

The logo for ESSA (Every Student Succeeds Act) features the acronym "ESSA" in a bold, blue, sans-serif font. It is enclosed within a thin, yellow, oval-shaped border. Below the oval, the phrase "THE CALIFORNIA WAY" is written in a smaller, blue, sans-serif font, with a small yellow arrow pointing to the right.

ESSA

THE CALIFORNIA WAY

California and the Every Student Succeeds Act

ESSA Regional Meetings

February 2017



CALIFORNIA DEPARTMENT OF EDUCATION

Tom Torlakson, State Superintendent of Public Instruction

ESSA State Plan Update

- It has been a year since the Every Student Succeeds Act (ESSA) became law.
- Since this time the U.S. Department of Education (ED) has:
 - Released more than a dozen guidance documents
 - Issued regulations – new final regulations were released November 28th and December 7
 - Adopted a final Consolidated State Plan template, which includes:
 - Long-term Goals
 - Consultation and Performance Management
 - Academic Assessments
 - Accountability, Support, and Improvement for Schools
 - Supporting Excellent Educators
 - Supporting All Students

TOM TORLAKSON
State Superintendent
of Public Instruction



ESSA

THE CALIFORNIA WAY

Lessons from No Child Left Behind

This...



Not This...



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State Superintendent
of Public Instruction



ESSA State Plan Guiding Principles

- Goal: Create a single, coherent system that avoids the complexities of having separate state and federal accountability structures.
- Ensure that state priorities and direction lead the plan with opportunities in the ESSA leveraged to assist in accomplishing goals and objectives.
- Refresh applications, plans, and commitments to ensure that LEAs are evidencing alignment of federal funds to state and local priorities.
- Use the ESSA State Plan to draw further focus to California's commitment to the implementation of rigorous state standards, equity, local control, performance, and continuous improvement.
- Leverage state administrative funds to realign CDE operations to state priorities.
- Strategically approach state-allowed reservations from Title programs to further state priorities.

TOM TORLAKSON
State Superintendent
of Public Instruction



California's ESSA State Plan Framework

Key Questions Addressed by the Plan

- What is the **purpose** and **focus** of the plan as it pertains to maximizing the impact of federal funds?
- What are the State's **academic standards** and **assessments** that provide a point of reference for other elements in the plan?
- How will the State **provide funds** to local educational agencies to further the goals identified in the plan?
- How is **educator equity** supported?
- How are the needs of **English learners** met?
- How is **progress** towards state goals **measured** and **addressed**?
- How will funds to meet stated goals be **monitored**?
- How will **schools** in need of **assistance** be identified?
- What **assistance** will be provided to support **continuous improvement**?

TOM TORLAKSON
State Superintendent
of Public Instruction



Today's Agenda

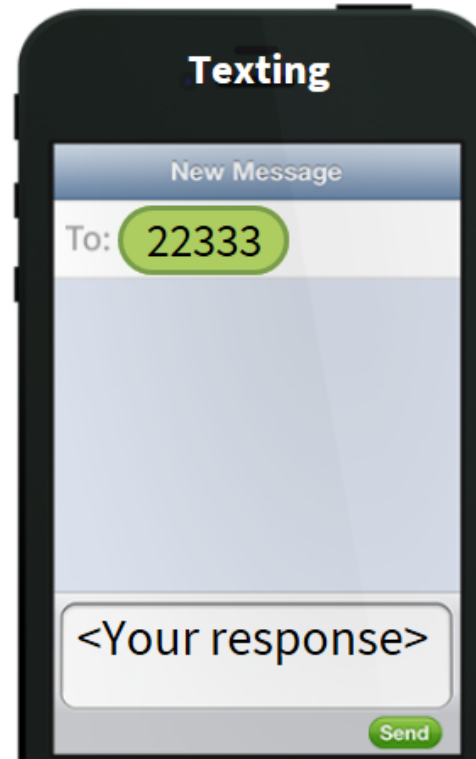
- Five sessions
 - Accountability and continuous improvement
 - Educator equity
 - English learner reclassification
 - School leadership
 - School improvement
- Facilitated discussion and opportunity to provide feedback for each session

Webinar materials are available at:
<http://bit.ly/2knoFO1>

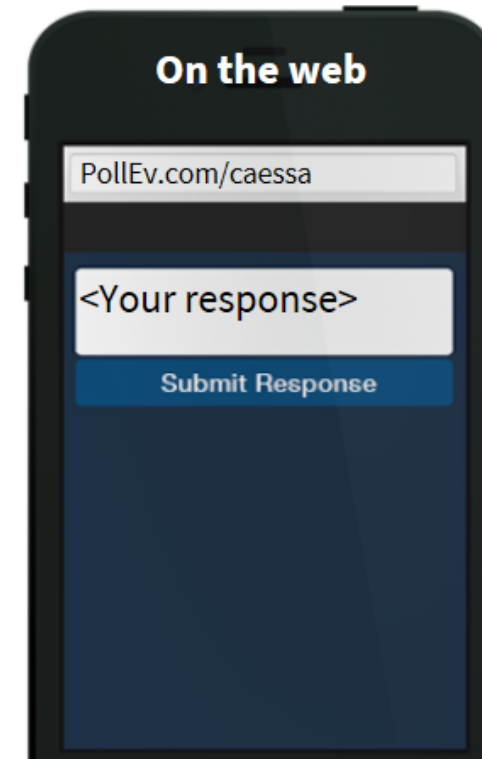
Poll Everywhere

 When poll is active, respond at **PollEv.com/caessa**  Text **CAESSA** to **22333** once to join

Texting



On the web



Total Results: 0

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State Superintendent
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If you would like to provide additional comments after the webinar, please use the input survey available at: <http://bit.ly/2keW4ud>

California's Accountability and Continuous Improvement System

Every Student Succeeds Act Stakeholder Policy Feedback Session

Melanie Schoeppe

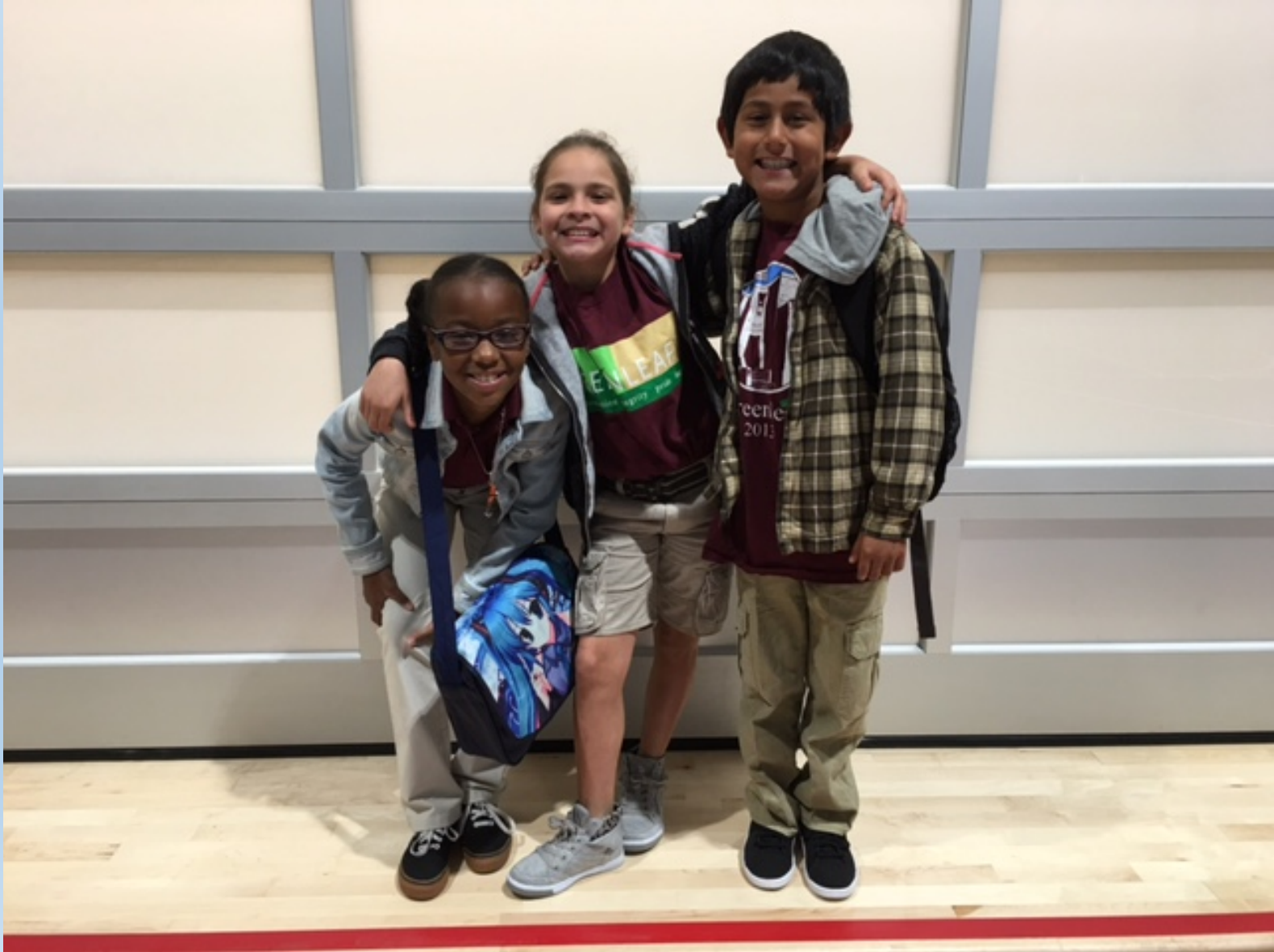
February 2017



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State Superintendent of Public Instruction

Today's Focus

- Review our Accountability and Continuous Improvement System
- Discuss goal setting and identifying schools for support under ESSA



Accountability and Continuous Improvement System

- Leadership at all levels focused on improving outcomes for students over time
- Local Control and Accountability Plan (LCAP)
- California School Dashboard
- Support and Assistance System established by Local Control Funding Formula (LCFF)

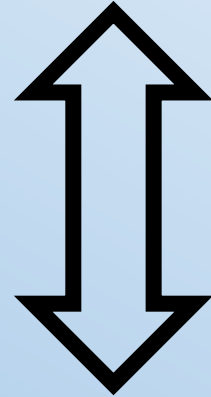
State Indicators

- Chronic Absenteeism (Priority 5)
- Suspension Rate (Priority 6)
- English Learner Progress (Priority 4)
- Graduation Rates (Priority 5)
- College/Career Readiness (Priorities 7 & 8)
- English Language Arts Assessment (Priority 4)
- Math Assessment (Priority 4)

State Performance Levels








Highest



Lowest

State Indicators with Performance Levels

State Indicators	All Students Performance
Chronic Absenteeism	N/A
Suspension Rate (K-12)	
English Learner Progress (K-12)	
Graduation Rate (9-12)	
College & Career	N/A
English Language Arts (K-8)	
Mathematics (K-8)	

Overview of the California Model

- **Status (outcome)** is based on the *current* year performance.
- **Change (improvement)** is the difference between performance from the *prior* year and *current* year, or between the current year and a multi-year average—if available.
- **A five-by five-reference chart** combines status with change to produce a performance level.

Five-By-Reference Chart

Change

	Change					
Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
Status	Very High	Yellow	Blue	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Median	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Orange	Yellow

Measuring Progress

- What are the advantages and disadvantages of measuring progress towards a color or within a color?

Range Within a Color

GRADUATION RATE (All LEAs with a High School)		CHANGE (PRIOR 3 YEARS)				
		Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
STATUS (2014-15)	Very High 93% or greater		Blue	Blue	Blue	Blue
	High 90% to less than 93%	Orange	Yellow	Green	Green	Blue
	Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67%	Red	Red	Red	Red	Red

Identifying Schools for Support

- When identifying the lowest five percent of schools, potentially schools with red and/or orange for all indicators will be eligible for support.
- What should the State consider in determining the rest of the eligible schools?

Identifying Schools Continued

- What are the advantages of giving equal weight to each indicator?
- What are the advantages of some indicators having more weight than others?
- Which indicator should have more weight?

Thank You!

- Melanie Schoeppe: Mschoeppe@cde.ca.gov

Stakeholder Feedback
Policy Input Meetings

Every Student Succeeds Act (ESSA)

Educator Equity

February 2017

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TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

ESSA Statute SECTION. 2101(d)(3).

“(3) CONSULTATION.—In developing the State application under this subsection, a State shall—

(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a State that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title.”



The California Way

The California Way rests on the belief that educators want to excel, trusts them to improve when given the proper support, and provides local schools and districts with the leeway and flexibility to deploy resources so they can improve.



A Blueprint For Great Schools Version 2.0



ESSA- Equitable Access to Excellent Educators

Section 1111 (g)(1)(B) requires our State plan to describe:

how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency



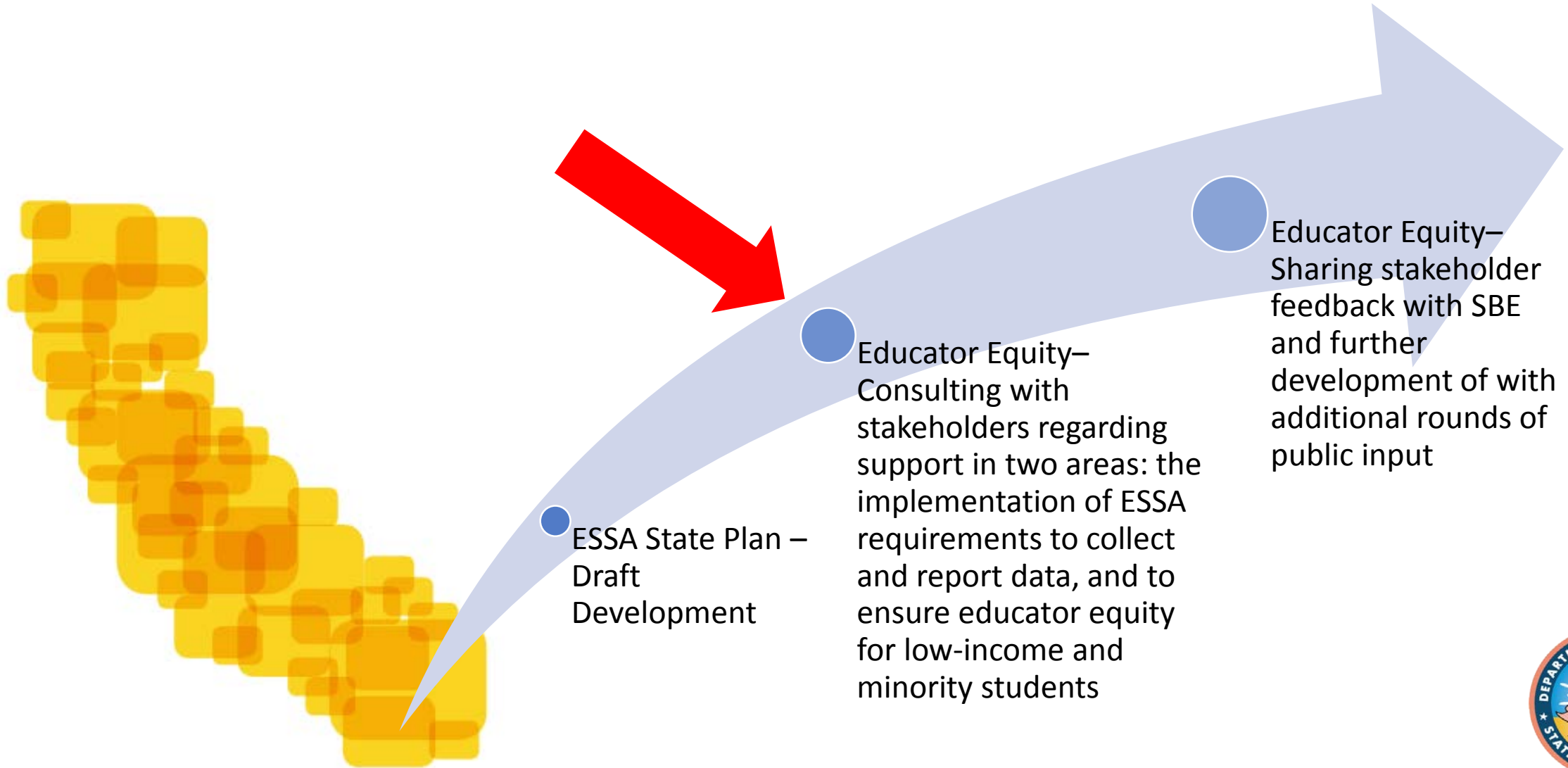
ESSA – The California Way

We are seeking your input on two very important policy decisions:

1. How should the State support the implementation of ESSA's requirement to collect and report data on teacher effectiveness?
2. How should LEAs be supported to ensure that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers?



Where are we now? Where are we headed?



Educator Equity Fact Sheet

Overview:

- ESSA to NCLB
- Educational equity as a priority in California
- CA Education Code sections 44660–44665 (Stull Act)
- Brief overview of State’s prior monitoring and technical assistance through the CMIS program
- Data collection through CALPADS
- LCFF and the 10 State Priorities
- Relevant ESSA and California Education Code statutes



ESSA – The California Way

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**Presentation for:
ESSA State Plan
Stakeholder Policy Input
Meetings**



Every Student Succeeds Act (ESSA)

Reclassification of English Learners

February 2017

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Reclassification of ELs

California *Education Code* Section 313(f)

The reclassification procedures developed by the department shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

- (1) Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
- (2) Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
- (3) Parental opinion and consultation.
- (4) Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Reclassification of ELs

- The reclassification criteria are further clarified in the *California Code of Regulations*, Title 5, Section 11303
- The 2016–17 and 2017–18 California English Language Development Test (CELDT) Information Guide also outlines guidelines for local educational agencies to use when establishing local reclassification policy

Reclassification of ELs

- The CST and CAHSEE were two assessments that were commonly used by LEAs in regards to the fourth criterion
- Since both of these assessments have recently been ended by legislation, LEAs have varied widely across the state in their exit procedures

Reclassification of ELs

What type of guidance and support would be helpful from the State as it relates to local criteria for identifying and determining exit criteria for English learners?

Reclassification of ELs

What options are available to the SBE?

- **Option 1:** Continue with the current implementation plan regarding reclassification of ELs, which means waiting for:
 - *EC* Section 313(f) to be amended by California Legislature
 - Federal regulations to be finalized
 - The ELPAC to become fully operational in 2018-19

Reclassification of ELs

What options are available to the SBE?

- **Option 2:** Not continue with the current implementation plan regarding reclassification of ELs, which means possibly:
 - Further clarifying 5 *CCR* 11303
 - Issuing additional letters of guidance to the field
 - Updating the reclassification guidelines in the 2016-17 and 2017-18 CELDT guide to further aid districts in implementing more uniform exit procedures across the state

Reclassification of ELs

Option:

Continue current implementation plan

Pros

Cons

**Presentation for:
ESSA State Plan
Stakeholder Policy Input
Meetings**



Every Student Succeeds Act (ESSA)

**Supporting Principals
and Other School
Leaders**

February 2017

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ESSA – Supporting Principals and Other School Leaders

(ESSA) expands opportunities for local education agencies (LEAs) and state education agencies (SEAs) to integrate the titles using common threads - one of which includes school leadership.

ESSA Section 8101 (44) SCHOOL LEADER

The term “school leader” means a **principal, assistant principal, or other individual** who is—

- (A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and
- (B) **responsible for the daily instructional leadership and managerial operations** in the elementary school or secondary school building.

ESSA Section 2101(c)(3) PRINCIPALS OR OTHER SCHOOL LEADERS

ESSA Section 2101(c)(3) PRINCIPALS OR OTHER SCHOOL LEADERS – a State educational agency may reserve not more than 3 percent of the amount reserved for subgrants to local education agencies under paragraph (1) for one or more of the activities for principals or other school leaders that are described in paragraph (4).

Supporting Principals and Other School Leaders

Research continues to demonstrate that strong, focused school-site leadership is a critical component in student and school success, including school improvement and parent engagement.

ESSA – Supporting Principals and Other School Leaders

Should California establish a statewide system of support for school leadership?

Pros

Cons



School Improvement

Every Student Succeeds Act Stakeholder Policy Feedback

Lori Marshall, Interim Director
Linda Moscatelli, Education Programs Consultant
Improvement and Accountability Division
California Department of Education



TOM TORLAKSON
State Superintendent
of Public Instruction

School Improvement: Support for Low-performing Schools

The Every Student Succeeds Act (ESSA) requires states to identify and provide additional supports to their lowest performing schools. California must describe how it will support school improvement activities in its ESSA State Plan.

Two Policy Questions:

- What is the most effective approach for distributing funds to support school improvement activities?
- Which method should California use to fund school improvement activities?



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School Improvement: Support for Low-performing Schools

Two new designations for school improvement:

- Comprehensive Support and Improvement (CSI) (2018–19)
- Targeted Support and Improvement (TSI) (2019–20)



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School Improvement: Support for Low-performing Schools

- Under the ESSA, states are now required to reserve seven percent of Title I, Part A funds to support low-performing schools.
- Ninety-five percent of the school improvement reservation must be allocated to local educational agencies (LEA) with at least one school identified for CSI or TSI.

How do we spend the money?



TOM TORLAKSON
State Superintendent
of Public Instruction

School Improvement: Support for Low-performing Schools

LEA

- School district with school/s/ identified for CSI/TSI
- County office of education with a school identified for CSI/TSI
- Direct funded charter school identified for CSI/TSI

LEA or other

- Consortia/Consortium (school districts, county office of education regional leads, etc.)
- Educational service agency (regional multi-service agency)
- For profit or not-for-profit agency

Now, Let's Head to the Polls...

After the webinar...

If you would like to provide additional comments after the webinar, please use the input survey available at:

<http://bit.ly/2keW4ud>

Visit the ESSA Web page at <http://www.cde.ca.gov/essa>.

Please send questions and comments to ESSA@cde.ca.gov.

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