


ESSA and the Impact on Your District



OVERVIEW

- The Big Picture
- Principles for Implementing ESSA
- What is in ESSA?
- Federal Implementation
- State Implementation
- State vs. Local Example
- Local Implementation and First Steps
- Some things are moving fast...
- Don't Wait!
- Questions?

2

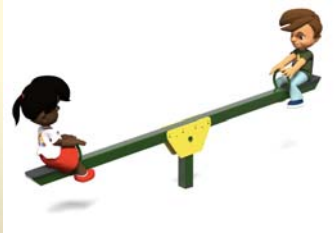
The Big Picture

- ESSA is a significant improvement over current law.
- Maintains federal role, but emphasizes that its role is to support/strengthen, not dictate/prescribe to, schools.
- Returns pendulum of federal overreach and prescription back to state/local control.

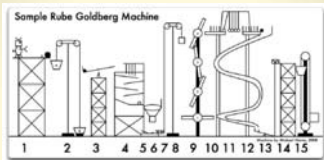
3

The Big Picture

But what will be the balance between the state and locals.



The REALLY Big Picture



We don't want to replace an overly complicated and prescriptive Federal system with an overly complicated and prescriptive State system.

Principles for Implementing ESSA

- Educational Practices that are research-based and peer reviewed. What is GOOD for kids?
- Local Control is critical.
- Flexibility - No one-size-fits-all approaches.
- When the State requires, then the State pays!
- Stability (aka "For Pete's Sake, ENOUGH!")
 - Changing State Standards,
 - Changing High School Requirements,
 - Changing the Testing, and
 - Changing Accountability Systems.
- KEEP IT SIMPLE!

What's in ESSA?

Standards: States must have high standards. And Michigan does.

Assessments: Maintains annual assessments in Math and ELA in grades 3-8 and once in 9-12, and grade-span testing in science (grade span in Michigan is 4-7).
 - Michigan requires Social Studies during grade span 5-8. MCL 388.1704c
 - Michigan requires a Work-Keys test and a college entrance exam along with the MSTEP testing. MCL 388.1704b

Accountability: Maintains data disaggregation and graduation rate calculation.
 - States must identify & intervene in the bottom 5% of lowest-performing schools and in schools with graduation rates below 67%. States will generate a list of those schools annually and determine the exit criteria to remove schools from this list.
 - LEAs must come up with a plan for improvement according to the state's accountability system. There are no federally prescribed intervention or turnaround models; states and LEAs will determine how to address poor performance.
 - In determining the bottom 5%, the federal law recognizes that other factors play a role in student success. Academic factors must represent more than half of all indicators in the determination; however, the rest may focus on non-academic indicators (completion of advanced coursework, school climate/safety, etc).

7

Federal Implementation

- New provisions go into effect for 2017-18 school year.
- 2016-17 school year could be 'soft launch' of new elements.
- Negotiated Rulemaking is done for now with consensus on assessments, but not on supplement/supplant.
- Other regulations expected as the USDOE moves through the new law piece by piece. NOTE: CONGRESS IS WATCHING!

8

Federal Implementation

- There is broad room to rethink what we want to do! What current laws and rules do we need to sweep away to allow local creativity? (e.g., academic/nonacademic indicators of success, transparent dashboard accountability, etc.)
- Collaborative groups of local education agencies should be driving education decisions - Have the experts in your districts weighed in with MDE and with your local legislators? Have you weighed in on Federal rules and with Congressional offices?

9

State Implementation

PRINCIPLE: Local control: Only that which is required to be determined at the state, or that which the locals agree, should be a state mandate.

- The Legislature is already looking at laws related to:
 - Expanding the State Reform Office via funding,
 - DPS oversight with Letter Grades,
 - Standards - Common Core vs. 2009 Mass., and
 - Testing - MSTEP vs. NWEA.
- The MDE is already pushing forward on changes to:
 - Testing, and
 - Accountability thru Letter Grades.

10

Example of State vs. Local

ESSA says: that State and Local education agencies will determine the intervention models/approaches.

- Should the State law dictate what models they will accept? Should MDE dictate the models in rule?
- OR
- Should the Locals propose models and the State determine if the model follows educational best practices and meets minimum federal requirements?

11

NOTE: Laws and rules get amended, expanded, and changed over time. So for now, KEEP IT SIMPLE!

12

Local Implementation & First Steps

- It's still early and the feds are working on guidance and rules.
- But it is not too soon to start weighing in. Have you discussed which reform models to use? Have you talked to other districts in your region or county?
- In determining schools in need of assistance, what indicators do YOU think should be included?

13

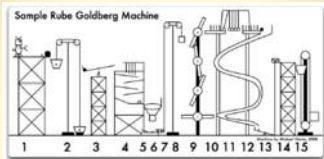
Some things are moving fast...

Example:

- MDE is pushing for letter grades though many states are now dumping letters.
- Districts in Oakland county are working on dashboards for each district over the coming year based on House Bill 4882.
- Will the State consider this model?
- **What do YOU want?**

14

The REALLY Big Picture, AGAIN!



- DO NOT REPLACE ONE COMPLICATED MESS FOR ANOTHER!
- KEEP IT SIMPLE!
- And REMEMBER: it will get more complicated as time passes.

15

Don't Wait!

- Coordinate with your Statewide Associations and other Local Districts.
- Communication and input to MDE and State Legislators are critical!
 - Speak out and tell the State Department and Legislators that you have principles you expect them to follow, starting with LOCAL CONTROL!
- Keep it simple! No complicated formulas... just show the data and focus on the students.

16

Questions?

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17
