

# LESC HEARING BRIEF: EVERY STUDENT SUCCEEDS ACT TITLE I STATE PLAN EFFORTS

**AGENCY: New Mexico Public Education Department (PED)**

**DATE: July 14, 2016**

**PURPOSE OF HEARING: To get a better understanding of PED's Every Student Succeeds Act Title I state plan efforts.**

**WITNESS: Christopher Ruskowski, Deputy Secretary of Policy and Programs, PED and Matt Pahl, Director of Policy, PED**

**PREPARED BY: Christina McCorquodale**

**EXPECTED OUTCOME: Stakeholder engagement with PED in its efforts to develop a Title I state plan.**

**Transition and Effective Dates of Most Competitive Programs:**

- Noncompetitive programs effective July 1, 2016;
- Most competitive programs effective October 1, 2016;
- Certain waivers are terminated as of August 1, 2016 under Section 9401 of NCLB;
- Transition to new state plans begin in the 2016-2017 school year; and
- Full implementation begins in the 2017-2018 school year.

**Title I Part A Grants Authorized to SEAs:**

- FY17 - \$15 billion
- FY18 - \$15.5 billion
- FY19 - \$15.9 billion
- FY20 - \$16 million

## BACKGROUND INFORMATION

The federal Every Student Succeeds Act (ESSA) requires states to develop a Title I state plan and submit it to the U.S. Department of Education (USDE). According to regulations set in May 2016, the USDE set two windows for states to submit their Title I state plans; March 6, 2017 or July 5, 2017. Prior to its submission, ESSA requires the state education agency (SEA) to conduct timely and meaningful consultation with governors, members of the state legislature, state boards of education, local education agencies, Native American tribes, teachers and parents, and other representatives of the community to provide support for the development of a state plan. This particular component was strongly lobbied by the National Conference of State Legislatures (NCSL) with bipartisan support from the Education Standing Committee during the 2015 NCSL Summit in Seattle.

The Legislative Education Study Committee (LESC) requested to be the legislative body that works with the Public Education Department (PED) on the Title I state plan (see **Attachment 1**); additionally, other stakeholders have reached out to PED, including: New Mexico State Superintendents Association (NMSSA), New Mexico School Boards Association (NMSBA), New Mexico Coalition of Educational Leaders (NMCEL), and New Mexico Regional Education Cooperatives (NMREC). A number of these entities indicated the Secretary of PED assured them they would be included when PED was ready to move forward with the Title I state plan. PED requested this hearing as a first step toward implementation of New Mexico's Title I state plan; however, given the March 2016 or July 2016 deadline, it leaves a short timeline for development of the plan and stakeholder engagement, especially when other states have already begun the process.

**State Title I Plans.** According to USDE, the purpose of Title I is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and to reach proficiency on challenging state content and academic standards and assessments. States must address the following in their Title I state plans: adoption of challenging content and academic standards that also include alternative standards for significantly learning disabled students as well as English language development and proficiency standards; implementation of high-quality and challenging assessments that demonstrate proficiency in math, reading and language arts, and science; establishment of statewide accountability for students and each subgroup for academic success; and other areas such as school support and activities, maintenance of effort (MOE), and state assessment grants.

**Stakeholder Engagement.** To ensure ESSA succeeds, stakeholder engagement and collaboration is fundamental to the development of an effective state plan. ESSA requires each SEA to consult with a broad group of stakeholders in development of Title I state plans. In January 2016, USDE Secretary King issued a letter highlighting the importance

**Estimates of Title I, Part A Grants Authorized Funding for New Mexico:**

- FY17 - \$121 million
- FY18 - \$125 million
- FY19 - \$128 million
- FY20 - \$131 million

**ESSA: Major Provisions for Title I**

**Standards:**

- Adoption of challenging academic and content standards;
- Adoption of alternative academic and content standards for students with significant learning disabilities; and
- Adoption of English language proficiency standards derived from four domains of language acquisition – listening, speaking, reading, and writing.

**Assessments:**

- Implementation of a set of high-quality student academic assessments in math, reading and language arts, and science. May implement other assessments for other subjects;
- Assessments must involve multiple measures of student achievement and may be partially delivered in the form of portfolios, projects, or extended performance tasks;
- Assessments can be administered through a single summative assessment or through multiple assessments during the course of the academic year;
- Results must be demographically disaggregated;
- Parents may opt their child out of taking the assessment but that child is still counted against the 95 percent participation rate requirement; and

and utility of stakeholder engagement as states and local school districts transition to and, eventually, implement ESSA (see **Attachment 2**). USDE noted the impact of ESSA on children depends on high-quality implementation at every level that includes input from a diverse group of stakeholders and incorporation of their feedback into efforts to effectively and successfully implement ESSA. Meaningful and ongoing stakeholder engagement helps ensure stakeholders are able to provide feedback and inform continuous enhancement of state and local strategies to improve student outcomes and meet state-established performance goals. It also produces valuable information that will help states and school districts design the best possible education system for students, and increases public buy-in throughout the stages of implementation.

While many ESSA requirements do not take effect until the 2017-2018 school year, in January 2016, U.S. Department of Education Secretary King noted it is not too early for states to begin engaging with stakeholders and meaningful stakeholder engagement should start at the beginning of the process, when initial planning is getting started, rather than at the end of the process, when a plan is nearing completion. USDE noted participation could be enhanced by doing the following:

- Hold meetings at varying times of the day, including after work or the school day and on the weekends to ensure broad participation;
- Hold multiple meetings across the state;
- Ensure meetings include a broad range of stakeholders, including those who have traditionally been left out of such conversations;
- Facilitate broad participation beyond representatives that will be attending meetings or hearings in person;
- Make the name and contact information of officials and stakeholders working on state implementation plans publically available;
- Allow all stakeholders to provide substantive input;
- Provide accommodations and supports to ensure meetings and hearings are accessible (e.g. translators, interpreters, materials in alternative formats); and
- Ensure transparency on the process, timeliness, and opportunities to engage at different levels of policy development.

**State Efforts.** According to the Education Commission of the States (ECS), gathering a diverse group of invested members committed to working together to create sound and lasting education policies is not easy. However, some states have moved forward with this task to take up the opportunity for a meaningful and collaborative effort to collectively improve education for all students in their states.

Since December 2015, other states have worked on organizing and developing their work groups to focus on ensuring the coordination between programs for the following laws; Individuals with Disabilities

**ESSA: Major Provisions for Title I  
Continued**

- Limit on the amount of time SEAs may set a target devoted to assessments in each grade, expressed as a percentage of instructional hours.

**Statewide Accountability System:**

- Establish state-designed long-term goals for all students and each subgroup for improved academic achievement as measured by proficiency on annual assessments, high school graduation rates, and percent of English learners making progress in achieving English language proficiency; and
- Indicators of accountability for all students and separately for each subgroup to include: academic achievement as measured by proficiency on annual assessments and another indicator of academic achievement; measure high school graduation rate; progress of English language proficiency achievement; and indicator of school quality and teacher engagement.

Education Act (IDEA), the Rehabilitation Act, Perkins Career and Technical Education Act, Workforce and Innovation Opportunity Act (WIOA), Child Care Development Block Grant (CCDBG), Education Sciences Reform Act, Education Technical Assistance Act, National Assessment of Educational Progress, McKinney-Vento, Adult Education, and Family Literacy.

*Washington State.* Washington state shared their state plan model with NCSL Education Standing Committee meeting in April 2016 (see **Attachment 3**). This working session provided an example for other state legislators and legislative staff on how a state plan can be crafted. Washington's SEA began its efforts in December 2015 to develop and build stakeholder engagement by holding monthly meetings: to create work groups dealing with the various federal programs; to develop and update the website that provides information and public comment about the state's progress; to collaborate with the governor's office, legislators, and state boards of education; and to hold work group sessions to finalize their plan to be submitted for review. Washington's goal is to have their ESSA Consolidated State Plan published on the department's website for public review before submitting it to the USDE in November 2016.

*Other States' Strategies.* Ten states responded to an LESC request about their efforts moving forward with a Title I state plan. Based on the information provided, states' stakeholder engagement strategies generally follow similar themes: in-person meetings, key stakeholder working groups, and web-based outreach (see **Attachment 4**). However, some states have included other strategies as well. For example, Colorado, New Hampshire, and Montana vetted stakeholders through an application process to ensure equal representation. Tennessee's SEA started the stakeholder engagement process with a statewide "listening tour" and from there, gathered input for the drafting process of the state plan. Maryland has presented their findings to the state board of education on a monthly basis to inform the board of progress on the plan.

Some states, like Michigan, Tennessee, and Washington, compared their current policies with the new provisions in ESSA to prioritize focus areas. While there is variance in topics among states, most are addressing issues of standards, assessments, and accountability. Other states have included English learners, early childhood learning, educator equity, and teaching and leading. According to ECS, these focused discussions may help officials sort through input more efficiently in order to maintain the SEA's vision of their state plan while working collaboratively with stakeholders.

**ESSA Represents Greater Flexibility for State and Local Decision Making.**

Since 2011, SEAs have requested flexibility from the stringent requirements of the No Child Left Behind Act (NCLB). Through flexibility waivers, SEAs were able to move forward with school reforms based on the contingency they follow certain criteria imposed by the federal government. New Mexico appears to be in compliance with many of the provisions of ESSA primarily because of

**NCSL Offers New Mexico  
Technical Assistance**

NCSL will provide LESC and PED technical assistance on PED's options for establishing accountability procedures for English learners (ELs) as the state prepares for ESSA implementation. The idea is for NCSL staff to supplement the extraordinary efforts already taking place in New Mexico by further improving policies by discussing educational research and best practices. Included in the technical assistance will be how English language proficiency affects ELs scores on state standardized tests in English (addressing validity issues and potential weighting of scores). This will be nationally available as a best practice for other states as they develop their accountability plan for ELs.

the state's efforts to implement college and career readiness standards and adopt an assessment aligned to those standards, and establish student and teacher accountability systems that conformed to the requirements of the federal flexibility waiver.

While New Mexico may be in compliance with ESSA, the department relied on the requirements of the flexibility waiver to craft many policies without significant stakeholder collaboration. ESSA, however, appears to allow the state to set performance goals and accountability standards with more flexibility than the requirements of the federal waiver. This means the state has an opportunity to reevaluate such policies without the stringent mandates from the federal government. For example, the inclusion of student achievement data in annual teacher evaluations as measured by student test scores and a value added model does not appear to be mandated by ESSA despite the fact that it was a requirement of the flexibility waiver. Engaging in a collaborative process to establish the state's Title I plan could in fact create stakeholder buy-in, leading to more support for statewide policies moving forward.

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December 17, 2015

Hanna Skandera  
 Secretary of Public Education  
 300 Don Gaspar  
 Santa Fe, NM 87501

Dear Secretary Skandera:

We are excited about the new *Every Student Succeeds Act* (ESSA) recently passed by Congress and signed by President Obama. The Act requires the New Mexico Public Education Department to submit a Title I plan to the US Department of Education that is developed with timely and meaningful consultation with the governor, legislators, school district and charter school leaders, Indian tribes, educators, and other stakeholders. The limitations the ESSA places on the federal government's role in education places more responsibility on states to develop action plans for improving education. A broad range of input will help to ensure New Mexico's efforts are appropriately targeted to close the achievement gap and ensure all students are able to succeed.

We would like to request the LESC be included in development of New Mexico's Title I plan. The LESC is the legislative body statutorily charged with studying public education issues in New Mexico, and therefore, the most appropriate legislative body to participate in the creation of the state's Title I plan. Members and staff are familiar with a wide range of education issues that affect the achievement and well being of New Mexico students and will bring varying, knowledgeable perspectives to the planning process.

We look forward to working with the department and other stakeholders to that end.

Sincerely,

Representative Dennis J. Roch, Chair

Senator John M. Sapien, Vice Chair



## LAWS & GUIDANCE (/POLICY/LANDING.JHTML?SRC=LN) / ELEMENTARY & SECONDARY EDUCATION

# Key Policy Letters Signed by the Education Secretary or Deputy Secretary

June 23, 2016

Dear Colleague,

Thank you for the work you are doing to transition to the new Every Student Succeeds Act (ESSA), which President Obama signed into law on December 10, 2015, and which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). The reauthorized law replaces the one-size-fits-all approach of its predecessor, the No Child Left Behind Act of 2001; creates a new Federal-State partnership that provides greater flexibility for States and districts; and supports educational equity for all children to help prepare them for college and careers. I look forward to continuing to work with you and your team to realize the goal of the new law—to provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education.

As President Obama noted when he signed the ESSA into law, we know that the law's real impact on children depends on high-quality implementation at every level. At the Federal level, we are committed to supporting States, districts, and Indian Tribes to improve opportunity for all students, invest in local innovation, build evidence on what works, ensure transparency, and protect students' civil rights. To carry out this responsibility, the U.S. Department of Education (the Department) has sought input from a diverse group of stakeholders, including holding more than 200 meetings in locations spanning the country from Washington State to Florida, receiving comments from over 700 organizations and individuals, and consulting with Indian Tribes. These stakeholders include parents and educators, principals and other school leaders, State and district officials, business groups, and civil rights groups. We now are working hard to incorporate their feedback into our efforts to effectively and successfully implement the ESSA.

The purpose of this letter is to highlight the importance and utility of stakeholder engagement as States and local school districts transition to and, eventually, implement the ESSA, and to provide guidance, resources, and examples of stakeholder engagement for States and districts to consider. Many of you are already beginning your work with this in mind, and I appreciate that you are approaching planning and implementation in the spirit of true collaboration --- ensuring diverse stakeholders are at the table from the start. As you know, meaningful and ongoing stakeholder engagement helps ensure that stakeholders are able to provide feedback and inform continuous enhancement of State and local strategies to improve student outcomes and meet State-established performance goals. It also produces valuable information that will help States and districts design the best possible education systems for students, and increases public buy-in throughout the stages of implementation.

On May 31, 2016, the Department published a notice of proposed rulemaking ([https://www.federalregister.gov/articles/2016/05/31/2016-12451/elementary-and-secondary-education-act-of-1965-as-amended-by-the-every-student-succeeds?utm\\_content=header&utm\\_medium=slideshow&utm\\_source=homepage](https://www.federalregister.gov/articles/2016/05/31/2016-12451/elementary-and-secondary-education-act-of-1965-as-amended-by-the-every-student-succeeds?utm_content=header&utm_medium=slideshow&utm_source=homepage))<sup>1</sup> on accountability, State plans, and

data reporting.<sup>[ 2 ]</sup> Although many ESSA requirements do not take effect until the 2017-2018 school year, it is not too early for States and districts to begin engaging with stakeholders on how they will ultimately implement the new law.<sup>[ 3 ]</sup> Meaningful stakeholder engagement starts at the beginning of the process, when initial planning is getting started; not at the end, when a plan is nearing completion.

For States and districts preparing for stakeholder engagement, the Department recommends that, as a starting point, they design their engagement strategies to include representatives of the many stakeholders affected by the law, including the professionals who will implement policies, representatives of all students, including subgroups of students, and representatives of families affected by the law. Specifically, the Department recommends engaging in a meaningful way with stakeholders including:

- The Governor or appropriate officials from the Governor's office;
- Members of the State legislature;
- Members of the State board of education (if applicable);
- Representatives of Indian Tribes;<sup>[ 4 ]</sup>
- Mayors, local school board members, and other local elected officials;
- Teachers from geographically diverse areas (urban, suburban, rural and tribal areas) who serve different grade levels (e.g. early education, elementary school, secondary school) and who are serving the diverse students served by the law, including students from economically disadvantaged backgrounds, English learners, and students with disabilities;
- Principals from geographically diverse areas who are representative of the diverse set of schools served by the law;
- Representatives of districts from geographically diverse areas that are representative of the diverse set of districts served by the law;
- Parents from geographically diverse areas who are representative of *all* students served by the law, including:
  - Parents of students from subgroups identified in the law;
  - Parents of students from socioeconomically diverse backgrounds;
  - Parents of students with disabilities;
  - Parents of migrant and immigrant families; and
  - Parents of English learners;
- Related service professionals, paraprofessionals, and specialized instructional support personnel;
- Charter school leaders, if applicable;
- Community-based organizations;
- Civil rights organizations, including those representing the interests of students with disabilities, English learners, students of diverse ethnic backgrounds, and other historically underserved students;
- Appropriate private school officials;
- Institutions of higher education;
- Early childhood education leaders, including the directors of Head Start programs;
- Employers and business organizations;
- Students in secondary school; and
- The general public.

### *Supporting High-Quality Stakeholder Engagement and Removing Barriers to Genuine Stakeholder Engagement*

Generally, the Department recommends that States and districts design processes that allow stakeholders the opportunity to provide meaningful feedback throughout the development of plans and policies related to ESSA implementation as well as throughout the implementation of the law. To facilitate continuous feedback, States

and districts should develop and support high-quality systems of engagement and remove systemic barriers that could prevent meaningful and broad engagement. In particular, States, districts, and schools should seek to enhance participation by:

- Holding meetings or hearings at varying times during the day, including after the work or school day or on the weekends and, if possible, offering child care, so that working parents, teachers, school leaders, and other professionals are best able to participate;
- Holding multiple meetings or hearings across the State or district, rather than only in the State capital or district headquarters, which can limit the ability of stakeholder groups from across the State to participate;
- Ensuring meetings or committees include a broad range of stakeholder voices, including those who have been traditionally left out of such conversations;
- Facilitating broad participation beyond the representatives that will be attending the meetings or hearings in person (for example, by working with trusted stakeholders to gather input from other stakeholders who may not be able or inclined to attend a hearing);
- Making publicly available the name and contact information of officials and stakeholders who will be working on State implementation;
- Allowing all stakeholders who are participating in meetings or hearings to provide substantive input;
- Providing accommodations and supports to ensure meetings or hearings are accessible (e.g., translators, interpreters, materials in alternative formats for use by persons with disabilities); and
- Ensuring transparency on the process, timeline, and opportunities to engage at different levels of policy development by providing advance notice and clear descriptions of the opportunities for feedback on implementation of the new law, including by sharing information on the State's website.

In general, the Department encourages you to provide multiple and ongoing opportunities for engagement from policy development through implementation. Engagement does not end when States and districts move from the initial input phase into the policy development stage of the process. Not only does an open process help create better policy that serves the needs of all students, but a transparent and inclusive atmosphere is conducive to creating buy-in from the public, which is foundational to successful implementation.

Throughout all stages of policy development and implementation, continuous feedback is essential to creating buy-in from stakeholders. As States and districts hold public meetings, draft policies, and ultimately make decisions about how they will implement the law, it is beneficial to provide updates to stakeholders. States and districts should think through a communications plan that identifies who needs to be informed, at what stages, and how they are best reached.

## *Resources*

A number of resources may provide help in the development of a meaningful stakeholder engagement plan, including "Let's Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans (<http://www.ccsso.org/Documents/2016/ESSA/CCSSO%20Stakeholder%20Engagement%20Guide%20FINAL.pdf>)" from the Council of Chief State School Officers.<sup>[ 5 ]</sup> That publication, developed in partnership with over 15 organizations,<sup>[ 6 ]</sup> provides guidance to assist with the planning and execution of stakeholder engagement strategies, and gives examples to help States with engagement at all stages of policy development, design, and implementation. The guide also provides best practices on the dissemination of information from States to the public in an open and fair manner.

The Communications and Engagement Assessment Rubric (<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/communications-and-engagement-assessment-rubric.pdf>), developed as part of a Stakeholder Communications and Engagement Community of Practice supported by the Department's Race to



the Top Reform Support Network, is a tool to help States assess their current efforts to communicate and engage with stakeholders and consider options for improvement.<sup>[ 7 ]</sup>

In 2013, the Department released a framework for designing family engagement initiatives that build capacity among educators and families to partner with one another to promote student success. The Dual Capacity-Building Framework (<http://www2.ed.gov/documents/family-community/partners-education.pdf>) is designed to lay out the goals and conditions necessary to achieve effective family engagement efforts that are linked to student achievement and school improvement. This resource could help States and districts think about how to partner with parents and families during implementation. Another useful tool, *Leading by Convening: A Blueprint for Authentic Engagement* ([http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/237\\_3acc0b8e-42c8-40ad-91c0-6a7672bfb224.pdf](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/237_3acc0b8e-42c8-40ad-91c0-6a7672bfb224.pdf)), was developed through the Office of Special Education and Rehabilitative Services' investment in the IDEA Partnership Project. This manual provides a guiding framework and useful tools for creating partnerships across a variety of stakeholders to ensure meaningful changes in practice to meet a State's long-term goals.

A robust communications plan leverages relationships with stakeholder groups and their members to reach a broader audience; provides clear and concise information in an easily understandable format that is, to the extent practicable, in a language that families and other stakeholders can understand; upon request by a person with a disability, is provided in an alternative format accessible to the individual; and reaches people where they are by delivering information through multiple communications vehicles, including through digital media. The Reform Support Network shared resources and best practices (<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/stakeholder-communications-social-media.html>) from *Race to the Top States* for social media use, which may contain information that is useful for all States.

## *Conclusion*

I appreciate all the hard work you have under way in preparing for the shift to the ESSA. I believe that the ESSA provides a framework for improving education systems across the country. To make that a reality, we all need to work together and include all of our stakeholders in the transition to and implementation of the ESSA. The suggestions and resources in this letter are not meant to be an exhaustive list but to provide a starting point for States and districts as they consider how to begin meaningful engagement at the beginning of implementing the new law. For more information on the ESSA, visit <http://www2.ed.gov/policy/elsec/leg/essa/index.html> (<http://www2.ed.gov/policy/elsec/leg/essa/index.html>). Should you have any questions or concerns, please feel free to reach out to your contact in our Office of State Support.

Thank you for your ongoing commitment to improving educational outcomes for all students. I look forward to our continued partnership as we move ahead with this critical work.

Sincerely,

/s/

John B. King, Jr.

## Footnotes

1. Additional information on the notice of proposed rulemaking can be found at: [www.ed.gov/policy/elsec/leg/essa/index.html](http://www.ed.gov/policy/elsec/leg/essa/index.html). [ **Return to text** ]

2. In particular, the proposed regulations would emphasize that, for consultation to be meaningful, it must include a diverse, representative group of stakeholders; be transparent; and take place at multiple points during the design, development, and implementation of the State's plan. [ **Return to text** ]
3. Note that the stakeholder engagement that is the subject of this letter does not address all of the requirements for consultation in the ESSA. For example, sections 1117(b) and 8501(c) of the ESEA, as amended by the ESSA, specifically require a school district or other eligible entity to engage in timely and meaningful consultation with appropriate private school officials before providing equitable services to eligible private school students, teachers, and parents. [ **Return to text** ]
4. Note that a new provision in the ESEA requires that certain school districts—those with 50 percent American Indian/Alaska native student enrollment, or that receive a Title VI (Indian Education) formula grant from ED in excess of \$40,000—must consult in a timely and meaningful way with local Indian Tribes prior to submission of a local plan or application under any ESEA-covered program or Title VI. (20 U.S.C. §7918.) [ **Return to text** ]
5. This information is provided for the reader's convenience; it is not an exhaustive list of materials to which a State may refer when developing and implementing a stakeholder engagement plan. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of outside information. Reliance on these materials does not guarantee that a State is meeting its statutory requirements. Further, the inclusion of information, such as addresses or Web sites for particular items, does not reflect their importance, nor is it intended to endorse any views expressed, or products or services offered by these organizations. Note that, although some of these resources were designed specifically for Race to the Top grantees, or to aid in the implementation of special education programs, the Department believes that the information they contain may be useful more generally to all States and districts. [ **Return to text** ]
6. The American Association of School Administrators, The School Superintendents Association, American Federation of Teachers, The Leadership Conference on Civil and Human Rights, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of State Boards of Education, National Conference of State Legislatures, National Center for Learning Disabilities, National Education Association, National Governors Association, National Indian Education Association, National Parent Teachers Association, National School Boards Association, National Urban League, Partners for Each and Every Child. [ **Return to text** ]
7. Additional resources can be found at: <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html#sce> (<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html#sce>). [ **Return to text** ]



## **Washington's ESSA Consolidated Plan Timeline**

June 23, 2016

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), a long-awaited overhaul of federal education law. Passed with bipartisan support, ESSA represents a shift from broad federal oversight of primary and secondary education to greater flexibility and decision making at the state and local levels. The law replaces the Elementary and Secondary Education Act as amended by the 2002 No Child Left Behind Act.

Washington is committed to involving educators, parents and other stakeholders as we explore new ways to ensure that all our students receive the education they need for bright futures.

ESSA requires that states develop plans that address standards, assessments, school and district accountability, and special help for struggling schools.

### **The transition plan as outlined in ESSA includes:**

- The new federal law does not impact the 2015–16 school year. Washington's ESEA Accountability State Plan remains in force until August 1, 2016. For the remainder of the 2015–16 school year and during the 2016–17 school year, interventions will continue in schools identified as priority and focus schools.
- The 2016–17 school year will be a transition period with the continuation of current practices unless modified by U.S. Department of Education (ED) guidance. Full implementation of the state's ESSA Consolidation Plan will be effective in the 2017–18 school year.

The Office of Superintendent of Public Instruction (OSPI) looks forward to working with all Washington educators and citizens to take full advantage of this unique opportunity to reshape our state’s education system. The ESSA requires Washington and all local districts and schools to create a plan to meet the requirements of the new law. The state and local plans go into effect for the 2017–18 school year. While states have not yet received a deadline for submission of state plans from ED, this timeline is based on the best information available to the states. OSPI will update this timeline as more information becomes available from the ED.

## Working Draft Timeline

<b>December 2015</b>
<ul style="list-style-type: none"> <li>• Review ESSA provisions.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop ESSA side-by-side analysis of law.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop draft time line.</li> </ul>
<b>January 2016</b>
<ul style="list-style-type: none"> <li>• Develop ESSA summary PowerPoint.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop planning framework.</li> </ul>
<ul style="list-style-type: none"> <li>• Build stakeholder engagement plan.</li> </ul>
<ul style="list-style-type: none"> <li>• Update legislative leadership, Governor’s staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Senior staff facilitated discussion, OSPI Internal Team.</li> </ul>
<ul style="list-style-type: none"> <li>• Begin process to establish ESSA Consolidated Plan and ESSA Workgroups.</li> </ul>
<ul style="list-style-type: none"> <li>• Meet with State Board of Education (SBE) Staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Meet with Professional Educators Standards Board.</li> </ul>
<ul style="list-style-type: none"> <li>• Set up OSPI ESSA website.</li> </ul>
<ul style="list-style-type: none"> <li>• Present ESSA PowerPoint at Educational Service District (ESD) Superintendent’s meetings.</li> </ul>
<b>February 2016</b>
<ul style="list-style-type: none"> <li>• SBE Achievement and Accountability Workgroup (AAW) update and discussion.</li> </ul>
<ul style="list-style-type: none"> <li>• Invite and Identify Members for ESSA Consolidated Plan Team.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue ESD Superintendent Meeting Updates.</li> </ul>
<ul style="list-style-type: none"> <li>• Meet with Governor’s staff to discuss next steps of development of plan and identify staff to participate on the ESSA Consolidated Plan Team.</li> </ul>
<b>March 2016</b>
<ul style="list-style-type: none"> <li>• Finalize list for participation on the ESSA Consolidated Plan Team and workgroups for Superintendent Dorn’s approval.</li> </ul>
<ul style="list-style-type: none"> <li>• Meet with OSPI ESSA Internal Leadership Team and workgroup leads to design work plans for the ESSA Consolidated Plan Team and for workgroups.</li> </ul>
<ul style="list-style-type: none"> <li>• Update website and provide information on the development procedure; identify members of ESSA Consolidated Plan Team; Add a public comment section.</li> </ul>
<ul style="list-style-type: none"> <li>• Update Governor’s staff, legislators, and SBE.</li> </ul>
<ul style="list-style-type: none"> <li>• Hold first meeting of the ESSA Consolidated Plan Team.</li> </ul>
<ul style="list-style-type: none"> <li>• Invite workgroup members.</li> </ul>

<ul style="list-style-type: none"> <li>• Hold workgroup team lead meetings; Identify specific elements of each workgroup that must be addressed in the ESSA Consolidated Plan.</li> </ul>
<b>April–May 2016</b>
<ul style="list-style-type: none"> <li>• Hold work sessions of the ESSA Consolidated Plan Team.</li> </ul>
<ul style="list-style-type: none"> <li>• Hold workgroup team meetings; in some cases teams may need to periodically work together.</li> </ul>
<b>June–July 2016</b>
<ul style="list-style-type: none"> <li>• Hold work session of the ESSA Consolidated Plan Team which includes presentation on the initial work of workgroup teams.</li> </ul>
<ul style="list-style-type: none"> <li>• Hold workgroup meetings; In some cases, workgroups may need to periodically work together.</li> </ul>
<ul style="list-style-type: none"> <li>• Estimated draft guidance from ED.</li> </ul>
<b>August 2016</b>
<ul style="list-style-type: none"> <li>• Workgroups to finalize work and submit to ESSA Consolidated Plan Team for review.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop initial draft of ESSA Consolidated Plan.</li> </ul>
<b>September–October 2016</b>
<ul style="list-style-type: none"> <li>• Formalize recommendations from the ESSA Workgroups to be considered by the ESSA Consolidated Plan Team.</li> </ul>
<ul style="list-style-type: none"> <li>• Formalize draft of ESSA Consolidated Plan through ESSA Consolidated Plan Team meetings.</li> </ul>
<ul style="list-style-type: none"> <li>• Present initial plan to Superintendent Dorn for comment.</li> </ul>
<b>November 2016</b>
<ul style="list-style-type: none"> <li>• Estimated final guidance from ED.</li> </ul>
<ul style="list-style-type: none"> <li>• Present draft ESSA Consolidated Plan at State Board of Education meeting.</li> </ul>
<ul style="list-style-type: none"> <li>• Finalize ESSA Consolidated Plan and present to Superintendent Dorn for approval.</li> </ul>
<ul style="list-style-type: none"> <li>• Finalize ESSA Consolidated Plan and present to the Governor (30 days before submission to ED).</li> </ul>
<ul style="list-style-type: none"> <li>• Finalize ESSA Consolidated Plan and present to the legislature (30 days before submission to ED).</li> </ul>
<ul style="list-style-type: none"> <li>• Publish ESSA Consolidated Plan on OSPI’s website for public comment (30 days before submission to USDE).</li> </ul>

Please visit our website at [www.k12.wa.us/ESEA/ESSA](http://www.k12.wa.us/ESEA/ESSA) for all up-to-date ESSA information.

**Washington Regional Forums:**

- June 14, Everett Community Resource Center, Everett
  - June 15, Emerald Ridge High School, Puyallup
  - June 16, Educational Service District 112, Vancouver
  - July 11, Educational Service District 105, Yakima
  - July 12, Wenatchee High School, Wenatchee
  - July 13, West Valley High School, Spokane
  - July 19, Highline Performing Arts Center, Burien
  - August 1, Webinar (register online)
  - August 2, Educational Service District 114, Bremerton
- All forums are 6–8 p.m.*

[www.k12.wa.us/essa](http://www.k12.wa.us/essa)



# Every Student Succeeds Act Consolidated Plan

## Workgroup Descriptions

March 3, 2016

The Every Student Succeeds Act (ESSA) requires the State Education Agency to be the key decision maker in the development and implementation of the ESSA Consolidated Plan. In Washington, this is the Office of Superintendent of Public Instruction (OSPI), under the direction of State Superintendent Randy Dorn. The Every Student Succeeds Act also requires consultation with a number of state leadership members, district and school representatives, and professional organization representatives. In order to meet the implementation date of ESSA, school year 2017–18, the State Superintendent has authorized the following ESSA teams and workgroups, which are geographically represented throughout the State.

### **OSPI ESSA Leadership Team**

The purpose of this team is to provide support for the development of the ESSA Consolidated Plan; to provide plan development updates to the State Superintendent; and to review the final product, of the Superintendent's approved plan, prior to submission to the U.S. Department of Education.

### **ESSA Consolidated Plan Team**

The purpose of this team is to advise State Superintendent Randy Dorn and to be active members in the development of the ESSA Consolidated Plan. This team will solicit input for the plan from the ESSA Workgroups and provide consultation to State Superintendent Randy Dorn on the plan. The Plan, as defined in Section 1111(a)(1)(A), is required to be developed through timely and meaningful consultation with representatives from the following: the Governor's office, State Legislature, State Board of Education, districts (including those located in rural areas), Tribes, teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, administrators and parents. In addition, there are a number of agencies that ESSA is requiring OSPI to coordinate with. Members from this team may also serve on ESSA Workgroups to address specific sections of the ESSA Consolidated Plan. The Office of Superintendent of Public Instruction will facilitate this team. The plan will be submitted to State Superintendent Randy Dorn for approval per the Washington ESSA Consolidated Plan Timeline. After final approval is granted by State Superintendent Dorn, the ESSA Consolidated Plan will be submitted to the U.S. Department of Education for approval.

### **ESSA Workgroups**

The purpose of each workgroup is to address specific sections of the ESSA Consolidated Plan. Members of each workgroup will have expertise in the area to be addressed. The workgroups will prepare their specific parts of the plan and will provide this information to the ESSA Consolidated Plan Team for review per the Washington ESSA Consolidated Plan Timeline. The workgroups include: Accountability System, Teaching and Learning, Student Assessment System, School and District Improvement, Effective Educators, English Learners, Fiscal, Report Card, Parent and Community Engagement, Early Childhood Education, and Students With Disabilities. The workgroups shall meet monthly, at the discretion of the team leader.



Title I State Plans for Every Student Succeeds Act		
	Actions	State Plan Topics
<b>Colorado</b>	<p>Work group members were chosen through a combination of state outreach to key associations and individual applications to the state education agency (SEA). They used input collected during the listening tour and will refine and further develop the state plan.</p> <p>They hosted a regularly updated blog with progress reports through the SEA's website and provides opportunities for public comment on ESSA issues.</p>	<p>The members will focus on standards and assessments, accountability and support systems, quality instruction, and supports for student success.</p>
<b>New Hampshire</b>	<p>Members of key associations were chosen by the SEA through outreach and through individual applications to the department in order to ensure equal representation of interests on top issues of ESSA. They host a blog with ESSA updates and progress reports on stakeholder process. Publishes all meeting minutes from the advisory groups on the department's website and plans to conduct an online survey at the completion of the advisory group sessions.</p>	<p>The advisory groups will focus on accountability, comprehensive school support, early childhood learning, educator equity, English learners, and funding streams.</p>
<b>Maryland</b>	<p>The SEA developed a stakeholder committee with internal and external partnerships. Since March 2016, they held monthly meetings and laid out a plan for future meetings to specifically address different areas within ESSA. The findings are also presented to the state board of education on a monthly basis.</p>	<p>All members have been able to participate in learning opportunities regarding regulations and requirements for ESSA. During the fall, they will focus on federal budget, regulations, and plan to submit their plan in March 2017 with full implementation beginning July 1, 2017.</p>
<b>Michigan</b>	<p>The SEA formed action teams and held one meeting thus far. The action teams consist of educators, administrators, legislators, and legislative staff.</p>	<p>Each action team focuses on a specific area from teacher and leader quality to accountability. The goal is to see how ESSA aligns with Michigan's "Top 10 in 10 Years" goals and strategies. Once that is determined within the action teams, the work will be shared with the field for feedback and then tweaked again for the final plan and implementation in 2017-2018.</p>



<b>Montana</b>	The SEA has organized a group of stakeholders through an application process. They began the organizational process in February 2016 and began meeting in March 2016.	Their plan does not specify areas of focus within ESSA but the goal is to have the state plan completed by December 30, 2016, before the new Superintendent takes office in January 2017.
<b>Nevada</b>	The SEA created an advisory group to focus on six areas of ESSA to develop and recommend strategies to ensure all students are college, career, and community ready. The advisory groups consist of licensed educational personnel, parents or family members, and other community representatives. Advisory groups began meeting in June 2016 and will continue to meet throughout the summer.	Advisory groups are assigned to each focus group: school improvement, assessments, funding streams, English learners, teaching and leading, and accountability.
<b>Ohio</b>	The SEA held a number of meetings with statewide and regional organizations. Legislators are planning stakeholder meetings over the course of the summer.	Ohio did not specify exactly which areas of ESSA they will focus on.
<b>Texas</b>	Legislators have not met with Texas Education Agency to discuss the state plan, but a meeting is yet to be scheduled sometime in July 2016.	
<b>Tennessee</b>	The SEA started engagement process with a listening tour and a second round of in-person engagement meetings will begin after the drafting process is complete. A timeline was not specified.	Tennessee will focus on standards, assessment, accountability, and school improvement.

<p><b>Washington</b></p>	<p>The Office of Superintendent of Public Education began rolling out a timeline in December 2015 to build stakeholder engagement. The workgroups consist of representation from the governor's office, state legislators, state board of education, districts including rural districts, tribes, teachers, administrators, other licensed educator personnel, paraprofessionals, and parents. The workgroups met as early as March of 2016 for each month and the goal is to have an initial draft of ESSA Consolidated Plan to be completed as early as August 2016. A review of the draft will include advisory group input and will take place in early fall, and in November, publish ESSA Consolidated Plan on the department's website for public comment 30 days prior to submitting plan to the U.S. Department of Education.</p>	<p>Washington included 10 focus areas for groups to analyze; accountability, learning and teaching, assessments, school and district improvement, effective educators, English learners, budget, report card, parent and community engagement, early childhood education, and students with disabilities.</p>
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**SOURCE:** LESC files