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Leighann Kenti

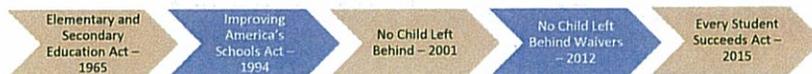
Every Student Succeeds Act

Presentation to the Legislative Education Study
Committee

Chairman Dennis Roch
Vice Chairman John Sapien
December 17, 2015



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Overview

- Governance
- USED Authority
- Standards and Assessment
- Accountability
- School Improvement
- Teacher Preparation
- Teachers
- Next Steps
 - Regulations, guidance, etc.



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Governance

- ESSA requires the SEA to consult, in a timely and meaningful manner, with their Governor on the development of the state's Title I and II plans and consolidated state applications



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USED Authority

- The Secretary is required to establish a peer-review process to assist in the review of state plans
- The Secretary is required to approve a state plan not later than 120 days after submission unless the Secretary meets specific criteria in the bill in which to disapprove such plan



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USED Authority (cont.)

- As a condition of the state plan or any waiver, the Secretary may not:
 - Require a state to add new requirements
 - Require a state to add or delete specific elements to the standards
 - Prescribe goals of progress or measurements of interim progress that are set by states under the accountability system
 - Prescribe specific assessments or items to be used in assessments
 - Prescribe indicators that states must use
 - Prescribe the weight of measures or indicators
 - Prescribe the specific methodology states must use to differentiate or identify schools
 - Prescribe school improvement strategies or exit criteria
 - Prescribe min. N-sizes



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Standards and Assessments

- States are required to have implemented a set of high-quality student academic assessments in math, reading or language arts, and science
 - States must provide an assurance that the state's standards are aligned with: entrance requirements for credit-bearing coursework in the system of public higher education in the state and relevant State career and technical education standards
- Places a cap of 1% of the total number of all students in the State that can be assessed using alternative assessments for students with significant cognitive disabilities



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Standards and Assessments (cont.)

- ESSA maintains the existing requirement that all students in grades 3-8 and at least once in high school be assessed annually in reading and math
- ESSA also maintains the existing requirement that at least once/grade span students are assessed in science



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Accountability

- ESSA replaces the AYP framework
- Under ESSA, States must establish “ambitious State-designed long term goals” with measurements of interim progress for all students and subgroups of students on:
 - Improved academic achievement on State assessments
 - Graduation rates
 - Progress in achieving English language proficiency for English learners (EL)



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Accountability (cont.)

- ESSA requires all states to develop and implement an accountability index that includes the following:
 - Academic Indicators:
 - Academic achievement based on the annual assessments and on the State’s goals
 - A measure of student growth or other statewide academic indicator for elementary and middle schools
 - Graduation rates for high schools based on the State’s goals
 - Progress in achieving English proficiency for English Learners in each of grades 3 through 8 and the same high school grade in which the State assesses for Math/ELA
 - Measure of School Quality and Student Success
 - At least one measure of school quality or student success (examples listed include student and educator engagement, access and completion of advanced coursework, postsecondary readiness, school climate and safety)



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Accountability (cont.)

- “Substantial weight” is required to be given the Academic Indicators and those 4 indicators must, in the aggregate be given “much greater weight” in the differentiation process than any Measures of School Quality or Student Success
- States are required to annually measure the achievement of not less than 95% of all students and subgroups of students in public schools



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School Improvement

- ESSA includes two categories:
 1. Comprehensive Support and Improvement
 2. Targeted Support and Improvement



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School Improvement (cont.)

- Comprehensive Support and Improvement:
 - Beginning with school year 2017-2018 and at least once every 3 years, States must identify schools for “comprehensive support and improvement”
 - States are also required to set exit criteria for schools that are identified to exit such status. Schools that meet the following criteria are required to be identified:
 - The 5% lowest performing in the State (as determined by the index and differentiation process)
 - High schools that graduate less than two-thirds of their students
 - Schools for which a subgroup is consistently underperforming in the same manner as a school under lowest 5% category for a State-determined number of years



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School Improvement (cont.)

- Targeted Support and Improvement
 - State must annually notify LEAs with schools which have “consistently underperforming” subgroups
 - Schools which are notified must develop and implement a “targeted support and improvement plan” to improve outcomes for subgroups which generated the notification



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School Improvement (cont.)

- ESSA eliminates the School Improvement Grant (SIG) program
- ESSA increases the state set-aside for school improvement from 4% to 7%



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Teacher Preparation

- States are permitted to fund teacher preparation academies using the State's share of funds provided under Title II
- These academies must be authorized by a State authorizer designed by the Governor and can be operated by nonprofit or public entities, including institutions of higher education



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Teachers

- ESSA maintains the allowance that a state may develop and implement teacher and principal evaluation systems
- ESSA eliminates the Highly Qualified Teacher (HQT) requirement
- States are required to describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field and inexperienced teachers, principals or other school leaders



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Next Steps

- NCLB waivers are null and void August 1, 2016
- USED has one year to issue final regulations from the date of enactment
 - As early as this week, USED may outline the expected timeline for developing regulations and the implementation timeline



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