



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS



Transition from NCLB to Every Student Succeeds Act

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Board of Education Meeting

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Presentation Purpose

- What is Every Student Succeeds Act (ESSA)?
- What are the major changes in ESSA?
- How is the legislation similar or different from NCLB?
- What are the implications for PUSD?
- What are the next steps?



PARAMOUNT UNIFIED SCHOOL DISTRICT

PREPARING STUDENTS FOR COLLEGE AND CAREERS



On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). The ESSA makes a number of changes that existed in the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB)



Goals for Student Achievement

NCLB	ESSA
Call for 100 percent of students to reach “proficiency” in math and English language arts by 2014	States must set long-term student achievement goals with measurements of interim progress



Accountability Indicators Elementary and Middle Schools

NCLB	ESSA
<p>Test scores</p> <p>One indicator selected by the state</p>	<p>Achievement on annual reading/language arts and mathematics assessments.</p> <p>A “measure of student growth” or other academic indicator that allows for meaningful differentiation among student groups</p> <p>English language proficiency</p> <p>At least one indicator of school quality or success that allows for meaningful differentiation among student performance</p>



Goals for High School Graduation Rates

NCLB	ESSA
<p>States must set a long-term high school graduation rate goal and annual targets for meeting that long-term goal that are “continuous and substantial” (as defined in federal regulation)</p>	<p>States must set a long-term goal for the four-year high school graduation rate with measurements of interim progress.</p> <p>States may set goals for extended-year high school graduation rates, but those goals must be higher than the four-year graduation rate goal.</p>



Accountability Indicators High School

NCLB	ESSA
Test scores	Achievement on annual reading/language arts and mathematics assessments.
Graduation rates	Four-year graduation rate (In addition to this, states may use an extended-year graduation rate.) English language proficiency At least one indicator of school quality or success that allows for meaningful differentiation among student groups

What happens if we miss the target?





Intervention and Support for Struggling Schools

NCLB	ESSA
<p>Interventions escalate based on the number of years a school is identified for improvement.</p> <p>Interventions include</p> <ul style="list-style-type: none">• Public school choice• Supplemental educational services (i.e., tutoring)• Corrective action, and• Restructuring	<p>There are two categories of interventions and support:</p> <ul style="list-style-type: none">• Comprehensive• Targeted



Comprehensive



Targeted



Schools Identified for Comprehensive Reform

NCLB	ESSA
No such requirement	<p>States must identify the lowest performing 5 percent of Title I schools for comprehensive support</p> <p>States must identify all high schools with a graduation rate at or below 67 percent for comprehensive support</p> <p>States must identify these low-performing schools and low-graduation-rate high schools at least once every three years</p>



Intervention and Support Comprehensive Reform

NCLB	ESSA
<p>Interventions escalate based on the number of years a school is identified for improvement.</p> <p>Interventions include:</p> <ul style="list-style-type: none">• Public school choice• Supplemental educational services• Corrective action• Restructuring	<p>Schools identified for Comprehensive Intervention and Support:</p> <ul style="list-style-type: none">• Must implement comprehensive, locally-determined, evidence-based interventions.• Districts may allow students in these schools to transfer to other public schools in the district.



Timeline – Comprehensive Reform

NCLB	ESSA
<p>Schools must meet increasingly rigorous targets each year or implement interventions that escalate annually.</p>	<p>Schools have <u>four years</u> to meet state-set criteria allowing them to exit the comprehensive interventions status.</p> <p>If they do not meet these criteria, they must implement more rigorous state-determined interventions, which may include school-level operations.</p>

For example

School X is identified for Comprehensive Reform

School implements locally-determined evidence-based interventions

School has four years to meet exit criteria

If school does not meet exit criteria, state will determine interventions





Schools Identified for Targeted Reform

NCLB	ESSA
<p>Any school that misses a performance target for any subgroup for two or more consecutive years is identified for improvement.</p>	<p>Any school with a <u>subgroup of students</u> that is consistently underperforming based on all of the indicators in the state accountability system.</p> <p>States must identify these schools annually.</p>



Intervention and Support Targeted Reform

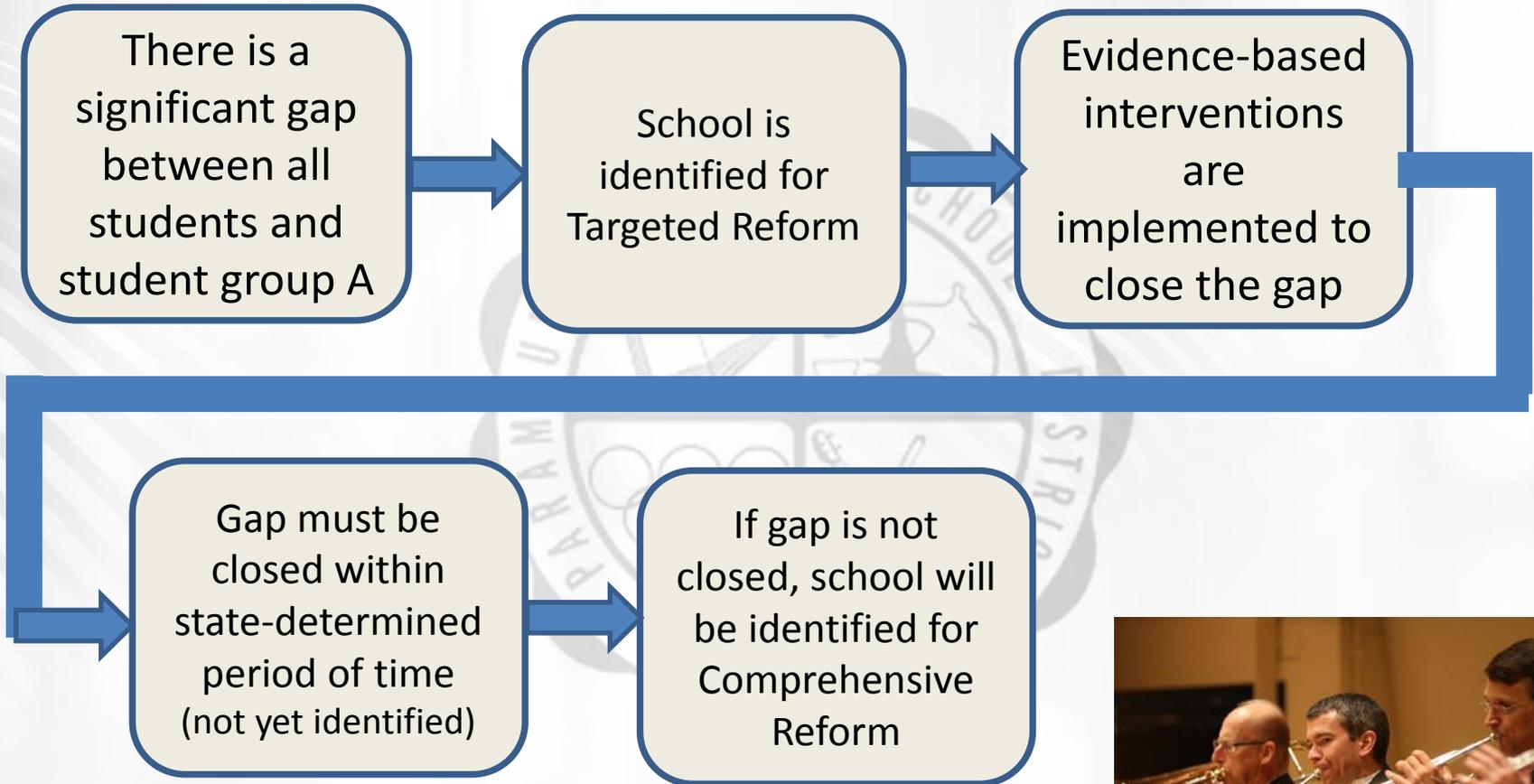
NCLB	ESSA
<p>Interventions escalate based on the number of years a school is identified for improvement.</p> <p>Interventions include:</p> <ul style="list-style-type: none">• Public school choice• Supplemental educational services• Corrective action• restructuring	<p>Schools with a low-performing subgroup must implement evidence-based, locally determined targeted intervention.</p> <p>A school with a subgroup performing at the level of the lowest-performing 5% of all Title I-receiving schools in CA, based on the state accountability system, also must identify resource inequities to address through the implementation of its improvement plan</p>



Timeline – Targeted Reform

NCLB	ESSA
<p>Schools must meet increasingly rigorous targets each year or implement interventions that escalate annually</p>	<p>Schools must reach state-set exit criteria by a state-set time period.</p> <p>If they do not meet these criteria, the school will be identified for comprehensive support.</p>

For example





Next Steps for State

- ESSA State Plan to be adopted at State Board of Education Meeting – September 13, 2017.
- ESSA State Plan to be submitted to U.S. Department of Education – September 18, 2017.
- Questions that remain:
 - Criteria to determine bottom 5%
 - Exiting criteria for Comprehensive Reform
 - Exiting criteria for Targeted Reform
 - Timeline to exit Targeted Reform



Implications for PUSD

- Continue to use indicators on the California Dashboard to monitor progress as one measure of school progress.
- Continue to provide timely monitoring of student need and student groups through local and district data
 - Benchmarks
 - Grades
 - Formative assessments
 - Interim assessments



Implications for PUSD (cont.)

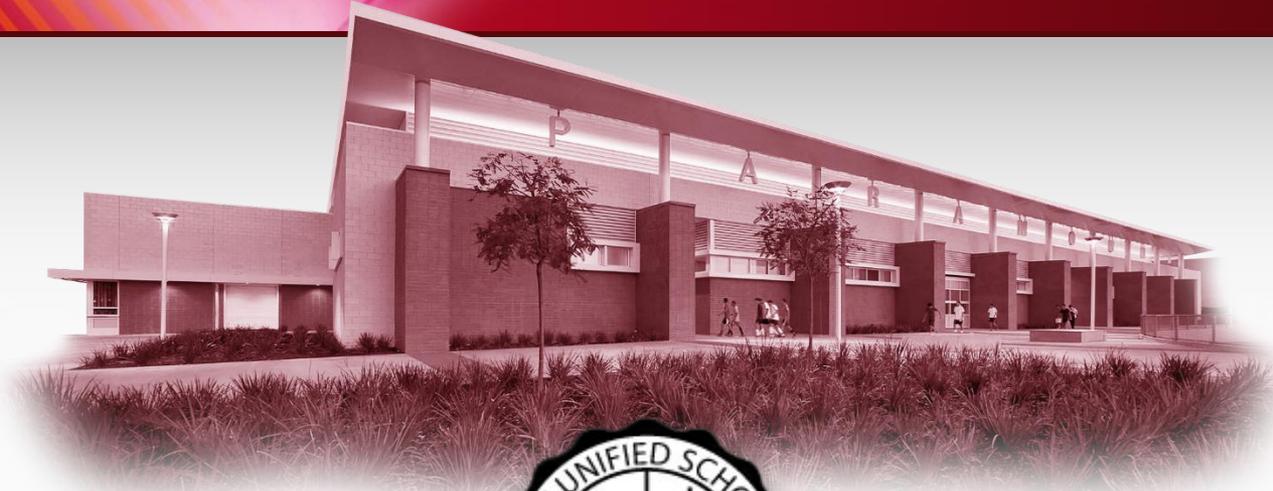
- Continue to monitor implementation and provide quality professional development
 - State Standards
 - Curriculum
 - Assessments
 - Student Needs
- Provide meaningful parent engagement
 - Academic programs
 - College awareness
- Continue to allocate LCAP and Federal funds to address identified needs.



California is working to put the pieces together



PARAMOUNT UNIFIED SCHOOL DISTRICT



The mission of the Paramount Unified School District is to ensure learning and success for each student by providing a quality education.