



Every Student Succeeds Act (ESSA) State Panel

Summer Forum 2017

Forum Joint Session

Sunday, July 30, 2017

Panelists

■ Jan Petro

- Colorado Department of Education

■ Ray Martin

- Connecticut Department of Education

■ Peter Tamayo

- Washington State Office of Superintendent of Public Instruction

■ Dean Folkers

- Nebraska Department of Education

Colorado ESSA

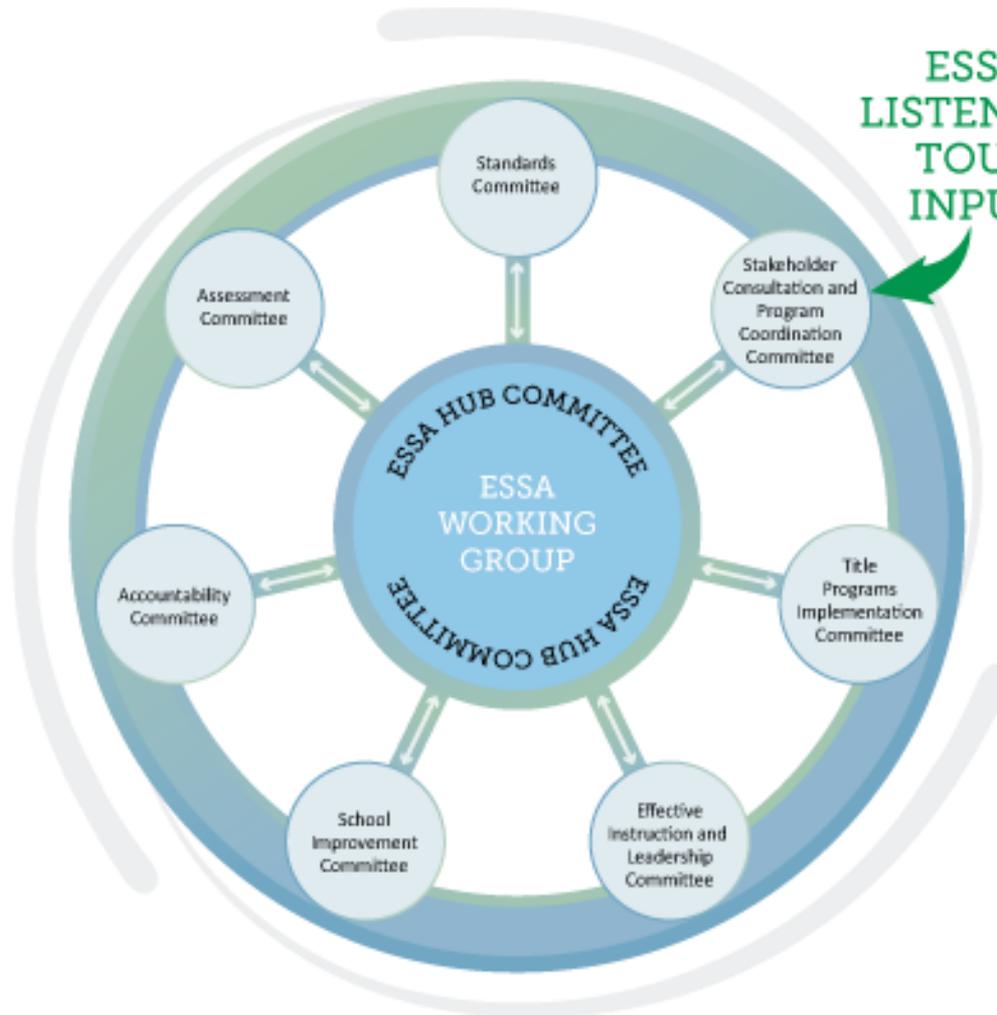
Jan Petro

Colorado Department of Education

Milestones of Plan Development

- February – July 2016 Statewide Listening Tour
 - 1,500 attendees
 - Over 3,800 comments
 - 180 meetings
- July – December 2016 Hub and Spoke Committee Process
 - Provide recommendations on content specific decision points
 - Identify possible areas for additional flexibility in state legislation
 - Draft, review, and revise sections of Colorado’s ESSA State Plan
 - Propose responses to and provide justifications for decisions made concerning stakeholder feedback; and,
 - Present and submit draft sections, recommendations, and summaries of the ESSA state plan work to the Hub committee.
- January – April 2017 CDE staff finalized state plan
- May 1, 2017 - Submitted Colorado’s plan to USDE

ESSA State Plan Development



APPROVAL*

- Colorado Department of Education
- Governor's Office
- State Board of Education
- ESSA Committee of Practitioners

* List of approvers is dictated in the federal law.

CRITICAL PARTNERSHIPS FOR INPUT THROUGHOUT THE PROCESS

- General Assembly
- School Districts
- Education organizations
- Advocacy Groups
- Parents, students & community

Proposed Changes

Schools Identified for Improvement

■ Comprehensive Support

- Lowest performing 5 percent of Title I schools and high schools with graduation rates below 67 percent
- Any Title I schools that have been labeled as consistently and chronically underperforming
 - not meeting expectations on any of the indicators in the accountability system for three consecutive years for that student group

■ Targeted Support

- Any schools with consistently underperforming student groups, defined as not meeting expectations on at least three indicators in the accountability system, will be identified for targeted support and improvement.
- New process for matching supports to schools needs

Measure of School Quality or Student Success

- Other indicator - reduction of chronic absenteeism for elementary and middle school students
 - requires updated state legislation

Proposed Changes

- Participation rates of under 95
 - Address participation data as part of their Unified Improvement Plan
 - Accountability ratings lowered if rates fall below 95 percent in two or more content areas.
 - Accountability participation rates will not include parental excusals.

Equitable Distribution of Educators

- Inexperienced teacher - 0-2 years of K-12 teaching experience
- Ineffective educator - received a rating of “Ineffective” or “Partially Effective” based on Colorado’s Educator Quality Standards
- Out-of-field teacher will not hold at least one in the subject area:
 - Endorsement on a Colorado teaching license
 - Degree (B.A. or higher)
 - 36 semester hours
 - Passing score on State Board of Education approved content exam

Including LEAs in the Process

■ Statewide Listening Tour

- 7 sites across Colorado, 1 virtual
- 1,500 attendees
- Over 3,800 comments
- 180 meetings

■ Hub and Spoke Committee Process

- 130 community members
- Hub – 20 representatives from SBE, legislature, educational organizations
- Spokes
 - Stakeholder Consultation
 - Standards
 - Assessments
 - Accountability
 - School Improvement
 - Effective Instruction and Leadership
 - Title Programs and Implementation

Best Practices and Lessons Learned

■ Best Practices

- Broad outreach and engagement
- Constituents felt that CDE listened to them
- Multi-step process with expansive representation at every step
- Monthly ESSA newsletter
- Worked concurrently with Hub and State Board of Education

■ Lessons Learned

- Better publicize Listening Tour meetings
- Listening Tour questions could have been more focused
- Manage expectations
- Clear and consistent communication to know there is unanimous support of the final product

Connecticut ESSA

Ray Martin
Connecticut Department of Education

Setting the Stage

Where Connecticut Was in 2016

- New Accountability System under ESEA Waiver Process (2015)
 - Broadened System Elements
 - Arts, PE, College and Career Readiness, Chronic Absenteeism, Post-Secondary Entrance, and more
 - Switch to SAT for High School ELA and Mathematics
 - Addition of “High Needs” super group
- New Educator Equity Plan (2015)
 - Planning, Outreach and Determination of New Metrics
- Connecticut State Board of Education Five-Year Plan
 - Outreach and Planning Underway

Milestones of Plan Development

- The Head Start - Existing Work Aligned
- August 2016 ESSA Website
- Public and Field Engagement
 - Survey (English and Spanish)
 - Social Media (Facebooks and Twitter)
 - Email list-serves
 - News Releases
- Commissioner's Round Tables
- Draft Public Comment
- Plan Submitted April 7, 2017

Proposed Changes

- Long-term growth goals
 - ESEA Waiver System did not set Growth Goals
 - Long Term Growth Goals of 2029-30 with Three Interim Goals, in
 - Mathematics (100% Growth Target)
 - ELA (100% Growth Target)
 - Graduation Rate (94% Growth Target)
- Growth toward English language proficiency for English learners
 - In Progress will be added to Accountability model when sufficient data available
- Return to Full-Subgroup Reporting (CT super group of “High Needs” remains though)
- Revision of CT Educator Quality Metrics
- Updated School Identification

Including LEAs in the Process

Head Start Work

- ESEA Waiver – Developing a new Accountability System
 - Focus Groups
 - Road Show
- Revised Educator Equity Plan (2015)
 - Stakeholder Group Meetings
 - LEAD CT Meetings
 - Public Comment (LEAs invited to comment)
- Five-Year Comprehensive Plan 2016-2021
 - Outreach
 - Public Comment

Including LEAs in the Process

ESSA Outreach

- Commissioner's Excellence and Equity Tour
 - Regional Meetings and Roundtables (September 2016- December 2016)
- Partner Outreach/Focus Groups
 - November 2016- December 2016
 - 52 separate focus groups with over 450 attendees
- Department Newsletters
- Webinars Series for Superintendents and other LEA Leaders
 - June 2016- February 2017
- On-Line Survey of Public (including LEA staff)
 - November 2016- December 2016
 - Almost 7,000 respondents

Best Practices and Lessons Learned

- **Lesson #1** – Build on Good

Use what you have that is working well and build from there.

- **Lesson #2** – Listen the Field

No one has a monopoly on good ideas. There are wonderful and innovative people and ideas out there – use them.

- **Lesson #3** – Nothing is Forever

Build your plan with the expectation that things will change.

Washington ESSA

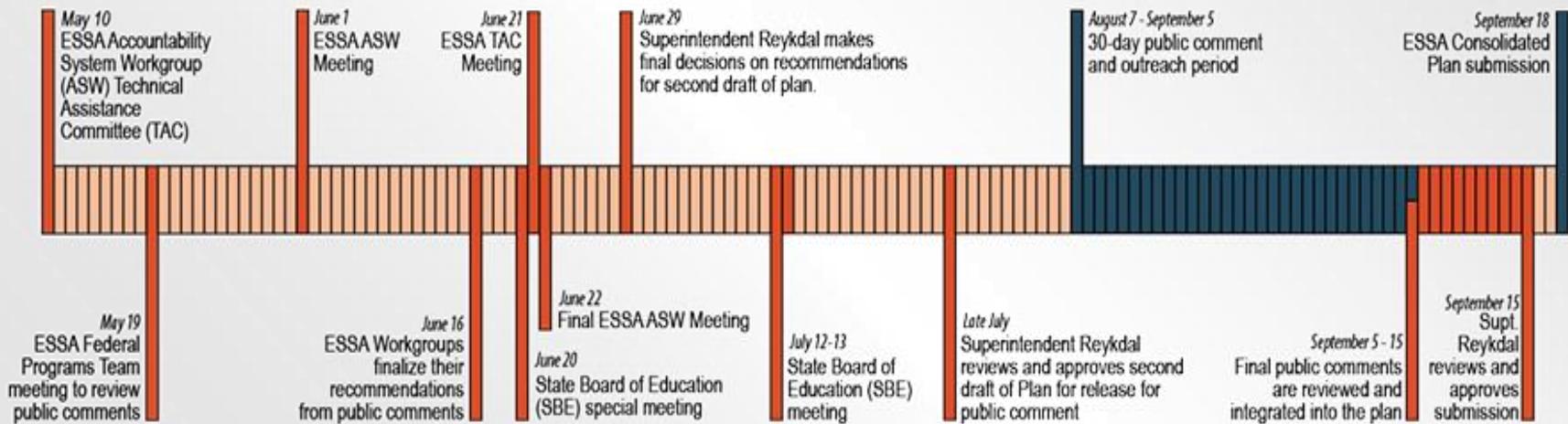
Peter Tamayo

Washington State

Office of Superintendent of Public Instruction

Milestones of Plan Development

Roadmap to ESSA Consolidated Plan Submission



Six Core Concepts

1. Long Term Goals and Measurement of Interim Progress
2. Consultation and Coordination
3. Challenging Academic Standards and Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

Areas of Proposed Changes

- 95% Participation
- Extended Graduation
- School Quality /School Success Indicators
 - Absenteeism
 - Dual Credit
 - 9th Graders on Track
- English Learner Progress
- Specific Weighting of Indicators
- Including Targeted Subgroups in Overall Score

Accountability

Academic Indicators

School Quality or Student Success

Elementary	Proficiency	Growth	English Learner Progress
Middle School	Proficiency	Growth	English Learner Progress
High School	Proficiency	Graduation Rate	English Learner Progress

Chronic Absenteeism
Chronic Absenteeism
Chronic Absenteeism
9 th Graders on Track
Advanced Course-Taking (dual credit)

Balance of all-students score with targeted subgroups



Stakeholder Engagement

The Plan describes how the state will use our new flexibility to support all students and address gaps for students that have been historically underserved by our education system. Additionally, the plan explains the state's accountability system, with a focus on supporting schools that need additional assistance.

Stakeholders include:

- Parents, Students
- Administrators, Teachers and other District Leadership
- Educational Service Districts
- Multiple Associations
- Non-profits and other Community Based Organizations

Best Practices and Lessons Learned

- Transparency is Key
 - Use multiple communication channels and feedback loops. Social Media has been prominent in our efforts
- Developing the state plan has been an iterative process. The journey is just as important as the product
- Be open to inviting people and groups into the process
- Work with other states in developing the plan. Borrow and modify elements to include in the plan
- Offer our successful practices and lessons to other States

Nebraska ESSA

Dean Folkers
Nebraska Department of Education

Nebraska's Journey

NEBRASKA'S ACCOUNTABILITY TIMELINE



Legislation

1998 • LB 1228 passes: Quality Education Accountability Act - Academic Standards
2000 • LB 812 passes: Measurable Model Academic Content Standards for at Least Three Grade Levels
2007 • LB 653 passes: Statewide School Assessment & Reporting System
2008 • LB 1157 passes: State Assessment & Technical Advisory Committee
2011 • LB637 passes: Postsecondary Institution Act, ACT Pilot Program
2012 • LB870 passes: NePAS First Phase - NSBoE to Establish Accountability System to measure performance of schools & districts
2014 • LB438 passes: Designation of no more than three priority schools based on school classification
 LB697 passes: Extension of ACT Pilot Program
2015 • LB525 passes: Update Academic Content Standards every 7 years (instead of 5)
 President Obama signs S.1177 into law: Every Student Succeeds Act
2016 • LB1066 passes: Accountability system added to Governor's Technical Advisory Committee
 LB930 passes: NDE to Administer a College Entrance Exam instead of NeSA at the high school level


 The Nebraska Legislature is the supreme legislative body of the state of Nebraska. The legislature is officially unicameral and nonpartisan. With 49 members, it is the smallest legislature of any U.S. State. Sessions last for 90 working days in odd-numbered years and 60 working days in even-numbered years.



Accountability Activities

2011 • Nebraska State Board of Education (NSBoE) Accountability Committee
08/2012 • Nebraska Performance Accountability System (NePAS) Ranking of School Districts
05/2014 • NePAS Performance Classification Taskforce Established
07/2014 ADMIN DAYS NDE DAY
08/2014 • AQuESTT Accountability Framework Unveiled
01/2015 • Rule 10 Draft including AQuESTT Tenets approved
04/2015 AQuESTT CONFERENCE
03/2015 • NSBoE approves AQuESTT Classification
07/2015 ADMIN DAYS NDE DAY
08/2015 • Evidence-based Analysis (EBA) sent to Schools & Dist
10/2015 • AQuESTT Raw Classification
12/2015 • AQuESTT Final Classification
01/2016 • Priority School Planning
03/2016 • Assessment Vision and Plan
04/2016 AQuESTT CONFERENCE
07/2016 ADMIN DAYS NDE DAY
08/2016 • Priority School Plans approved
04/2017 AQuESTT CONFERENCE
06/2017 • Every Student Succeeds Act (ESSA) Public Draft available
09/2017 • ESSA Plan submitted to the United States Dept of Education
08/2017 • NSBoE authorizes ESSA Plan - Governor reviews ESSA Plan


 AQuESTT is Nebraska's next-generation accountability system that supports and rewards continuous improvement for every student, school, and educator. The result is an innovative approach that views each student holistically, classifies all schools, and provides opportunities for every Nebraskan to get involved.



Strategic Planning


 The Strategic Plan not only outlines the critical needs and strengths within the system, but also reflects innovative approaches to ensure each Nebraskan has equitable access to opportunities and are ready for success in postsecondary, career, and civic life.

06/2015 • Strategic Plan Internal Planning (NDE)
10/2015 • Strategic Plan Request for Proposals
01/2016 • Selection of FSG - Consulting Partner
02-05/2016 • Stakeholder Input
09/2016 • FSG Strategic Plan Report Draft
12/2016 • NSBoE adoption of the Strategic Plan

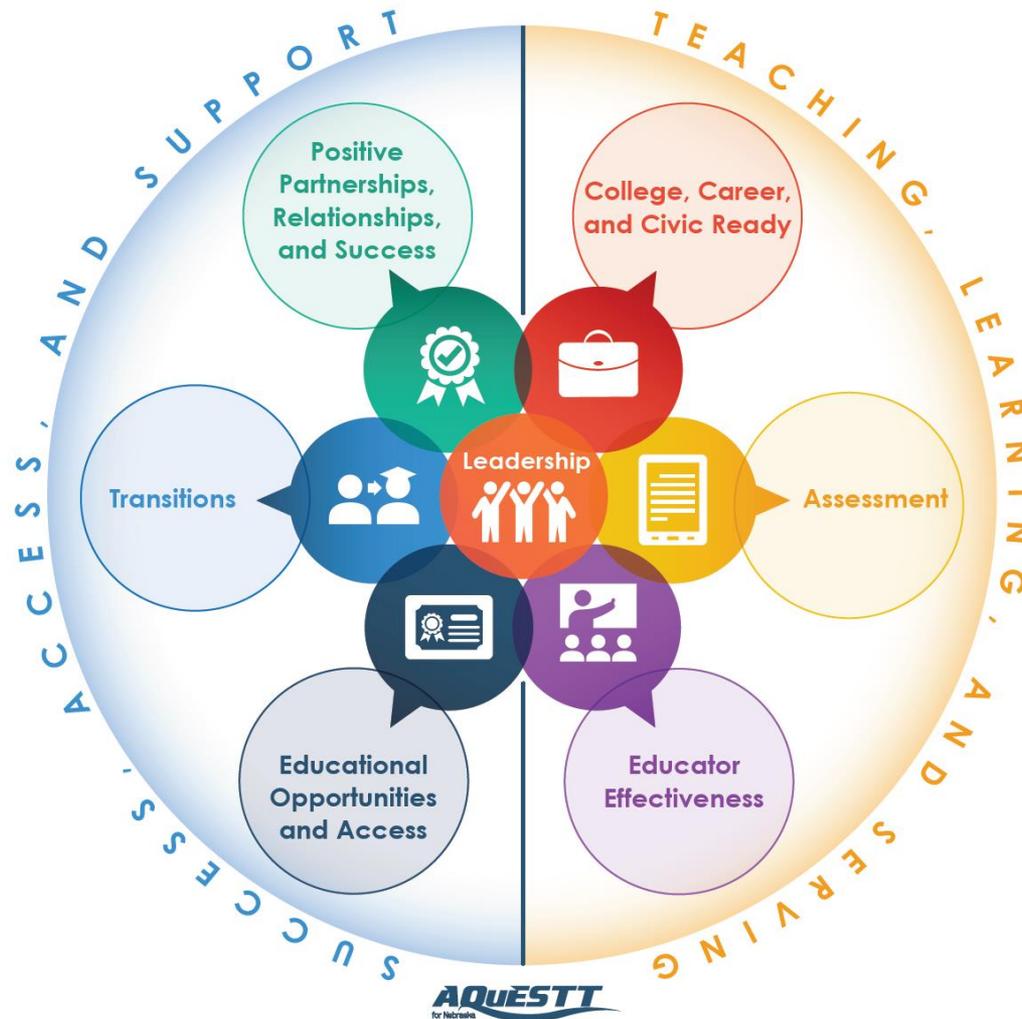


Stakeholder Engagement


 NDE is committed to collaborating with stakeholders, including educators, policymakers, and community members, to ensure coherent and thoughtful state-level implementation of ESSA.

09-10/2014 • AQuESTT Public Policy Forums
08/2015 • Evidence-based Analysis (EBA) sent to Schools & Districts
10/2015 • Policy Partner Joint Statement on Every Student Succeeds Act (ESEA)
10/2015 • NASB Fall School Board Forums - AQuESTT
02-05/2016 • FSG - Strategic Planning Stakeholder Engagement
3/2017 • ESSA Stakeholder Listening Sessions
ONGOING: → Educational Service Unit Professional Development Organization (ESUPDO) Meetings
 Nebraska Career & Technical Education Stakeholder Engagement
 Technical Advisory Committee Meetings
 Metropolitan Omaha Educational Consortium (MOEC) Sessions

Nebraska's Foundation



AQuESTT Tenets

In the Success, Access, and Support Domain



Positive Partnerships and Student Success – Increase student, family, and community engagement to enhance educational experiences and opportunities.



Transitions – Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.



Educational Opportunities and Access – Ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career

In the Teaching, Learning, and Serving Domain



College, Career, and Civic Ready – Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.



Assessment – Use assessments to measure and improve student achievement and inform instruction.



Educator Effectiveness – Assure students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Stakeholder Consultation

- Stakeholder Feedback
- State Board Input
- What we have heard ...
 - Nebraska wants one accountability system not a state and a separate Federal
 - Attention to sub group performance is important
 - Need to recognize unique challenges of local communities but have high expectations for all students

Nebraska Department of Education Mission

“To lead and support the preparation of all Nebraskans for learning, earning, and living.”

Best Practices and Lessons Learned

■ Practice... Best?

- Used project management approach and cross team
- Iterative and developmental
- Focused on convergence
- Leverage talent, resources, studies

■ Lessons Learned

- Communicate early and often
- Anticipate resistance to change and address in the vision
- Focus on the outcomes and the value proposition of supporting equity
- Strategic engagement of stakeholders is more valuable
- Manage the noise and understand the context



Thank You!