



State Board of Education Workshop: ESSA Update

July 21, 2016

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**Welcome:
Goals and Agenda**

Goals

- Provide overview and timeline for ESSA state plan
- ESSA state plan development
 - Working groups
 - Other feedback
- Role of State Board in ESSA plan
 - Input
 - Review

Overarching Goal

To develop a Tennessee-specific ESSA state plan, aligned with the department's strategic plan and informed by meaningful consultation with stakeholder groups.

Guiding Principles

Indicators in our state accountability framework should:

- **Align** with our vision and strategic plan
- Promote student **college and career readiness**
- Provide **actionable** and timely feedback
- Reward **excellence** and identify **equity** issues
- Provide **additional pathway** for districts to demonstrate success
- Minimize **unintended consequences**
- **Comply** with state and federal law

Tennessee has an opportunity to make a strong statement about measures beyond state test data that we prioritize and believe ultimately contribute to student success after graduation.

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What is ESSA?

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Every Student Succeeds Act

- ESSA contains new policies that will affect existing systems and structures for assessment, accountability, and reporting in Tennessee
- States now have authority to make decisions regarding assessments, goals, school improvement, and accountability standards
- TDOE is currently soliciting input from multiple stakeholder groups to inform the development of a state plan that aligns our strategic plan, *Tennessee Succeeds*, with the requirements of ESSA

Key Differences

- States now in the driver's seat
 - More authority to make decisions on assessments, goals, and means of accountability standards
 - States also responsible for enforcing many requirements
- The “big acronyms” have been eliminated
 - No more AYP, HQT, or SES
- Consolidates/eliminates smaller grant programs
- Maintains major formula grant funding streams
- Maintains several competitive programs
- Limitations on Secretarial authority
 - Especially around state plans and waivers

Implementation

- ESEA Flex waivers terminate August 1, 2016
- Effective date for competitive grants: October 1, 2016
- Transition: non-competitive state formula grant programs take effect 2017-18
 - Consolidated Appropriations Act, 2016
 - Funds awarded July 1, 2016 still under NCLB.
- Exceptions for 2016-17 school year
 - Section 1111(b)(2) and 1116: priority and focus schools must implement the interventions required by ESEA Flexibility
 - Section 1119: Highly qualified requirements not required

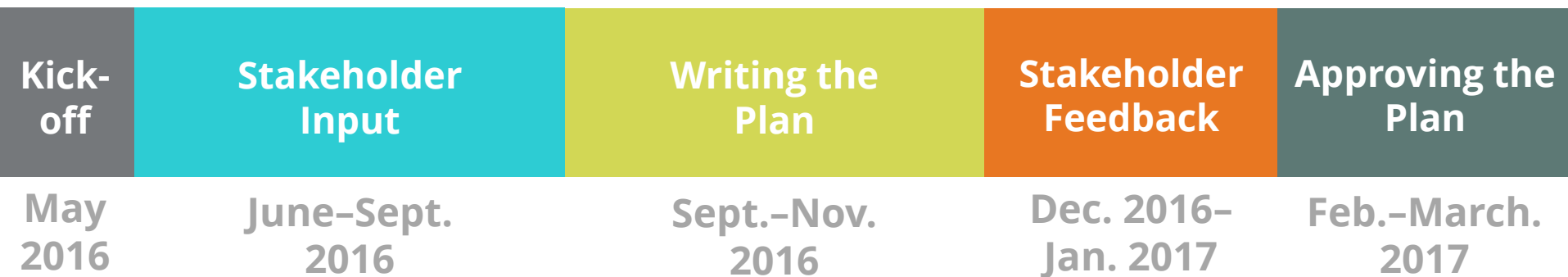


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ESSA State Plan Timeline

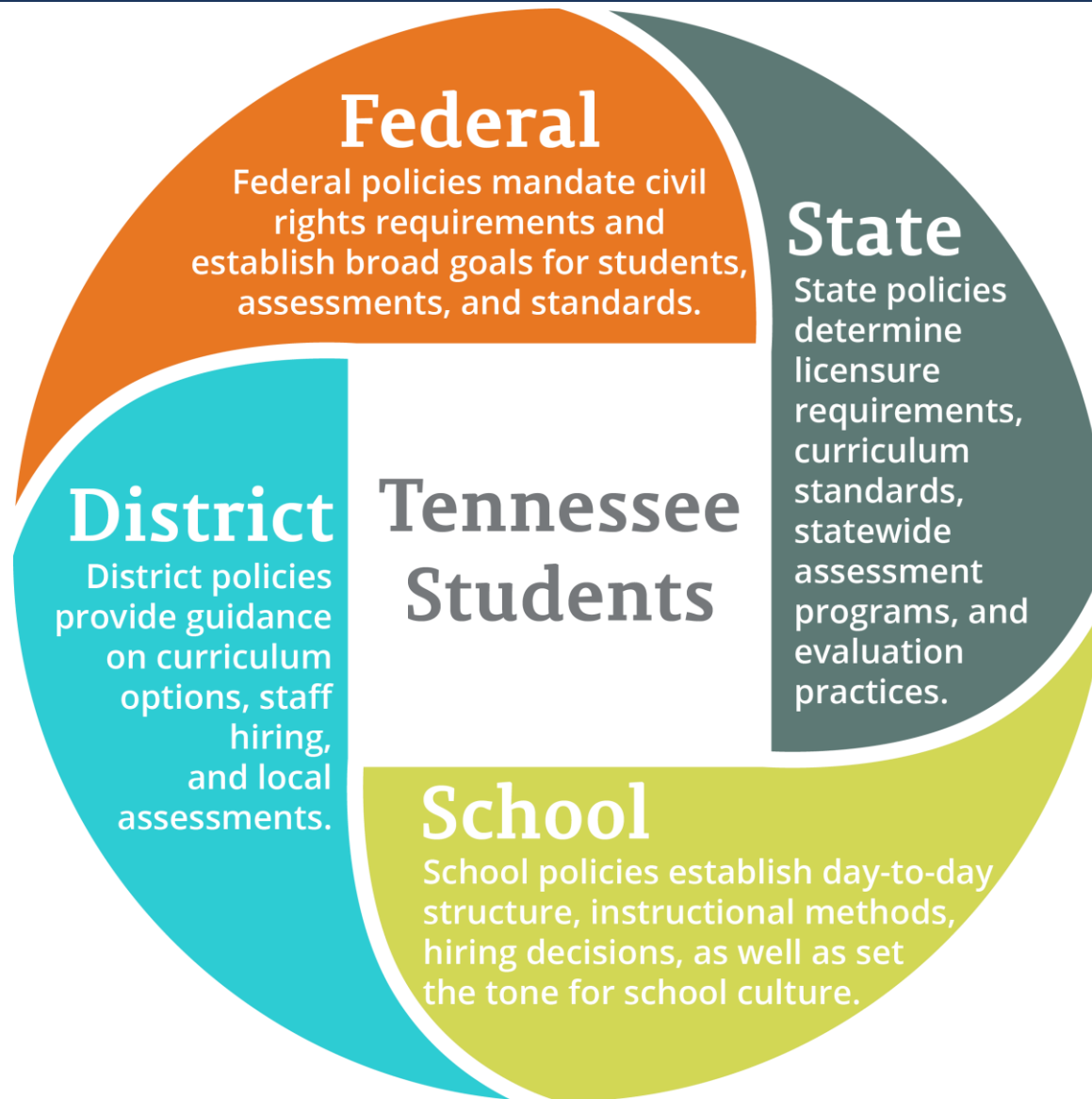
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Timeline for Developing TN's ESSA Plan



Stakeholders will include directors of schools, principals, educators, parents and students, legislators, governor's office, state board of education, school board members, CORE offices, community organizations, and advocacy groups.

Federal-State-District-School Policy





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**ESSA State Plan
Working Groups**

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Working Groups

Comprised of individuals who are

- Geographically diverse
- Represent multiple stakeholder groups
- Representative of both policy and practitioner points of view
- Encouraged to assemble additional groups to **collect additional feedback** within their networks or regions

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Working Group Descriptions

Standards and Assessment

This working group, led by **Nate Schwartz and Laura Encalade**, will engage stakeholders and collect input on

- Ways to strengthen the current standards review process
- Current assessment practices for all students, including applicable subgroups
- ESSA's flexibility on testing options

Accountability

This working group, led by **Nakia Towns and Mary Batiwalla**, will work with stakeholders to solicit input on

- Tennessee's current district accountability system
- Additional measures of school quality which should be incorporated into the model
- Reporting requirements
 - A-F grading system will be managed by subcommittee
- Appropriate goals for all students and subgroups

English Learners

This working group, led by **Jan Lanier and Joann Runion**, will gather feedback from the education and advocacy communities to determine

- How to appropriately account for English Learners (ELs) as part of Tennessee's accountability and education systems: EL proficiency, including former ELs, and phasing in newly-arrived ELs
- Ways to best support the success of ELs

Educator Support and Effectiveness

This working group, led by **Paul Fleming and Sylvia Flowers**, will gather feedback on

- Tennessee's current educator support system and ways to strengthen it moving forward
- Strategies for recruitment, retention, and equitable distribution of talented educators
- Additional supports the state could offer to inform decisions to facilitate continuous improvement

School Improvement

This working group, led by **Rita Fentress and Malika Anderson**, will discuss and collect input on

- Appropriate evidence-based school turnaround practices
- Supports to equip and empower local leaders to develop innovative, evidence-based plans for turning around their schools and addressing the achievement gaps of subgroups
- State's role in guiding districts through school plan development
- Exit criteria and timelines for low-performing schools, including schools currently engaged in implementing turnaround models

Student Support

This working group, led by **Danielle Mezera and Mike Herrmann**, will collect input on

- Current student supports that are impacting student achievement and what additional supports are needed
- State's key decision point: whether to reserve 3% of Title I funds to offer direct services to students
- Ways to support LEAs in implementing the new Student Support and Academic Enrichment block grant with fidelity

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Other feedback

Other Opportunities for Input

ESSA online feedback form

<http://www.tn.gov/education/topic/essa-feedback-form>

ESSA Feedback Form

In Tennessee, we have laid a firm foundation for our students' future by raising standards to a more rigorous level that will prepare them for college and careers; establishing fully aligned assessments to ensure all of our students are developing problem-solving and critical thinking skills; and by using evaluation and accountability systems based on multiple factors. The new federal education law, the Every Student Succeeds Act (ESSA), builds on this work by reaffirming the importance of standards, assessment, and accountability and through empowering states to make decisions for our kids.

In response, Commissioner Candice McQueen and senior department leaders have launched a statewide listening tour to gather input from educators, key advocates, parents, students, and the public to determine how to implement particular components of the new law. The feedback will inform a Tennessee-specific ESSA plan that will guide the department's work over the coming years and help the department capitalize on the new law's empowerment of local leadership. After the first draft - which will be informed by this stakeholder input - is created this fall, the department will again seek feedback on the draft plan before developing the final version.

Other Opportunities for Input

Many of the current task forces and advisory committees will be hosting input/feedback sessions:

- Career Forward Task Force
- Teacher Advisory Council
- Governor's Teachers Cabinet
- CPM Advisory Committee
- State Board of Education
- Personalized Learning Task Force
- Assessment Task Force
- TSBA Regional Meetings
- TOSS
- Urban League
- StudentsFirst
- SCORE
- Webinars with TEA and PET

Regional Directors Meetings

- TDOE hosted ESSA Feedback Tour for **district directors** in East, Middle, and West Tennessee.
- The majority of directors **completed a survey** prior to attending regional meetings.
- Received a **wealth of feedback** from our small group discussions across the state.
- The feedback will be **compiled into a report** and shared at our next ATF meeting.

Regional Director Assessment Feedback

1. How should we continue strengthening ways to measure student progress toward meeting state academic standards?
2. How could we strengthen the current state assessment system?
 - Decrease overall test time
 - Possibly, reduce the number of tests at certain grades
 - Improve testing logistics and administration
 - Improve communication around what tests and the “why” of tests at every level
 - Create aligned formative assessments
 - Create a state question/item bank

Regional Director Accountability Feedback

1. Given that Tennessee's district accountability system is new, how might we strengthen it?
 2. What other system quality measure might you include in the district accountability framework?
 3. What measures of school quality or student success should be included in the school accountability framework?
- Need stability and consistency
 - Should start from new/current district accountability model
 - Utilize the same measures for district and school accountability
 - Allow for districts to choose from menu of options for the other measure



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ESSA Plan and State Board of Education

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State Board of Education

- Timely and meaningful consultation
 - Working groups
 - CPM Advisory Committee (required in ESSA)
 - ESSA State Plan input session (date TBD)
- Approval not specifically referenced in ESSA
- Review of key initiatives is current practice in TN
- January 2017 – present plan to SBE for review

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Questions?