

# **Every Student Succeeds Act (ESSA)**

## **Comprehensive School Planning 2017-18**

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# ACCOUNTABILITY



1. Setting need-based long-term goals with research-based strategies, action items, and timelines, with formative and summative evaluation measures for improving—

- ✓ Students' proficiency on tests
- ✓ English-language proficiency
- ✓ Graduation rates
- ✓ Student growth rates
- ✓ Student chronic absenteeism



# Goal Setting and Expectations

2. Measuring and reporting student progress toward achieving NJ Student Learning Standards and graduating high school prepared for career and college;

Expectations to be set for all subgroups including:

- ✓ English Language Learners
- ✓ Special Education
- ✓ *Low-Income*

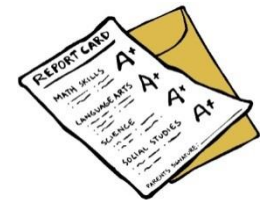


# School Performance

3. Providing additional and differentiated support to high need schools and student populations, as well as school districts, identified as:

**(a) Comprehensive** support and improvement (overall low performance) for bottom 5% of schools, and high schools with less than 67% graduation rate;

**(b) Targeted** support and improvement (low subgroup performance) for groups performing at or below the bottom 5% of schools;



# School Performance

Differentiated support continued

**(c) Consistently Underperforming** schools that for two consecutive years has low performing subgroup of students; and

**(d) Comprehensive Support and Improvement (CSI)** schools greater than 3 years in targeted support.

# School Performance

4. Ensuring that State and local school level funds will be coordinated and used with federal funds to further support students and educators by promoting and targeting local innovation and investing in what works as an evidence-based intervention.

# Low Performing Schools and Interventions

- What is low performing?
  - ✓ Bottom 5% of performers
  - ✓ HS graduation rate at 67% or less
- Interventions for failure to meet expectations
  - ✓ Evidence-based comprehensive or targeted school improvement plan
  - ✓ State control ( including firing principal, establishing charter)



# Funding School Improvement Under ESSA

- USDE estimates that schools in need of comprehensive improvement may drop significantly due to new flexibility in accountability





# Funding School Improvement Under ESSA

- NEW JERSEY DOE recommends school district budgeting using 80% to 85 of current year funding level

# Forecasting Title I, Part A School Improvement Under ESSA

- ✓ ESSA maintains current Title I formula allocations based on poverty census data
- ✓ School ranking based upon percent needy
- ✓ FY2018 budget planning at reduced levels
- ✓ Parent involvement continues to reserve at least 1% of total Title I allocation for grants greater than \$500,000
- ✓ Parent involvement school allocation at 90% (down from 95%) with priority to high need schools
- ✓ Parent involvement activities at district and school levels require workshops and/or disseminating best practices on parent and family engagement, or programs that reach parents at home, in the community and at school

# Funding School Improvement Under ESSA Title I, Part A

## DISTRICT ALLOCATIONS UNDER TITLE I

- Non-public school Trenton resident students
- Neglected student resident facilities
- Homeless students
- School interventions targeting highest need-  
Title I Teacher Leaders (36)
- Parent involvement school allocations
- School wide blended

# Funding School Improvement Under ESSA Title I, Part A

✓ Expanded spending flexibility **pending sufficient funding**

- Counseling
- Mental Health
- Advanced Coursework
- Behavioral Supports
- STEM



# Student Access to Effective Teachers

## Title I-A Linked with Title II-A

- Teachers will meet applicable state certification and licensure requirements
- Plans required to ensure “low income and minority” children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers



## Title II-A

# SUPPORTING EFFECTIVE INSTRUCTION

- Plan for 85% of previous year's allocation for school district use to include sustained and job-embedded training for teachers and principals including:
  - ✓ Integrating technology
  - ✓ Using data to drive student achievement
  - ✓ Engaging families and communities
  - ✓ Designing and executing classroom assessment

## Title II-A

### SUPPORTING EFFECTIVE INSTRUCTION

- Sustained, data-driven, job-embedded and classroom focused training for teachers and principals including:
  - ✓ Integrating rigorous academic content, career and technical education and work-based learning
  - ✓ Promoting high quality STEM and computer science instruction
  - ✓ Effective use of teacher evaluation

# TITLE III-A

## SUPPORTING ENGLISH LEARNERS AND IMMIGRANT STUDENTS

### **Required uses are:**

- ✓ Increasing English language proficiency and academic achievement
- ✓ ELL professional development
- ✓ Parent/family/community engagement



# TITLE III-A

## SUPPORTING ENGLISH LEARNERS AND IMMIGRANT STUDENTS

### **Other allowable uses are:**

- ✓ Upgrading ELL programs
- ✓ Tutorials and materials
- ✓ Improving instruction, including PreK-12 and ELLs with disabilities

# TITLE III-A

## SUPPORTING ENGLISH LEARNERS AND IMMIGRANT STUDENTS

- ESSA requires the overall school-based accountability system for measure of progress toward English proficiency to be integrated under Title I
- Must use growth targets in all schools with minimum number of ELLs

# TITLE III

## IMMIGRANT STUDENTS

Must address unique needs of immigrant students

- Family literacy and outreach
- Support services including counseling, mentoring
- Activities to acclimate students to American public school system
- Recruitment of trained staff (teachers, paras)

# TITLE IV, PART A

## STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Newly established to address Increasing student achievement through—

- Well-rounded education
  - ✓ College and career guidance
  - ✓ Improving student engagement
  - ✓ Promoting volunteerism and community involvement

# TITLE IV, PART A

## STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Newly established to address Increasing student achievement through—

- Use and access to technology
  - ✓ Provide learning tools, devices, content
  - ✓ Develop innovative strategies for specialized and rigorous curricula
  - ✓ Blended learning projects

# TITLE IV, PART A

## STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Newly established to address Increasing student achievement through—

- Use and access to technology
  - ✓ Provide learning tools, devices, content
  - ✓ Develop innovative strategies for specialized and rigorous curricula
  - ✓ Blended learning projects

# 2015-16 NJ SCHOOL PERFORMANCE REPORT

## REFLECTING ON PERFORMANCE

- ❖ Successes?
- ❖ Challenges?
- ❖ Emerging trends?
- ❖ Goal specificity, reasonableness?
- ❖ Desired results established and monitored?
- ❖ Resources including time?
- ❖ Fidelity of implementation and follow-through?
- ❖ Next steps?

# CREATING SCHOOL PLAN

## **STEP 1: Conduct Comprehensive Needs Assessment**

- Engage Stakeholders including School Leadership Team, educators, parents, and community provider stakeholders
- Review data and evidence
- Identify root causes



# CREATING SCHOOL PLAN

**STEP 2:** Develop SMART Goals matched to needs assessment and priorities to improve:

- ✓ Student achievement, attendance, and behavior
- ✓ Teaching practice
- ✓ Overall school climate and culture

# CREATING SCHOOL PLAN

## **S M A R T GOALS ARE:**

- **S** – **specific**, significant, stretching
- **M** – **measurable**, meaningful, motivational
- **A** – **attainable**, agreed upon, action-oriented
- **R** – **realistic**, reasonable, results-oriented
- **T** – **time-based**, trackable, timely

# CREATING SCHOOL PLAN

**STEP 3:** Be budget-wise to address the established purposes of ESSA with data-based priority problems for target populations

**STEP 4:** Identify core research-, evidence-based intervention strategies aligned to root cause (s) and select measures of growth/outcomes

**STEP 5:** Designate resources, expenditure funding source and acknowledge allowable use guidelines when using local/state/federal fiscal resources

# COMPREHENSIVE SCHOOL PLAN TIMELINES

- April 13 Initiate 2017-18 pre-planning process
- April 27 Engage school leaders and staff
- April 25 – Implement needs assessment process ongoing
- May 8-12 Establish and align priorities and develop SMART goals
- May 15-19 Create 2017-18 annual school plan
- May 22-31 School plan review and feedback

# COMPREHENSIVE SCHOOL PLAN TIMELINES

- June 2 School Plan budget template final due
- June 7 Final version of School Plan approved
- June 7-23 Developing District ESSA Application and Budget
- June 23
  - 2017-18 Title I Parent Compact and School Policy Updates Due
  - 2017-18 School Leadership Team Final
  - 2017-18 Parent Involvement Calendar of Events
- June 26, 2017 ESSA TBOE Resolution

# SCHOOL PLAN RESOURCES

## EVERY STUDENT SUCCEEDS ACT (ESSA) RESOURCES

<http://www.state.nj.us/education/ESSA/guidance/njdoe/add.shtml>

## SCHOOL WIDE PROGRAMS

<http://www.state.nj.us/education/title1/program/schoolwide.shtml>

### Webinars and Technical Assistance, 2017-2018

*NEW* - [Webinar: Title I Schoolwide Program Application Management System](#)

*NEW* - [Title I Schoolwide Plan Online Application - System Quick Start Guide](#)

*NEW* - [Title I Schoolwide Plan Online Application - User's Manual](#)

## TITLE I

<http://www.state.nj.us/education/title1/grants/>

## NEW UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS

<http://www.state.nj.us/education/grants/ugg/>

## QUICK REFERENCE OF COMMONLY REQUESTED COSTS

[http://www.state.nj.us/education/grants/discretionary/apps/common\\_costs.pdf](http://www.state.nj.us/education/grants/discretionary/apps/common_costs.pdf)

## NJDOE HOMEROOM

<https://homerom.state.nj.us/>

## TRENTON PUBLIC SCHOOL DEPARTMENTS

<http://www.trenton.k12.nj.us/Departments.aspx>