



PARAMOUNT UNIFIED SCHOOL DISTRICT

OUR MISSION IS TO ENSURE LEARNING AND SUCCESS FOR EACH STUDENT BY PROVIDING A QUALITY EDUCATION.

Every Student Succeeds Act

Board of Education Meeting
February 24, 2016

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What is the Purpose of the Presentation?

- Provide a brief overview of the Every Student Succeeds Act
- Provide clarifying information on specific provisions of the bill
- Highlight key changes in the new bill

What is the Every Student Succeeds Act (ESSA)?

- ESSA replaces No Child Left Behind (NCLB)
- It passed with a wide margin in the House (359-64) and Senate (85-12) indicating bi-partisan support
- President Obama signed the bill on December 10, 2015

What are the Key Changes & Big Ideas?

- States have more authority to make decisions and enforce requirements than they did under NCLB
- The authority of the U.S. Education Secretary has been significantly reduced
- The phrase “core academic subjects” has been replaced by “well-rounded education”
- There are changes in Title I implementation, assessment, and accountability

What are the changes in Title I implementation?

- Local Education Agencies (LEAs) are no longer required to provide Supplemental Educational Services
- Adequate Yearly Progress (AYP) standards are eliminated but states must certify that they have adopted “challenging academic standards.” California adopted state standards in 2010.
- Accountability for English learners has moved from Title III to Title I

What are the changes to Title I funding?

- Title I funding formula remains the same
- **(New)** The bill creates a three year pilot program allowing 50 LEAs to pool their federal, state and local education funding. The LEAs will design their own allocation formula targeting their neediest schools. The U.S. Department of Education will decide if it will expand the program to additional LEAs at the end of 2018-19.

What are the implications for assessments?

Ongoing	Implications for PUSD
Annual assessment for every child in grades 3-8 in math and English Language Arts	No change from current practice
Annual assessment once in high school	No change from current practice
Three assessments in science (One per grade span)	No change from current practice
Annual assessment of English learners' English proficiency	No change from current practice
New	Implications for PUSD
LEAs can use a local, nationally recognized test such as the SAT or ACT at the high school level instead of the state test	This would allow students to focus on the SAT or ACT rather than the SBAC and may increase applications for college admittance
LEAs can use computer adaptive assessments	No change from current practice

What are the changes to accountability?

(New) States must develop an accountability system using “Annual Meaningful Differentiation” that rates schools based on metrics including:

- academic achievement
- growth or other indicator for K-8 schools
- graduation rates for high schools
- progress in achieving English language proficiency for English learners
- at least one “valid, reliable, comparable, and statewide” indicator of school quality

How will LEAs be held accountable?

(New) States must establish a methodology for identifying schools for comprehensive support that must include:

- At least the lowest performing 5% Title I schools
- All public high schools in the state that fail to graduate 1/3 or more of their students
- Title I schools in which any subgroup would be identified as the lowest performing 5% and has not improved in a number of years (as defined by the state)

What is the timeline for accountability?

- **(New)** States must use the meaningful differentiation system to conduct an annual evaluation on the performance of LEAs, schools and subgroups
- **(New)** Beginning in 2017-18, states must identify schools for comprehensive support and improvement at least once every 3 years

Next Steps

- 2016-17 is a transition year for ESSA
- New regulations for non-competitive formula grants at the federal level such as Title I take effect July 1, 2016
- New state accountability systems and related interventions take effect in 2017-18
- States must develop accountability systems and systems for comprehensive support by the 2017-18 school year

Questions?