RE STORING NORMAL

Federal Accountability: ESSA Law, Designations, & More

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NEBRASKA DEPARTMENT OF EDUCATION

Objectives

- Revisit the AQuESTT system of supports
- Provide key updates on federal and state accountability changes
- Foreshadow long-term adjustments to the Nebraska ESSA plan

The Every Student Succeeds Act

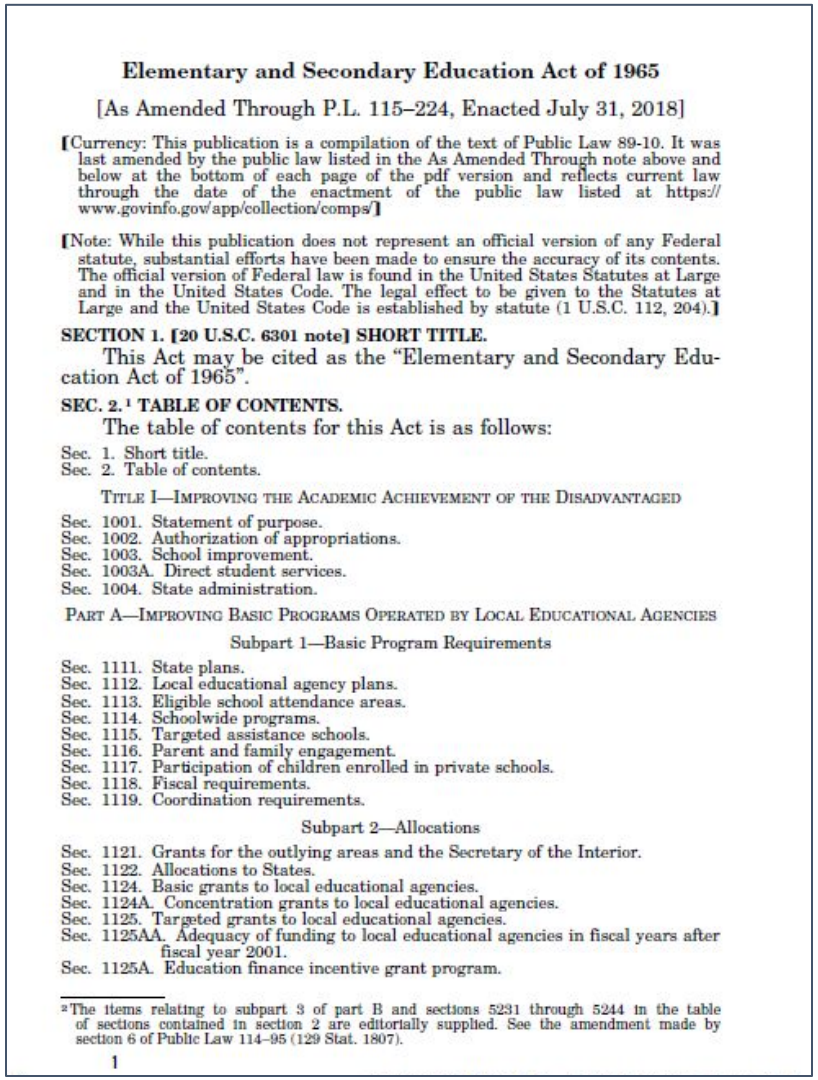
Every Student Succeeds Act

- Amended Elementary and Secondary Education Act of 1965
- Federal education law - signed by President Obama in December 2015
- Marks key shifts away from its precursor No Child Left Behind (NCLB)
  - Increased state autonomy and flexibility
  - Movement away from Annual Yearly Progress
- Maintains focus on equitable outcomes for children
- Focuses on equitable access to effective educators
- Each SEA must complete an ESSA State Plan

Every Student Succeeds Act

There are 9 Titles in ESSA:

- Title I: Improving Basic Programs Operated by State and Local Education Agencies
- Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders
- Title III: Language Instruction for English Learners and Immigrant Students
- Title IV: 21st-Century Schools
- Title V: State Innovation and Local Flexibility
- Title VI: Indian, Native Hawaiian, and Alaska Native Education
- Title VII: Impact Aid
- Title VIII: General Provisions
- Title IX: Education for the Homeless and Other Laws



Elementary and Secondary Education Act of 1965

[As Amended Through P.L. 115–224, Enacted July 31, 2018]

[Currency: This publication is a compilation of the text of Public Law 89-10. It was last amended by the public law listed in the As Amended Through note above and below at the bottom of each page of the pdf version and reflects current law through the date of the enactment of the public law listed at https://www.govinfo.gov/app/collection/comps/]

[Note: While this publication does not represent an official version of any Federal statute, substantial efforts have been made to ensure the accuracy of its contents. The official version of Federal law is found in the United States Statutes at Large and in the United States Code. The legal effect to be given to the Statutes at Large and the United States Code is established by statute (1 U.S.C. 112, 204).]

SECTION 1. [20 U.S.C. 6301 note] SHORT TITLE.

This Act may be cited as the "Elementary and Secondary Education Act of 1965".

SEC. 2.[1] TABLE OF CONTENTS.

The table of contents for this Act is as follows:

Sec. 1. Short title.
Sec. 2. Table of contents.

TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Sec. 1001. Statement of purpose.
Sec. 1002. Authorization of appropriations.
Sec. 1003. School improvement.
Sec. 1003A. Direct student services.
Sec. 1004. State administration.

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1—Basic Program Requirements

Sec. 1111. State plans.
Sec. 1112. Local educational agency plans.
Sec. 1113. Eligible school attendance areas.
Sec. 1114. Schoolwide programs.
Sec. 1115. Targeted assistance schools.
Sec. 1116. Parent and family engagement.
Sec. 1117. Participation of children enrolled in private schools.
Sec. 1118. Fiscal requirements.
Sec. 1119. Coordination requirements.

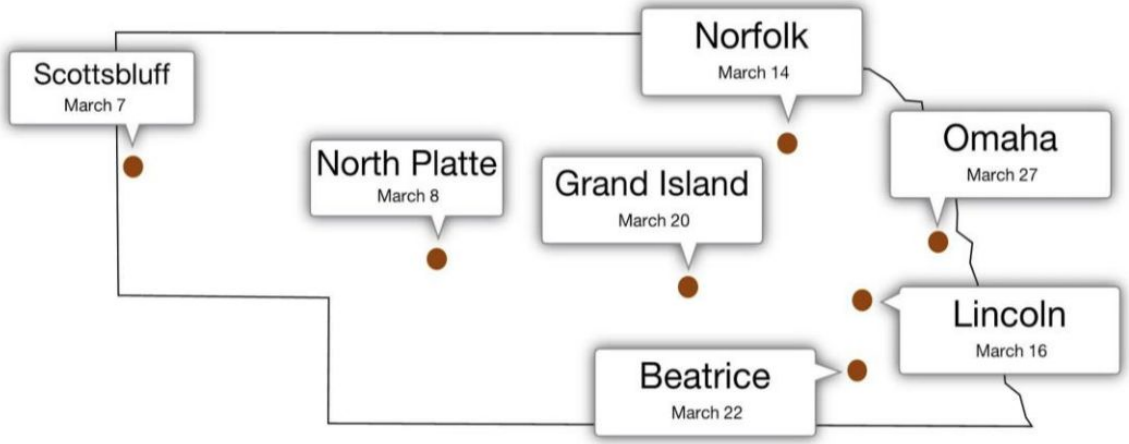
Subpart 2—Allocations

Sec. 1121. Grants for the outlying areas and the Secretary of the Interior.
Sec. 1122. Allocations to States.
Sec. 1124. Basic grants to local educational agencies.
Sec. 1124A. Concentration grants to local educational agencies.
Sec. 1125. Targeted grants to local educational agencies.
Sec. 1125AA. Adequacy of funding to local educational agencies in fiscal years after fiscal year 2001.
Sec. 1125A. Education finance incentive grant program.

[1] The items relating to subpart 3 of part B and sections 5231 through 5244 in the table of sections contained in section 2 are editorially supplied. See the amendment made by section 6 of Public Law 114–95 (129 Stat. 1807).

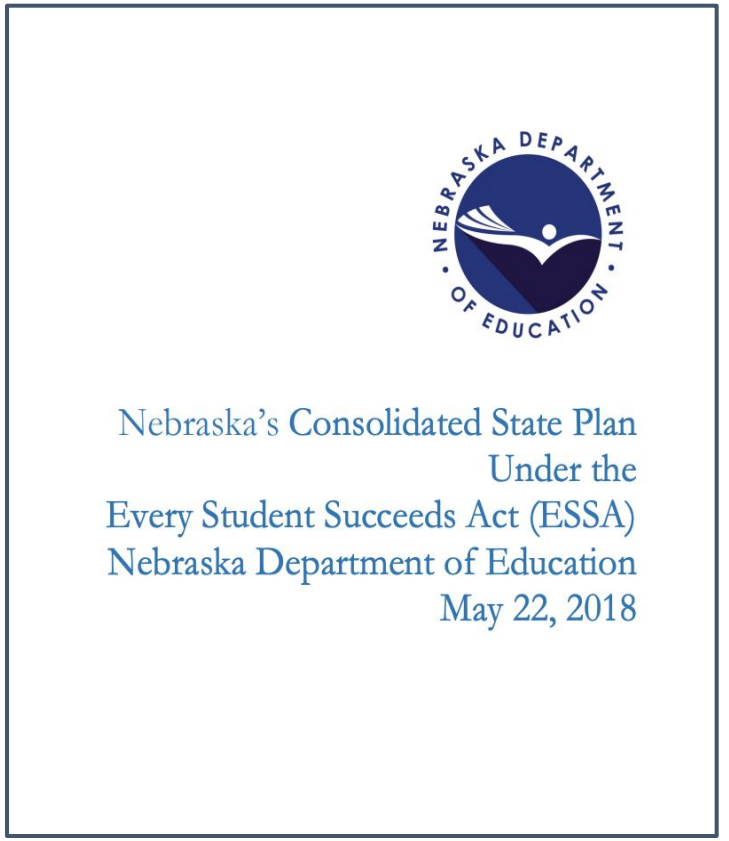
ESSA in Nebraska

- Drafting process began August 2016
- Significant stakeholder feedback
- Blended state and federal accountability
- Coincided with feedback on SBOE Strategic Vision & Direction
- Submitted to USDOE in September 2017
- Approved in June 2018



What's in the Plan?

- **Section 1** - Long-Term Goals
- **Section 2** - Consultation and Performance Management
- **Section 3** - Academic Assessments
- **Section 4** - Accountability and Support and Improvement for Schools
- **Section 5** - Supporting Effective Educators
- **Section 6** - Supporting All Students



How NDE has Delivered on the ESSA Plan

- Designated schools for improvement:
  - 2018 - Comprehensive Support and Improvement (CSI)
  - 2019 - Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

- Recognized need to build NDE's capacity
  - Equity Officer
  - School Transformation Officer

- Operationalized AQuESTT System of Supports
  - Intensification
  - Differentiation
  - Focus

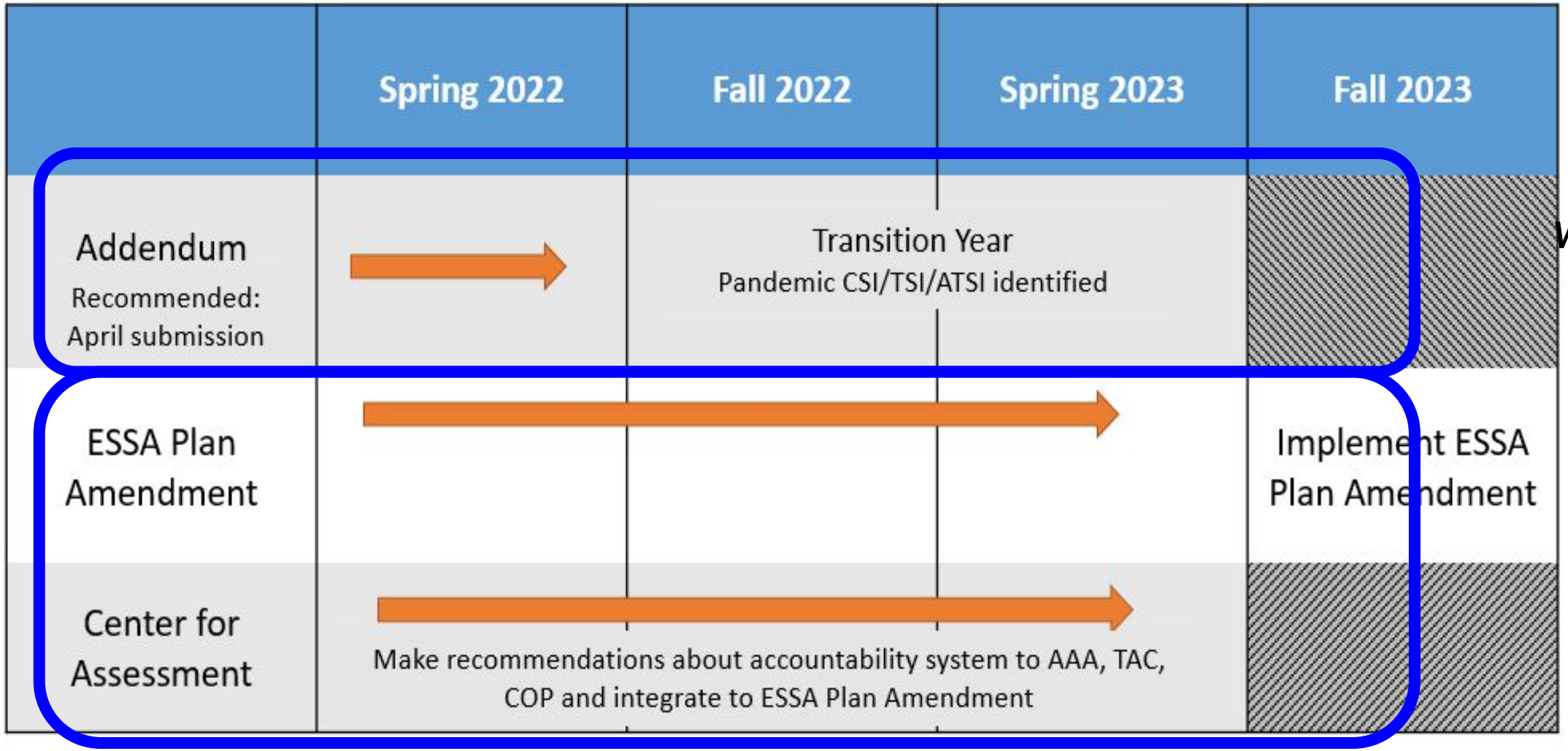
- Focus on effective educators and equity-driven leaders
  - Nebraska Teacher and Principal Performance Standards (NTPPS)
  - Nebraska Leadership and Learning Network (NLLN)

Drivers for Change

essa NEBRASKA

- **Nebraska Student Centered Assessment System (NSCAS)** - Development of a through-year adaptive assessment to be fully implemented in the 2023-24
- **Revision of Nebraska's College & Career Ready Standards** - Raised rigor and expectations for students.
- **State Board Strategic Plan and Policy Changes** - The Nebraska State Board of Education updated their strategic vision and direction in 2019, and instituted key philosophical changes to the AQuESTT system through a reaffirmation of position statement S2
- **COVID 19** - The impact of the pandemic across the state provides an opportunity to revisit key questions like "What's important? What are student needs? How can we focus our work?"
- **ESSA Plan Clean Up** - The current ESSA plan includes several elements that require removal, updating, or general clean-up

Long-Term Adjustments to Federal Accountability



Where we are now

Where we are going

Federal Accountability

Why do we need an accountability system?

- State and federal mandates
- Set standards for all schools
- Ensure responsible use of taxpayer investment & focus funds for improvement
- Expose and close achievement gaps among student groups
- Create a framework for school improvement

AQuESTT

Accountability Indicators

*An indicator is a "...measure of gain in **student achievement** or **element perceived to influence** those gains. Provide parents and communities with **richer picture** of school performance."*

~CCSSO, 2017

Indicators
Status - Percent proficient on ELA and math (NSCAS for 3-8, ACT for 3rd Year Cohort)
Progress - Growth and Non-Proficiency Reduction
Graduation Rate - Four- and seven-year graduation rate
Progress Toward English Language Proficiency - English learners' progress toward proficiency
Chronic Absenteeism - Reduction in school chronic absence rates

Accountability Indicators

- Every Student Succeeds Act (ESSA) - Federal education law which requires states to "meaningfully differentiate" schools to provide targeted and/or comprehensive support.
- Chart below matches current AQuESTT metric to the necessary ESSA indicator.

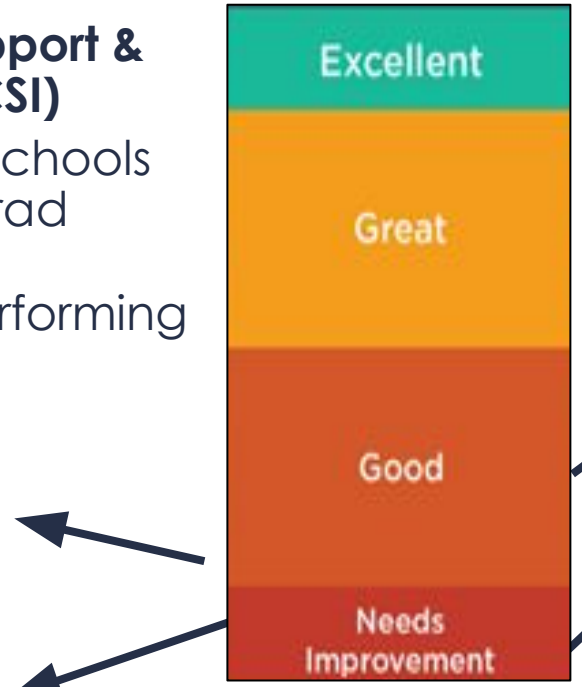
ESSA Indicator:	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
AQuESTT Metric:	Status	Growth, ~~Improvement~~, Non-Proficiency	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism, ~~Science~~, ~~Evidence-based Analysis~~

Classifications & Designations

27 schools

Comprehensive Support & Improvement (CSI)

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing student group



Targeted Support and Improvement (TSI) & Additional Targeted Support and Improvement (ATSI)

- Consistently low-performing student group

**Like in 2019, any school identified for ATSI/TSI may not be classified as Excellent*

363 schools

Priority Schools

Among the lowest performing schools AND demonstrate the greatest need to implement and sustain school improvement efforts

3 schools

Continuous Improvement vs. School Improvement

Continuous Improvement

Any school or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

http://edglossary.org/continuous-improvement/

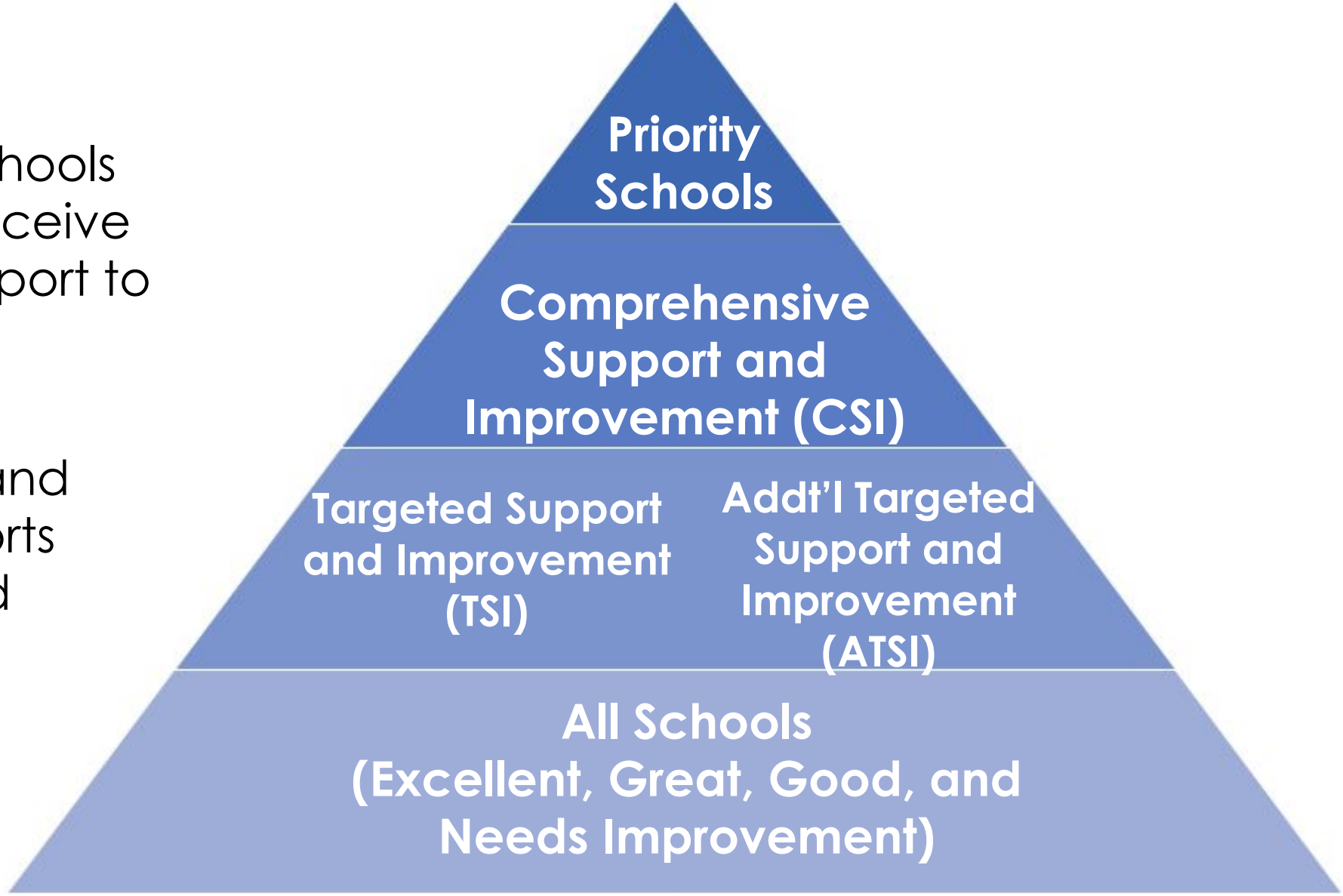
School Improvement

Dramatic and comprehensive intervention in low-performing schools. Involves turnaround leadership, culture shift, instructional transformation, and talent development.

https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf

Tiered System for School Support

- Understand schools identified to receive additional support to improve
- Coordinate, differentiate, and intensify supports where needed



Federal Accountability Explained: TSI, ATSI, CSI

Comprehensive Support and Improvement(CSI)			Support	Timeline
Lowest 5 percent of Title I Schools **OR**	Any public high schools with graduation rate below 67% **OR**	Public schools with consistently under-performing student groups for 3 years (ATSI)	⇒ Comprehensive needs assessment ⇒ plan for improvement connected to a continuous improvement plan ⇒ eligible for funding to support implementation of plan for improvement	Winter 2018; Every three years subsequently

Source: CSI, TSI, ATSI Webpage

Federal Accountability Explained: TSI, ATSI, CSI

Targeted Support & Improvement (TSI)	Additional Targeted Support & Improvement (ATSI)
A public school with one or more consistently underperforming student groups (2019, annually thereafter)	Any public school with one or more student group(s) performing at or below the performance level of students in CSI schools

What will this mean for my school?

TSI and ATSI are district-led improvement efforts with support from the NDE and ESUs. Districts are required to:

- Notify schools of their designation and the student group(s) identified for support.
- Support schools in creating a plan for improvement to be held with the district.
- Monitor the implementation of plans.

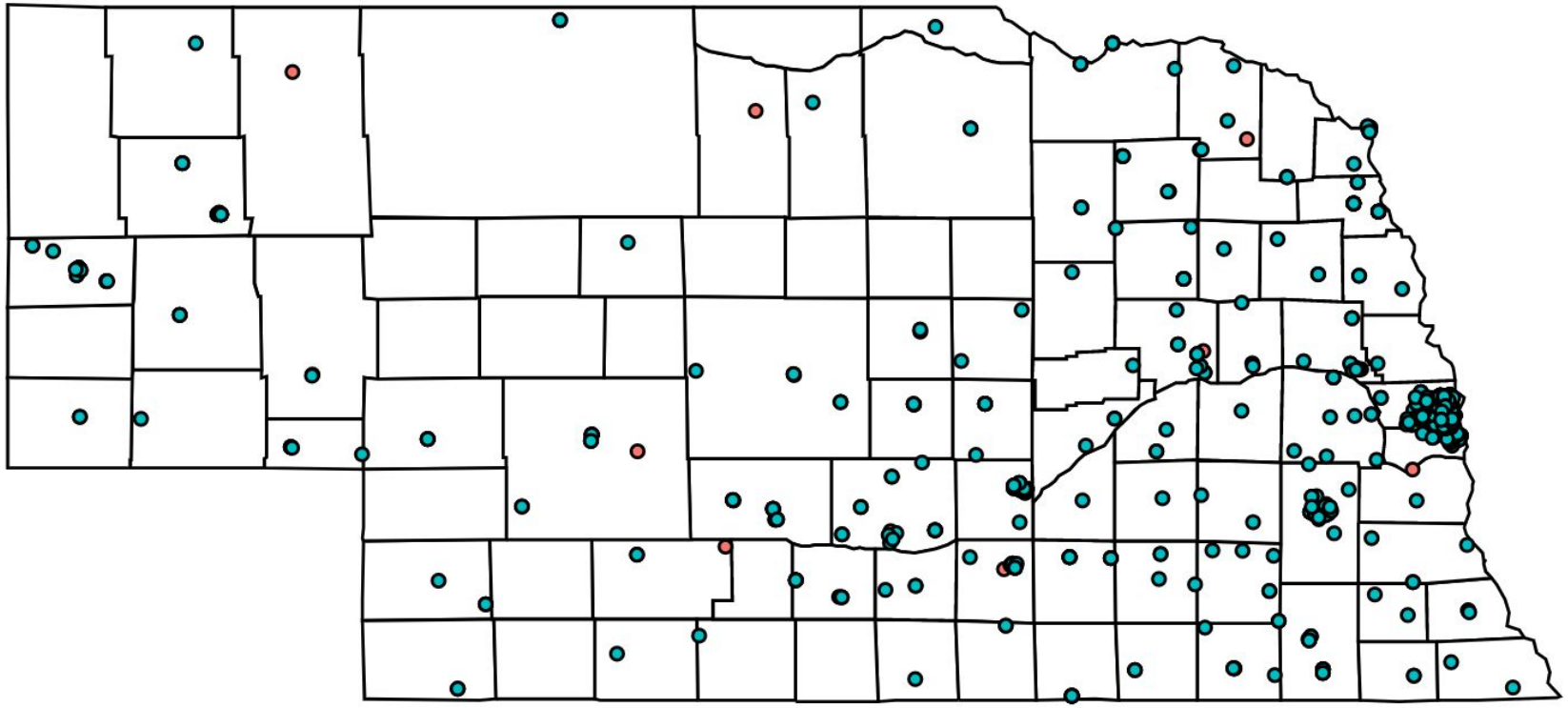
Am I required to submit a new plan?

No. The NDE recommends taking stock of current plans (Continuous Improvement Plans, Targeted Improvement Plans for addressing needs of students with disabilities, Title 1 plans, MTSS plans, etc.) being implemented at the school, and considering ways to adapt or augment these plans rather than creating a standalone plan. However, these plans must:

- Be developed in partnership with multiple stakeholders in your local community
- Be informed by all accountability indicators (ELA and math proficiency and growth, progress towards English proficiency, graduation rates [where applicable], reduction in chronic absenteeism, and science proficiency and improvement)
- Specifically for ATSI schools, include plans for addressing resource inequities uncovered through a resource allocation review.

Source: TSI/ATSI FAQs

TSI/ATSI Distribution



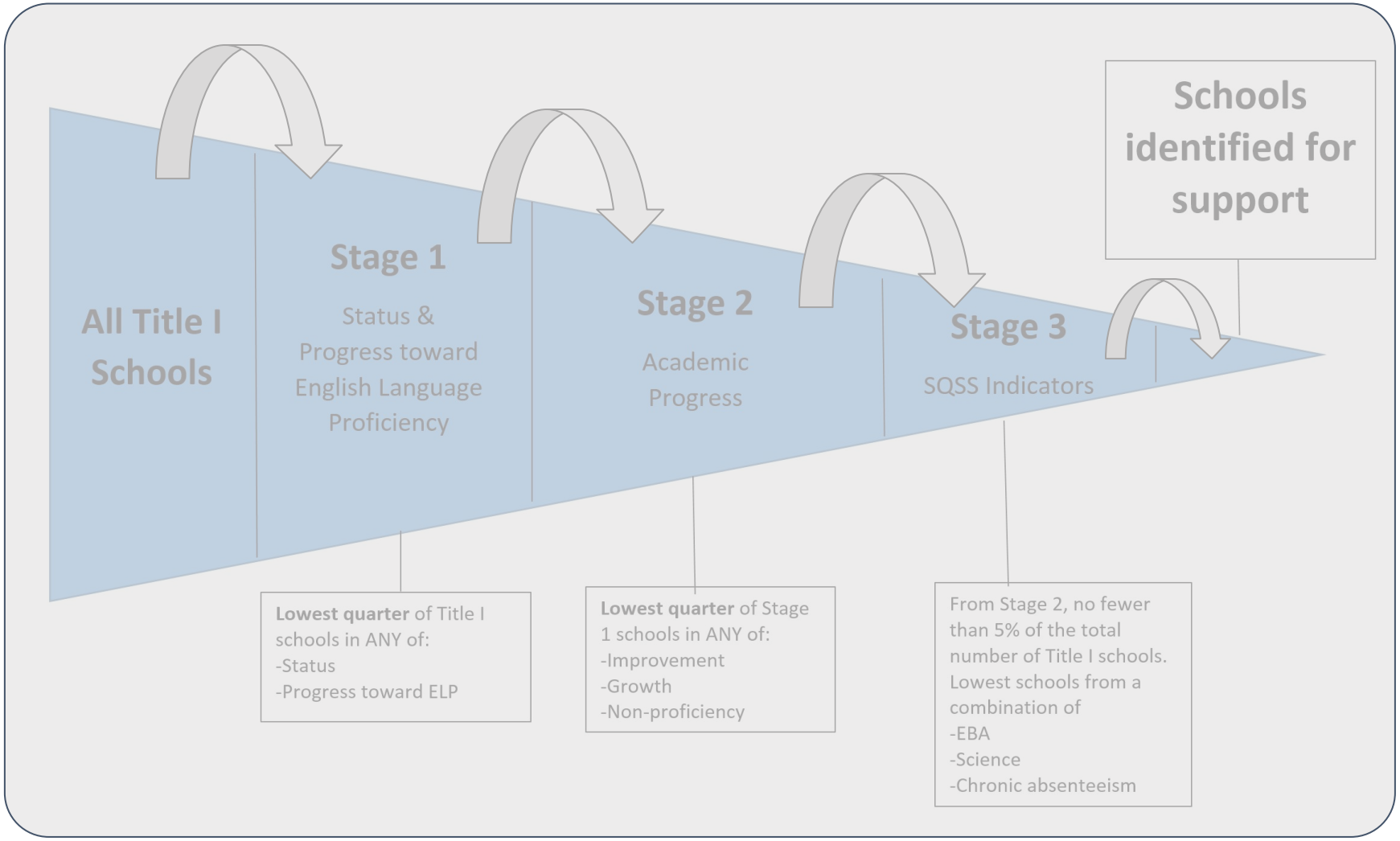
Student Group	Number of Schools
American Indian or Alaska Native	16
Asian	12
Black or African American	65
Hispanic or Latinx	85
Multiple Races	25
White	36
Economically Disadvantaged	148
Students with Disabilities	274
English Learners	100

Student Groups for Targeted Support and Improvement

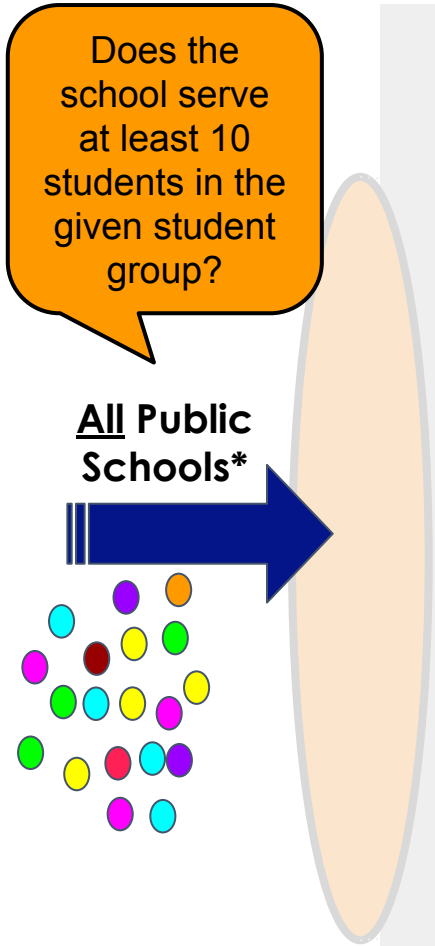
- Black/African American
- Latinx/Hispanic
- Asian
- Native Hawaiian/Pacific Islander
- American Indian/Alaska Native
- Two or More Races
- White
- Economically Disadvantaged
- English Learners
- Students with Disabilities

Nebraska's Designation System - REVISED

AQuESTT does not rank schools. As such, the NDE uses a filter-like process to identify CSI, ATSI, and TSI schools.



Targeted Support & Improvement (TSI): Elementary & Middle Schools



*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners

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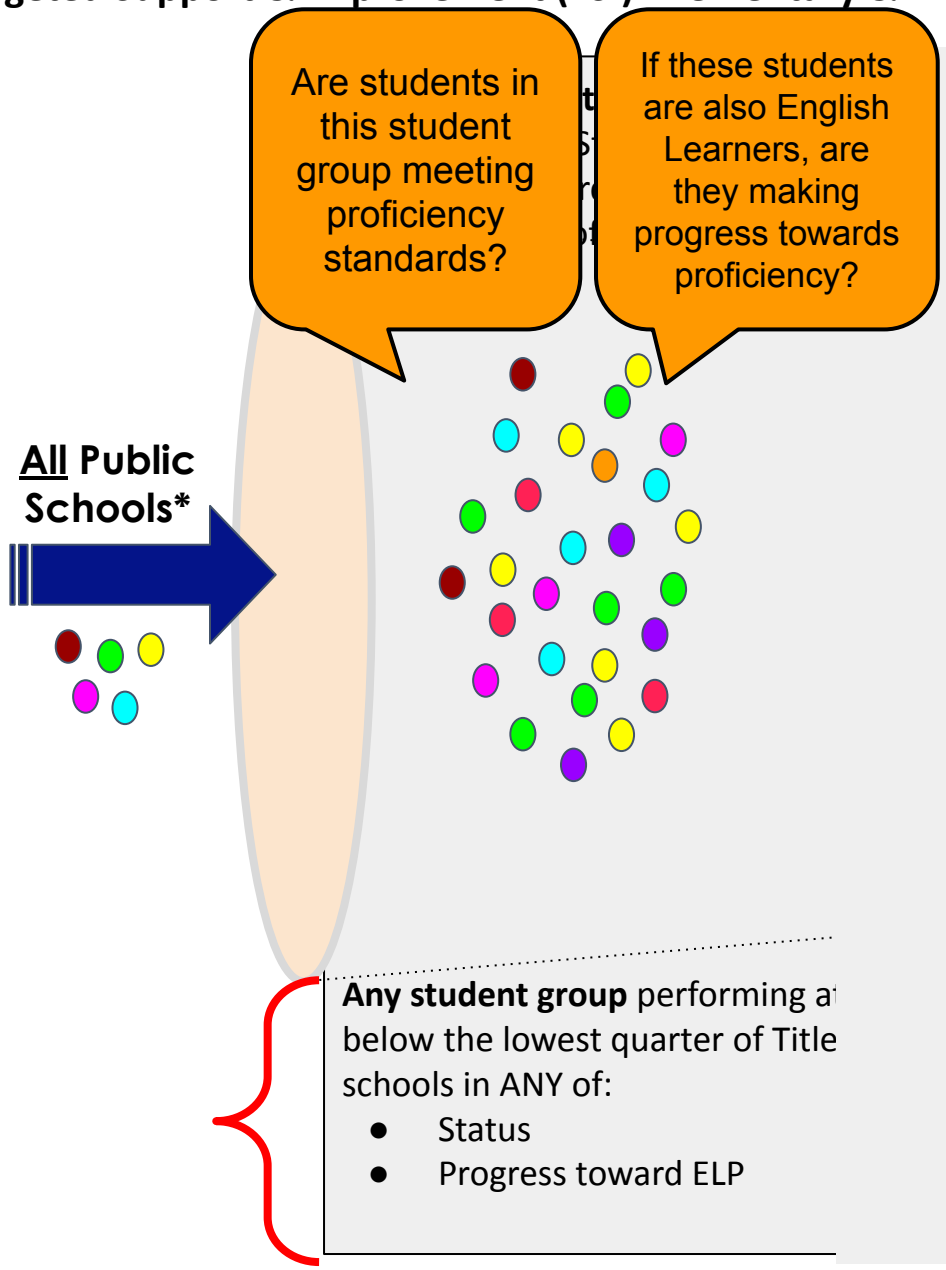

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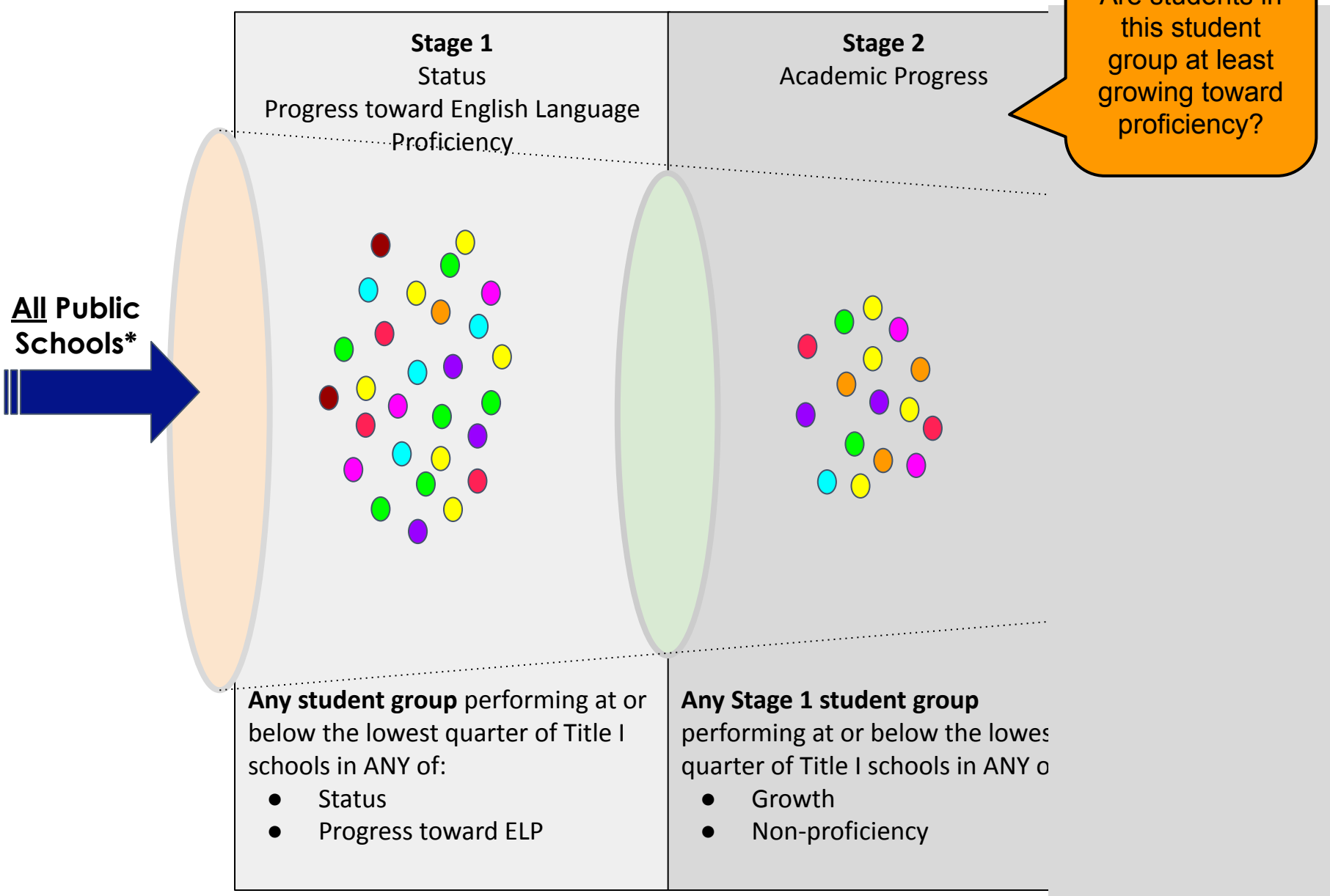

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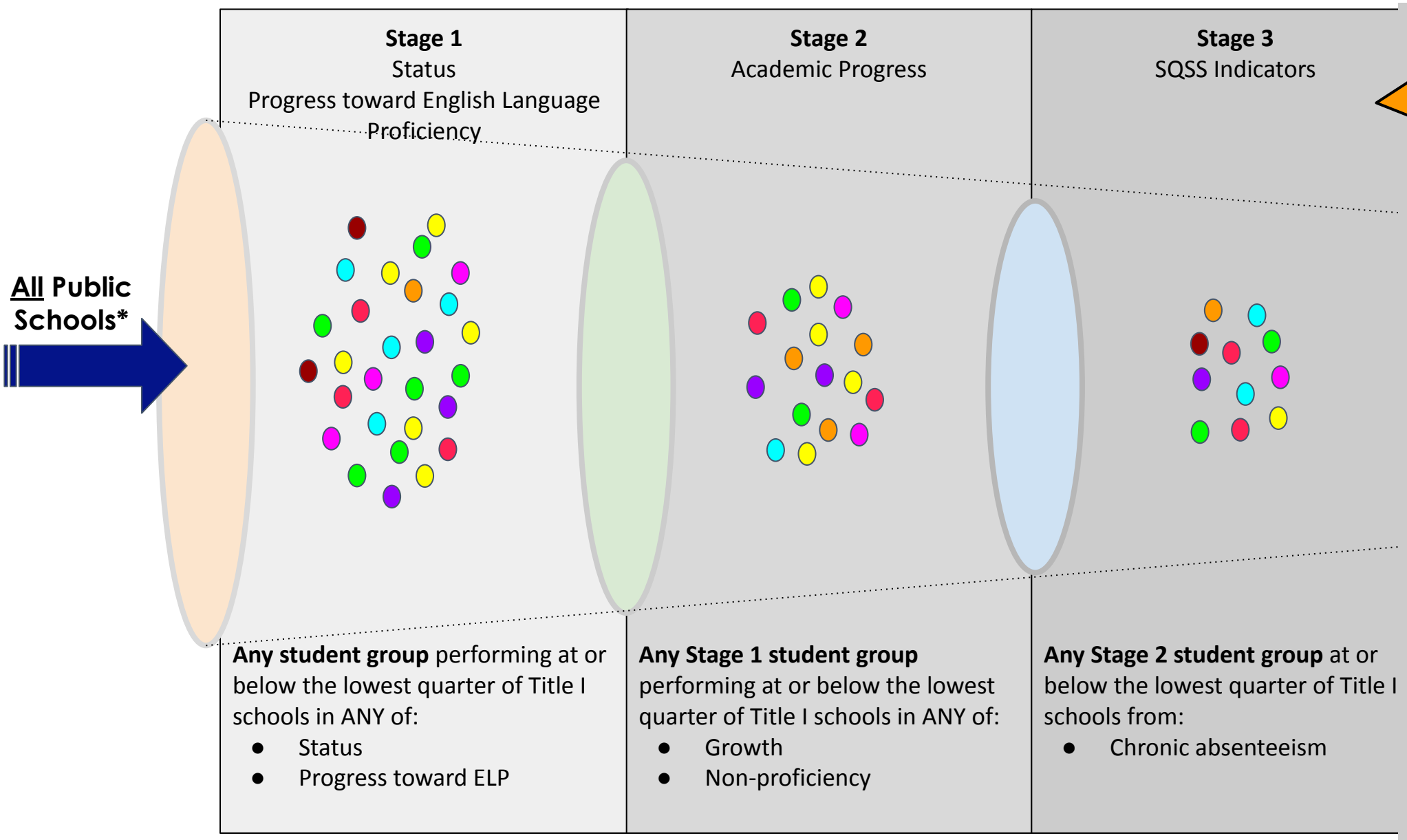

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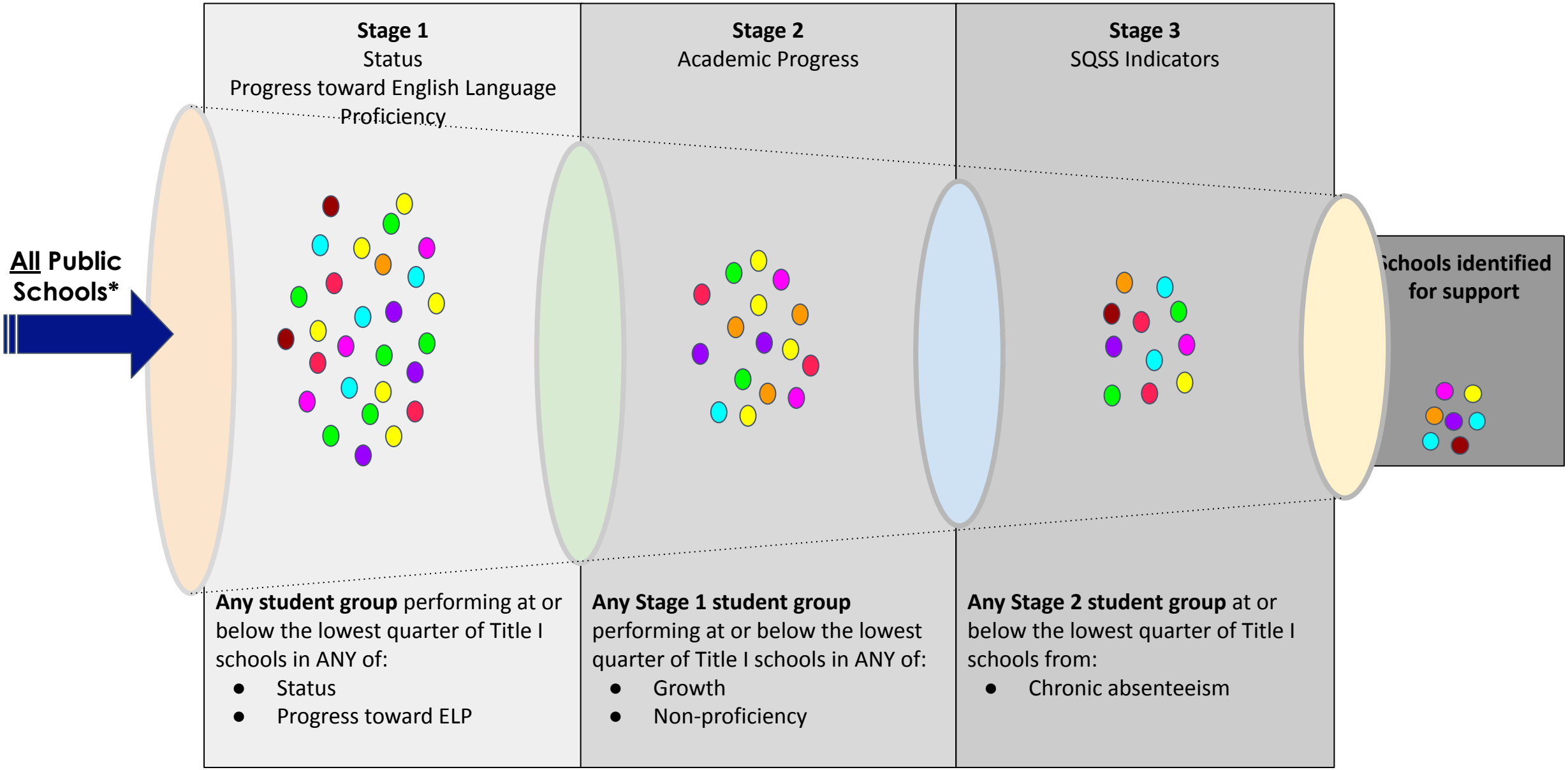

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Prepping for Fall 2022

Fall 2022

Where are we now?
What's important?

Considerations:

- We're **required to redesignate schools** in the fall of 2022.
- School hasn't been "normal" due to the pandemic, and therefore, we need to consider an interim year before we stabilize. The transition back has been likened to a **dimmer switch** bringing us back rather than a single flip on.
- Accountability **cannot simply return to "normal" this year**, specifically because of changes to indicators like summative assessment, removal of EBA, and chronic absenteeism as school quality and student success indicators.
- The AQuESTT system has received significant criticism for its "moving target." The NDE must move to a **stable system** as soon as possible.

Fall 2022

Key Themes and Philosophy:

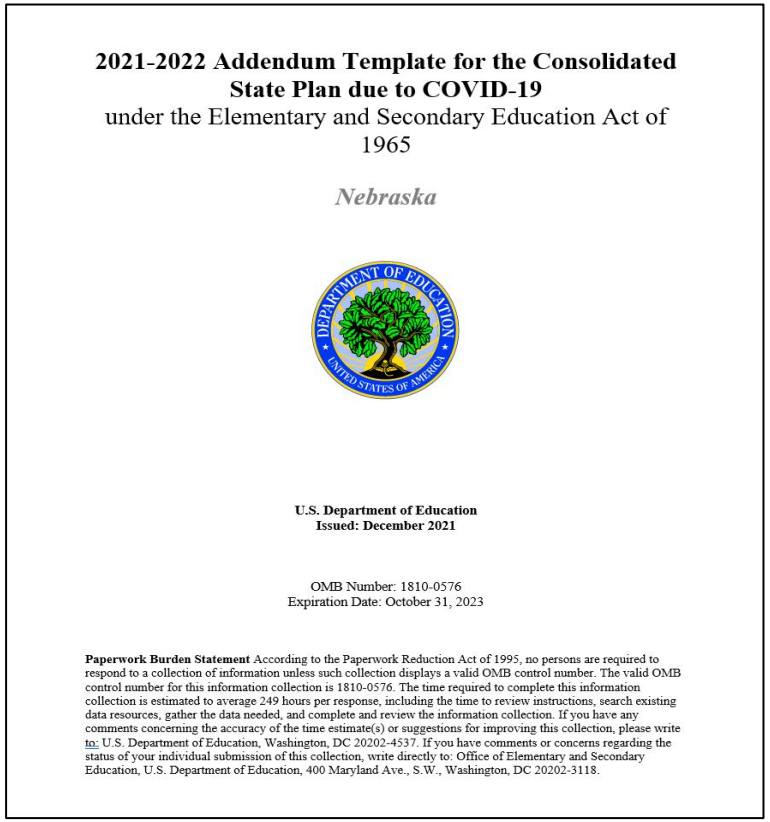
- A Different Year Requires Different Accountability - *This is a transition year for accountability. Fall of 2023 will result in a new classification/designation that will be stable.*

- Resetting & Rebaselining -*What do our data from 2021-22 tell us? Where do we need to focus? Which schools need additional supports? What student groups? What do we want to be true in 1 year - 3 years - 5 years?*

- Focus on Schools Serving Students with Greatest Need - *Accountability this year will provide a snapshot of student need as we're emerging from the pandemic.*

Flexibilities for this Year

- Provides flexibilities for 2022 accountability without the need for more comprehensive ESSA amendment
- The NDE drafted a plan based on your input - addendum posted for public comment and shared with this group
- State Board and gubernatorial consultation
- Early April submission - Approved in May
- Next steps include:
  - Business rule development
  - Modeling of improved indicators
  - Modeling of outcomes
  - Communication, communication, communication
- Fall implementation



2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19
under the Elementary and Secondary Education Act of 1965

Nebraska

U.S. Department of Education
Issued: December 2021

OMB Number: 1810-0576
Expiration Date: October 31, 2023

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Summary of Changes: Indicators

- Removal of EBA
- Removal of Improvement
- Non-proficiency changed from three-year to two-year trend
- Science Status and Science Improvement removed from Federal accountability only.
- Chronic absenteeism changed from reduction-towards-goal to “absolute” measure

Summary of Changes: ATSI & CSI

- Filter system remains, with changes
- TSI occurs annually, and
- Two sets of changes:
  - Cohort 1 - Currently identified CSI & ATSI
  - Cohort 2 - “Pandemic CSI and ATSI” (those identified this year)

Cohorts of CSI/ATSI

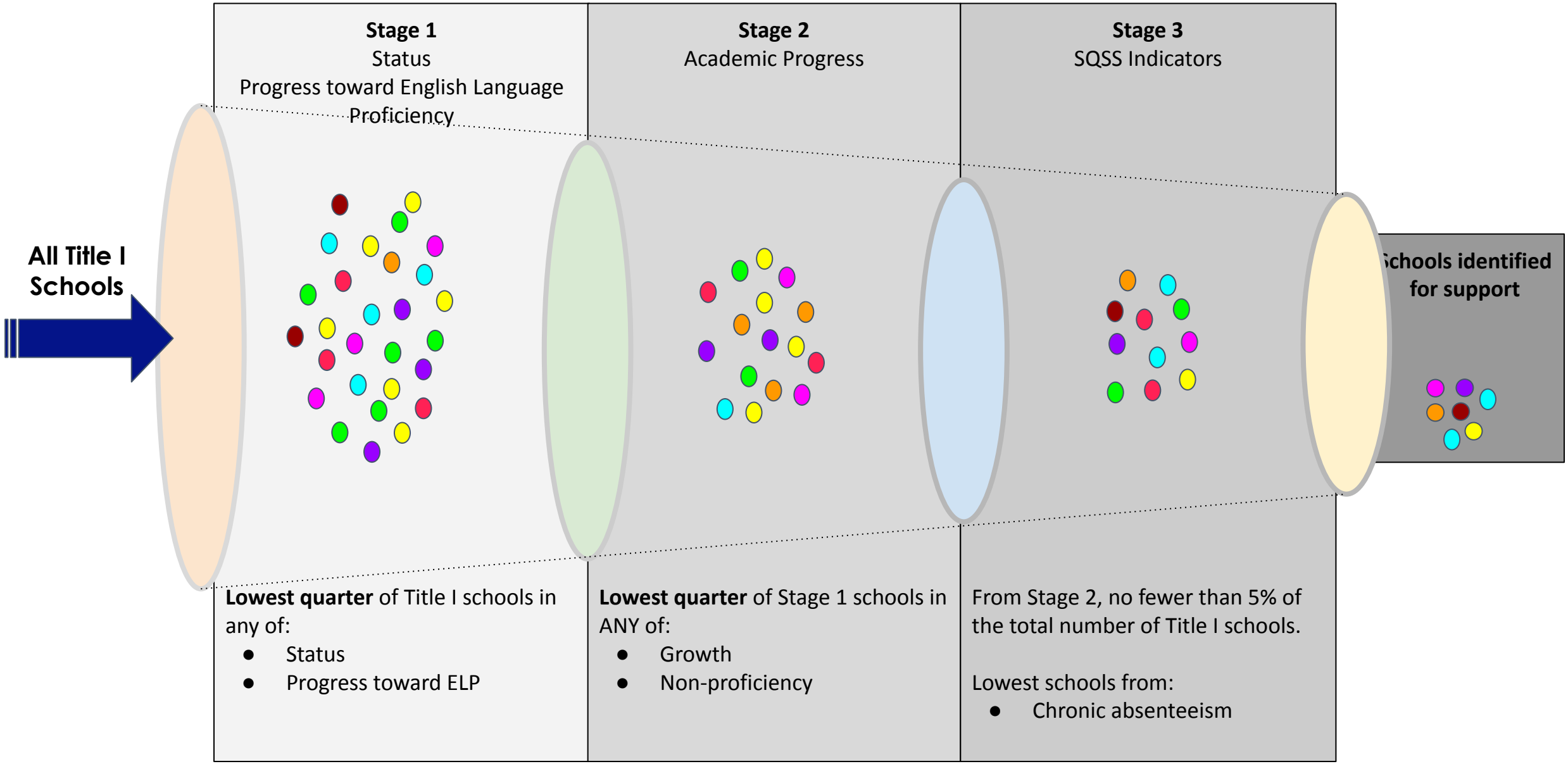
	2018-19	2019-20 (Not counted towards years in status)	2020-21	2021-22	2022-23 (Transition Year)	2023-24	2024-25	2025-26	2026-27
CSI (lowest 5% Title 1 schools - identified every 3 years) (Low grad rate < 65%)	Cohort 1 - Year 1 (27 Schools)	*Cohort 1 - Year 2*	Cohort 1 - Year 2 (27 Schools)	Cohort 1 - Year 3 (27 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: more rigorous options)				
					Identify CSI schools for Cohort 2 - Year 1 (~27 schools)	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify CSI schools for Cohort 3 - Year 1 (~27 schools)	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
									Identify CSI schools for Cohort 4 - Year 1
ATSI (schools with underperforming student groups as compared to CSI schools)		*Cohort 1 - Year 1*	Cohort 1 - Year 1 (116 Schools)	Cohort 1 - Year 2 (116 Schools)	Cohort 1 - Year 3 (116 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: Become CSI)			
					Identify ATSI schools - Cohort 2 - Year 1	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify ATSI schools for Cohort 3 - Year 1	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
									Identify ATSI schools for Cohort 4 - Year 1

Source: Draft Timeline

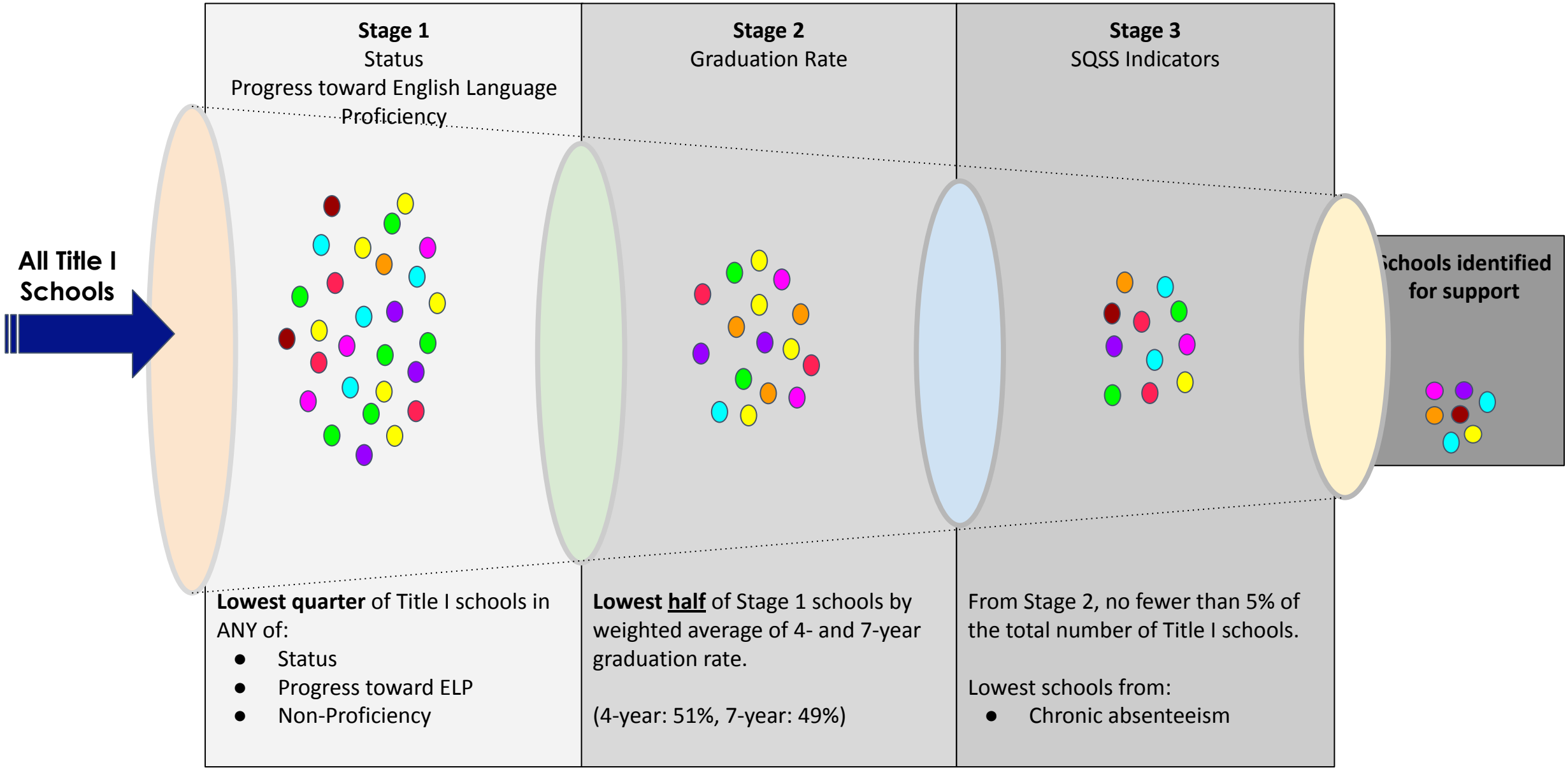
Exit Criteria: Cohort 1

- CSI schools identified in 2018: eligible for exit this year
- Adjustments to Cohort 1 Exit Criteria:
  - Not reidentified for CSI, AND
  - Not in lowest ~~25~~ 10% of Title I across the first filter
  - Made significant progress across all indicators
- High schools identified for CSI in 2018, exit:
  - Grad rate above 67%, AND
  - Two consecutive years of graduation improvement
- More rigorous option
  - For non-exiting CSI schools

Comprehensive Support and Improvement (CSI): Elementary & Middle Schools



Comprehensive Support and Improvement (CSI): High School*



*ANY high school can also be identified for CSI if its graduation rate is below 67%.

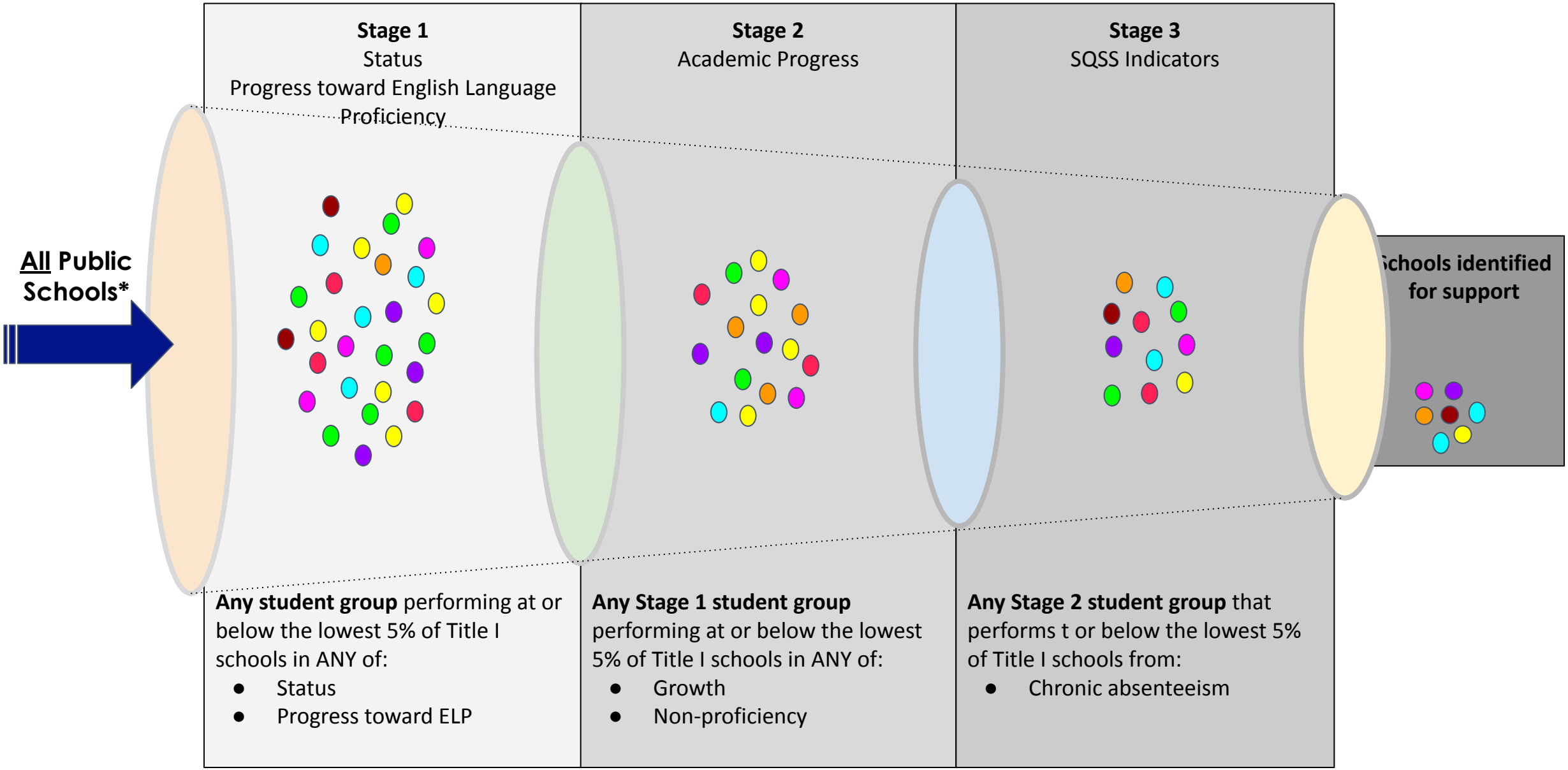
Summary of Changes: CSI Cohort 2

- CSI schools identified in fall 2022
- Normally in a three-year cohort; eligible for exit each year through 2026
  - To be written into revised ESSA Plan
- Adjusted exit criteria

Summary of Changes: ATSI Cohort 1

- ATSI schools identified in 2019 are eligible for exit in **fall 2023**
- *ATSI schools that do not exit in 2023 automatically become CSI in fall 2023.*
- Adjustments to Cohort 1 Exit Criteria:
  - Demonstrating sufficient growth for the identified student group, AND
  - No longer identified ~~for two consecutive years~~.
  - In other words, If a school is not identified for ATSI next year, and have made progress, they exit.

Additional Targeted Support & Improvement (ATSI): Elementary & Middle Schools



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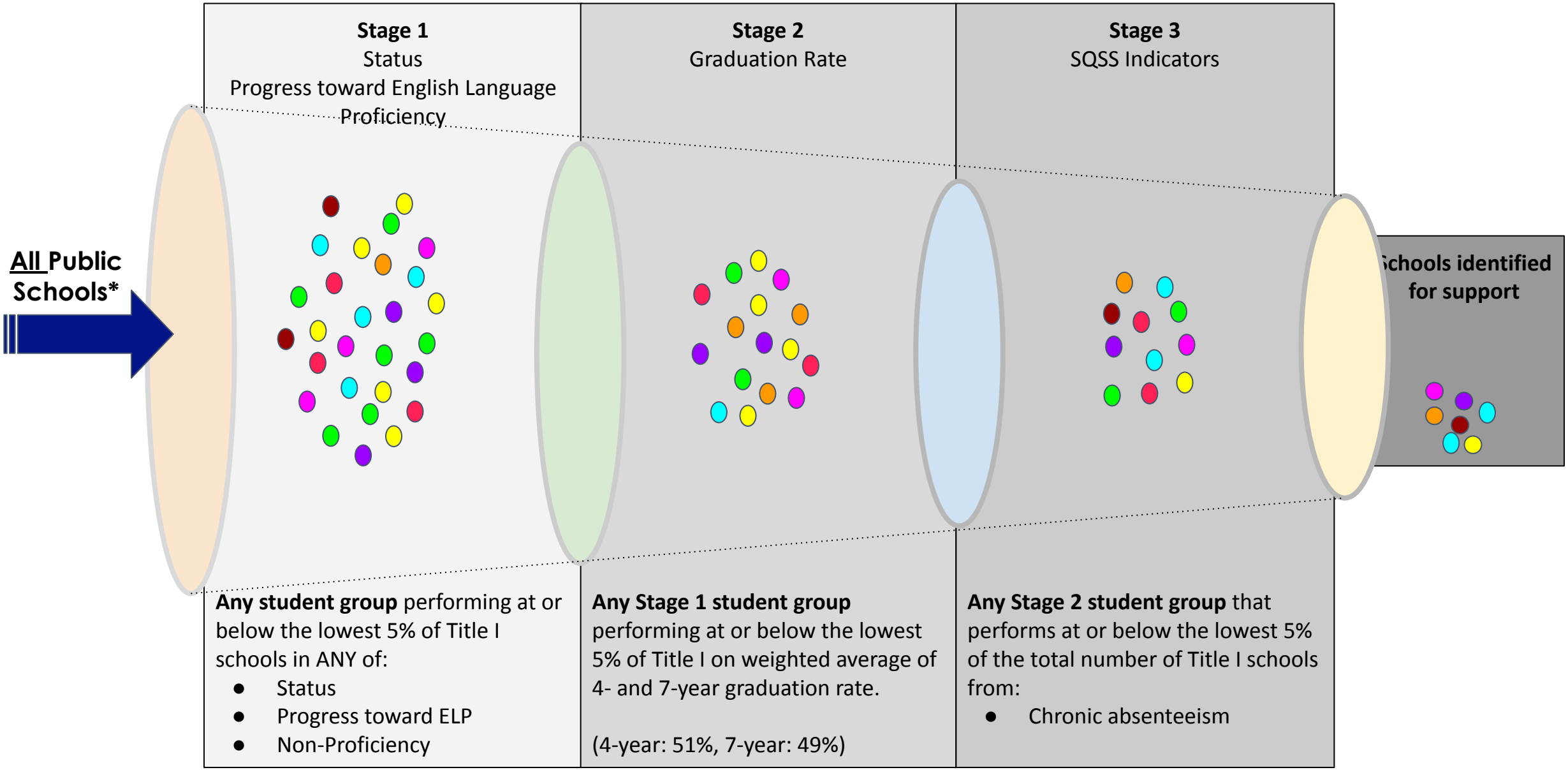
Additional Targeted Support & Improvement (ATSI): High School



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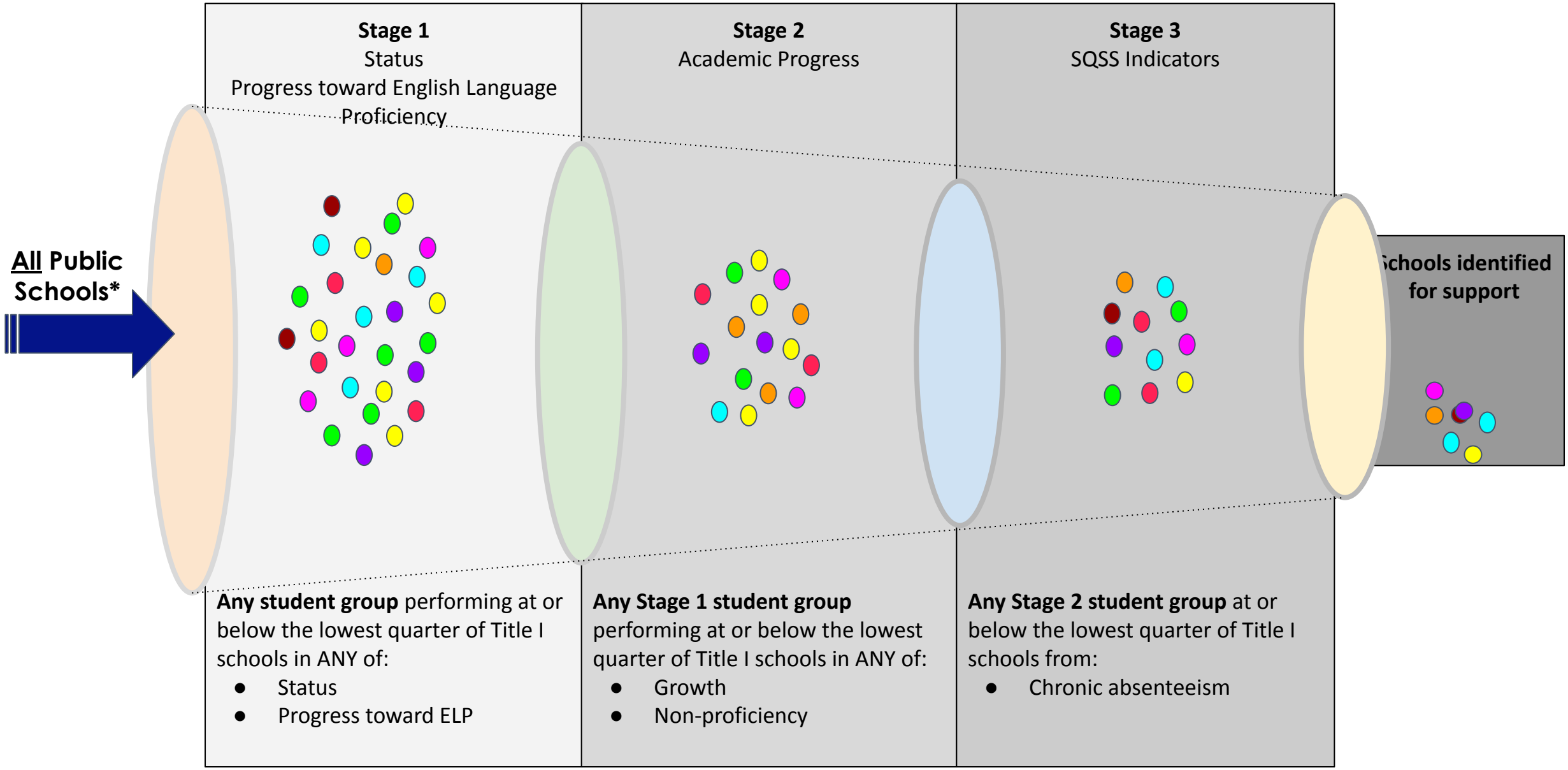
Targeted Support & Improvement (TSI): Elementary & Middle Schools



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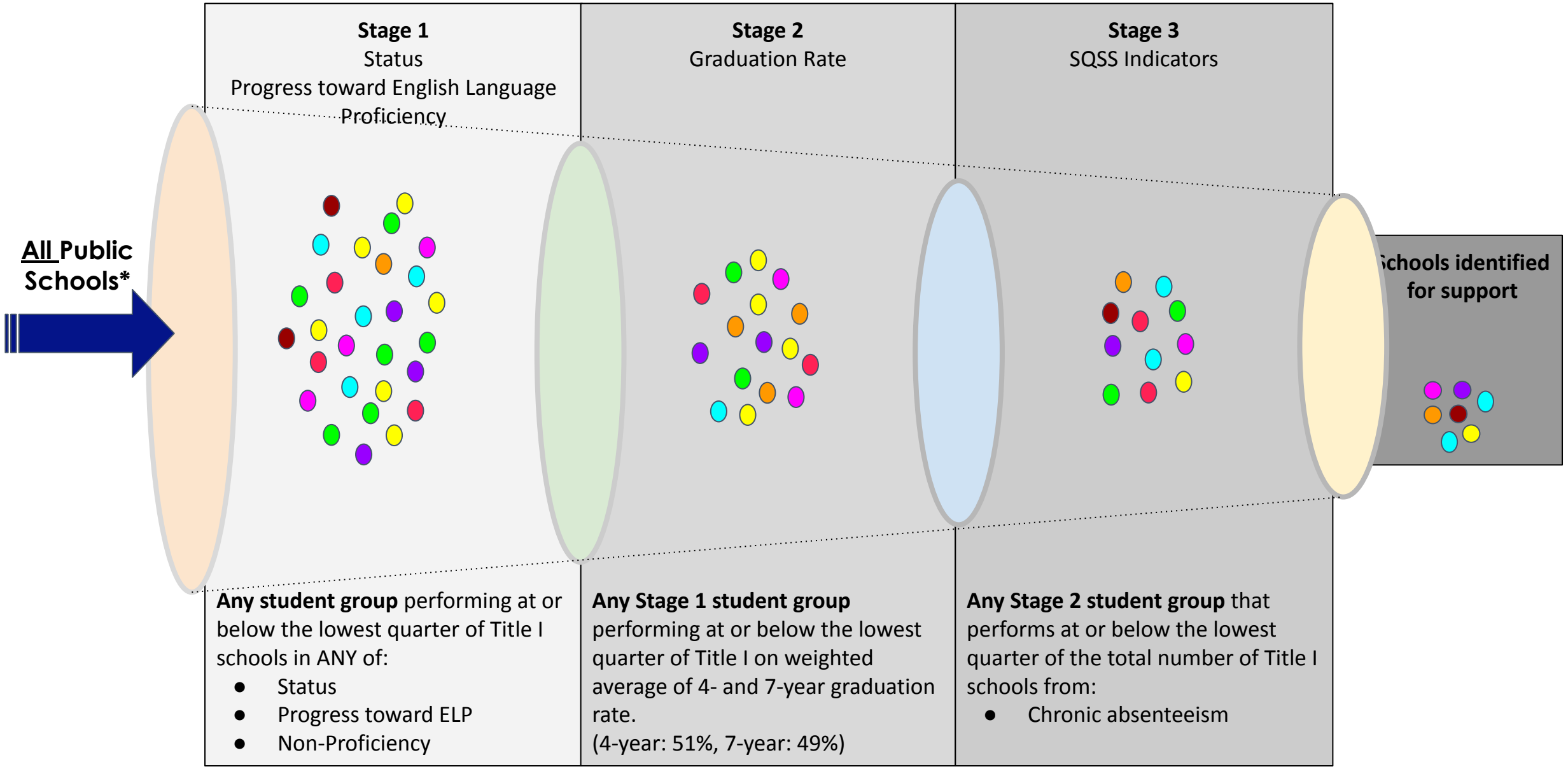
Targeted Support & Improvement (TSI): High School



*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners

Summary of Changes: ATSI Cohort 2

- ATSI schools identified in fall 2022
- Normally in a three-year cohort; eligible for exit each year through 2026
- Adjusted exit criteria
- Those that don't exit become CSI in 2026

Cohorts of CSI/ATSI

	2018-19	2019-20 (Not counted towards years in status)	2020-21	2021-22	2022-23 (Transition Year)	2023-24	2024-25	2025-26	2026-27
CSI (lowest 5% Title 1 schools - identified every 3 years) (Low grad rate < 65%)	Cohort 1 - Year 1 (27 Schools)	*Cohort 1 - Year 2*	Cohort 1 - Year 2 (27 Schools)	Cohort 1 - Year 3 (27 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: more rigorous options)				
					Identify CSI schools for Cohort 2 - Year 1 (~27 schools)	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify CSI schools for Cohort 3 - Year 1 (~27 schools)	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
									Identify CSI schools for Cohort 4 - Year 1
ATSI (schools with underperforming student groups as compared to CSI schools)		*Cohort 1 - Year 1*	Cohort 1 - Year 1 (116 Schools)	Cohort 1 - Year 2 (116 Schools)	Cohort 1 - Year 3 (116 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: Become CSI)			
					Identify ATSI schools - Cohort 2 - Year 1	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify ATSI schools for Cohort 3 - Year 1	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
									Identify ATSI schools for Cohort 4 - Year 1

Source: Draft Timeline

AQuESTT Sessions

August 11, 2022		August 12, 2022	
9-10:30am (CST)	Intro to AQuESTT: Six tenets, three domains, classifications/ designations	9-10:30am (CST)	Business Rules - Technical specifications and business rules, NEP Secure access
11-1pm (CST)	Virtual Office Hours	11-12:30pm (CST)	Using AQuESTT to Inform Improvement Efforts - Data sources, root cause analyses, improvement resources
1-2:30pm (CST)	Federal Accountability: ESSA plan, TSI/ATSI/CSI, SY 22-23 changes and beyond, exit criteria		

Intended Audience: New superintendents, new principals, DACs, ESU staff, any school/district staff engaged in continuous improvement, etc.

RE STORING NORMAL

Thank you!

Contact Us!

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