



**OFFICE OF THE DEPUTY SUPERINTENDENT
ACADEMIC SOCIAL EMOTIONAL LEARNING**

OUSD Board of Education-Memo

Every Student Succeeds Act

October 13, 2016

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Overview

This Board Memo is intended to provide an overview of the new law, the Every Student Succeeds Act, the timeline for implementation, and the impact on OUSD schools.

Background

The Every Student Succeeds Act (ESSA) is a federal law that was signed by President Barack Obama on December 10, 2015. It represents a bipartisan measure to reauthorize the fifty year old Elementary and Secondary Education Act (ESEA). ESSA builds on key areas of progress made in public education in recent years, such as increased graduation rates and decreased dropout rates. The Every Student Succeeds Act replaces the previous version of the law, known as No Child Left Behind (NCLB), enacted in 2002.

The new law focuses on equity by upholding protections for high-needs students. New guidelines require that all students be taught to high academic standards that will prepare them to succeed in college and career. Annual testing continues under ESSA with required reporting of results to stakeholders. The new law provides for support and fosters local innovations in school improvement. In addition, it provides a focus on investment and access to high-quality preschool programs. ESSA requires districts to develop clear accountability and action plans focused on its lowest performing schools. ESSA gives states more flexibility and authority to focus goals and strategies on disadvantaged students, with significant input from stakeholders. The law encourages meaningful engagement of stakeholders within the Local Educational Agencies (LEAs) to drive improvement.

California Developments on ESSA

The state board created the California Practitioners Advisory Group in order to provide input regarding local, state and federal accountability. This group also serves as the Title I Committee of Practitioners for California. Any state rules associated with ESSA implementation will be reviewed by this group.

- o The group includes a range of stakeholders, the majority of which must represent LEAs in California.

There are four major provisions of the Every Student Succeeds Act: accountability system design and indicators, school improvement, educator evaluation, and lastly, assessments funding and other major areas. A brief description is provided of each for context.



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1. Accountability System Design and Indicators

ESSA requires states to develop school report cards and accountability systems that include data from multiple measures, including state assessments, graduation rates, and at least one “non academic indicator” focused on student success. ESSA requires accountability measures for achievement status and growth, in addition to the progress of English Learners towards proficiency in English.

Under the new law, Annual Yearly Progress or “AYP” and ESEA waivers, such as the CORE waiver, are no longer in effect.

The State Superintendent’s Accountability and Continuous Improvement Task Force released a report in May 2016 calling for an accountability system organized around three imperatives: performance, equity, and improvement. It recommends including indicators focused on school climate as well as state assessments. The state board approved a motion in May 2016 to define new indicators for the accountability system, including student-level growth, science assessment results, and chronic absenteeism rates.

Implications for OUSD:

As a CORE district, OUSD will continue, along with other CORE districts, in a “waiver-like state” this academic year, while the state finalizes recommendations for ESSA implementation in California. The CORE SQII (School Quality Improvement Index), which was developed in collaboration with OUSD as a member district, is being utilized at the state level to inform the state system, under development. OUSD has developed the School Performance Framework (SPF), which is a system of school accountability that includes multiple measures. The district will continue to focus on the utilization of the SPF as a tool for accountability and school improvement.

2. School Improvement

States must continue to identify and provide more significant support to the lowest-performing schools. A new approach to identifying and intervening in these schools can be taken, with LEA leaders taking a more active role in proposing “evidence-based” intervention strategies for schools.

Implications for OUSD:

OUSD focuses on our lowest performing schools through the Elevation Network and school redesign process. OUSD is studying “evidence-based” strategies that are demonstrating success and seeking to replicate successful strategies through the Call for Quality Schools process. In addition, the Next Generation Learning



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Challenge schools focused on personalized learning are schools we are leveraging philanthropic investment to scale innovation and improvement.

3. Educator Evaluation

ESSA eliminates the “highly qualified teacher” requirement that was a part of No Child Left Behind. The new law requires equitable distribution of effective educators and a definition of effectiveness for several grant programs.

Implications for OUSD:

OUSD has focused on Educator Effectiveness through the Teacher Growth and Development System (TGDS) and the Leadership Growth and Development System (LGDS) over the last three years. The systems and tools developed in collaboration with OEA and UAOS clearly communicate the vision for educator effectiveness in OUSD. OUSD will continue to refine our current approach to educator evaluation in collaboration with OEA and UAOS. CDE has not yet announced any changes to educator evaluations as a result of the federal government no longer mandating (though ESEA waivers) that evaluations include student performance as a factor.

4. Assessments, Funding, and Other Major Areas

ESSA continues the requirement that states administer annual assessments in grades 3-8 and high school. Ninety-five percent of students in tested grades must still participate. ESSA includes new flexibility for high school assessment and provides new funding for assessment audits. It also provides for greater flexibility with Title I and consolidated Title IV funds.

Implications for OUSD:

OUSD will continue to encourage high participation rates on state assessments and continue to use the Smarter Balanced assessments for Math and English Language Arts in grades 3-8 and 11. The grade 11 SBAC is used by the California Community College system and the California State University system as the Early Assessment Program. A student who scores Standard Exceeded on the grade 11 SBAC ELA and/or Math is considered to be ready for college-level work in English and/or Math and is exempt from taking placement tests, and can register for college degree-bearing courses without needing to take remedial courses. A student who scores Standard Met on the grade 11 SBAC ELA and/or Math is considered to be conditionally ready and is exempt from taking placement tests. However, this student with conditional status must take an approved English or Math course in grade 12 and receive a grade of “C” or better.

Last year, OUSD convened an Assessment Lead Team in order to do its own assessment audit. The purpose of the cross-departmental group was to study the quality of district-required assessments and to look at alternative assessments. The team conducted five focus groups of teachers to hear from the experience of educators as it relates to Assessment in OUSD. As a result of the Assessment Lead Team audit, schools were given greater flexibility in creating assessment calendars that reflected the teaching cycles at their schools. Fewer district



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assessments are required and more options for one-to-one assessment of our youngest learners were provided as a result of this work. With the new funding provided for assessment audits under ESSA, OUSD hopes to deepen this work in an effort to ensure our assessments are meaningful and effective at improving instruction for all students. OUSD has identified a need for high-quality, Common Core aligned, formative assessments to drive instruction.

For additional information

<http://www.ed.gov/essa>

<http://coredistricts.org/school-quality-improvement-system-waiver>

OUSD Tier I schools California Department of Education

<http://www.cde.ca.gov/sp/sw/t1/sigc4elig.asp>