



ESSA: Let's Talk

Where Are We Now?

- ESSA signed into law December 10, 2015
- Replaces NCLB and Flexibility Waivers
- Rolling implementation
- Flexibility Waiver valid until August 1, 2016
- New accountability systems go into effect with 2017-18 school year

Timeline

- January: US ED held public hearings and took comments
- Ongoing: More limited guidance
- May/June: US ED issued proposed accountability and assessment rules; public comment and revision cycle to follow
- Late 2016: Final federal rules, guidelines
- March or July 2017: State Plan due

What is ESSA?

Standards

- States must have challenging academic standards; we remain committed to high quality standards
- DOE in midst of (previously scheduled) ELA and mathematics standards revision and review

Assessment

- Still required to assess ELA and Math standards in 3 through 8, once at high school
- Still required to assess state Science standards once in grades 3-5, once in 6-9, once in 10-12
- 95% participation of all students, subgroups still required

Accountability System

- Elementary and Middle School:
 - Three academic indicators required
 - Student Achievement
 - Academic Growth likely retained
 - English Language Proficiency (new*)
 - Additional indicator required
 - Attendance could be retained; work group also looking at other options

Accountability System

- High School
 - Three academic indicators required
 - Student Achievement
 - Four-year cohort graduation rate; we'll fight to keep High School Completion
 - English Language Proficiency (new*)
 - Additional indicator required
 - College and Career Readiness retained, likely with more options

Accountability System

- New categories for differentiation:
 - Comprehensive Support (similar to Priority Schools)
 - Any Title I school in the bottom 5%
 - Any public high school with a graduation rate < 67%
 - Any Title I school with a chronically underperforming subgroup
 - Targeted support (similar to Focus Schools)
 - Any Title I school with at least subgroup performing at same level as “Priority” schools
 - Any school with a low performing subgroup as defined by the state
- More freedom in supporting these schools

School Improvement (Focus and Priority Schools)

- Current Focus and Priority Schools remain classified as such for 2016-17.
- New classifications under ESSA unclear: Proposed rules say August 2017; we're arguing for August 2018.

Report Cards

- Maintain report cards for 2015-16 school year.
- Rules say new ESSA report cards for 2016-17; we're arguing for 2017-18.
- LOTS more information required (as a tradeoff for more state flexibility).

Proposed Rules - Accountability

- Issued May 31; Public Comment due August 1
- Overall rolls back state flexibility for innovating in systems
 - Requires 300 SD schools in improvement at cost of \$30m
 - Would not allow College and Career Readiness to keep a school out of school improvement
- SD DOE collaborating with others to influence US ED's final rules

What is South Dakota doing?

ESSA Work Groups

- Four Groups:
 - Accountability (overall system)
 - School Improvement
 - English Learners
 - Educator Effectiveness*
- Began meeting in April; conclude work this fall

Accountability Work Group

Overall consistency with current system:

- FAY, n-size, Gap group, High School Completion retained.
- College and Career Readiness: more options
- Student Achievement necessary, but may have more variation (points for each level)
- Academic Growth likely retained

Accountability Work Group

With new elements:

- School Climate/Student Success Indicator at Elementary, Middle School Levels:
 - Trying to find other ways to measure within parameters of rules and realities in SD
 - May retain current attendance measure
- Point values may change
- Goals (old AYP or AMOs) may change
- What gets you into Targeted Support designation (old Focus School designation) will change

School Improvement

Comprehensive Support Schools

- Four-year designation with a planning year.
- If have not exited after four years, must choose between a peer review and an external comprehensive needs assessment.

Targeted Support Schools

- Two year designation with a planning year.
- If have not exited after two years, continue on to the third and fourth year of targeted support.

Other Recommendations

- Require district commitment to schools identified for support
- SD DOE to provide professional development for school board members

School Improvement

Needs Further Discussion

- What does support look like once designated?
- Should DOE maintain a watch list and how would that be used?
- What happens when a school is progressing but does not exit school improvement?
- What support is needed for consistently under-performing schools?
- Can DOE only look at the low performing subgroup and that subgroup's performance? What supports does the DOE have the capacity to offer?
- Is there a need for technical advisors in high risk districts?

English Learners

- ELA and math testing will remain the same:
 - First year in country exempt from ELA, must take math
 - Second year the ELA and math scores count
- Long Term EL students will need to be identified in Infinite Campus

English Learners

Needs Further Discussion

- Definition of Long Term EL student
- What the exit and entry criteria will be (waiting on WIDA Standard Setting)
- Do we count EL students who have exited the program for 2 or 4 years in the EL subgroup?
- Parent notification
- Should K-2 EL achievement data be included in accountability system?

**We need to hear
from you!**

Our Next Steps

- Continue to gather as much information as possible
- Seek input from stakeholders
- Work Groups continue to meet
- State plan submission goal: March 6, 2017