

# Every Student Succeeds Act (ESSA)

Fall Title I & Title IIA Statewide Conference  
November 3, 2016

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**



# Goals of this presentation

- 1. Provide an overview** of the federal Every Student Succeeds Act (ESSA), including:
  - ★ Programs authorized under the law
  - ★ Anticipated funding levels for Massachusetts
- 2. Highlight key changes** under the law to Title I and Title IIA
- 3. Discuss projected timeline and steps for transitioning** to the requirements of the new law by the beginning of SY2017-18, including development of consolidated state plan



# What is ESSA?

- ★ ESSA comprises nine “Titles”, the majority of which provide funding to states and school districts
  - ★ 2017-18 school year = first year of funding under ESSA
- ★ In return for funding, states and school districts must comply with requirements of the law



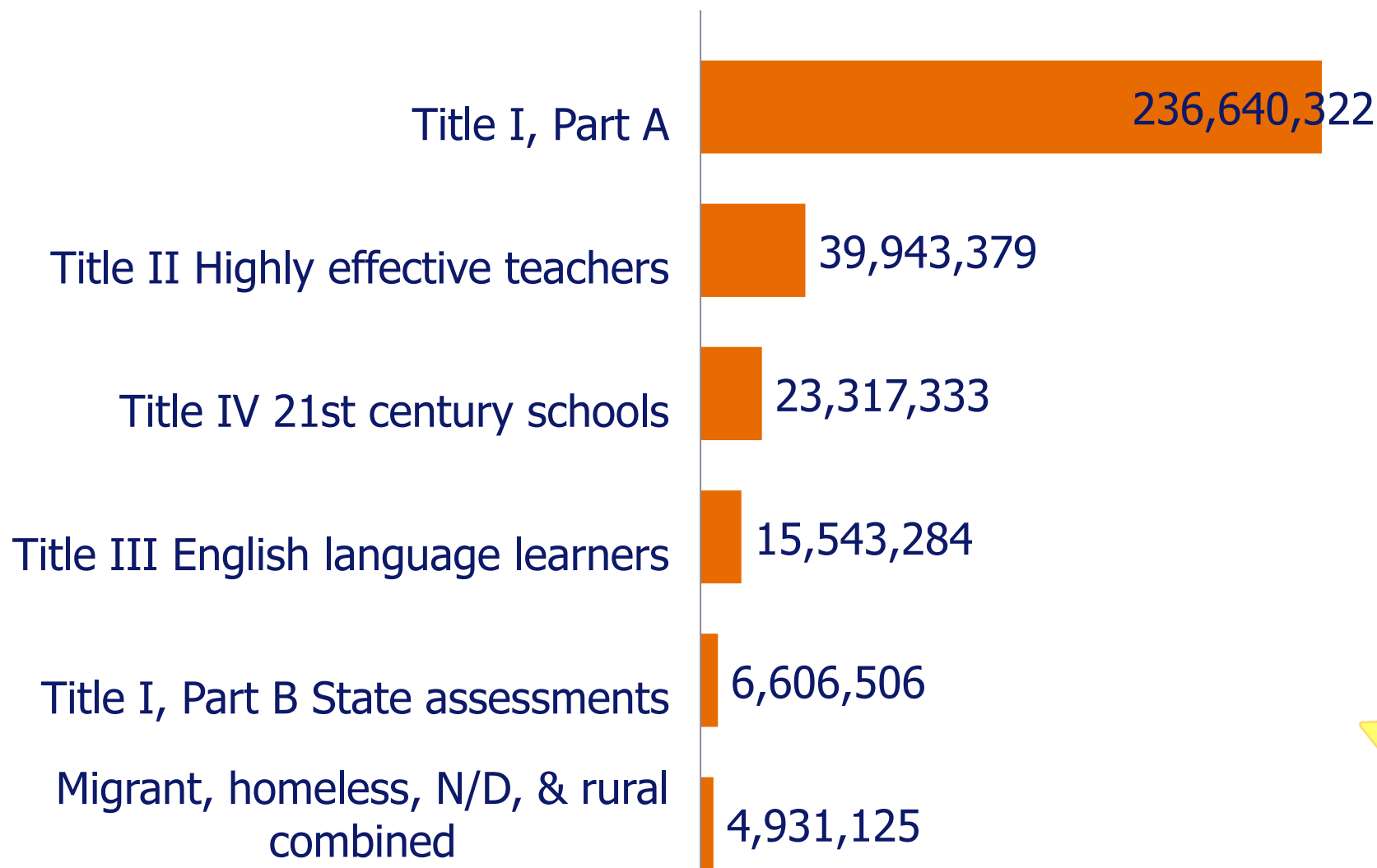
# What programs does ESSA authorize?

Title	Description
<b>Title I</b>	<b>Improving the academic achievement of the disadvantaged</b>
Title I, Part A	Improving basic programs operated by LEAs
Title I, Part B	State assessment grants
Title I, Part C	Education of migratory children
Title I, Part D	Programs for neglected, delinquent, or at-risk children & youth
Title I, Part E	Flexibility for equitable per-pupil funding
Title I, Part F	General provisions
<b>Title II</b>	<b>Preparing, training &amp; recruiting high-quality teachers, principals, or other school leaders</b>
Title II, Part A	Supporting effective instruction
Title II, Part B	National activities
<b>Title III</b>	<b>Language instruction for English learners &amp; immigrant students</b>

# What programs does ESSA authorize?

Title	Description
<b>Title IV</b>	<b>21<sup>st</sup> century schools</b>
Title IV, Part A	Student support & academic enrichment grants [NEW]
Title IV, Part B	21 <sup>st</sup> century community learning centers
Title IV, Part C	Expanding opportunity through quality charter schools
Title IV, Part D	Magnet schools assistance
Title IV, Part E	Family engagement in education programs
Title IV, Part F	National activities
<b>Title V</b>	<b>Flexibility &amp; accountability</b>
<b>Title VI</b>	<b>Indian, Native Hawaiian, &amp; Alaska Native education</b>
<b>Title VII</b>	<b>Impact Aid</b>
<b>Title VIII</b>	<b>General provisions</b>
<b>Title IX</b>	<b>Education for the homeless and other laws</b>
Title IX, Part A	Homeless children and youths
Title IX, Part B	Miscellaneous; other laws including preschool grants

# Initial MA funding estimates under ESSA



FFY2017 (school year 2017-18) estimates, as of July 2016



# How will ESSA funding impact MA?

- ★ Initial estimates for SY2017-18 (first year of ESSA implementation) compared to SY2016-17 indicate:
  - ★ 27 percent increase in Title IV 21st Century Schools
  - ★ 7 percent increase in Title III English Learners
  - ★ 3 percent decrease in Title II Effective Instruction
  - ★ 1 percent increase in Title I
- ★ Flat funding across all ESSA programs combined



# ESSA & TITLE I

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# Key Title I changes

1. Accountability system design
2. Allowable uses
3. Supplement not supplant demonstration
4. Schoolwide program waivers
5. Equitable services for private schools
6. Children & youth in foster care
7. Allocations
8. Transferability (“flexing”)



# Accountability & assistance under ESSA

- ★ Maintains NCLB's annual testing requirements
- ★ Requires system of "annual meaningful differentiation" for all public schools
  - ★ Long-term goals & measures of interim progress, for all students and subgroups
    - ★ Including test-based proficiency, *English language proficiency*, graduation rates, and indicator of "*school quality or student success*"
    - ★ May incorporate growth
  - ★ Identification of & intervention in lowest performing 5 percent of schools & high schools with graduation rates below 67%
  - ★ Identification of & support for schools with low performing subgroups



# Accountability transition timeline



April - July 2016	July - October 2016	October - December 2016	December 2016 - March 2017
<b><i>Listening</i></b>	<b><i>Modeling</i></b>	<b><i>Listening</i></b>	<b><i>Revising</i></b>
External stakeholders	ESE staff	External stakeholders	External stakeholders
ESE staff	BESE	ESE staff	ESE staff BESE



# Title I – Allowable uses

## ★ Emphasis on:

- ★ Well-rounded education
- ★ Early childhood programs, and transition from PK to elementary school
- ★ Dual- or concurrent-enrollment programs in secondary schools
- ★ Such supports as behavioral, counseling, & mental health programs, mentoring, access to advanced coursework (Schoolwide programs)
- ★ “Evidence-based” supports & interventions



# Title I – Supplement not supplant

- ★ Title I funds must still supplement, and not supplant, state and local spending
- ★ But method for testing compliance has changed - no more individual cost test
- ★ District must instead demonstrate that methodology used to allocate state & local funds to Title I schools results in each Title I school receiving state & local funding it would receive if not a Title I school



# Title I – Schoolwide program waivers

- ★ State may waive 40% poverty threshold for Schoolwide programs upon request and demonstration that Schoolwide program would best serve needs of students



# Title I – Equitable services

- ★ Proportional share of funds for private school services calculated based on total amount of district grant, before any reservations
  - ★ May be calculated annually or every two years
- ★ State required to notify private schools of amounts available to support equitable services in each district
- ★ State required to identify ombudsman to oversee equitable services for private schools



# Title I – Children and youth in foster care

- ★ ESSA requires ESE and districts to work collaboratively with Department of Children and Families (DCF) to ensure educational stability for children in foster care
- ★ Title I districts must:
  - ★ Designate a foster care point of contact to work with DCF point of contact
  - ★ Allow a student in foster care to remain in school of origin, if it is in student's best interest to do so
  - ★ If student in foster care does not remain in school of origin, enroll student immediately without requiring usual records
  - ★ Work collaboratively with DCF to determine procedures and funding for transportation of students remaining in school of origin
- ★ Foster care provisions take effect 12/10/16





# Title I – Allocations

- ★ Structure for formula grants is unchanged but approach to funding low performing schools will change
  - ★ Increase state reservation for Title I school improvement from 4 percent to 7 percent
  - ★ Turnaround grant funding from USED eliminated
  - ★ For FY18 (year 1 of ESSA), hold harmless for district Title I allocations is suspended – hold harmless returns beginning in FY19
- ★ ESE will share preliminary FY18 Title I allocations with districts in spring 2017



# Transferability (“flexing”)

★ Beginning in FY18, districts will be able to transfer up to 100 percent of:

1. Title IIA or Title IVA (new student support grant) funds **into**:

★ Title I

★ Title III

★ Title V Rural Education Grants \*

2. Title IVA **into** Title IIA, or vice versa

★ Flexing out of Title I, III, or V is not allowed

\* Only a small number of MA districts are eligible for Rural Education Grants

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# ESSA & TITLE IIA

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# Key Title IIA changes

1. Definition of professional development
2. Allowable uses
3. Flexing
4. “Evidence-based” practices
5. Highly Qualified Teacher “HQT” requirements
6. Grant applications
7. Allocations
8. Equitable services for private schools



# Title IIA – What “PD” means

- ★ USED definition of professional development now more closely aligns with MA definition
- ★ Refers to activities that are:
  - ★ Sustained (not stand-alone, one-day, or short-term workshops)
  - ★ Intensive
  - ★ Collaborative
  - ★ Job-embedded
  - ★ Data-driven
  - ★ Classroom-focused

*Section 8101(42)*



# Title IIA – Allowable uses

- ★ Uses of TIIA allocations can now include:
  - ★ PD for *all* educators, **not only core academic teachers**
  - ★ Training for leaders, teachers and paraprofessionals serving **early childhood education**
  - ★ Stipends and/or substitute coverage that allows **collaborative educator work** (planning, observations, **curriculum writing**)
  - ★ Districts **strongly encouraged** to use funds for mentoring and to address inequities in subgroups' access to excellent educators



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# Title IIA – Based in evidence

- ★ State can require that PD and Class-Size Reduction be “evidence-based”

*Section 2103(b)(3)(D) and (E)*

- ★ For example, can be based on student growth and/or educator performance data
- ★ Federal guidance notes: “many class size and professional development activities have resulted in negligible impacts for many students” *p. 32*





# Title IIA – Highly Qualified Teacher

- ★ Meeting requirements for a “Highly Qualified Teacher” no longer applies under ESSA
- ★ No longer required to notify parents if a teacher is not HQT
  - ★ Districts must notify parents that they may request information on professional qualifications of teachers & paraprofessionals, as appropriate



# Title IIA – Allocations

- ★ 3% for principal and school leader support
  - ★ In general, used for work on principals and other school leaders
  - ★ Primarily sent back to districts in the form of competitive grants



# Title IIA – Private school participation

- ★ Beginning in FY18, equitable share for private schools will be a **proportion of total LEA allocation**
- ★ Does not matter how the LEA uses its allocation, including if the LEA uses it for flexing, program administration, or Class-Size Reduction



# How will ESE transition to the new law?

- ★ Planning and transition now through 2016-17
- ★ Full implementation of the law during 2017-18

- ★ Anticipated timeline & major activities for ESE

Spring/Summer 2016	Fall/Winter 2016	Fall 2017
Gather input, opinions, & advice from broad range of stakeholders	Continue communication with stakeholders	Implement changes
Hold internal planning discussions	Finalize proposed plans	

- ★ U.S. Department of Education has begun regulatory process
- ★ ESE plans to submit consolidated state plan in March 2017





# For more information

Massachusetts ESSA website: [www.mass.gov/ese/essa](http://www.mass.gov/ese/essa)

U.S. Dept of Education ESSA website: [www.ed.gov/ESSA](http://www.ed.gov/ESSA)  
- Guidance, proposed regulations, and other materials

Title I team e-mail: [titlei@doe.mass.edu](mailto:titlei@doe.mass.edu)

Title IIA team e-mail: [TitleIIAGrants@doe.mass.edu](mailto:TitleIIAGrants@doe.mass.edu)

