in high school</li> <li>• Specific interventions required - public school choice and free tutoring - with schools that fail to make AYP</li> <li>• Requires that all teachers be “highly qualified.”</li> </ul>
2011 - 2015	ESEA Flexibility Waivers	<ul style="list-style-type: none"> <li>• Requires college &amp; career ready standards adoption, new accountability systems, new teacher evaluation tied to student outcomes, ambitious turnaround efforts</li> <li>• Eases many of the mandates of the NCLB law</li> </ul>
2015	Congress reauthorizes ESEA as “Every Student Succeeds Act”	<ul style="list-style-type: none"> <li>• Requires annual, high quality assessment of state-determined content standards (reading/language arts and mathematics). Science assessed once in each grade band.</li> <li>• Requires annual report cards (multi-indicator) comparing schools and districts to the state’s average</li> <li>• States must establish ambitious long-term goals for all students and separately for each subgroup of students</li> <li>• Greater flexibility in teacher evaluation and support than in ESEA Flexibility Waivers</li> </ul> <p><small><u>Source:</u> “Dear Colleague Letter” December 2015, Ann Whalen (Delegated the Authority to Perform the Functions and Duties of Assistant Secretary for Elementary and Secondary Education)</small></p>

# SUPERINTENDENT POLLING

## What is your level of knowledge regarding ESSA?

- a) I am just starting to learn about the new law.
- b) I have a general understanding of the changes called for in the new law.
- c) I have a deep understanding of many aspects of the new law.



# ESSA IMPLEMENTATION TIMELINE

**2015**

**2016**

**2017**

**2018**

**December 2015:**  
President Obama signs  
ESSA into law



**March 6 / July 5, 2017:**  
Consolidated state plans due

**August 1, 2016:**  
ESEA flexibility waivers  
expire

**2017-2018 School Year:**  
Full implementation of ESSA

**Dec. 2015 - Sept. 2017 = Transition Period to ESSA**



Source: National Association of Secondary School Principals ([nassp.org](http://nassp.org))

# Advice from USED Regarding the “Orderly Transition” to ESSA

- States and districts should continue to implement the activities and programs they have in place now through the end of the 2015-2016 school year. Transitions may occur during 2016-17, and full implementation will begin in the Fall 2017.
- USED continues to meet with teachers, administrators, the civil rights community and others to inform the development of regulations and guidance.
- USED is receiving input from all stakeholders to help support high-quality transition to, and implementation of, the new law.



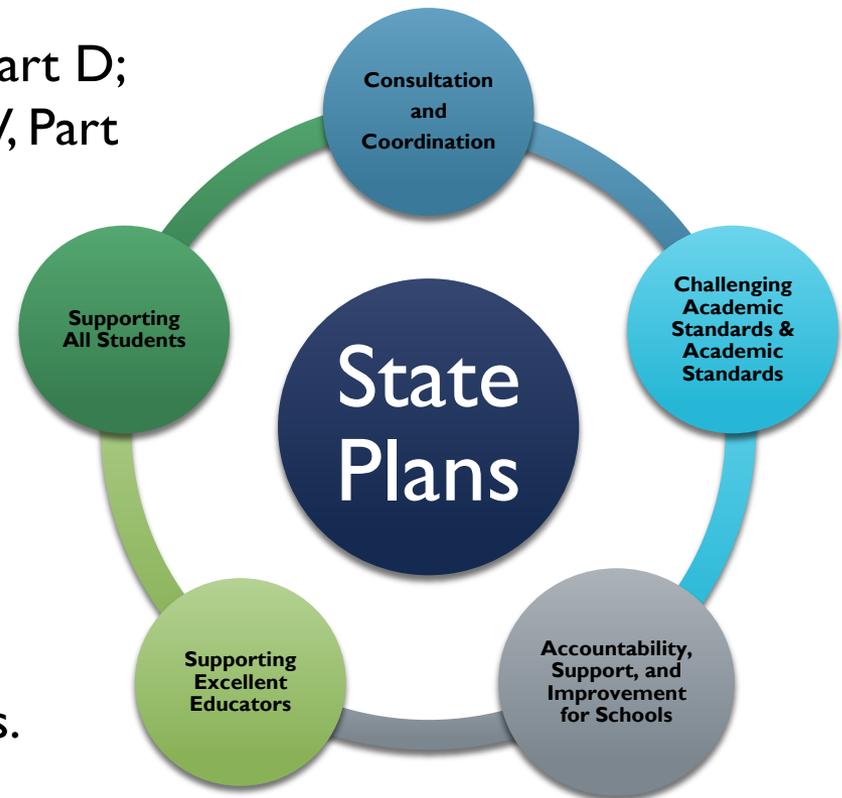
# OVERVIEW OF TITLES & PROGRAMS FOUND IN ESSA

- Title I** Improving Basic Programs Operated by State Education Agencies and Local Education Agencies
- Title II** Preparing, Training, and Recruiting Teachers, Principals, and Other Leaders
- Title III** English Learners and Immigrant Students
- Title IV** Twenty First Century Schools (mostly post-secondary)
- Title V** State Innovation and Local Flexibility (mostly post-secondary)
- Title VI** Indian, Native Hawaiian and Alaska Native Education
- Title VII** Impact Aid
- Title VIII** ESSA General Provisions
- Title IX** McKinney-Vento Act and other provisions

# REQUIREMENTS OF ESSA: STATE PLANS

**Instead of submitting individual program plans, the State may develop consolidated plans across multiple programs covered under ESSA**

- Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and Title V, Part B, Subpart 2
- For all components, *except Consultation and Coordination*, the State is required to provide a description, including strategies and timelines, of its system of performance management of implementation of State & LEA plans.



# REQUIREMENTS OF ESSA: ACADEMIC STANDARDS AND ASSESSMENT

## I. **State must adopt “Challenging Academic Standards”**

- States may design, adapt, modify, or replace College and Career Ready standards
- ESSA limits the power of the Secretary of Education

## II. **States must annually assess all students in Grades 3-8 and once in High School**

- Reading/Language Arts and Mathematics
- Science once in each grade band (3-5; 6-8; 9-12)
- Minimum 95% Participation Rate (all students **and** each subgroup)

## III. **Note: Opportunities in Assessment**

- Opportunities for innovation in assessment and accountability
- Funding for States and Districts to Audit/Examine Assessment Usage

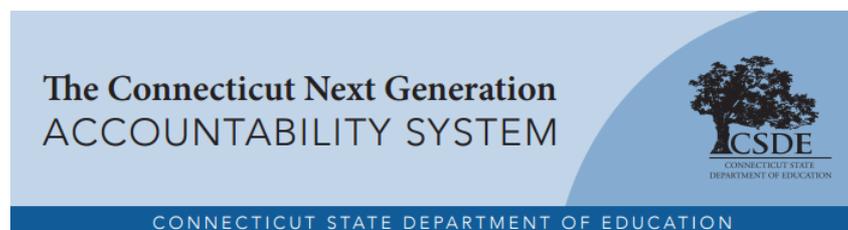


# REQUIREMENTS OF ESSA: ACCOUNTABILITY SYSTEMS

- Based on extensive feedback from diverse stakeholders, Connecticut implemented a multiple measures Next Generation Accountability System in March 2016 .
- This system aligns well with ESSA which requires a multiple measures accountability system that incorporates:
  - academic achievement
  - graduation rates
  - school quality/success indicators
    - student engagement
    - access to advanced coursework
    - postsecondary readiness



# REQUIREMENTS OF ESSA: ACCOUNTABILITY SYSTEMS



- Academic growth on state assessments may be incorporated by the state for elementary/middle schools as is already planned by CSDE.
- ESSA discontinues the Title III EL accountability system and requires that progress toward English proficiency be added to the Title I accountability system (i.e., Next Generation Accountability System).



# REQUIREMENTS OF ESSA: ACCOUNTABILITY SYSTEMS

- Connecticut will maintain its focus on all subgroups as required by ESSA while also continuing to incorporate the High Needs subgroup as it includes thousands of more students into accountability calculations.
- Connecticut's accountability system already factors in the 95% participation rate requirement (e.g., school classifications, distinction selection) as expected under ESSA.



# REQUIREMENTS OF ESSA: ACCOUNTABILITY and SCHOOL IMPROVEMENT

## **Comprehensive Support and Improvement Plans Required for:**

- Lowest-performing 5% of Title I schools on state accountability index
- High schools with <67% graduation rates
- Schools with underperforming subgroups that do not improve after a state-determined number of years

## **School Improvement Plans must include:**

- Evidence-based interventions (school models no longer required)
- Based on school-level needs assessment
- Identification of resource inequities
- Approval by school, district, and state
- Monitoring and periodic review by the state



# REQUIREMENTS OF ESSA: TEACHER EVALUATION AND EQUITY

- **Title I state plans** must describe how the state will ensure that *“low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field and inexperienced”* educators
- **Title II** authorizes funds that may be used for state evaluation systems
- **Title II** also authorizes the Teacher and School Leader Incentive Program, a competitive grant to support innovative educator evaluation systems
- **Note:** ESSA does not require specific educator evaluation measures or methods (Connecticut state statute does, however)



# AREAS OF FOCUS FOR THE REGULATORY PROCESS IN 2016

- **State accountability systems & reporting**
  - \* *proposed regulations published in June 2016*
- **Submission of state plans**
  - \* *proposed regulations published in June 2016*
- **Student assessment**
  - \* *focus on students with disabilities and English learners*
- **Title I funding: supplement, not supplant**
- **Innovative assessment demonstration authority**



# SUPERINTENDENT POLLING

**The next session on September 15<sup>th</sup> will focus on Accountability Systems. Which of the following topics would you like to learn more about?**

- a) Consolidated State Plans
- b) Academic Standards and Assessment
- c) School Improvement
- d) Teacher Evaluation and Equity



# TO LEARN MORE, CHECK OUT THESE RESOURCES

## **USED ESSA webpage**

[http://www.ed.gov/essa?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term](http://www.ed.gov/essa?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)

## **National Association of State Boards of Education (Assessment reduction)**

[http://www.nasbe.org/wp-content/uploads/Prociw\\_Assessment-Final.pdf](http://www.nasbe.org/wp-content/uploads/Prociw_Assessment-Final.pdf)

## **National Conference of State Legislatures (13 page summary of ESSA)**

[http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary\\_12\\_10.pdf](http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary_12_10.pdf)

## **The School Superintendents Association (AASA) (ESSA resources)**

<http://www.aasa.org/AASAESSA.aspx>

## **National Association of Secondary School Principals (Archived webinars)**

<https://nassp.org/professional-learning/online-professional-development/archived-webinars/every-student-succeeds-act-webinar-series-part-1?SSO=true>



# QUESTIONS





**Webinar #2 will be held on Thursday, **SEPTEMBER 15<sup>th</sup>** from 2:00-2:45 p.m.**

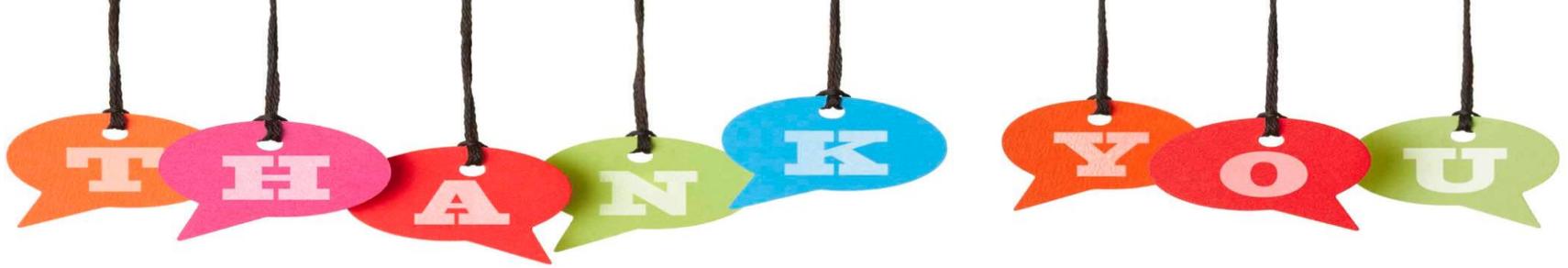
*Topic: Accountability Systems, State Assessments, and Reporting*

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**Webinar #3: Thursday, **OCTOBER 20<sup>th</sup>** from 2:00-2:45 p.m.**

*Topic: State Plans; Consultation and Feedback Supplement, not Supplant, Compliance Rules*





## **Thank you for participating in today's webinar!**

This recorded webinar will be posted within one week in two locations:

- Superintendent's Digest on the CSDE Homepage
- [CT Core Standards website](#) under Professional Development

## **If you have additional questions, please contact:**

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