

# Every Student Succeeds Act Federal Funding Conference

Jonas Zuckerman  
Director, Title I  
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## Every Student Succeeds Act

1. Overview, Process, and Timeline
2. School Improvement
3. Accountability
4. Data Collection and Reporting



## Questions and Answers

There will be a facilitated Q&A during the Every Student Succeeds Act (ESSA) presentation. If you have questions during the presentation, enter them using the directions on your tables.

*Questions will be read at various points in the presentation.*

<https://goo.gl/mBtez5>



## Every Student Succeeds Act Historical Overview



## Historical Overview

1965 – Elementary and Secondary Education Act (ESEA)

2002 – No Child Left Behind (NCLB)

2012 – ESEA Flexibility Waiver

2015 – Every Student Succeeds Act (ESSA)



## Other New ESSA Requirements

- Performance information for military and foster care students
- English learner entrance and exit criteria
- Foster care liaison
- Cap on alternate assessments for special education students
- School Level Financial Reporting
- Assessments provided in other languages
- Private School Ombudsman and additional Equitable Participation Provisions
- Basic learning grant (Title IV Part A)



## Core Requirements

Many provisions pieces of the law are similar to or unchanged from No Child Left Behind

- Annual testing grades 3-8 and once in high school.
- States and schools must make available school performance information annually.
- The state must identify schools if they aren't meeting certain benchmarks.
- Private schools are entitled to services allocated from school district federal funds.
- States must disaggregate test data by subgroups.
- States must look at and address the distribution of teachers.
- Homeless student provisions continue to apply under McKinney Vento.



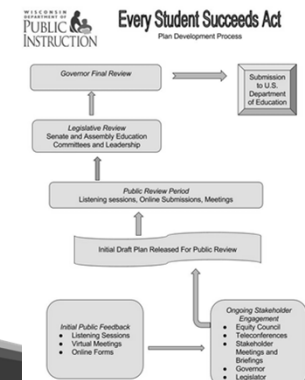
## Deadlines & Process

**Assurances:** Due April 3, 2017

**State Plan Template:** Due Sept. 18, 2017

**Key Timeline Considerations:**

- Submission Date: Sept. 18
- Required minimum 30 day public review of plan.
- Required minimum 30 day review by Governor.
- DPI will revise the plan based on public, stakeholder, legislative, and gubernatorial input.



Note: The effective date for the final regulations was postponed from January to March 21, 2017; however, they are likely to be repealed via the Congressional Review Act (which as already passed the U.S. House).



## Stakeholder Engagement

- Listening sessions (summer 2016) - open to anyone
- Additional meetings with specific groups
- State Superintendent's Equity in ESSA Council
- Online input forms/surveys
- Plans for future meetings, future surveys



## Opportunities & Challenges

Issue	Impact
Congressional Review Act	<ul style="list-style-type: none"> <li>• Repeal regulations</li> <li>• Passed the U.S. House</li> </ul>
Executive Order	<ul style="list-style-type: none"> <li>• Delays federal rules</li> <li>• Requires the repeal of two rules for every one adopted</li> </ul>
Moving Forward	<ul style="list-style-type: none"> <li>• Focus on statutory federal requirements (i.e. state plan, etc.).</li> <li>• Align with state law</li> </ul>
Federal Budget	<ul style="list-style-type: none"> <li>• Continuing resolution</li> <li>• Next year's budget planning</li> </ul>

## DPI's ESSA Timeline

- Wisconsin plans to submit its state plan September 18.

- A draft plan will be available for public review and comment by May.



## Opportunities & Challenges

Issue	Impact
LEA Plan	<ul style="list-style-type: none"> <li>• LEAs will need to submit a Plan</li> <li>• Awaiting guidance</li> </ul>
Title I Supplement, not Supplant	<ul style="list-style-type: none"> <li>• ESSA changed Title I Supplement, not Supplant rules</li> <li>• No guidance or regulations on how to implement</li> </ul>

The Department of Public Instruction will work to insulate local districts and schools from this uncertainty at the federal level.

# Every Student Succeeds Act

## Questions and Answers

<https://goo.gl/mBtez5>



## School Improvement – Identification

NCLB/Waiver	ESSA Requirements
<b>Schools Identified for Improvement (SIFI)</b> Schools not making Adequate Yearly Progress	<b>Targeted Support</b> – Schools with consistently underperforming subgroups as defined by the state.
<b>School Improvement Grants (SIG)</b> Lowest performing Title I schools	<b>Comprehensive Support</b> 1. 5% of Title I schools with lowest performance as defined by the state. 2. All high schools with less than 67% high school graduation rate 3. Title I Schools with underperforming subgroups that do not improve after state-determined number of years.
<b>Focus Schools</b> 10% of Title I schools with largest achievement gaps (119 currently identified)	
<b>Priority Schools</b> 5% of Title I schools with lowest performance (59 currently identified)	

# Every Student Succeeds Act School Improvement



## School Improvement – Support

NCLB/Waiver	ESSA Requirements
<b>SIFI</b> Locally determined, according to federal guidelines	<b>Targeted Support</b> – Schools implement targeted support and improvement plans. Plans are approved and monitored by the district.
<b>SIG</b> Federally mandated models	<b>Comprehensive Support</b> LEAs develop support and improvement plans with required elements. Plans are approved and monitored by the state.
<b>Focus Schools</b> State-determined through waiver, according to federal guidelines.	*No improvement in 4 years – state must take more rigorous action in schools identified for comprehensive support.
<b>Priority Schools</b> State-determined through waiver, according to federal guidelines.	

## ESSA is More Locally-Focused

### NCLB

- District & school focused
- Federally-determined interventions
- State monitored prescriptive requirements
- Schools and Districts Identified for Improvement, then Priority & Focus Schools



### ESSA

- School focused, District led
- Locally-determined interventions
- State is focused on implementation
- Targeted & Comprehensive

## Every Student Succeeds Act Accountability



## Every Student Succeeds Act

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## Accountability

Federal  
Accountability  
(ESSA)

State  
Accountability  
(Wis. Stat. 115.385)



## ESSA Accountability Systems

### What's the same for accountability?

- Assessment requirements
- Achievement, growth, graduation measures
- Performance goals

### What's new?

- No reference to district accountability reporting
- Improvement in English language proficiency
- Specific mention of "other indicators" (school quality, student success)

### What's up for discussion?

- What new indicators might we consider adding to report cards?



## Things to Consider

### • Measures

What data should we include in accountability?

### • Metrics

How should we include it?

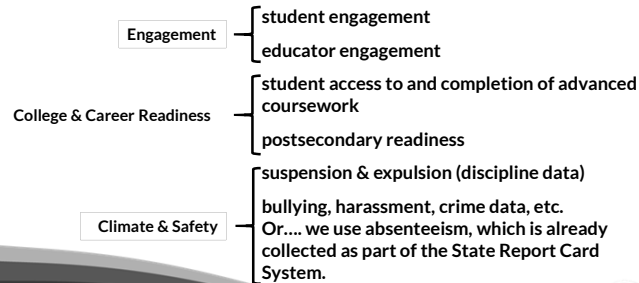
### • Intended/unintended consequences

How might including this measure in this way change behavior?



## ESSA Requires a New Data Element

### This may include these measures:



## Accountability under ESSA: Strict Flexibility

State and federal requirements impact the design and implementation of accountability systems.

### These requirements create opportunities

- To incorporate measures that represent what a state values in education (e.g., college and career indicators)
- To think creatively about how to implement a specific requirement

### They also create challenges

- When the requirement is counter to the intent of the system
- When the requirement adds undue complexity



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# ESSA Data Collection and Reporting

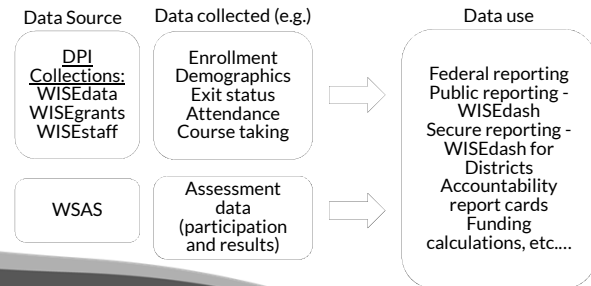
- Not too much has changed.
- Some new data elements:
  - Foster care status
  - Children of active military personnel
  - Postsecondary enrollment
- Some new ways to collect data (e.g., per-pupil funding at a school level instead of district level)
- DPI is working to collect these data for districts



# Every Student Succeeds Act Data Collection and Reporting



# How are Data Collected by DPI Used?



# Every Student Succeeds Act

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## Contacts

### DPI ESSA Webpage

<https://dpi.wi.gov/esea>

### Jonas Zuckerman, Director, Title

[Jonas.Zuckerman@dpi.wi.gov](mailto:Jonas.Zuckerman@dpi.wi.gov)

