

ESSA Notes



In This Issue

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ESSA Accountability Teams Collaborate 1

ESSA Foster Care Provisions... 2

Resources: Guidance on:..... 2

- Using Evidence to Strengthen Education Investments
- Title III—Effective Services to English Learners
- Title II, Part A—Building Systems of Support for Excellent Teaching and Leading

ESSA Accountability Action Teams Collaborate

The Every Student Succeeds Act (ESSA) will bring changes to the way Michigan assesses student progress and holds schools accountable for student learning. Testing requirements are the same as in ESSA’s predecessor—No Child Left Behind (NCLB)—but the consequences and sanctions are very different. States are charged with describing those accountability consequences in their state plans to be submitted in 2017.

ESSA decouples high-stakes decisions and statewide testing. “Adequate yearly progress” has been eliminated, along with possible federal sanctions -- including school closure— associated with it. In addition, under ESSA, for the first time, states must use more than academic factors in their accountability system. New accountability systems must include at least one indicator of school success— such as student and educator engagement, attendance, school climate, or access to and completion of advanced coursework and post-secondary readiness.

The [Accountability System-Technical Action Team](#) will recommend the design for the state’s overall accountability system. Under ESSA, this system must include four required components (1-4 below) and a fifth “additional indicator” to be determined by each state:

1. Student achievement
2. Student growth
3. Graduation OR attendance rates
4. Success of English language learners
5. Indicator of student success (to be determined by each state)

The Accountability System-Technical Action Team will work closely with members of the [Additional Indicator of School Quality and Transparency Dashboard Action Team](#), which will recommend the measures of school quality and student success that will become the “fifth indicator” within Michigan’s accountability system under ESSA.

Continued next page.

ESSA FACTS

ESSA retains the obligation for LEAs to reserve funds to support homeless students; it adds a requirement to appoint a Foster Care Coordinator in addition to the Homeless Liaison.

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Accountability Action Teams Collaborate...cont'd.

The “Additional Indicator” team will also recommend indicators on the State Transparency Dashboard that will provide more data on school quality and student success to support Michigan's [Top 10 in 10 strategic plan](#).

ESSA Foster Care Provisions

The Every Student Succeeds Act of 2015 (ESSA) places new requirements on the education system to ensure children/youth in foster care have school stability and access to services comparable to other students. In addition, ESSA mandates the collaboration among education institutions and the child welfare system, includes changes to the McKinney-Vento Homeless Education Act, and puts the responsibility of cost of transportation on the child welfare agency. Read a recent [MDE memo](#) that outlines the new requirements and timeframes regarding the foster care provisions of the ESSA.

Resources

The U.S. Department of Education (ED) has released new guidance on a number of ESSA components, including:

Evidence-based Decision-making

[Using Evidence to Strengthen Education Investments](#) helps support evidence-based decision-making by states, districts, schools, educators, and partners. This non-regulatory guidance is intended to help stakeholders make more effective education investments by leveraging rigorous, relevant evidence to improve outcomes for students under the [Every Student Succeeds Act \(ESSA\)](#). The guidance describes key steps for using evidence as a part of a larger decision-making process, which includes identifying local needs, engaging stakeholders, and continuous improvement. The document defines “evidence-based” as described in ESSA and how to identify the level of evidence for various interventions.

Also, the Institute of Education Sciences has launched a new website for the [What Works Clearinghouse](#) with enhanced tools for finding programs and interventions that evidence shows have had a positive impact on student outcomes. The new website allows users to download practice guides with evidence-based recommendations for improving teaching and learning, and search thousands of studies that have been reviewed against the Clearinghouse’s rigorous standards.

Title III: Effective Services to English Learners

New non-regulatory guidance on [English Learners and Title III](#) helps states, districts, and schools provide effective services to improve the English language proficiency and academic achievement of English Learners (ELs) through Title III of the ESSA. This guidance is an effort to ensure that students who are English learners receive the high-quality services they need to be college and career ready. Among other topics, the guidance touches upon: use of Title III funds to serve ELs; design and delivery of language instruction educational programs—which include educators of ELs; information on parent, family, and community engagement; information on distinct populations of ELs, including early learners, former ELs, immigrant students, and ELs who are also students with disabilities; and publications and resources for administrators and educators who work with ELs.

Title II, Part A: Building Systems of Support for Excellent Teaching and Leading

This non-regulatory guidance on [Title II, Part A](#) helps support the nation's educators and elevate the teaching profession. The guidance encourages states and districts to prepare, train, and recruit high-quality teachers and principals to increase student academic achievement. This guidance highlights some of the key areas where local leaders can invest Title II, Part A dollars to support the workforce through better preparation, mentorship, and induction; increase diversity; and bolster teacher leadership. The guidance focuses on the importance of aligning state strategies that support effective instruction with Title II, Part A investments to not only improve student outcomes, but sustain those improvements.

