



ESEA: Starting Over

**CISC Curriculum Breakfast
January 2016**

**Keric Ashley, Deputy Superintendent
District, School, and Innovation Branch**

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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State Superintendent
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Current California Assessments

Currently under contract:

- Smarter Balanced for ELA/Math
- Smarter Balanced Interims
- ELPAC to replace CELDT
- CAA to replace CAPA in ELA/Math
- NGSS assessment to replace the CST in Science
- Primary Language Assessment to replace STS
- CAHSEE on suspension

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Future of California Assessments

- AB 484 requires the Superintendent to make recommendations on the expansion of CAASPP to the SBE, Legislature and Department of Finance by March 2016
- January SBE approved framework
- March SBE - recommendations

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ESSA Basic Structure

- Looks a lot like No Child Left Behind:
 - States choose standards and assessments, work towards goals
 - Student achievement is reported out by subgroup
 - Schools and districts are held accountable for subgroup performance
 - Funding flows from ED to States to districts to schools
 - Maintains major formula grant funding streams (and many competitive programs too)

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ESSA Key Differences

- States now in the driver's seat
 - Much more authority to make decisions, choose standards and assessments, goals, and means of accountability
 - States also responsible for enforcing many requirements
 - (though subject to ED regulation)
- The “big acronyms” have been eliminated
 - No more AYP, HQT, or SES
- New limitations on Secretarial authority
 - Especially around State plans, waivers
- Consolidates/eliminates a number of smaller grant programs

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For California...

- January 19 ED held a hearing at UCLA regarding regulations – SPI and SBE gave testimony
- “Don’t Fence Me In” – honor the direction of Congress and uphold State autonomy

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ESSA Timeline for Implementation

- ESEA waivers terminate August 1, 2016
- New law effective for competitive grants (at federal level) on October 1, 2016
- New law effective for non-competitive formula grants (at federal level) on July 1, 2016 per ESSA, **BUT:**
 - Omnibus appropriations bill passed December 18th says: “SEC. 312. Notwithstanding section 5(b) of the Every Student Succeeds Act, funds provided in this Act **for non-competitive formula grant programs authorized by the ESEA for use during academic year 2016–2017 shall be administered in accordance with the ESEA** as in effect on the day before the date of enactment of the Every Student Succeeds Act.”
 - So....NCLB in effect for another year!

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For California...

- In January, the SBE approved to send ED a waiver request to allow LEAs to provide extended day intervention strategies instead of SES.
- In addition, the CDE will seek to waive the AYP provisions so that the state does not need to identify new schools for PI.
- SBE also gave authority to the SBE President to make technical changes to the waiver before it is submitted to the ED, as deemed necessary.

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ESSA Timeline for Implementation

- New State accountability systems (and related interventions) take effect in school year 2017-18 per law
- State accountability systems effective until August 1, 2016 (but continue to support priority/focus schools and those in improvement – (CORE))
 - ED guidance: waiver States may choose to either (1) pause identification of school, or (2) identify a new group of schools for improvement
 - No information on what non-waiver States should do

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For California...

- New State accountability systems take effect in school year 2017-18 per law – is that identification or corrective actions?
- Letter of guidance to non-waiver States in February
- Letter could impact pending waiver request

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ESSA Funding

- Title I funding formula remains the same
- Keeps 1% cap on State administrative funds
- New set-asides
 - **Mandatory** 7% set-aside for School Improvement interventions and technical assistance
 - Formula or competitive to LEAs
 - **Optional** 3% set-aside for Direct Student Services
 - Competitive subgrants to LEAs (priority to identified schools)
 - Allowable expenditures include academic/CTE coursework, credit recovery, AP/IB test fees, and transportation of LEAs implementing school choice

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For California...

- 7% + 3% = system of support, assistance and intervention
- District vs. School support
- Local control means starting with the LEA, moving to county/regional support and finally CDE/CCEE, though CCEE could be earlier on a volunteer basis
- Support vs. Sanction

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ESSA Standards and Assessments

- States must:
 - Adopt challenging academic standards
 - Secretary may not require standards to be submitted for approval
 - Implement aligned assessments
 - ED has indicated it will continue with peer review of assessments
 - Assessments must occur in:
 - Grades 3-8 and once in high school for math and English
 - At grade-span intervals for science
 - 1% limitation on alternate assessments tied to alternate standards
 - Maintains 95% participation requirement

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ESSA Accountability

- States must develop an accountability system that rates schools based on metrics including:
 - Academic achievement
 - For K-8, growth or other indicator
 - For high schools, graduation rates
 - At least one “valid, reliable, comparable, and Statewide” indicator of school quality
 - Other factors as determined by the State
 - **Most weight** must be given to academic indicators

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For California...

Well-positioned to include:

- ✓ Achievement – Smarter Balanced
- ✓ Graduation Rates
- ✓ English Language Proficiency
- ✓ School Quality Indicator – valid, reliable, comparable and statewide

Consistent with current LCAP reporting

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ESSA Accountability

- Two levels of intervention: targeted and comprehensive
- Targeted (LEA-directed) interventions:
 - State must notify LEAs of schools with subgroups which, on their own, would be identified as lowest-performing 5%
 - School must develop improvement plan, LEA must approve improvement plan and monitor implementation
 - If subgroups fail to improve within State-determined number of years, State steps in

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ESSA Accountability

- Comprehensive (State-directed) Interventions:
 - State must identify for comprehensive intervention:
 - Schools in the bottom 5% according to the State's performance metric
 - High schools with graduation rates of less than 2/3
 - Schools in which any subgroup, on its own, would be in the lowest-performing 5% and has not improved in a State-determined number of years
 - LEA must develop and implement, with State supervision, an evidence-based improvement plan
 - State must step in if there is no improvement in a State-determined number of years (up to 4)

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For California...

Governor's budget summary:

“ESSA gives California policymakers the opportunity to establish an accountability system that provides a more accurate picture of school **performance and progress** than the past system. The State system should include a **concise** set of performance measures rather than a **single index.**”

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New ESSA State Plan

- Aug 2017 Plan Implementation
- July 2017 Approved by ED
- January 2017 Approved by SBE
- Sep&Nov 2016 Draft Plans to SBE
- July 2016 Proposed concepts for integrating federal requirements with state accountability.