



EVERY STUDENT SUCCEEDS ACT (ESSA)

*a reauthorization of the Elementary and
Secondary Education Act (ESEA)*

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- Homeless Children And Youth (Part A)
- Miscellaneous (Part B) Preschool Development Grant (Sect 9212)



ESEA Reauthorization Efforts thru the Years





Every Student Succeeds Act (ESSA)

- Passed the House - December 2, 2015 by a vote of 359-64
- Passed the Senate - December 9, 2015 by a vote of 85-12
- **Signed by President Obama - December 10, 2015**





ESSA: Overview

Restores authority to States and locals; eliminates ineffective HQT and AYP

- Preserves general structure of ESEA, funding formulae (with the exception of Title II, Impact Aid)
- More State authority on standards, assessments, and interventions
- Limitations on Secretarial authority throughout
- Preserves supplement, not supplant requirements and Maintenance of Effort (MOE) throughout (but some tweaks)
- Eliminates Highly Qualified Teacher (HQT) and Adequate Yearly Progress (AYP) requirements



ESSA: Transition

Phased-in transition to allow for maximum stakeholder input and thoughtful implementation

School Year	Key Deliverables / Deadlines
2015 – 2016	<ul style="list-style-type: none"> • State Plans due July 2016 (awaiting guidance from ED) • Current law re: assessments remain in effect through August 1, 2016 • Existing ESEA Flexibility Waivers become void on August 1, 2016 and the remainder of the State plan section goes into effect on that date
2016 – 2017	<ul style="list-style-type: none"> • New competitive grants effective October 2016
2017 – 2018	<ul style="list-style-type: none"> • States must be compliant with the “statewide accountability system” and the “school support and improvement activities” provisions by the 2017-18 school year • States must continue interventions in identified schools (priority and focus) until new State plans are approved or 2017-18, whichever comes first • Non-competitive formula grant programs delayed implementation until the 2017-18 school year by the 2016 federal fiscal budget



ESSA Highlights in Illinois

New law supports many of the State's existing efforts to serve all students, especially our most vulnerable

- More State authority on standards, assessments, and interventions
- Maintains support for Illinois at-risk students
- Continues ongoing investments in Illinois preschool
- Stronger focus on homeless students
- Focus on subgroup performance



State of Illinois Goals for Education Reform

Improve Infrastructure and Alignment in Early Education:

ESSA includes significant alignment provisions, as well as continuation of the preschool development grant program.

Benchmarks and Assessments:

The State will be eligible for grants to improve assessments and eliminate those deemed unnecessary. Flexibility with accountability systems will allow the state to aim high and be strategic and thorough in meeting achievement goals (kindergarten readiness, reading/math improvement, college readiness and completion)

Strengthen and Expand Quality Leadership:

ESSA allows states to support teachers and school leaders in new ways, as well as supporting multiple pathways into teaching and strengthening our workforce for the future.

Smooth Transitions to Post-Secondary Institutions:

ESSA allows states to set standards for college and career readiness, that must be aligned with college entrance requirements.

Support for vulnerable students:

Homeless children, children with disabilities, and English Language Learners are given new weight under ESSA. Subgroup performance measurement will continue. Flexibility supports reform of DJJ schools.

Technology and Data

ESSA supports the infusion of technology and data throughout. New flexibility in funds will support our efforts to improve data systems and data sharing, and integrate technology in the classroom

INNOVATION:

ESSA allows the state the flexibility to try new approaches, led by stellar schools and school leaders, within and out of the state.





ESSA Legislative Action Items

Modifications to existing state law or regulations will be needed to align with ESSA

Title I:

- Changes are likely surrounding our assessment system perhaps regarding testing calendars, testing time, or the tests themselves
- Changes are going to be needed to align our accountability system
- ISBE may need to revise its identification procedures for migrant students residing in the state to make sure they are aligned to the new legislation

Title II:

- New statutory or regulatory provisions will be needed to implement the alternate approaches to teacher preparation allowed under ESSA



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Statement of Purpose of Title I (§1001)

“The purpose of this Title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”



School Improvement (§1003)

SIG models no longer required; interventions must be “evidence-based.”

Comprehensive Support and Improvement:

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

Targeted Support and Improvement:

- Schools with consistently underperforming subgroups, as defined by the state

Set-aside:

- 7% of the state’s Title I, Part A allocation
- Must allocate not less than 95% to districts on a competitive or formula basis to serve schools implementing comprehensive or targeted support and improvement activities; or
- May, with approval of the district, directly provide for these activities.



Academic Standards & Assessments (§1005)

- ELA and Math assessment is required in each of grades 3-8 and once in grades 9-12 (previously 10-12)
- Science remains not less than one time during grades 3-5, grades 6-9, and grades 10-12
- Same assessments administered to all public school students in the state.
- Aligned with the state's academic standards.
- Provide information as to whether a student is performing at grade level.
- There is an option for innovative assessment pilot
- Per State approval, allows for nationally recognized locally-selected assessment that has been approved to meet requirements of the law
- Allows for local law making on participation but does not change 95% participation requirement



Accountability (§1005)

Illinois will develop a system that will “meaningfully differentiate” schools using:

- Academic proficiency on state assessments
- Graduation rates for high school
- English Language Proficiency
- Growth or another statewide academic indicator for K-8 schools
- At least one other state-set indicator of school quality or student success
- 95% assessment participation rate



Accountability (§1005)

A state must establish long –term goals and interim measures of progress for all students and each subgroup of students for:

- Academic achievement as measured by proficiency on state assessments.
 - High school graduation rates, including the 4-year adjusted cohort rate and any extended-year rates. Goal and measures for extended-year rates must be more rigorous.
- Increases in the percentage of ELs making progress in achieving English language proficiency.
- Goals and interim measures must be designed to enable subgroups who are behind on achievement and graduation rate to make significant progress in closing the gap.



Local Education Plans (§1006)

State must approve a plan from districts that includes a plan developed in consultation with stakeholders that includes, but is not limited to

- A description of how the LEA will address disparities in teacher distribution, and
- A description of how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom

The school districts must notify parents of State or local policy regarding student participation in statewide assessments and post information on each assessment



Schoolwide Plans (§1008)

- Allows for more schools to utilize Schoolwide programming by allowing an exception to the 40% poverty requirement , per a waiver from the State
- Allows schools to be more flexible in the way they create their Schoolwide Plans by eliminating the constraining 10 components under the previous law



Targeted Assistance Schools (§1009)

- Specifically mentions the allowability of the use of funds for behavioral issues
- Specifically mentions use of funds for dual or concurrent enrollment (defined as a course that provides high school and college credit)
- Specifically mentions coordination with IDEA
- Adds a provision that targeted assistance programs can be delivered by nonprofit or for-profit providers



Family Engagement (§1010)

- Parents, other family members, and community stakeholders have mandated opportunities to engage in the development and planning of activities to improve student academic achievement and school performance
- Changes how much school districts are obligated to distribute funds to schools for family engagement to 90% from 95%
- Priority to be given to high-needs schools



Private School Participation (§1011)

- Creates a new ombudsman at ISBE to monitor and enforce requirements
- Private schools may request that the State provide services directly or through contracts if the private school and the school district cannot come to an agreement



Supplement not Supplant (§1012)

- A district does not have to identify that an *individual* cost or service is supplemental
- A district does not have to provide services through a particular instructional method or setting in order to demonstrate compliance with supplementing State and local funds
- The Secretary of Education cannot prescribe a specific methodology a district must use to allocate State and local funds
- Continuation of ongoing flexibility established by ISBE more than three years ago



Title II – Preparing Teachers (§2001)

- The appropriation amounts listed would result in a 30% decrease from FY2015
- ESSA provides much more space for alternative approaches to the preparation of effective teachers and limits the artifacts/requirements of 'traditional' preparation in the preparation of educators



Teacher Evaluation (§2211)

- The Act does not require specific educator evaluation measures or methods
- It allows, but does not require, that Title II funds be used to implement specific teacher evaluation measures
- It reauthorizes the Teacher Incentive Fund, a competitive grant to support innovative educator evaluation systems



Title III - Language Instruction For English Learners (EL) (§3001)

- Consolidates the accountability requirements for ELs under Title I
Potentially, some resources may be freed up for districts' Title III funds
- Includes requirements for states to develop statewide entrance and exit criteria for ELs
- Requires the English language proficiency standards adopted by the State be aligned to the state academic content standards



Title IV: Part A—Student Support & Academic Enrichment Grants (§4101)

Established a new subpart to improve students' academic achievement by increasing the capacity of States, school districts, schools, and local communities to

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy



Title IV: Part A—Student Support & Academic Enrichment Grants (§4101)

- Districts will receive a formula-driven amount of funds based on subpart 2 of part A of Title I for the preceding fiscal year
- Consultation is required with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, and local government representatives
- Creation of a comprehensive needs assessment is required
- The law supplies a list of specific allowable uses of funds and percent per activity



Title IV: Part B—21st Century Community Learning Centers (§4201)

- Expanding the scope of activities under the second goal for the program. This includes ensuring students get exposure to College/Career Ready (CCR) activities
- Identifying not-for-profits and ensuring that they have a history of success or are willing to enter into an agreement for mentoring and guidance support services
- Including performance measures that can make direct links to student achievement over time in the state application



Title IV: Part C—Expanding Opportunity Through Quality Charter Schools (§4301)

- Continuation (with changes) of existing program
- Continuation of funding for existing grantees through the term of their grant



Title V— State Innovation and Local Flexibility: Rural education initiative (§ 5003)

- Currently Rural Education Achievement Program (REAP) funds can be expended for local activities authorized under a number of other Title programs.
- ESSA removes two Title programs from the list of approved types of funding -- Part D, Title II (Educational Technology State Grants) and Part A, Title V (State Grants for Innovative Programs)
- Increases minimum grant amount to \$25,000 and maximum to \$80,000
- A hold harmless provision has been added.



Title IX: Part A—Homeless Children & Youth (§ 9101)

- A much stronger emphasis is being placed on “Identification of Homeless Children and Youth”
- Homeless children and youth must be enrolled in school immediately, even if the student has missed application or enrollment deadlines during any period of homelessness
- ISBE must include disaggregated information on the graduation rates and academic achievement of homeless children and youth, and children and youth in foster care



Title IX: Part B - Preschool Development Grant (§9212)

- Authorizes—with significant changes—the Preschool Development Grants, which had previously been authorized by ARRA and the 2014 Consolidated Appropriations Act
- The program is moved to the Department of Health and Human Services though the Department of Education will be a partner in administering the program
- Allows for one-year grants with the opportunity to apply for a Renewal Grant
 - Previous PDG recipients are eligible
 - Three-year grants with no opportunity for renewal
 - May be used for subgrants to improve and expand access to quality programs for low-income and disadvantaged children
- Requires states to provider a 30 percent match to the funds
- Requires states to have a mixed delivery system for early childhood programs



Waivers of statutory and regulatory requirements (§8013)

- ED must waive provisions within 120 days, so long as request meets requirements
- Secretary may not disapprove a request for reasons outside conditions of law, may not place any conditions on approval of waiver request (including standards, assessments, accountability, evaluations, etc.)



What happens next?

- Continue to carefully review law text and any necessary changes to state law and administrative rules
- Actively participate in the federal regulatory process
- Develop comprehensive State Plan
- Throughout the process, engage with stakeholders to obtain insight and feedback ESSA@isbe.net







Thank
You!



Disclaimer

This presentation contains general information only and does not constitute legal advice. It is an overview of ESSA and not a comprehensive description of the statute.