

# Every Student Succeeds Act:

## *Federal and State Policy Implications for Washington State*

*LEV Webinars - July 19 and 21, 2016*

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# Today's LEVINAR will cover:

- ▶ Several specific issues of concern to education activists in Washington State that are impacted by the changes in ESSA:
  - ▶ Parent Engagement
  - ▶ ELL
  - ▶ Extended Learning
  - ▶ Homelessness

# Significant Changes – Parent Engagement

- ▶ *At least 1% of LEA's Title I grant must fund parent and family engagement activities; involve parents in deciding how to use these funds; and send 90% of this funding directly to schools.*
- ▶ LEAs can use Title II, Part A funds to “effectively engage parents, families and community partners, and coordinate services between school and community.”

# Significant Changes – Parent Engagement

- ▶ Title IV: SEA must give priority to funding program applications that enroll students who may be at risk of:
  - academic failure/dropping out of school
  - involvement in criminal or delinquent activities
  - who lack strong, positive role models
  - and the families of those students.
- ▶ Creates a stand-alone program for parent engagement under Title IV called the Statewide Family Engagement Centers Program. (\$10 mil. allocated)

# Significant Changes – ELL (Title I)

- ▶ Included in Title I with all other programs.
  - Eliminates separate accountability measures.
  - Intent is to make accountability for ELL students a priority.
- ▶ Makes English proficiency of ELLs a required indicator in the state's accountability system.
- ▶ Tests have to be accessible to ELLs
  - i.e. more time; tests in different languages
- ▶ Removes requirement to develop and use AMAOs (Annual Measurable Achievement Objectives) as an accountability measure.

# Significant Changes – ELL Testing (Title I)

- ▶ Option 1: Exempt ELL's from 1<sup>st</sup> year ELA/Math assessments. Years 2 & 3 same as Option 2.
- ▶ Option 2:
  - 1<sup>st</sup> year: ELL's take the ELA and math assessments.
    - Test scores won't count for school rating.
    - Must publicly-report results.
  - 2<sup>nd</sup> year: State must incorporate ELL's test scores for ELA and math using some growth measure.
  - 3<sup>rd</sup> year: Proficiency scores calculated the same as non-ELL students.

# Significant Changes – ELL (Title I)

State Plan must:

- Establish standardized ELL entrance and exit criteria.
- Criteria must include a requirement that all potential ELL students be assessed for ELL status within 30 days of enrollment.

# Significant Changes – Extended Learning (Title IV)

- ▶ Programs must serve:
  - Title I Schools identified for school improvement.
  - Schools the LEA determines need extra support.
- ▶ New language for local programs: “Use evidence-based practices to enhance academic achievement, post-secondary and workforce preparation, and positive youth development of students.”



## Significant Changes – Extended Learning (Title IV)

- ▶ SEA may use these funds to support programs of at least 300 additional hours before, during, or after the traditional school day.
  - Must supplement, not supplant regular school day requirements.
- ▶ Increased focus on aligning with the school day and using student data to develop programs, and evaluate program effectiveness.
- ▶ Tribes now eligible entities (can directly receive funds).

# Significant Changes – Extended Learning (Title IV) (Program Evaluation & Effectiveness)

- ▶ Accountability measures connected to:
  - College and career-readiness goals
  - Student progress on indicators of success: school attendance; grades; and on-time grade level advancement.
- ▶ Increases quality and accountability through parent engagement, better alignment with student performance indicators, and coordination between federal, state, and local agencies.

# Significant Changes – Homeless

- ▶ Title I, Part A adds multiple provisions related to McKinney-Vento (homeless) students, and all LEAs receiving these funds must reserve a portion to support homeless students.
  - LEA plans must describe the services that will be provided to homeless children and youth.
- ▶ SEA report cards must include disaggregated information on the graduation rates and academic achievement of homeless children and youth, and children and youth in foster care.
- ▶ LEA must remove barriers that prevent homeless youth from receiving credit for full or partial coursework satisfactorily completed at a prior school.

# Significant Changes – Homeless

- ▶ Focus on improving identification within an SEA or LEA's jurisdiction.
  - SEA's Title I plan must include a description of how it will provide support to districts in the identification, enrollment, attendance and school stability of homeless children and youth.
  - LEA's Title I plan must describe services it will provide to support enrollment, attendance and success.

## Significant Changes – Homeless (Foster Students)

- ▶ Provisions related to school stability for foster children have been incorporated for the first time.
- ▶ LEAs and child welfare agencies must collaborate to develop transportation procedures that ensure foster children can remain in their school of origin when they move foster placements, if it is in their best interest.

# RESOURCES:

- ▶ ED – ESSA Information: <http://www2.ed.gov/policy/elsec/leg/essa/index.html>
- ▶ OSPI – State Plan Information: <http://www.k12.wa.us/ESEA/ESSA/>
- ▶ National Conference of State Legislatures Summary:  
[http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary\\_12\\_10.pdf](http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary_12_10.pdf)
- ▶ Supplement/supplant funding issue: <http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2016/04/27-sunlight-effect-equitable-spending-education-roza#.VzwC3QHSaMA.email>
- ▶ National Association of Family, School & Community Engagement Analysis: <http://nafsce.org/wp-content/uploads/2015/12/ESSA-Review.pdf>
- ▶ ELL article: <http://www.usnews.com/opinion/knowledge-bank/articles/2016-01-13/every-student-succeeds-act-brings-new-hope-for-english-language-learners>
- ▶ Accountability & Poverty: <http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2016/01/04-implementing-essa-accountable-more-than-a-test-hansen>

# QUESTIONS?

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