The Five Big Themes of ESSA

<table>
<thead>
<tr>
<th>1</th>
<th>Shifts authority over most education policy decisions from federal to state, <strong>but</strong> the shift is not absolute.</th>
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<tbody>
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<td>2</td>
<td>New state flexibility for school rating systems, goals and a system of school supports and interventions, <strong>but</strong> with limited federal guard rails.</td>
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<td>3</td>
<td>Preserves annual assessment, <strong>but</strong> gives states an opportunity to audit, streamline and innovate.</td>
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<td>4</td>
<td>Gives states greater flexibility to direct federal funds to state-determined priorities, <strong>but</strong> districts often have final say.</td>
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<td>5</td>
<td>Eliminates the teacher evaluation system required under waivers, <strong>but</strong> states can choose to continue/refine their systems.</td>
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The nuance around the themes + Questions around how states will use new authority + 2016 Presidential Election = Significant Uncertainty
### New Accountability Systems Take Effect*

**States Develop and Submit Plans**

- States must continue interventions in identified schools (i.e., focus and priority schools).

**NEW President & Secretary**

**2017-18 School Year: New Systems in Place**

*It is not clear from the legislation when states will first be required to identify a new set of schools based on their accountability systems under ESSA (i.e., will the identification be based on 2016-17 data or 2017-18 data). We hope to have more clarity on the timeline from the U.S. Department of Education in the coming months.*

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### Timeline

#### 2015-16 School Year: Bill Passage and Initial Rulemaking

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<td>USED Rulemaking</td>
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<td>ESSA passes.</td>
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<td>USED develops drafts regulations.</td>
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#### 2016-17 School Year: Transition

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<td>USED Goal: Accountability regs. finalized by Dec.</td>
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<td>ESEA Waivers null and void.</td>
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<td>Final regulations released (ongoing)</td>
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#### New Accountability Systems Take Effect*

**States Develop and Submit Plans**

- States must continue interventions in identified schools (i.e., focus and priority schools).

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*(Dates are estimates.)*

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**USED Rulemaking**

- NPRM is open for public comment.
- NPRM sent to Congress for review.
- Negotiated rulemaking panel (NPRM) meets.
- Final regulations released (ongoing)
- USED develops drafts regulations.
- USED Goal: Accountability regs. finalized by Dec.
- ESSA passes.
Five Buckets of Support for State Implementation of ESSA

Standards and Assessments
College and career ready standards; Valid and reliable measures of student performance.

School Designation (A-F)
Identify schools using most important student outcome indicators & clear designations.

Reporting / Dashboards
Multiple measures helping to inform the public, guide practice, and identify the right interventions.

Supports and Interventions
Menu of student supports and interventions to improve low performing schools.

Innovation
Innovative pilots; Flexible funding to support state-determined priorities.

Cross-Cutting Priorities
- Equity
- Communication
- Data Use, Privacy, & Technology Supports
- Stakeholder Engagement
- Advocacy
School Accountability vs. Public Reporting: Finding the Appropriate Role for Every Indicator

**School Accountability**
- State determined goals
- Proficiency
- Growth
- Graduation rates
- English language proficiency
- College and career ready
- Lowest performing 25% students

**Report Cards / Dashboards**
- Required Under ESSA
  - Accountability system details
  - Disaggregated results
  - Disaggregated assessment participation rates
  - The state’s minimum N
  - Civil Rights Data Collection
  - Educator qualifications
  - State, local and federal per-pupil expenditures
  - NAEP results
  - Disaggregated grad rates/college enrollment

- Optional
  - Attendance
  - Expulsion/Suspension
  - School Climate
  - Parent/Teacher Survey
  - Social & Emotional Supports

Online School Report Cards Reimagined
# New Flexibility Around Supports and Interventions

## NCLB

<table>
<thead>
<tr>
<th>Interventions</th>
<th>In need of improvement (year)</th>
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<tbody>
<tr>
<td>School Transfer Options</td>
<td>X X X X X</td>
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<tr>
<td>Supplemental Services</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Corrective Action</td>
<td>X X X</td>
</tr>
<tr>
<td>Restructuring (planning)</td>
<td>X X</td>
</tr>
<tr>
<td>Restructuring (implementation)</td>
<td>X</td>
</tr>
</tbody>
</table>

## ESSA

**What should be in your toolbox?**
- Attracting effective teachers and leaders
- Achievement School District
- Tutoring
- Integrated Student Supports (e.g. CIS)
- CMOs

**For which identified school?**
- Comprehensive support & improvement schools
- Targeted support and intervention schools
- Additional schools

**At what time?**
- How many years does a school need to be identified before triggering the next set of escalating intervention?

<table>
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<tr>
<th>Student Support and Academic Enrichment Grants</th>
<th>Direct Student Services Provision</th>
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<td>Block grant authorized at $1.6 billion ($400 million FY 2016)</td>
<td>Option to reserve 3% of Title I funds for “Direct Student Services”</td>
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</table>

- Encourage use of supplemental courses (e.g., course access) to increase access to foreign languages, STEM, and accelerated learning (e.g. AP/IB).
  
  - Increase access to personalized, rigorous learning experiences by:
    
    o Providing technical assistance to identify technology readiness needs.

    o Using technology consistent with universal design for learning.

    o Supporting rural schools to expand access to digital learning.

    o Making content widely available through open educational resources.

  - Create, or supplement an existing, Course Access program for supplemental course enrollments:
    
    o States could also use the 1 percent administrative set-aside of this program to develop infrastructure that could support a wider state Course Access program.

  - Support enrollment and participation in career and technical education courses leading to industry certifications and AP and IB courses.

  - Identify and evaluate the quality of tutoring or provide transportation for students in a choice program.
How ExcelinEd Can Help

ExcelinEd is available to help state policymakers deepen their understanding of ESSA, set the stage for new opportunities and prepare to tackle new challenges.

- Provide technical assistance related to accountability system design.
- Identify ways new federal funds can support state reforms in areas including K-3 reading, college and career readiness and digital learning.
- Support state efforts to participate in the U.S. Department of Education’s rulemaking.
- Provide advocacy support for states to preserve rigorous standards and assessments and strong accountability systems during the transition to the new law.

Contact Us:
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