



OCTOBER 18, 2016

ESSA STATE PLAN



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What we will cover today...

- » ESSA requirements and pending regulations
- » ESSA State Plan and what it means to California
- » Engagement opportunities for administrators

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The Every Student Succeeds Act (ESSA): Overview and Highlights of State Plan Requirements

Association of California School Administrators (ACSA)

Tuesday, October 18 | 9:00 - 10:00 a.m.

Session Outline

- Overview
 - Title by Title: Highlights of Significant Shifts
- Implementation Update and Timeline
- State Plan Development

Note:

We'll attempt to answer questions as they arise and may provide additional information and insights in follow up, as appropriate

ESSA Overview

- Every Student Succeeds Act
 - Strong bipartisan support: House 359 – 64; Senate 85-12
 - Signed by the President 12/10/2015
 - Public Law 114-95
 - Replaces the No Child Left Behind Act (NCLB) as the latest reauthorization of the Elementary and Secondary Education Act (ESEA)
-

ESSA Overview

- The basic structure and primary Titles remain the same, though significant changes were made throughout
 - Title I--Improving Basic Programs Operated By State And Local Educational Agencies
 - Title II--Preparing, Training, And Recruiting High-Quality Teachers, Principals, Or Other School Leaders
 - Title III--Language Instruction For English Learners And Immigrant Students
 - Title IV--21st Century Schools
 - Title V--State Innovation And Local Flexibility
 - Title VI--Indian, Native Hawaiian, And Alaska Native Education
 - Title VII--Impact Aid
 - Title VIII--General Provisions (Including Definitions, Waiver Provisions, Consolidation Of Funds, Moe, And More)
 - Title IX--Education For The Homeless And Other Laws

Highlights and Big Shifts

➤ Title I

- **State Standards**

- Requires assurance of adoption of “challenging academic content standards and aligned academic achievement standards”
- Not less than 3 levels of achievement for standards in mathematics, reading or language arts, and science
- Must be aligned with entrance requirements for credit-bearing coursework in higher education and state CTE standards

Highlights and Big Shifts

➤ Title I

- **Goals and Interim Targets**
 - Eliminates federally prescribed AMOs - State must set long-term goals and measurements of interim progress for all students and each subgroup
 - Academic achievement (on annual assessments)
 - High school graduation rates (4 year adjusted cohort; optional extended year rate)
 - English language proficiency (within state-determined timeline)
 - Must use the same multi-year length of time for all students and each subgroup
 - For academic achievement and grad rate, must take into account the subgroup improvement needed to close achievement gaps

Highlights and Big Shifts

➤ Title I

- **Assessments**

- Keeps NCLB requirement for statewide assessments in reading and math (grades 3-8 and once in high school) and science (one in each of three grade spans)
 - Multiple “up-to-date measures” including higher-order thinking and understanding
 - Single summative or multiple statewide interim
 - May be “partially delivered in the form of portfolios, projects, or extended performance tasks”; computer adaptive tests are permitted
 - Exemption for grade 8 students who take high school level EOC test
 - No prohibition of LEA use of locally-selected assessments in lieu of state-designated high school texts; must be nationally recognized and approved by state
 - State-level 1% cap on administration of alternative assessments
 - Demonstration authority for innovative assessment pilot
 - States may set target limit on time spent on assessment; competitive funding available for state and LEA assessment system “audits”
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Highlights and Big Shifts

➤ Title I

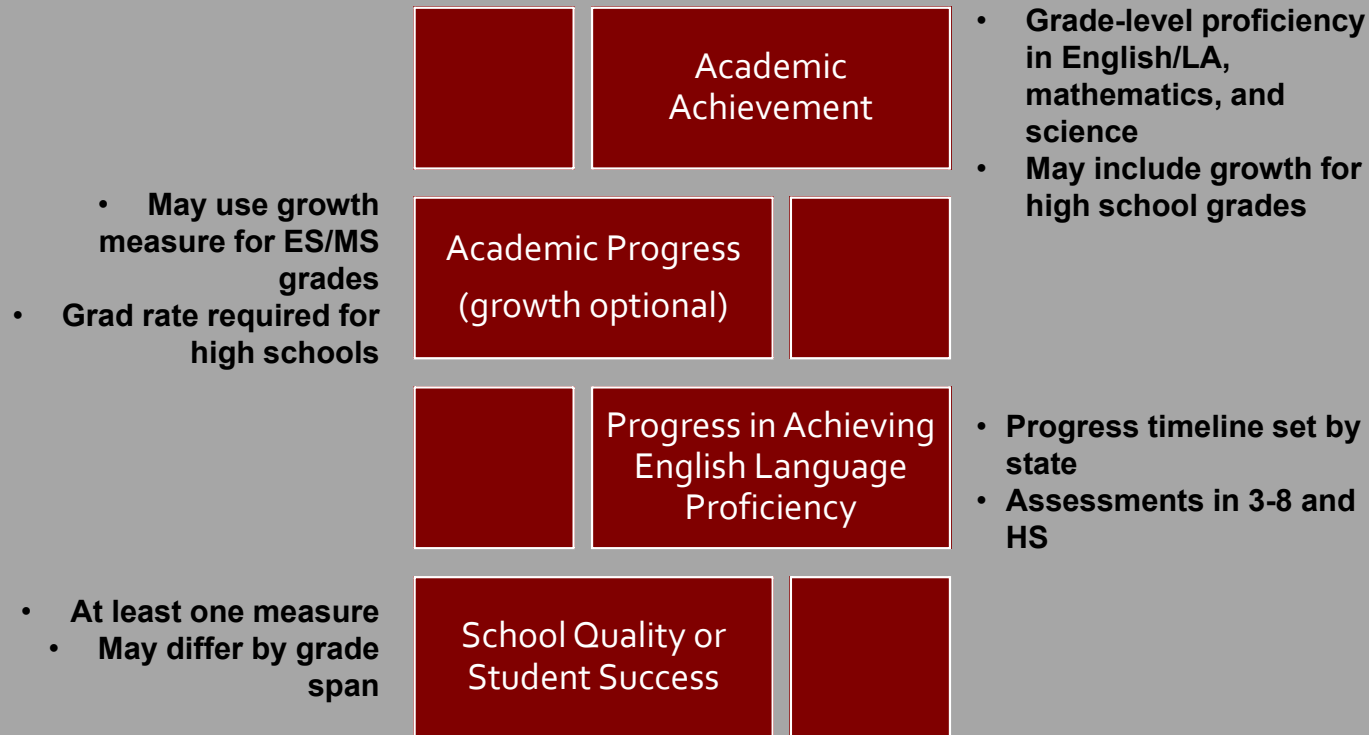
- **Accountability**

- Eliminates AYP – no federally-prescribed accountability formula
 - Expands required indicators for statewide systems of accountability
 - Academic Achievement (on statewide tests; may include growth for HS grades)
 - Graduation Rate (HS) or Other Academic Indicator (ES/MS; may be growth)
 - English Language Proficiency (for English learners)
 - School Quality or Student Success
 - States assign weights; however, academic indicators (all but School Quality or Student Success) must each carry “substantial weight” and together must be of “much greater weight” than the weight assigned to the measure(s) of School Quality or Student Success
 - States must explain how they will incorporate 95% test participation into the accountability system
-

Highlights and Big Shifts

➤ Title I

- States must use at least the following:



Highlights and Big Shifts

➤ Title I

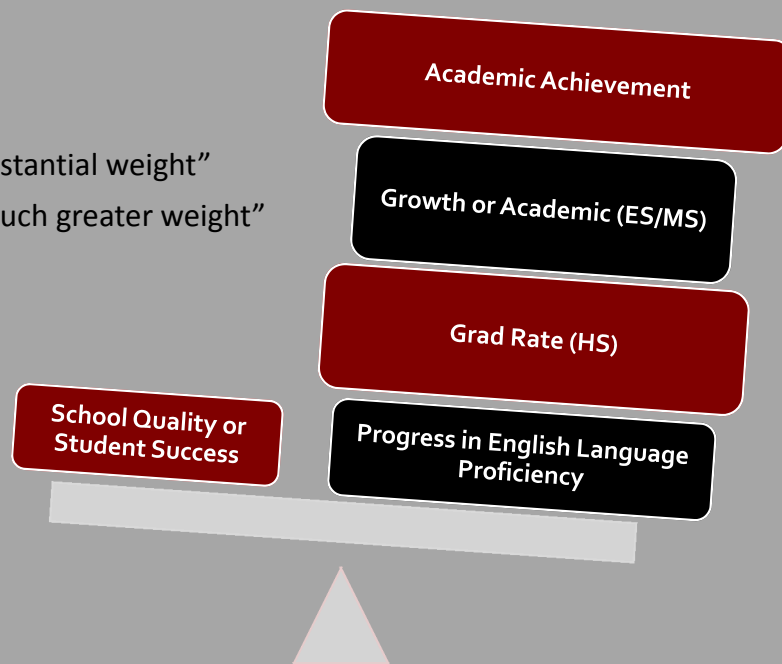
- **Annual Meaningful Differentiation**
 - States must design a system for differentiating the performance of each school (not just Title I) on an annual basis
 - Eliminates requirement of annual accountability determination for LEAs
 - State must use 3+ performance levels for each indicator (for all students and each subgroup)
 - Accountability NPRM would require consistent weighting among indicators for all schools within a grade span and assignment of “summative rating” from among at least 3 state-determined ratings categories
 - The weighting of each indicator must inform the state’s methodology for identifying schools for support and intervention

Highlights and Big Shifts

➤ Title I

- Differentiate...using data for all students and each subgroup

- Each given “substantial weight”
- Combined – “much greater weight”



Highlights and Big Shifts

➤ Title I

- **Identification of Schools for Support, Improvement, and Intervention**
 - States must identify at least the following 2 categories of schools:
 - Comprehensive Support and Improvement
 - Targeted Support and Improvement

Comprehensive
Support and
Improvement

- Lowest-Performing 5 percent of Title I schools
- Any high school with grad rate below 67 percent
- Any school with a chronically low-performing subgroup

Targeted Support
and Improvement

- Any school with a low-performing subgroup
- Any school with a consistently low-performing subgroup

Highlights and Big Shifts

➤ Title I

Comprehensive
Support and
Improvement

**Lowest Performing 5
Percent of Title I
Schools**

- Averaged over not more
than 3 years

**Low Grad Rate High
Schools**

- Averaged over not more
than 3 years

**Chronically Low-
Performing Subgroup**

- Title I school with
subgroup(s) performing as
poorly as any lowest 5%
school and with insufficient
improvement within 3 yrs in
TSI

Targeted
Support and
Improvement

**Consistently Low-
Performing**

- State-defined methodology
based on performance over
max 2 yrs; much greater
weight given to academic
indicators

**Low-Performing
Subgroup**

-1+ subgroup performing at
or below the summative level
of performance of all
students in any lowest 5
percent TI school



Highlights and Big Shifts

➤ Title I

- **Targeted Support and Improvement**
 - School must conduct needs assessment; develop and implement an improvement plan using “evidence-based interventions” which are “supported by research”
 - LEA must approve and monitor implementation of the school’s plan
 - Any school in which any subgroup, on its own, would be identified in the lowest 5% of Title I schools, must also identify resource inequities
- **Comprehensive Support and Improvement**
 - State must take “all actions necessary” to ensure schools and LEAs develop and implement a plan that meets requirements
 - School must conduct needs assessment; develop and implement an improvement plan using “evidence-based interventions” (strongest level of evidence)
 - Plan approved by school, LEA, and State
 - State-established exit criteria and timeline (max 4 years); state must take “more rigorous state-determined action” with any school failing to exit on time

Highlights and Big Shifts

➤ Title I

- **Failure to meet the 95 Percent Test Participation Requirement**
 - Under the accountability NPRM, states would be required to take action that results in at least one of the following for the school:
 - A lower summative performance rating
 - The lowest performance level on the Academic Achievement indicator
 - Identification for and implementation of a targeted support and improvement plan
 - Equally rigorous state-determined action

Highlights and Big Shifts

➤ Title I

- **Continuous Improvement**
 - States must provide support for continuous LEA and school improvement in LEAs serving a significant number of schools identified for CSI and TSI
 - Under the accountability NPRM, this would be required to include:
 - Periodic review of allocations between LEAs and schools with attention to any inequities identified in school improvement plans
 - Technical assistance, including assistance to LEAs in the development of plans, conducting needs assessments, selecting evidence-based interventions, and reviewing and addressing resource inequities
 - At the discretion of the state, any additional action in any LEA or authorized public chartering agency serving a significant number of schools identified for CSI and not meeting exit criteria or a significant number implementing TSI plans

Highlights and Big Shifts

➤ Title I

- **School Improvement Funding**

- States must reserve the greater of 7% of Title I, Part A funds or the sum of the FY2016 reservation and the amount received for FY16 under subsection (g)
- Of this amount, states must allocate 95% to LEAs through formula or competitive grants for schools implementing CSI and/or TSI activities
 - NPRM would establish minimum awards per year: \$50,000 for TSI; \$500,000 for CSI (unless state demonstrates that a lesser amount is sufficient)
- LEAs must show that schools identified for CSI will be served before TSI schools
- Funds may not be used to serve TSI schools identified solely for failure to meet 95%

Highlights and Big Shifts

➤ Title I

- **State Assessment Grants (Part A)**
 - States receive formula grants which may be used for activities including the following:
 - Development and administration of statewide assessments
 - Development balanced assessment systems with summative, interim, formative, etc.
 - Using multiple measures of student academic achievement from multiple sources
 - Developing comprehensive assessment instruments such as performance and technology-based, computer adaptive, projects, or extended performance tasks

Highlights and Big Shifts

➤ Title II

- Eliminates the Highly Qualified Teacher requirement
- Expanded focus on providing low-income and minority students greater access to effective teachers, principals, and other school leaders
- Does not mandate state implementation of educator evaluation systems
- LEAs must meaningfully consult with teachers, principals, other school leaders, specialized instructional support personnel, and others, in developing a Title II plan
 - Targeted to schools in improvement and with concentrations of students living in poverty
 - Must address the learning needs of all students, and must include a description of the LEA's system for professional growth and improvement
 - May be used for a broader range of activities including induction, peer interaction, addressing chronic absenteeism, supporting the identification of students who are gifted and talented, and supporting students affected by trauma or mental illness
- States may reserve up to 3% for programs to improve the principal and school leader capacity
- New Part B competitive subpart programs targeting teaching quality in certain subjects/areas

Highlights and Big Shifts

➤ Title III

- States must establish and implement entrance and exit criteria for English learners
- Expands the allowable activities for LEA grants; may include developing core programming for preschools, offering early college high school or dual enrollment programs to increase EL achievement in postsecondary education
- State goals for English language proficiency and related accountability provisions are moved to Title I

Highlights and Big Shifts

➤ Title IV - SSAGE

- ESSA (Sec. 4101) establishes a multi-use block grant (“Student Support and Academic Enrichment Grants), which focuses on three core areas:
 - Providing all students with access to a well-rounded education
 - Improving school conditions for learning
 - Improving the use of technology in order to improve the academic achievement, academic growth, and digital literacy of all students
 - The ESSA authorizes \$1.65 billion for the SSAEG program in fiscal year 2017 and \$1.6 billion for fiscal years 2018 to 2020. (Congress appears to be on a track to provide between \$300M and \$1B)
 - Distributed based on Title I formulas. 95% LEAs/5% SEAs; needs assessment required, unless LEA will receive less than \$30K
-

ESSA Implementation Timeline

2016



- Throughout – House and Senate oversight hearings
 - July 1 - Many provisions took effect July 1
 - FY 2016 formula grants to States and (LEAs), as well as State subgrants allocated by formula to LEAs, were to be made in the same manner and using the same allocation formulas as for the 2015-2016 sy
 - With some exceptions, grant recipients are expected to continue to operate in the 2016-2017 sy under the plans, procedures, and requirements that were in place for 2015-2016
 - August 1 - State waivers under NCLB expired August 1
 - By End of Year – Regulations expected to be finalized – accountability, report cards, state plans, innovative assessment demonstration authority, Supplement, Not Supplant; non-regulatory guidance; FAQs, etc.
-

ESSA Implementation Timeline

2017



- January 20 – Inauguration Day
- March 6 – First deadline for State Plan submission (anticipated)
- July 5 – Second deadline for State Plan submission (anticipated)
- 2017-2018 SY – Full implementation of ESSA
 - However, it is yet to be determined what “full implementation” in 2017-18 means with regard to statewide accountability systems and mandated support and intervention.

Consolidated State Plans

- Under the NPRM, the State plan must address:
 - Consultation and coordination
 - Challenging academic standards and academic assessments
 - Accountability, support, and improvement for schools
 - Supporting excellent educators
 - Supporting all students
 - Consultation must be “timely and meaningful” ...with Governor, members of the State legislature and State board of education, LEAs, representatives of Indian tribes, teachers, principals, other school leaders, charter school leaders,...
 - Plan must be coordinated with other programs...including IDEA, Perkins, WIA, Head Start, CCDBG, ESRA and others
-

Consolidated State Plans

- Little new state legislative authority is likely to be needed (standards and assessments in place)...many will want to take action to align accountability systems and improvement requirements
- Generally do not require approval of legislature or Governor; only sign-off by the state chief state school officer or State Board
- Peer review process
- Secretary must approve not later than 120 days after submission; disapproval allowed only in limited circumstances

ESSA: Regulatory Process

- With just three months remaining before the inauguration, Secretary King and the Department are working quickly to get as much of the ESSA regulatory framework in place as possible.
 1. Title I, Part A – Academic Assessments – Consensus-based regulatory language developed through Negotiated Rulemaking [Comment period closed 9/9; final rule pending]
 2. Supplement, Not Supplant – No consensus reached through Negotiated Rulemaking [Comments due 11/7]
 3. Accountability, State Plans, and Data Reporting - [Comment period closed 8/1; final rule pending]
 4. Title I, Part B – Innovative Assessment Pilot - [Comment period closed 9/9; final rule pending]
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ESSA: Non-Regulatory Guidance


- Earlier this year, the Department solicited input on issues/areas to be addressed through non-regulatory guidance.
 - Recently released documents include:
 1. ESSA Schoolwide Guidance [9/29]
 2. ESSA Title II, Part A Guidance – Supporting Educators [9/27]
 3. ESSA Dear Colleague Letter on Tribal Consultation [9/26)
 4. ESSA Title III Guidance – English Learners [9/23]
 5. Evidence Guidance [9/16]
 6. ED/HHS Foster Care Joint Guidance PowerPoint [7/27]
 7. Homeless Student Guidance [7/27]
 8. Foster Care Guidance [6/23]
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Thank you.

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Barbara Murchison

ESSA State Lead

**California Department
of Education**



California and the Every Student Succeeds Act

Association of California School Administrators

October 18, 2016



CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



ESSA Questions

What is the most important question you have regarding the Every Student Succeeds Act?

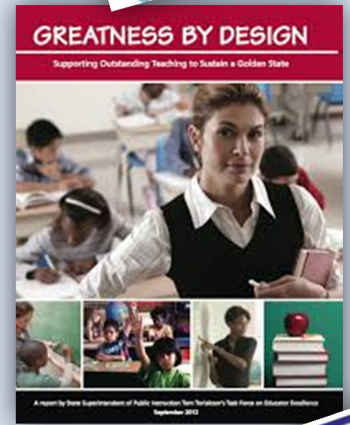
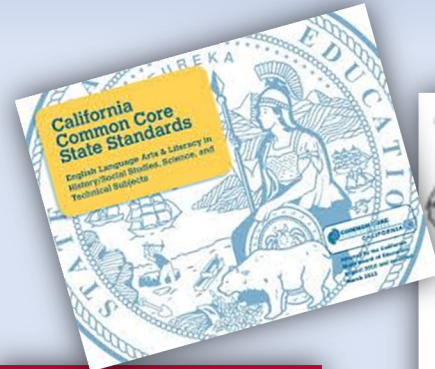
- Please type your question in the chat box.
- Your questions will help prioritize our technical assistance activities.

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California's Context



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Plan Development

- Goal: Create a single, coherent local, state, and federal accountability and continuous improvement system that is aligned with, and supportive of, California's priorities
- Plan to SBE for approval in Spring 2017
- ESSA State Plan will go into effect in the 2017–18 school year

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State Plan Requirements

- Part 299 Subpart G of the draft regulations outlines State Plan requirements:
 - Long term goals and measures of interim progress
 - Consultation and coordination
 - Challenging academic standards and academic assessments
 - Accountability, support, and improvement for schools
 - Supporting excellent educators
 - Supporting all students
- State plans must be approved within 120 days unless Secretary presents research which demonstrates the plan does not meet requirements.

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Consultation

- Timely and meaningful **consultation** with the following individuals and entities reflecting the geographic diversity of the state:
 - Governor
 - State Legislature
 - State Board of Education
 - LEAs
 - Indian Tribes
 - Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals
 - Charter school leaders
 - Parents and families
 - Community-based organizations
 - Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students
 - Institutions of higher education
 - Employers
 - General Public

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California Practitioners Advisory Group

- Provide input to the SBE on ongoing efforts to establish a single, coherent local, state, and federal accountability and continuous improvement system
- Serve as the state's committee of practitioners under federal Title I requirements
- SBE approved appointments of 17 members on March 10, 2016
- Next meeting: December 7, 2016

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Coordination

- **Coordination** of ESSA State Plan across ESSA programs and:
 - IDEA
 - Rehabilitation Act
 - Carl D. Perkins Career and Technical Education Act of 2006
 - Workforce Innovation and Opportunity Act
 - Head Start Act
 - Child Care and Development Block Grant Act of 1990
 - Education Sciences Reform Act of 2002
 - Education Technical Assistance Act of 2002
 - National Assessment of Educational Progress Authorization Act
 - Adult Education and Family Literacy Act

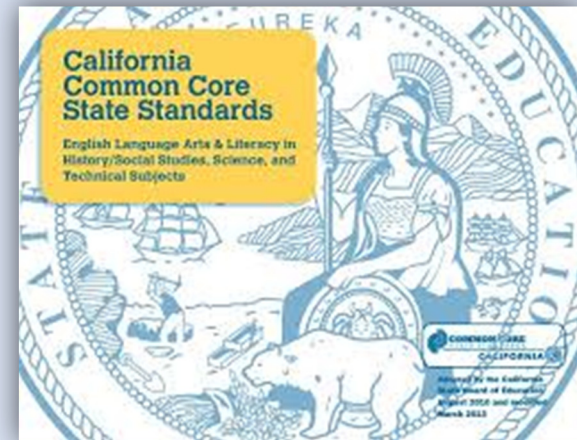
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Challenging Academic Standards and Academic Assessments

- Challenging academic content standards
- English language proficiency standards
- High quality student academic assessments in mathematics, reading or language arts, and science



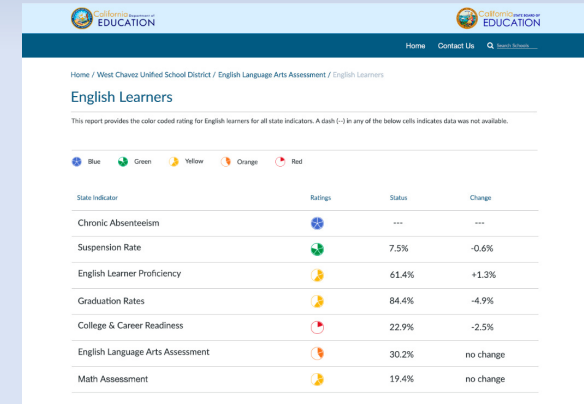
- Aligned alternate assessments for students with the most significant cognitive disabilities
- Uniform statewide assessment of English language proficiency

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Accountability, Support, and Improvement for Schools

- Long term goals
- Accountability System
- Identification of schools
- State support and improvement
- for low-performing schools
- Performance management and technical assistance



State Indicator	Ratings	Status	Change
Chronic Absenteeism	Blue	---	---
Suspension Rate	Green	7.5%	-0.6%
English Learner Proficiency	Yellow	61.4%	+1.3%
Graduation Rates	Yellow	84.4%	-4.9%
College & Career Readiness	Red	22.9%	-2.5%
English Language Arts Assessment	Yellow	30.2%	no change
Math Assessment	Yellow	19.4%	no change

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Supporting Excellent Educators

- Systems of educator development, retention, and advancement including certification and licensing, preparation, and professional growth and improvement
- Support for educators to improve student outcomes, particularly students with “specific learning needs”
- Educator equity: low-income and minority students in Title I schools may not be taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to their non-low-income, non-minority peers in schools not receiving Title I funds.

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Supporting School Leadership

- State may reserve up to 3% of amount reserved for Title II, Part A subgrants to LEAs for activities to build capacity of principals and other school leaders.

What types of supports are most needed by principals and other school leaders?

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State Superintendent
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- Please type your response in the chat box.

Supporting All Students

- Equitable access to a well-rounded and supportive education
- Performance management and technical assistance
- Program-specific requirements:
 - **Title I Part A:** Process and criteria to waive the 40 % schoolwide poverty threshold
 - **Title I Part C:** migratory students
 - **Title III, Part A:** English learners
 - **Title V, Part B subpart 2:** rural and low-income schools
 - **McKinney-Vento:** homeless children and youth



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Plan Development Timeline*

Time Period	Plan Development Activities
April–May 2016	Engage stakeholders in surfacing questions, decisions, and opportunities
June–September 2016	<ul style="list-style-type: none"> • Develop plan outline and begin drafting based on proposed regulations from ED • Continue stakeholder engagement activities
November 2016	First draft of State Plan presented to SBE
January 2017	Second draft of State Plan presented to SBE
March 2017	Third (complete) draft of State Plan presented to SBE
March–April 2017	30-day public comment period
May 2017	Final draft of State Plan approved by SBE
July 2017	Plan submitted to ED

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*Timeline is subject to change pending SBE feedback and regulations from ED



Plan Development Timeline

- Draft Consolidated State Plan Sections to be available for public review and comment in November 2016:
 - Consultation and Coordination
 - Challenging Academic Standards and Academic Assessments
 - Program-specific requirements
- Remaining draft State Plan sections made available for public review and comment in January and March 2017:
 - Long Term Goals and Measures of Interim Progress
 - Accountability, Support, and Improvement For Schools
 - Supporting Excellent Educators
 - Supporting All Students
 - Performance Management and Technical Assistance

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ESSA State Plan: Stakeholder Engagement Activities

- California stakeholders will be encouraged to review and provide feedback on each draft of the State Plan. To support public engagement with the November and January drafts, the CDE will make the following tools available:
 - Webinar
 - Survey
 - Toolkit for local stakeholder engagement activities
- Stakeholder feedback will be shared with the SBE.
- The March (complete) draft will be made available for a 30-day public comment period which will include:
 - Webinars
 - Survey
 - Toolkit for local stakeholder engagement activities
 - Statewide ESSA Regional Meetings

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Every Student Succeeds Act

Information regarding California's plan to implement the federal Every Student Succeeds Act (ESSA).

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA.

Information regarding the ESSA and the development of California's plan to implement the new federal education act is provided below. New information and guidance will be added as it becomes available. If you would like to be notified when new information is available, please join the California Department of Education (CDE) ESSA listserv by sending a blank e-mail message to join-essa@mlist.cde.ca.gov.

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Recently Posted in Every Student Succeeds Act

- [ESSA Update: July 15, 2016](#) (added 24-Aug-2016)
The Every Student Succeeds Act (ESSA) Update includes information regarding California's transition to the new federal education law.
- [ESSA Update: August 23, 2016](#) (added 24-Aug-2016)
The Every Student Succeeds Act (ESSA) Update includes information regarding California's transition to the new federal education law.
- [ESSA Update: August 3, 2016](#) (added 24-Aug-2016)
The Every Student Succeeds Act (ESSA) Update includes information regarding California's transition to the new federal education law.
- [ESSA Update: July 27, 2016](#) (added 24-Aug-2016)
The Every Student Succeeds Act (ESSA) Update includes information regarding California's transition to the new federal education law.

California Correspondence and Resources

- [ESSA 2016–17 School Year Transition Plan](#)
- [State Board of Education \(SBE\) Agenda Items Related to ESSA](#)
- [Opportunities to Participate in ESSA State Plan Development](#)

Letters from the CDE to local educational agencies (LEAs):

- [May 23, 2016: ESSA – Update #4](#)
- [May 6, 2016: 2016–17 Data Collection Changes for California's New Accountability and Continuous Improvement System](#)
- [April 15, 2016: ESSA – Update #3](#)
- [February 29, 2016: ESSA – Update #2](#)
- [January 14, 2016: ESSA – Update #1](#)

- [CDE ESSA Listserv Archive](#)
- [CDE ESSA Presentations](#)
- [California Practitioners Advisory Group](#)

U.S. Department of Education Correspondence and Resources

- [U.S. Department of Education \(ED\) ESSA Web Page](#)
- [ED Transitioning to the ESSA Frequently Asked Questions](#) (PDF; Updated 29-Jun-2016)
- [Foster Care Guidance](#) (PDF; New 23-Jun-2016)
- [Homeless Student Guidance](#) (PDF; New 27-Jul-2016)
- [Homeless Student Guidance Fact Sheet](#) (PDF; New 27-Jul-2016)

[Response to ESSA Proposed Regulations](#) (added 03-Aug-2016)
SSPI and SBE President Joint Response to ESSA Proposed Regulations for Accountability, Data Reporting, and Submission of State Plans. 17
[More Recently Posted Items](#)

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ESSA Communications

Receive updates by joining the ESSA listserv. To subscribe, send a blank message to join-essa@mlist.cde.ca.gov.

Please send questions and comments to ESSA@cde.ca.gov.

Visit the CDE ESSA Web page at www.cde.ca.gov/essa.

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Help Inform the Plan

What do you believe is the most important element to include in California's ESSA State Plan?

- Please type your response in the chat box.

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State Superintendent
of Public Instruction





Thank you!

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California Collective for Education Excellence

Local Control & Continuous Improvement Workshops

The workshops will primarily focus on continuous improvement and how to help attendees interpret, understand, and use the new LCFF Evaluation Rubrics as a tool to support such improvement for all students. These workshops will also touch on changes to the Local Control and Accountability Plan (LCAP).

The workshops are designed for teams coming from the same county office of education, school district, charter school, or other education-focused organization. However, individuals not part of a team are more than welcome and encouraged to attend as well.

- Wednesday, November 2: Sacramento [Register](#)
- Friday, November 4: San Jose [Register](#)
- Saturday, November 5: San Jose [Register](#)
- Wednesday, November 9: Los Angeles [Register](#)
- Monday, November 14: Fresno [Register](#)
- Tuesday, November 15: Bakersfield [Register](#)
- Wednesday, November 16: San Diego [Register](#)
- Friday, November 18: Redding [Register](#)
- Saturday, November 19: Ontario [Register](#)
(Moved from November 11)

If you have any questions or trouble with registration, please email ccee@rcoe.us or call 951-472-CCEE (2233).

The workshops are free. Visit: www.ccee-ce.org/workshops-trainings.asp



ACSA Accountability Web

Free Four-part Series Provides Updates on the New Accountability System



#LCAPworks

- » Thursday, November 17 | 9:00 –10:00 a.m.
LOCAL CAPACITY BUILDING AND THE CALIFORNIA COLLABORATIVE FOR EDUCATIONAL EXCELLENCE

For details, to register, or view archived webinars, please visit: www.acsa.org/GRwebinars.

CONTACT ACSA GOVERNMENTAL RELATIONS

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