



Every Student Succeeds Act (ESSA): Overview and Implications for New Jersey

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Objectives

- Understand the basics of ESSA and a brief history of the federal law
- Review expected timelines for changes
- Discuss impacts on 2016-17
- Understand NJDOE next steps



Agenda

Background and Context

Expected Timelines & 2016-17

ESSA State Planning Next Steps



History of Federal Education Law

- Elementary and Secondary Education Act (ESEA) enacted on April 11, 1965
 - Part of Lyndon Johnson's civil rights package
 - Created the federal role in education
 - Up for reauthorization every 5+ years
- No Child Left Behind (NCLB) reauthorization of ESEA effective January 8, 2002
 - Focused on getting all students proficient in reading in math by 2014, with special attention to special populations
 - Up for reauthorization in 2007, which failed to make it through Congress until ESSA in 2015



Race to the Top and Waivers

In the absence of reauthorization, two key levers impacted the federal role in education from 2009-2015:

Race to the Top

- Initiated to provide funding to states in support of 4 key principals:
 - Rigorous standards/better assessment
 - Better data systems
 - Teacher & leader effectiveness
 - Support for lowest performing schools
- NJ received \$38M as part of Round Three (Dec 2011)

ESEA Waivers

- Allowed states to seek relief from some of the provisions of NCLB
- NJ's ESEA waiver (approved in 2012) focused on:
 - College & career-ready expectations for all students (standards)
 - State-developed system of differentiated recognition, accountability and support (Priority and Focus Schools; RACs)
 - Supporting effective instruction & leadership (evaluation/support)



Every Student Succeeds Act (ESSA)

- Enacted December 2015
- Grants flexibility and authority for states around:
 - Assessment systems
 - Accountability systems, interventions, and student supports
 - Educator evaluation and support systems
 - Use of federal funds
- Prohibits any U.S. Secretary of Education from requiring states to adopt specific standards, assessments, teacher evaluation methods, or other key policies



ESSA: Academic Standards

- ESSA requires state standards aligned with college and career skills; defers to states on how to define such alignment
- NJ State academic standards (some currently under review) are in compliance with ESSA



ESSA: Assessments

- ESSA requires states to implement high-quality academic assessments in math, reading or language arts, and science under same assessment timelines, and allows for states to allow:
 - District use of nationally-recognized high school academic assessment in lieu of state assessment if aligned to state standards and other requirements
 - Limit to amount of time devoted to assessment administration for each grade
 - Assessment pilot



ESSA: Accountability

- ESSA requires statewide system and annual school report cards that will “meaningfully differentiate” schools using:
 1. Academic proficiency on state assessments
 2. Graduation rates for high school
 3. English Language Proficiency
 4. Growth or another statewide academic indicator for K-8 schools
 5. At least 1 other state-set indicator of school quality or student success
 - Academic indicators 1-4 must carry “substantial” weight and in the aggregate carry “much greater weight” than #5
 6. 95% assessment participation rate



ESSA: School Improvement

- ESSA requires states use evidence-based interventions; specific improvement models no longer required
 - **“Comprehensive” support and improvement:**
 - 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:**
 - Schools with consistently underperforming subgroups, as defined by NJ



ESSA: Teacher and Leader Quality

- More flexibility granted to states and districts around spending Title II funds
- Does not require Highly Qualified Teacher (HQT) designation nor specific educator evaluation measures or methods
 - Although the law removes HQT, it still requires teachers to be appropriately certified
 - Evaluation remains an allowable expense



ESSA: Selected New Elements

- Title IV Part A added back into budget (first time since 2007)
 - Formerly: Safe and Drug-Free Schools and Communities
 - Now: Student Support and Academic Enrichment
- Additional set-aside options to consider
- Additional reporting requirements
- New pilot options to consider



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Expected Timelines & 2016-17

ESSA State Planning Project Structure and Next Steps



Expected Timeline for ESSA Activities

| Timeline | Action |
|-----------------------------|---|
| Spring 2016 | <ul style="list-style-type: none">• Negotiated rulemaking on certain provisions of ESSA |
| August 2016 | <ul style="list-style-type: none">• NJ's ESEA waiver expires |
| School Year 2016-17 | <ul style="list-style-type: none">• NJ develops state plan in collaboration with stakeholders• LEAs spend under NCLB rules/formulas and plan for 2017-18• Priority/Focus school status remains the same as in 2015-16 |
| October/Nov 2016 (expected) | <ul style="list-style-type: none">• Final regulations posted |
| Winter 2016-17 (expected) | <ul style="list-style-type: none">• State plans due |
| School Year 2017-18 | <ul style="list-style-type: none">• New state plan goes into effect |



Impacts to Districts for 2016-17

- Most elements remain the same as in 2015-16, including funding formulas/usages, with a few notable exceptions:
 - No Annual Measurable Objectives (AMO) or Annual Measurable Achievement Objectives (AMAO) required.
 - Freeze on Focus/Priority schools (no exits).
 - Note: USED required decision to freeze or create new lists by March 1, 2016; NJ did not have necessary data for evaluating list status by this time and thus had to freeze. The Department will evaluate status of Focus/Priority schools as data becomes available to ensure appropriate recognition and support during ESSA transition time.
 - No federal Highly Qualified Teacher (HQT) requirement; however, NJ is currently determining HQT reporting requirements for Educator Equity plan until new plan(s) are put in place.
- NCLB monitoring and associated remediation plans will focus on areas that continue under ESSA.



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Next Steps

- Continue reviewing the federal law, regulations, and guidance as provided by the US Department of Education to determine NJ implications.
- Outline and begin to execute clear stakeholder engagement and communications strategy.
- Continue state and national research to inform new state plans for consideration by stakeholders and officials.
- Coordinate with the state board strategic planning process.



Questions?