History and Federal Funding

- Reauthorization of a 50 year old law
- Requirements tied to funding

Assessments

- Schedule for required assessments largely the same

Accountability

- State discretion in designing accountability systems
Elementary and Secondary Education Act - 1965

“In recognition of the special educational needs of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance ... to local educational agencies serving areas with concentrations of children from low-income families...”
Improving America’s Schools Act - 1994

- Focus on consistent standards
- Increased flexibility in use of funds

Laws and Spending
No Child Left Behind - 2002

Expansion of federal role

Laws and Spending
Every Student Succeeds Act (ESSA) - 2015

Reduction of Federal Role

Laws and Spending
Prohibitions on Federal Influence

• Places specific restrictions on the Secretary of Education related to:
  • Standards
  • Assessments
  • Accountability systems

• Provides that the federal government may not incentive or control specific:
  • Instructional Content
  • Standards
  • Assessments
Federal Spending on Education in Utah

- State Funding: 69%
- Local Funding: 16%
- Federal Funding: 12%
- Other: 3%

Source: Office of the Legislative Fiscal Analyst, Compendium of Budget Information, 2016
Federal Education Spending in Utah, Fiscal Year 2017 Estimates

Nutrition Programs, $171.30

Other programs under the Elementary and Secondary Education Act, $41

Individuals with Disabilities Education Act, $104.80

Title 1 Grants to LEAs $85.50

Source: Office of the Legislative Fiscal Analyst

Laws and Spending
What is Title 1 Funding?

- Four formulas that are based on poverty estimates and education spending in each state

- Federal formula assigns funding by school district

- Funding must be used to supplement, rather than supplant, other spending

- School districts have the option to target services to children who are failing to meet standards, or may operate school wide programs

Laws and Spending
What Does this Have to Do with Assessments and Accountability?

• Assessment and accountability requirements apply to all students in states

• A state that does not follow requirements risks losing funding from Title 1 grants for LEAs

Laws and Spending
State Plans

- State Board must submit a state plan to the U.S. Department of Education
- Components
  - Standards
  - Assessments
  - Accountability
  - School support and improvement
  - Assurances
  - Reports
  - Other
Meaningful Consultation

- State Plan
- Local education agencies
- Governor
- Teachers and school leaders
- Other
Assessments
Assessments

• “Set of high quality student academic assessments”
• Subject areas
  • Math
  • Reading or language arts
  • Science
  • English language proficiency for English learners
  • Other, if state chooses
• Aligned with state standards
• Single summative test or multiple tests
Disaggregation

- Plan must enable results to be disaggregated within each state, local education agency, and school by:
  - Major racial and ethnic group
  - Economically disadvantaged students compared to students who are not economically disadvantaged
  - Children with disabilities compared to children without disabilities
  - English proficiency status
  - Gender
  - Migrant status
Participation in Assessments

• Must use same academic assessments to measure achievement of all public elementary and secondary school students in the state
  • Exceptions
    • Alternative assessments for students with significant cognitive disabilities (1% cap)
    • Advanced math in middle school
    • Locally selected assessment in high school
  • 95% participation required
  • Accommodations
  • Opt out
    • Nothing in assessment section preempts state or local law regarding a parent’s decision to not have child participate in state academic assessments
    • 95% participation still required
Time Limits

• States allowed to set time limit on time devoted to assessment administration
• Not required
Subject and Grade Level

- **Math and reading or language arts**
  - Every year in grades 3 through 8
  - At least once in grades 9 through 12

- **Science**
  - At least once in grades 3 through 5
  - At least once in grades 6 through 9
  - At least once in grades 10 through 12

- **English language proficiency**
  - Annual assessment for all English learners
Assessment-related Grants

- Science and engineering
- Auditing assessment system
- Competency-based assessments
- Other subjects
- Children with disabilities
Accountability

Goals, indicators, and interventions
Accountability goals

- NCLB
  - 100% proficiency on state assessments by 2014

- ESSA
  - Improved proficiency, graduation rates, and progress in achieving English language proficiency for English learners
Accountability indicators

Methodology for differentiating schools

Assessment-based
- Proficiency (all students)
- Growth, or other academic indicator (all students)
- Proficiency (English learners)

Other indicator
- At least one chosen by the state (e.g., student and educator engagement, school climate and safety, postsecondary readiness)

High School Graduation
Accountability indicators
Methodology for differentiating schools

NON-HIGH SCHOOLS

ESSA
- Proficiency (all students)
- Growth (all students)
- Proficiency (English learners)
- Other

Utah School Grading
- Proficiency (all students)
- Growth (all students)

HIGH SCHOOLS

ESSA
- Proficiency (all students)
- Growth (all students)
- High school graduation
- Other
- Proficiency (English learners)

Utah School Grading
- Proficiency (all students)
- Growth (all students)
- High school graduation
- ACT
Interventions for low performing schools

NCLB

- Series of escalating sanctions

ESSA

- Locally developed support and improvement plans

<table>
<thead>
<tr>
<th></th>
<th>In need of improvement (year)</th>
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<tbody>
<tr>
<td>Consequence</td>
<td>1 2 3 4 5</td>
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<tr>
<td>School transfer options</td>
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<tr>
<td>Supplemental services</td>
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<tr>
<td>Corrective Action</td>
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<tr>
<td>Restructuring (planning)</td>
<td>X X</td>
</tr>
<tr>
<td>Restructuring (implementation)</td>
<td>X</td>
</tr>
</tbody>
</table>
Establish a school turnaround committee

Select an independent school turnaround expert

Develop a school turnaround plan, including needs assessment

Submit plan to local board and State Board for approval

Year 1

Implement turnaround plan; Leadership training

Year 2-3
Utah School Turnaround and Leadership Development Act
(Title 53A, Chapter 1, Part 12)

Has school improved?

- Yes
  - Financial rewards for school and teachers
  - Turnaround expert receives performance pay
  - Opportunity for 2-year extension

- No
  - State Board imposed sanctions
  - Turnaround expert does not receive performance pay

End of year 3
Schools that are required to be identified for improvement

ESSA
- Lowest 5% performing
- <67% graduation rate
- Underperforming subgroup

Utah School Turnaround
- Lowest 3% performing

U.S. Every Student Succeeds Act: Assessment and Accountability
Other new ESSA provisions of interest

• Preschool development grants
• STEM Initiatives
• Teachers
  • No mandates regarding teacher evaluations
  • Ensuring Title I schools are not served by disproportionately less highly qualified teachers
Please feel free to contact us with any questions at:

801-538-1032

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