

Every Student Succeeds Act

Dr. Amy Fowler

Board of Education Meeting

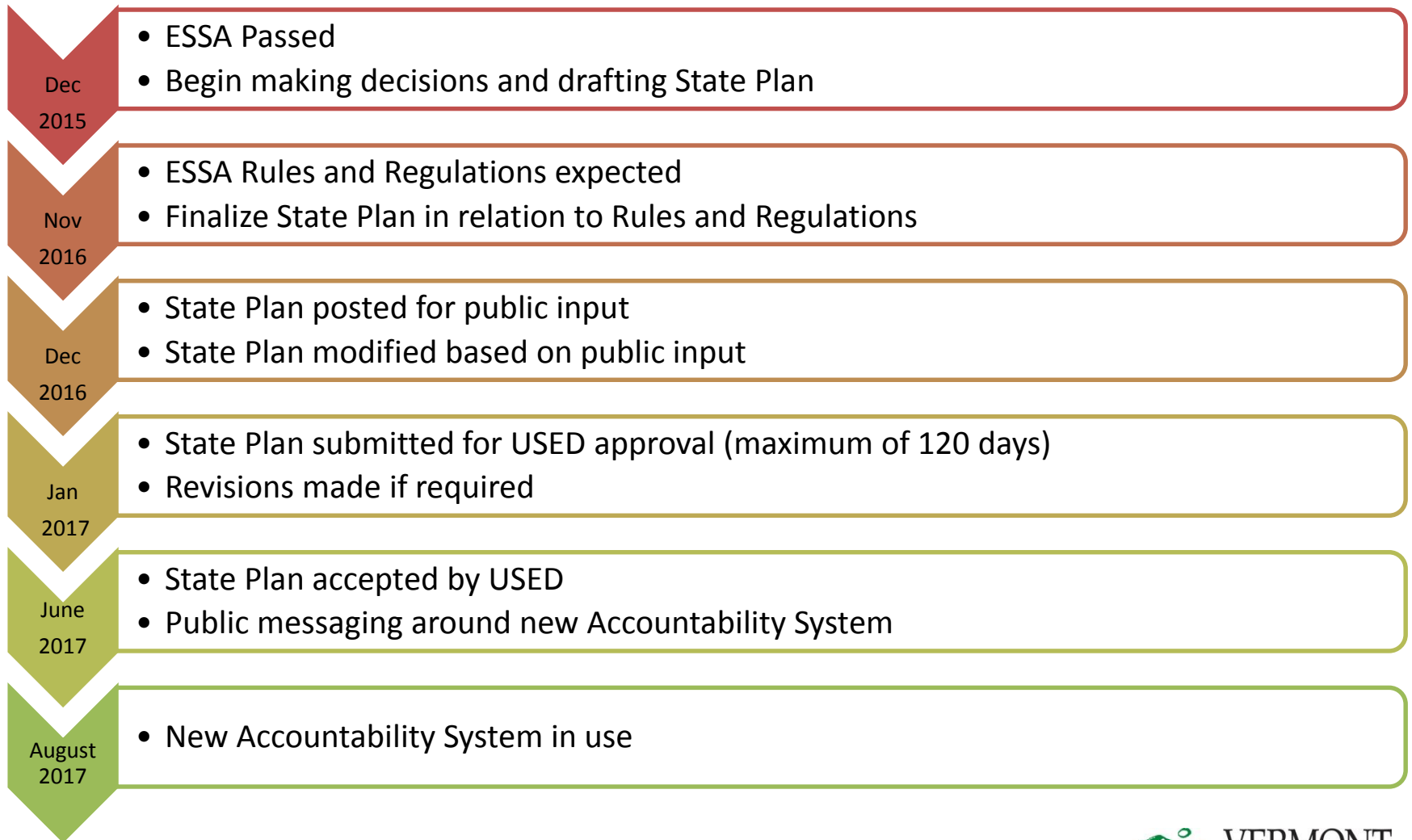
March 15, 2016

Today's Outcomes

State Board of Education members will

1. Be able to articulate the process AOE is pursuing in drafting the State Plan
2. Offer input to the decision making criteria for State decisions
3. Ask questions related to ESSA implementation.

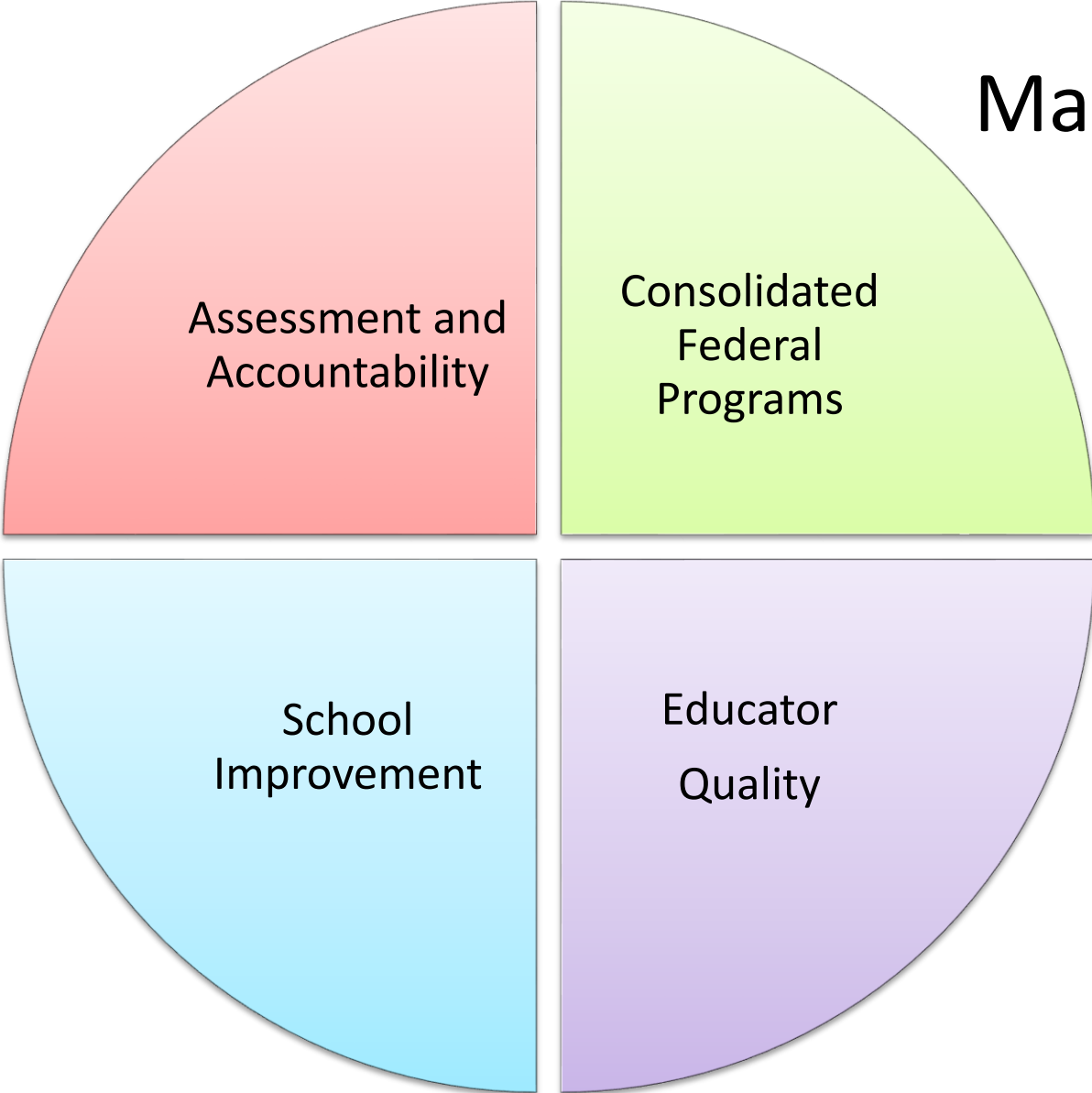
Timeline for ESSA State Plan



Key Groups

1. State Plan Management Team- AOE staff
2. State Bounce Teams-AOE Staff
3. Field Input Team (FIT)- Public and educators
4. 16 Input Teams- Public and Educators

State Plan Management Team



Assessment and
Accountability

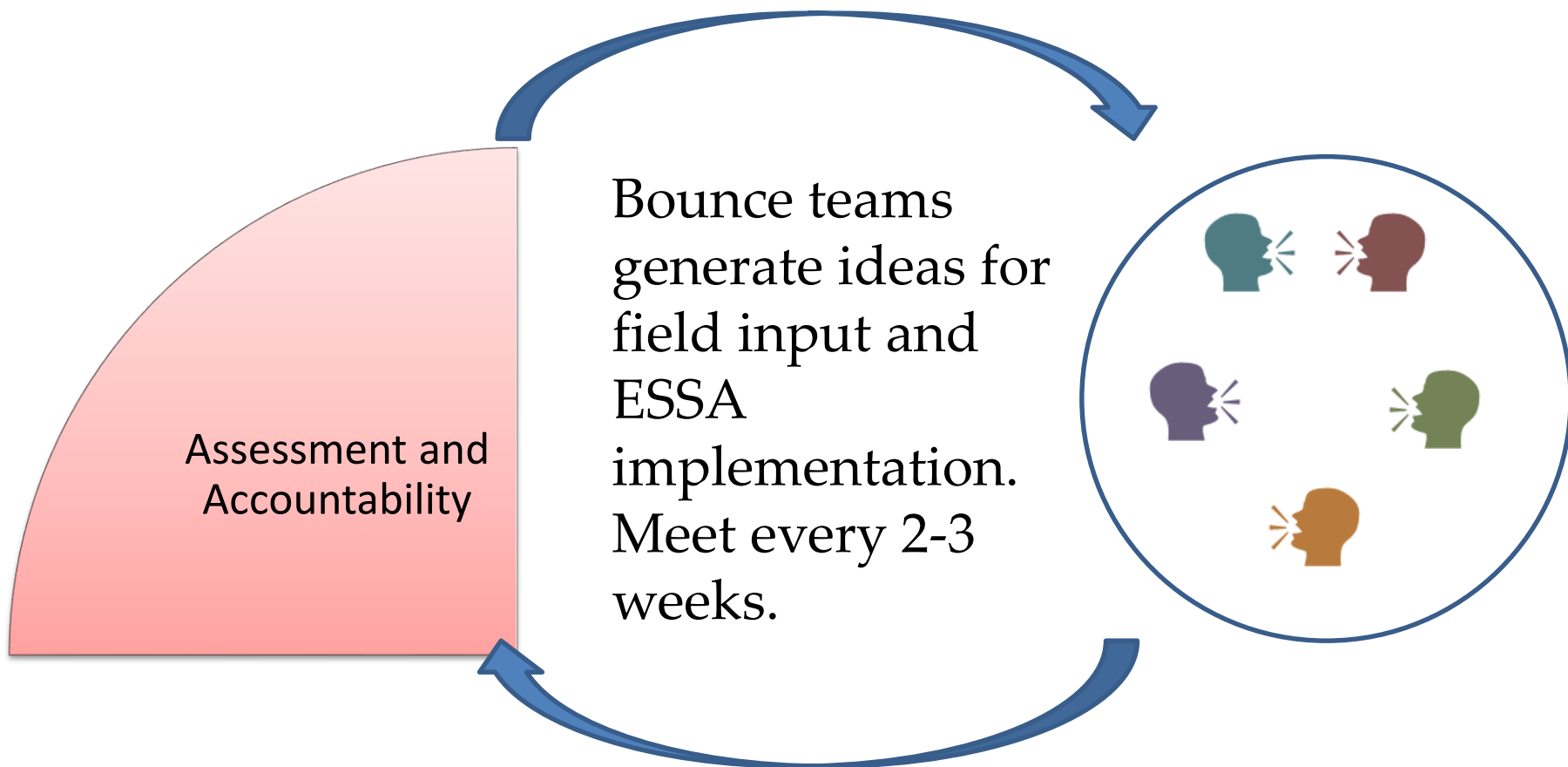
Consolidated
Federal
Programs

School
Improvement

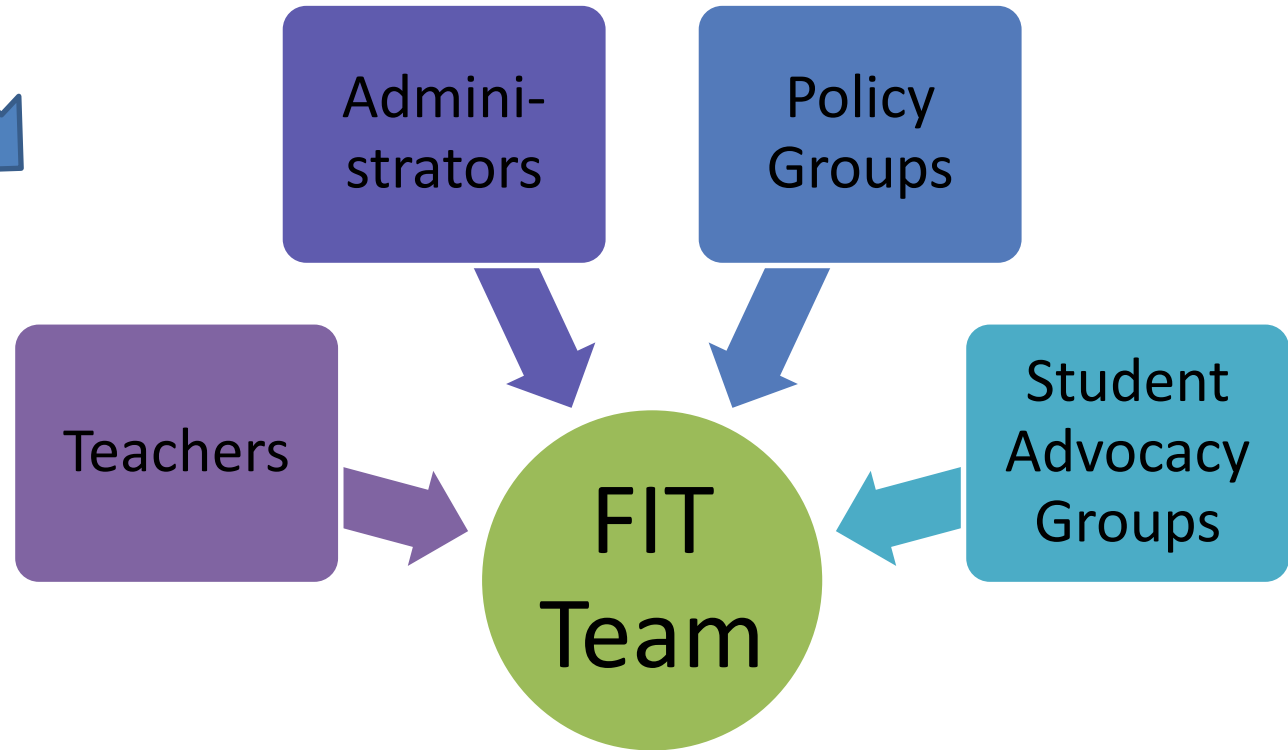
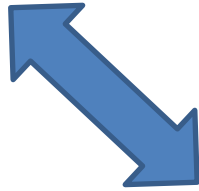
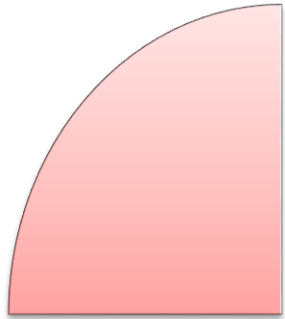
Educator
Quality

Meets every 2-3
weeks to
ensure
coordination
and to push
teams to
generate and
share decisions.

The “Bounce Teams”



FIT Team



FIT Team reviews AOE plans and helps determine field input. Meets every 6 weeks.

Methods for Public Input

1. Survey of the public or targeted audiences.
2. Webinars or tele-meetings.
3. Face-to-face focus groups
 - We are recruiting the first 4 groups now- people can register via the ESSA web page: <http://education.vermont.gov/essa>
 - We estimate 16-20 focus groups over the next 6 months

Input Sessions

Add dates and topics after SPMT meeting

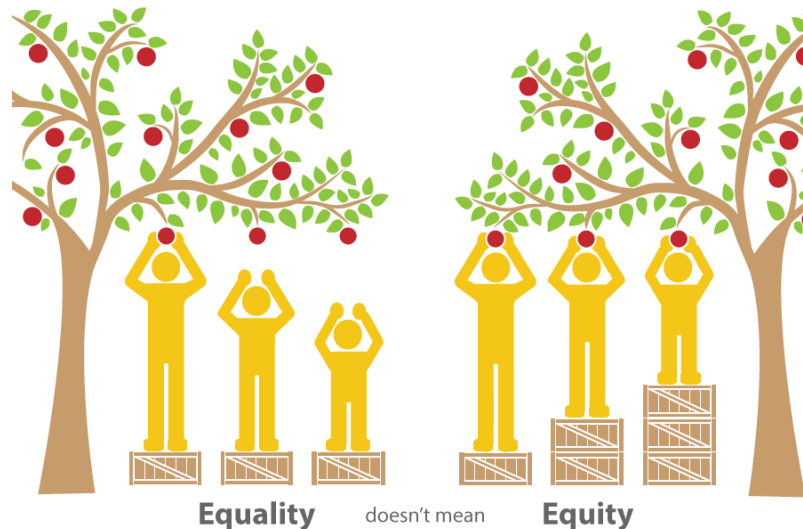
Decision Logic

When faced with competing recommendations, we will make decisions based on:

1. Equity
2. Efficiency
3. Possibility

EQR/ESSA Decision Logic

Make decisions with equity in mind: when faced with competing recommendations, make decisions which will best serve the interests of Vermont's most vulnerable students.



EQR/ESSA Decision Logic

Make decisions with **efficiency** in mind: when faced with competing recommendations, make decisions that so not create undue burdens (fiscal or human resources).



EQR/ESSA Decision Logic



Make decisions with **possibility** in mind: when faced with competing recommendations, make decisions that are achievable in light of the limited resources and that meet Vermont priorities and ESSA requirements.



Appendix

The attached slides were delivered to the Committee of Practitioners by Mary Mulloy (Director of CFP), to review the key takeaways from ESSA at a more fine-grained level.

I will not present these slides but am happy to address any question the Board may have.

Basic Structure

- State Regulated
- States choose standards and assessments and work towards goals
- Student achievement is reported out by subgroups
- States hold schools and LEAs accountable for performance
- Funding flows from ED to States to LEAs to schools
- Maintains major formula grant funding streams and many competitive programs

Key Differences

- **States have greater authority to make decisions, choose standards & assessments, goals, and means of accountability (there are some requirements!)**
- **Some of the BIG acronyms have been eliminated – AYP, HQT, SES**
- **New limitations on the US Secretary of Education’s authority – especially around state plans and waivers**
- **Consolidates/eliminates a number of smaller grant programs**

Definition Changes

- Eliminates definitions related to HQTs
- “Core Academic Subjects” has changed to a “Well-rounded Education”
 - English, reading or language arts, writing
 - science, technology, engineering, mathematics, computer science
 - foreign languages
 - civics and government
 - economics
 - arts, music
 - history, geography
 - career and technical education
 - health, physical education
 - others as designated by State/LEA

Timelines

- **Basically NCLB is in effect for another year**
- **Full implementation in School Year 2017-18**
- **Some changes were effective upon enactment**
- **From now to then – “Orderly Transition”**

Title I, Part A

- The funding formula stays the same
- New State set-asides
 - Mandatory 7% for school improvement, interventions, and technical assistance
 - Optional 3% for Direct Student Services
- LEAs must target and rank as before
- Schoolwide waivers (for schools below 40% poverty) will be done by the State (New Process)

School Improvement

- The state must identify schools for **Comprehensive Support** (lowest performing 5% of Title I schools, all public high schools failing to graduate less than 1/3 of their students, and Title I schools in which a subgroup on its own would be identified as in the lowest 5%)
- The state must notify LEAs of any school in which any subgroup is consistently underperforming for **Targeted Support and Improvement**

Teacher Quality Funds – Title II, Part A

Funding Formula

- The Every Student Succeeds Act significantly changes the formula used in calculating states' funding for the \$2.3 billion teacher quality grants program (a.k.a. Title II), and the formula will now eliminate pre-existing baseline payment amounts while also weighting state poverty more than overall population.
- Nothing is going to change overnight. The formula is expected to be fully executed by the year 2023.
- According to the Congressional Research Service, the estimated impact on **Vermont** is as follows:

FY 2016 Current Law	2017	2018	2019	2020	2021	2022	2023
10,833	10,905	10,972	11,039	11,106	11,173	11,241	11,308

State Grants

- State may reserve up to 3% of amount reserved for subgrants to LEAs for activities for principals and other school leaders (Sec.2101(c)(3))
- Up to 4% for State-level reservation
- State activities include reforming teacher certification/licensure, TA, teacher and leader evaluation and support systems, preparation, etc.

NEW – Title IIA

- New Formula - Subgrants to LEAs in a state will be made on the following formula: 20% based on total student population aged 5-17 in the area served by the LEA proportionally relative to all such areas in the state and 80% based on student population aged 5-17 from families below the poverty line in the area served by the LEA proportionally relative to all such areas in the state.
- Regarding teachers, it is important to note that ESSA eliminates the “highly qualified teacher” requirement of No Child Left Behind.

PART A – SUPPORTING EFFECTIVE INSTRUCTION

NOTEWORTHY ADDITIONS

- New terminology included: “**evidence-based**” (vs. research based) “high quality and **personalized** professional development”, “**Instructional Coaching**” (advancement initiatives);
- Opportunities for effective teachers to lead professional development for peers;
- Supporting instruction services provided by **effective school library programs**;
- Professional development regarding how to **prevent and recognize child sexual abuse**;

PART A – SUPPORTING EFFECTIVE INSTRUCTION

NOTEWORTHY ADDITIONS

- Rigorous academic content, **career and technical education, and work-based learning (if appropriate)**, which may include providing common planning time, to help prepare students for postsecondary education and the workforce;
- **Joint** professional development activities to support transition from **early childhood to elementary**;
- Techniques and supports needed to help educators understand when and how to respond to **students affected by trauma**.

New in Services to Independent Schools

- “To help ensure equity and that all consultation requirements are met, the SEA shall designate an ombudsman (an official) to monitor and enforce these requirements.”
- Funds allocated (equitable services), “shall be obligated in the fiscal year for which the funds are received.”

What's Next

- USED regulations development process
- Vermont AOE and USED both have ESSA websites
- Vermont AOE is engaged in the implementation process > Chris Case . . .