



# Every Student Succeeds Act (ESSA) State Plan Overview

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- When I hear “ESSA,” I think...

# Today's Presentation

- No Child Left Behind and Minnesota's NCLB waiver.
- The ESSA plan development process.
- Assessment, accountability, and school support.
- Educator quality.
- Title programs.

- Rewrote the Elementary and Secondary Education Act of 1965 to emphasize assessment and accountability.
- Took a punitive and narrowly defined approach to accountability.
- Emphasized student group performance.

- Added measurements to the accountability system.
- Offered support to identified schools through the Regional Centers of Excellence.
- Waiver conditions set by U.S. Department of Education.
- Continued to emphasize student group performance.

- Adds measurements to the accountability system.
- Continues to offer support to identified schools through the Regional Centers of Excellence.
- Conditions laid out in law with significant restrictions on the U.S. Department of Education.
- Continues to emphasize student group performance.

# The ESSA Plan Development Process

- Law passed in December, 2015.
- Since January of 2016, MDE has been meeting with many stakeholders across the state to shape the state plan.
- By the spring of 2017, MDE staff had participated in over 300 meetings.
  - Topic-specific committees.
  - Regional meetings.
  - Tribal consultation.
  - Invitations from community groups.
  - Online engagement (survey, Twitter town hall).

# What's Next for the Plan

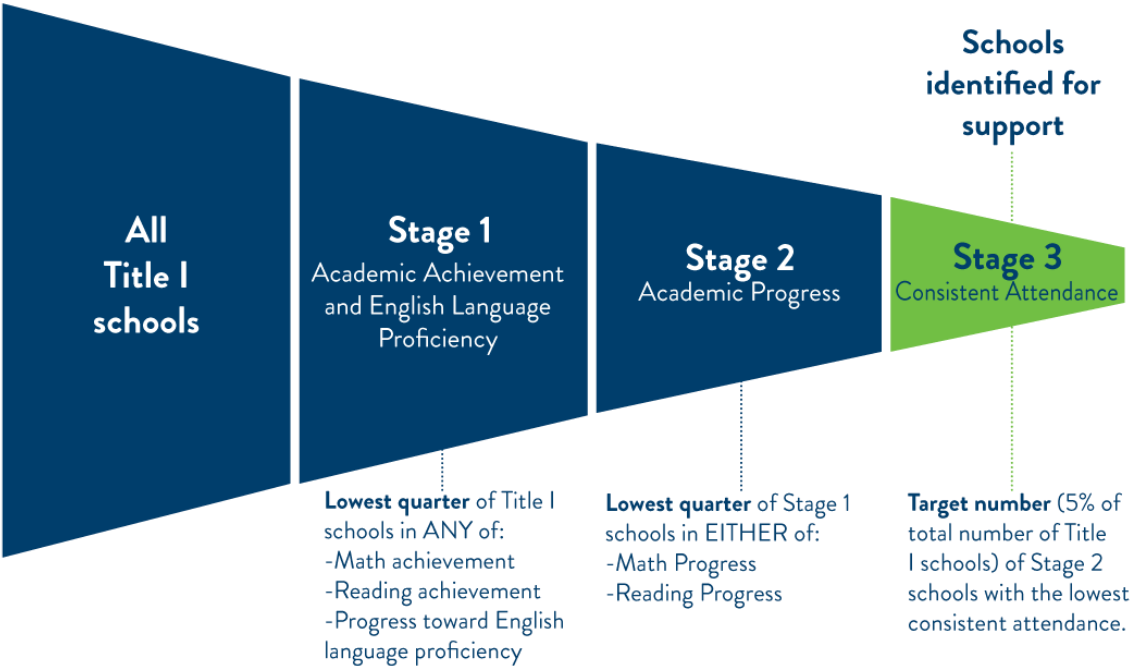
- Public comment on the draft plan was open from August 1 - 31.
- The final plan was submitted to the U.S. Department of Education on September 18.
- By law, the Department must respond within 120 days of submission.
- Most programmatic provisions of the law are already in effect.
- First identifications using the new accountability system to be made after the 2017-18 school year.



- Same subjects and grades will be assessed using the MCAs and MTAS.
  - Math and reading in grades 3-8 and once in high school.
  - Science in grades 5 and 8 and once in high school.
- Awaiting federal guidance on the local use of nationally recognized assessments in place of high school MCAs.

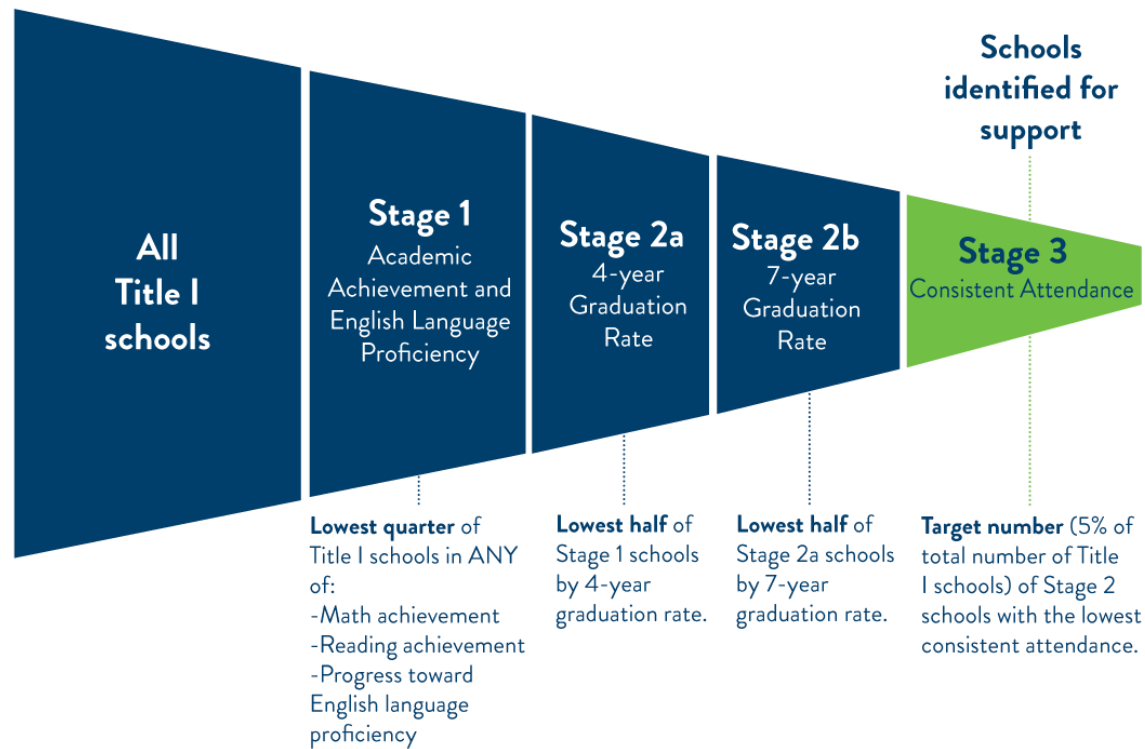
# Accountability – Elementary and Middle Schools

## Elementary and Middle School Identification Process



# Accountability – High Schools

## High School Identification Process



# Accountability Indicators

- Academic Achievement – Separate achievement rate for each of math and reading.
- Progress Toward English Language Proficiency – Path to proficiency index showing how close English Learners got to their individual growth target.
- Academic Progress – Transition matrix (replaces growth z-scores).
- Graduation Rates – Four-year and seven-year; students who drop out after less than half an academic year count where they spent the most time.
- Consistent Attendance – Students who are not chronically absent.

# The Future of Accountability

- The system will be used for the first time after the 2017-18 school year.
- Staff at MDE will continue engaging stakeholders to develop indicators of a well-rounded education, including career and college readiness, intended for use after the 2020-21 school year.
- These will be based on the Minnesota Common Course Catalogue.

- The Regional Centers of Excellence will continue to be the primary source of support for identified schools.
- The Centers will be developing new positions that focus on better supporting districts and high schools.
- Schools will no longer be required to set aside 20 percent of Title I funds for school improvement, but districts will be required to demonstrate that school support and improvement plans are adequately resourced.

# Highest Levels of Support

- The **lowest 5% of Title I schools**, as well as **any public high school with a four-year graduation rate below 67%** overall or for any student group, will receive support similar to that given to Priority Schools under the waiver.
- Each school works with its district to develop an improvement plan which will be reviewed by the state.
- If these schools are in **districts identified through World's Best Workforce**, additional support focused on the connection between the school and the district will be provided.

# Moderate Levels of Support

- Any public school where **any student group is performing similarly to the lowest 5% of Title I schools** will receive moderate levels of onsite technical assistance.
- Each student group will be compared to the average performance of the lowest 5% of Title I schools on each indicator, using the same “funnel” approach. (After 2017-18, the thresholds used for this will be shared with schools and districts for easy reference.)
- Each school works with its district to develop an improvement plan.



# Basic Levels of Support

- Any public school where **any student group is consistently underperforming** will be eligible to participate in professional development and networking opportunities.
- Each student group will be compared to the “lowest quarter/half” thresholds used to identify the lowest 5% of Title I schools, using the same “funnel” approach. (After 2017-18, the thresholds used for this will be shared with schools and districts for easy reference.)
- Each school works with its district to develop an improvement plan.

- The state will be revising its Teacher Equity Plan to ensure students of color and students from low-income backgrounds are not disproportionately served by teachers who are:
  - Inexperienced
  - Out of field
  - Ineffective
- “Ineffective” will be based on local teacher development and evaluation system definitions. The state will not (and cannot) collect this personnel data.

# Title I Programs

- Federal formula has been reworked to emphasize concentrated poverty; Minnesota's share is expected to go down somewhat.
- New expectations around keeping students in foster care in their school of origin (when in the student's best interest). Additional guidance is in development with the Minnesota Department of Human Services.
- For more information on the foster care provisions, contact [Beth.Chaplin@state.mn.us](mailto:Beth.Chaplin@state.mn.us).
- For more information on Title I generally, contact [mde.esea@state.mn.us](mailto:mde.esea@state.mn.us).
  - Note the second "e" in "mde.esea"

# Title III Programs

- Standardized entrance and exit criteria for EL services have been established.
- The Annual Measureable Achievement Objectives (AMAO) system has been removed. (The Progress Toward English Language Proficiency indicator in the accountability system now serves that purpose.)
- For more information, contact [Leigh.Schleicher@state.mn.us](mailto:Leigh.Schleicher@state.mn.us)

# Title VI – Indian Education

- Districts meeting either of the following criteria must engage in tribal consultation on all ESEA Title programs:
  - Receives \$40,000 or more in Title VI funds.
  - Enrolls 50% or more American Indian students.
- Guidance will be available soon.
- For more information, contact [Jane.Harstad@state.mn.us](mailto:Jane.Harstad@state.mn.us)

- Transportation of homeless students to their school of origin:
  - “Students awaiting foster care” no longer considered homeless in McKinney-Vento.
  - State funds for transporting homeless students can still be used for students awaiting foster care.
- For more information, contact [Roberto.Reyes@state.mn.us](mailto:Roberto.Reyes@state.mn.us)

# New Reporting Requirements

- Types of data being added to the Minnesota Report Card:
  - Additional financial data (e.g. federal vs. state/local expenditures).
  - School climate data.
  - Participation in preschool programs and rigorous coursework at the secondary level.
- Student groups being added to the Minnesota Report Card:
  - Foster care (for academic achievement and graduation rates). Staff at MDE are working on a data-sharing agreement with Human Services.
  - Students with at least one parent on active duty in the military (for academic achievement). This will require collection at the school/district level to be added to the Student Support Data Center.

# What This Means for Me

- One thing I've wanted to do for a while that I think I'll be able to do under ESSA.
- One thing I'm concerned about.
- One thing I'm hopeful about.
- One question I have.