



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

## Overview of the Every Student Succeeds Act (ESSA)

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### Every Student Succeeds Act (ESSA)



- Reauthorizes ESEA and replaces NCLB
- Last revised 13 years ago
- Passed by Congress December 10, 2015
- The ESSA law takes effect July 1, 2017

## Highlights of the New ESSA Law

- Greatly decreases the role of the federal government in K-12 education
- States have much more authority to make decisions, select standards and assessments, and determine means of accountability
- States are expected to set high standards and create a rigorous accountability system
- States also responsible for enforcing many requirements
- The “big acronyms” have been eliminated
  - No more AYP, HQT, or SES
- Increases state and local flexibility in the use of federal funds
- Provides limitations on authority of U.S. Department of Education (USDE) secretary

## ESSA Outline

- Title I Part A: Program for Districts (\$1000)
  - Part B: State Assessment Grant (\$1201)
  - Part C: Migrant Education (\$1301)
  - Part D: Neglected & Delinquent (\$1401)
- Title II Part A: Supporting Effective Instruction (\$2101)
  - Part B: National Activities (\$2201)
- Title III Part A: Language Instruction for English Learners (\$3001)
- Title IV Part A: Student Support and Academic Enhancement Grants (\$4001)
  - Part B: 21<sup>st</sup> CCLC Programs (\$4201)
- Title V Part B: Rural Education Initiative (\$5201)
- Title VI Part A: Indian Education (\$6101)
- Title VII: Impact Aid Program (\$7001)
- Title VIII Part F: General Provisions – Private Schools (\$8501)
- Title IX: Education of Homeless Children and Youth (\$9101)

## ESSA Key Components - Standards

States **MUST** adopt challenging standards in mathematics, English language arts (ELA)/reading, science and **MAY** have standards in any other subject determined by the state.

Standards must:

- Apply to all public schools and all public school children
- Align with higher education institution entrance requirements without the need for remediation
- Align with the relevant state career and technical education standards
- Adopt language proficiency standards for English learners (ELs)

The Every Student Succeeds Act reinforces state authority over standards.

## ESSA Key Components - Assessment

States must:

- Conduct statewide, annual assessments in ELA and mathematics in grades 3-8 and once in high school
  - Must assess not less than 95% of all students and 95% for each subgroup
- Conduct statewide assessment in science once in grade span 3-5, 6-9 and 10-12
- Develop an alternate assessment based on alternate academic achievement standards (AA-AAS) for students with the most significant cognitive disabilities
  - State cap student participation in AA-AAS at 1% of all students by subject
  - Prohibits development of additional alternate assessments
- Identify and make efforts to develop assessments in languages for English Learners (ELs)

## ESSA Key Components - Assessment (continued)

States may:

- Exclude ELs from one administration of ELA assessment or exclude the assessment results for accountability purposes for one year
- Allow computer adaptive testing
- Measure individual student growth
- Set a limit on the amount of time devoted to assessment administration for each grade

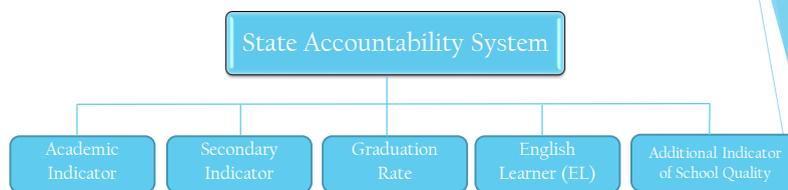
## ESSA Key Components - Accountability System

- Replaces AYP with a state-determined system of measurement
- States develop a single system based on standards
- States are to establish multiyear, ambitious, long-term goals for all students and separately for each subgroup of students for the following areas:
  - Academic achievement, as measured by proficiency on the annual assessments
  - High school graduation rates
  - Closing statewide proficiency and graduation rate gaps
  - English language proficiency for ELs
- Goals and interim measures must be designed to enable subgroups who are behind on achievement

### ESSA Key Components - Accountability System (continued)

- Each state must annually determine goals and interim measures of progress for public schools in the state based on the following indicators:
  - Annual state assessment (substantial weight required)
  - A measure of student growth or other academic indicator for elementary schools
  - High school graduation rates
  - Progress of ELs in achieving proficiency
  - At least one 'additional' measure of school quality or student success
  - 95% assessment participation rate
- Subgroups are identified as:
  - Economically disadvantaged students
  - Students from major racial and ethnic groups
  - Children with disabilities
  - English Learners (ELs)

### Every Student Succeeds Act (ESSA)



## ESSA Key Components - School Improvement

- No districts (K-12) are identified for program improvement
- Two levels of intervention required: targeted and comprehensive support (beginning in 2017-2018)
  - Comprehensive Support and Improvement include:
    - ✓ Lowest-performing 5% of Title I schools on state accountability index
    - ✓ High schools with <67% graduation rates
    - ✓ Schools with underperforming subgroups that do not improve after a state-determined number of years
  - Targeted Support and Improvement include:
    - ✓ Schools with consistently underperforming subgroups, as defined by the state

## ESSA Key Components - School Improvement (continued)

Identification for Improvement		
	Comprehensive Support and Improvement	Targeted Support and Improvement
Year 1 2017-2018	This year, and at least once every three years, the SEA identifies schools for comprehensive support	Annually, the SEA identifies schools for targeted support

## ESSA Key Components - Reporting

### Annual State Report Card

- The state report card must be prepared and disseminated widely every year, and it must include:
  - Academic achievement data by subgroup, school, district
  - Percentage of students assessed and not assessed by subgroup, including number of students taking alternate assessments
  - Description of state's accountability and differentiation system
  - Graduation rates
  - Information on indicators of school quality, including suspensions, arrests, incidences of violence, bullying, harassment, etc.
  - Professional qualifications of teachers in the state
  - Per-pupil expenditure (PPE) of federal, state, and local funds
  - National Assessment of Educational Progress (NAEP) results
- District Report Cards
  - Achievement data for each school compared to the district and the state
  - Achievement data for the district compared to the state as a whole
  - Disseminated to the public

## ESSA Key Components - Title I

- The basic structure of Title I is maintained
- Changes include:
  - Schoolwide option for ALL schools with state waiver
  - Parent and Family Engagement
  - 3% set aside for Direct Student Services
    - Allowable Expenditures may include:
      - ✓ Academic/CTE coursework
      - ✓ Credit Recovery
      - ✓ Post-secondary instruction and examination costs
      - ✓ Transportation of districts implementing school choice
      - ✓ High quality academic tutoring
  - Aide-Paraprofessional Requirements – Conflicting Information

## ESSA Key Components - Title II

- Eliminates definitions related to highly qualified teachers
- Districts may use funds for professional development in multiple areas
- Expands allowability from

NCLB "core academic subjects"	"well-rounded education" additions
English, reading or language arts, writing	Arts, music
Science, technology, engineering, mathematics	History, geography
Computer science	Career and technical education
Foreign languages	Health, physical education
Civics and government	Others as designated by State/District
Economics	

- Districts may use funds for teachers', principals', and other school leaders' evaluation and support systems
- Allowable uses of funds for mentoring, professional development in effective and trauma-informed practices in classroom management, alternative certification, improving equitable access to effective teachers, class size reduction
- State report cards must show qualifications of educators

## ESSA Key Components - Title II (continued)

Under prior law, districts were guaranteed to receive at least as much as they received under certain other programs in 2001 under a "hold harmless" provision. (If a district did not exist in 2001, states had to make a series of complicated calculations to determine the district's minimum Title II, Part A grant.)

ESSA eliminates the hold harmless in subgranting funds to districts. Now, districts generate funds based on their number of 5-17 year olds (20%) and their number of low-income 5-17 year olds (80%).

- Title II – permissive 3% state setaside for state activities for principals and other school leaders
- The North Dakota Department of Public Instruction will be pursuing initiatives to develop and implement:
  - Continued School Leader Academies
  - Continued Principal Mentorship Programs
  - Continued Development and Implementation of Teacher Evaluation and Support Systems

## ESSA Key Components - Title III

ESSA makes several significant changes to the current Title III program, some of which include:

- Replaces prior English Language Learners (ELLs) with English Learners (ELs)
- States must set entry and exit procedures
- Title III accountability measures are put under Title I
- Adds two additional reporting requirements
  - ELs with disabilities
  - Long-term ELs

## ESSA Key Components - Title IV

Title IV Part A: Student Support and Academic Enrichment Grants

- Consolidates number of programs into new block grant
- Provides all students access to a well-rounded education
- Improves school conditions for student learning
- Improves the use of technology in order to improve the academic achievement and digital literacy

Title IV Part B: 21<sup>st</sup> Century Community Learning Centers

- Preserves separate funding stream for afterschool, before school, and summer learning

## ESSA Key Components - Title V Transferability

Now allows states and districts to transfer all of their funds under Title II Part A, Title IV Part A, between those provisions, and into (but not out of) Title I Parts A and Title III

## ESSA Key Components - Title V REAP

- Gives rural districts more opportunity to receive funds and more flexibility in use of Small, Rural School Achievement (SRSA) and Rural and Low-Income Schools (RLIS) funds
- Updates dual eligibility: Districts that qualify for both SRSA funds and RLIS funds would have ability to apply for the program that meets their needs
- Increases flexibility in district use of RLIS funds across new ESSA Titles – Title I Part A, Title II Part A, Title III, Title IV Part A
- Increases minimum grant amount to \$25,000 and maximum to \$80,000
- Changes locale codes per NCES 2006 guidelines; this may have a larger effect on the number of districts that receive SRSA funding, as eligibility for this program is based on rurality and population density
- Funds continue to flow from federal to local

## ESSA Key Components - Title IX

There are two different laws regarding Homeless Youth

ESSA Title IX Part A: Education of Homeless Children and Youth	Title VII Part B: McKinney-Vento Homeless Assistance Act
<ul style="list-style-type: none"> <li>▪ Authorizes \$85 million each year</li> <li>▪ A 21% increase over the previously authorized level of \$70 million, and a 31% increase over the currently appropriated level of \$65 million</li> </ul> <p>Title I Part A (State and Local Plans)</p> <ul style="list-style-type: none"> <li>▪ Must describe the plans and services to ensure the identification, enrollment, attendance, and school stability of homeless children and youth</li> <li>▪ All districts that receive Title I Part A funds must reserve funds to support homeless students based on total allocation and needs assessment</li> <li>▪ State report cards must include disaggregated information on graduation rates and academic achievement of homeless children and youth, and children and youth in foster care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires establishment of statewide Office of the Coordinator for Education of Homeless Children and Youths that must:                             <ul style="list-style-type: none"> <li>○ Publish an annually updated list of liaisons on SEA website</li> <li>○ Post the number of homeless children and youth on SEA website annually</li> <li>○ Monitor, develop, and implement professional development (PD) for districts and local liaisons to improve awareness of federal law, ability to identify homeless youth, and capacity to respond</li> <li>○ Disseminate understandable public notices of rights to parents, guardians, and unaccompanied youth</li> <li>○ Ensure direct PD on McKinney-Vento, special education, and HUD homeless assistance services is provided</li> </ul> </li> </ul>

## In Summary

The ESSA law brings a new opportunity to states, districts, and schools for increased flexibility to promote innovation.

There is a strong focus on a well-rounded education, which opens up new possibilities for programming in the Arts, STEAM, technology, and school climate.

Districts have significant leeway to make choices that fit their unique needs.

## ESSA - So What's Next

- Continue to carefully review law text
- Wait for USDE to begin releasing ESSA guidance
- Throughout process, engage with stakeholders to obtain insight and feedback

## ESSA - So What's Next

- Superintendent Baesler established ESSA Planning Committee
- ESSA Statewide Planning Committee begins May 2016
- Generate State ESSA Plan - Submit to USDE in January 2017



## Questions?

Every district in North Dakota is assigned a contact person in the Division of Student Support & Innovation. An updated chart is being disseminated today.

- All reauthorization information on the ESSA law can be accessed on the department's website at [www.nd.gov/dpi/SchoolStaff/FTP/Reauthorization/](http://www.nd.gov/dpi/SchoolStaff/FTP/Reauthorization/)
- Any questions regarding the new law can be directed to our newly established ESSA email at [dpiessa@nd.gov](mailto:dpiessa@nd.gov); staff will check the email daily

In addition, questions on ESSA can be directed to:

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