

The New Elementary &
Secondary Education Act:
What's In It for Kids with Disabilities?

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STRUCTURE ESSA is made up of nine titles.
Most of the provisions that pertain to
students with disabilities are found in Part A of Title I.

Structure of the Every Student Succeeds Act	
Title I	Improving Basic Programs Operated by the State and Local Educational Agencies
Title II	Preparing, Training and Recruiting Teachers, Principals or Other School Leaders
Title III	Language Instruction for English Learners and Immigrant Students
Title IV	21 st Century Schools
Title V	State Innovation and Local Flexibility (rural education)
Title VI	Indian, Native Hawaiian, and Alaska Native Education
Title VII	Impact Aid
Title VIII	General Provisions
Title IX	Education for the Homeless (McKinney-Vento Act) and Other Laws

FUNDING
ESSA authorizes the appropriation of federal funds to support implementation of Title I, Part A in local school districts for **four years** as follows:

- FY 2017 ...\$15 billion
- FY 2018... \$15.5 billion
- FY 2019...\$15.9 billion
- FY 2020...\$16.2 billion

ESSA also consolidates more than 49 programs into one block grant program - Student Support and Academic Enrichment Grants (title IV, Part A), authorized at \$1.65 billion in FY 2017 and 1.6 billion for each of fiscal years 2018 through 2020.

State Plan Development & Stakeholder Engagement

- **TIMELINE** – 2 windows for submission to ED March 6, 2017 and July 5, 2017 (Minimum of 30 days for public to comment prior to submission)
- **DEVELOPMENT** – See these resources for info on state activities:
 - NDSC Goggle document at bit.ly/25cMbyZ
 - Understandingessa.org
 - PTA.org – ESSA webpages by state
- **ENGAGEMENT** – See resources on our websites
States noted for "best practices": AL, HI, ND, OH, WI, WA

Title I State Plans must be developed by the SEA "with **timely and meaningful consultation with**

- the **Governor**,
- members of the **State Legislature** and
- **State board of education** (if the State has a State board of education),
- **Local Educational Agencies** (including those located in rural areas),
- representatives of **Indian tribes** located in the State,
- **Teachers**,
- **Principals**, and other school leaders,
- **Charter School Leaders** (if the State has charter schools),
- **Specialized instructional support personnel**,
- **Paraprofessionals**,
- **Administrators**,
- Other Staff,
- **Parents.**"

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ESSA also requires that state plan "is coordinated with other programs under this Act,

- *the Individuals with Disabilities Education Act,*
- *the Rehabilitation Act of 1973,*
- *the Carl D. Perkins Career and Technical Education Act of 2006,*
- *the Workforce Innovation and Opportunity Act,*
- *the Head Start,*
- *the Child Care and Development Block Grant Act of 1990,*
- *the Education Sciences Reform Act of 2002,*
- *the Education Technical Assistance Act of 2002,*
- *the National Assessment of Educational Progress Authorization Act,*
- *the McKinney-Vento Homeless Assistance Act, and*
- *the Adult Education and Family Literacy Act."*

Secy. King offered additional guidance on who should be included (June 2016):

- 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;⁴
- 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 (LEAs) from geographically diverse areas that are representative of the diverse set of districts served by the law;
- Appropriate private school officials;
- Institutions of higher education;
- Early childhood education leaders, including the directors of Head Start programs;

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AND, more suggestions on who is to be included:

- 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;

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AND, more suggestions on who is to be included:

- 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;
- Employers and business organizations;
- Students in secondary school; and
- The general public.

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Title I State Plan

- ✓ Based on the challenging State academic standards for reading or language arts and mathematics
- ✓ Incorporate all required Indicators
- ✓ Establish Long-term goals and regular measurements of interim progress toward meeting such goals for each indicator
- ✓ Disaggregation & subgroup size determination
- ✓ Annual Measurement of Achievement
- ✓ Identification of Schools for Comprehensive Reform and Targeted Reform

Title I State Plan must

Describe how the State educational agency will support local educational agencies to improve school conditions for student learning, including through reducing—

- (i) incidences of bullying and harassment;
- (ii) the overuse of discipline practices that remove students from the classroom; and
- (iii) the use of aversive behavioral interventions that compromise student health and safety

**Stakeholder’s Checklist for State Plan Requirements:
*Ensuring Equity for Students with Disabilities***

This checklist is intended to help stakeholders ensure that students with disabilities are addressed in the state plan and that, to the extent possible, plans are based on best practices specific to this group of students. Components of particular importance to students with disabilities appear in **bold** and suggested resources are provided.

www.advocacyinstitute.org/ESSA/EquityChecklist.docx (32 pgs)

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
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Academic Content Standards

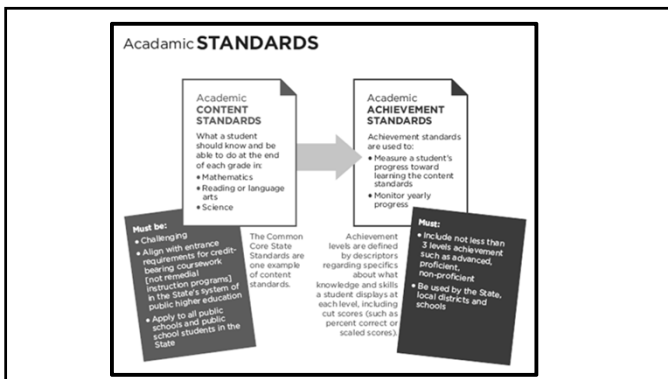
State must provide an assurance in the state's plan that it has adopted challenging academic content standards in mathematics, reading or language arts, and science that:

- align with entrance requirements for credit-bearing coursework [not remedial instruction programs] in the system of public higher education in the state and relevant state career and technical education standards;
- apply to **all public schools and public school students in the state, including students with disabilities.**

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
----------------------------	--------------------------------	-----------------------------

Academic Achievement Standards

- aligned with the academic content standards;
- include not less than 3 levels of achievement;
- include the same knowledge, skills, and levels of achievement expected of **all public school students** in the state except for students identified with the most significant cognitive disabilities.



Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
Alternate Academic Achievement Standards for Students with the Most Significant Cognitive Disabilities		
<ul style="list-style-type: none"> • are aligned with the challenging State academic content standards • promote access to the general education curriculum, consistent with the Individuals with Disabilities Education Act; • reflect professional judgment as to the highest possible standards achievable by such students • are designated in the individualized education program developed under section 614(d)(3) of the Individuals with Disabilities Education Act for each such student as the academic achievement standards that will be used for the student; and • are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment, consistent with the purposes of the Workforce Innovation and Opportunity Act to maximize opportunities for individuals with significant disabilities for competitive integrated employment. 		

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
Any other alternate achievement standards?		
NO!		
ESSA prohibits states from developing or implementing any other alternate academic achievement standards for use in meeting the Act's requirements.		

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
English Language Proficiency Standards		
<p>States must have in place English language proficiency (ELP) standards (derived from the domains of speaking, listening, reading, and writing) for English learners that address the different proficiency levels of ELs and are aligned with their academic standards.</p> <hr style="width: 20%; margin: 10px auto;"/> <p>Percent of students with disabilities who are also ELs in states ranges from 31% to less than 1%.</p> <p>SEE: NCEO State and National Demographic Information for English Learners (ELs) and ELs with Disabilities, 2012-13</p>		

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
----------------------------	--------------------------------	-----------------------------

Yearly Academic Assessments

- **Mathematics:** in each of grades 3 through 8; and at least once in grades 9 through 12;
- **Reading or language arts:** in each of grades 3 through 8; and at least once in grades 9 through 12;
- **Science:** not less than one time during grades 3 through 5; grades 6 through 9; and grades 10 through 12.

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
----------------------------	--------------------------------	-----------------------------

Academic Assessments

- Be designed to be valid and accessible for use by all students, including students with disabilities and English learners; and
- Be developed, to the extent practicable, using the principles of universal design for learning.
- Involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
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- Provide coherent and timely information about student attainment of the standards and whether a student is performing at the grade level in which the student is enrolled.
- Enable results to be disaggregated within the state, LEA, and school by:
 - Gender;
 - Each major racial and ethnic group;
 - **Children with disabilities as defined in section 602(3) of the Individuals with Disabilities Education Act (IDEA) as compared to all other students;**
 - Economically disadvantaged students as compared to students who are not economically disadvantaged;
 - Status as an English learner, a migratory child, homeless child or youth, child in foster care, student with a parent who is a member of the Armed Forces on active duty or serves on full-time National Guard duty.

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
<p>Assessments may be administered:</p> <ul style="list-style-type: none">• through a single summative assessment (the typical one-time, end-of-year assessment); <i>or</i>• through multiple statewide interim assessments during the course of the school year. Such assessments must result in a single summative score that provides valid, reliable, and transparent information on student achievement or growth. <p>Computer Adaptive Tests (CAT) must measure proficiency based on the academic standards for the grade in which the student is enrolled</p>		

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
<h3>Assessment Accommodations</h3>		
<p>States must provide the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined by IDEA), including students with the most significant cognitive disabilities, and students with a disability who are provided accommodations under an Act other than the IDEA, such as Section 504 of the Rehab Act, necessary to measure the academic achievement of such children.</p>		

Academic Content Standards	Academic Achievement Standards	Yearly Academic Assessments
<h3>Assessment Accommodations</h3>		
<p>Proposed regulations:</p> <p><i>A State must ensure that the use of appropriate accommodations ...does not deny a student with a disability any of the benefits from participation in the assessment that are afforded to students without disabilities. (200.6 (b)(3)(ii))</i></p>		

Academic Content Standards Academic Achievement Standards Yearly Academic Assessments

Inclusion of Students with Disabilities in Assessments

Proposed regulations:

A student with a disability must be assessed with an assessment for the grade in which the student is enrolled. (200.6 (a)(2)(i))

Academic Content Standards Academic Achievement Standards Yearly Academic Assessments

Annual Assessment of English Proficiency

- Annually assess and report English language proficiency
- Report students who have not attained English proficiency within 5 years of identification as an EL
- Separately report results for ELs who are SWDs

Academic Content Standards Academic Achievement Standards Yearly Academic Assessments

Exceptions, Exceptions, Exceptions!

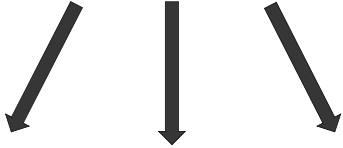
- **Alternate Assessments Aligned with Alternate Academic Achievement Standards.** Limited to 1 percent of all students in grades assessed, by subject.
- **Recently Arrived English learners**
- **Middle School Mathematics**
- **Nationally Recognized High School Academic Assessment (LEA level)**

Multi-state assessment pilot

- **Allows** seven states to develop radically new approaches to assessments.
- States can experiment with performance-based and instructionally embedded tests and use technology to advance testing.

Title I, Part B, State Assessment Grants

Statewide Accountability System



- Requires specific indicators but does not assign weight.
- Submitted to ED as part of State Plan
- In place no later than 2017-2018 school year

Statewide Accountability System

Know where you're starting from!



Center for American Progress
Making the Grade
A 50-State Analysis of School Accountability Systems

State Accountability System:
REQUIRED INDICATORS

Each must have substantial weight

Sum must have much greater weight than indicator of school quality or success

ELEMENTARY AND MIDDLE SCHOOLS

- Student scores on annual assessments
- Measure of student growth or other academic indicator

HIGH SCHOOLS

- Student scores on annual assessments
- Graduation rate
- Measure of student growth (optional)

ENGLISH LEARNERS

- English language proficiency on annual assessments

SCHOOL QUALITY OR SUCCESS

- One or more
- Must be able to disaggregate by student subgroup

Indicator of School Quality or Success

May include measures of— student engagement; educator engagement; student access to and completion of advanced coursework; postsecondary readiness; school climate and safety; and any other indicator the State chooses that meets the requirements...

How about discipline?

Out-of-School Suspension of Students with Disabilities :: 2011-2012

State	% Elem	% Secondary	State	% Elem	% Secondary
CT	3.2	14.4	NY	5.3	28.1
ME	3.1	13.0	PA	4.0	14.0
MA	3.6	14.8	RI	6.0	23.9
NH	2.9	17.0	VT	4.1	15.7
NJ	2.5	13.7	National	5.4	18.1

Source: Are We Closing the Discipline Gap?

IDEA Requirement regarding Discipline

- Suspension and expulsion rates.--
- In general.--The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities--
 - among local educational agencies in the State; or
 - compared to such rates for nondisabled children within such agencies.
- Review and revision of policies.--If such discrepancies are occurring, the State educational agency reviews and, if appropriate, revises (or requires the affected State or local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with this title.

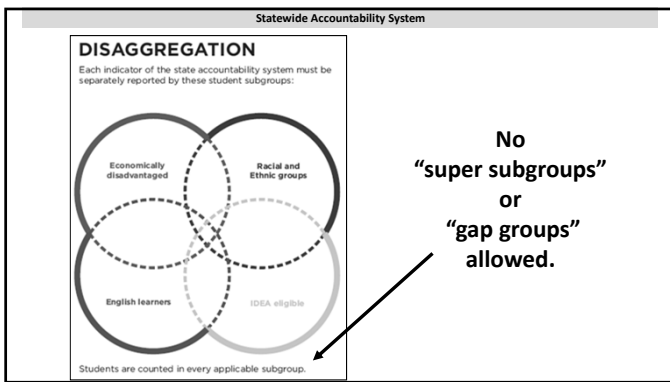
Source: IDEA Part B, Section 612 (a)(22) State eligibility

Indicator of School Quality or Success (aka the "fifth indicator")

CAMPBELL'S LAW: "The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor."

One of the ways to minimize the corruption pressures is to consider multiple indicators for this category. For example, if this indicator was worth 15-20% of the overall rating, by using 3-4 indicators, each one would be worth only 5% of the overall score, which would lessen the risk of corruption because the potential reward is so small.

Source: Considerations For State Leaders In The Design Of School Accountability Systems Under The *Every Student Succeeds Act*, Scott Marion, National Center for the Improvement of Educational Assessment



Statewide Accountability System

Minimum Subgroup Size

What is it?

Minimum subgroup size is the number (n) of students required for a school to have the results of the subgroup included in the accountability system for each indicator.

Also known as "n" size or minimum n.

Statewide Accountability System

Minimum Subgroup Size (N Size)

Each state must determine, **in consultation with stakeholders**, the minimum number of students that will be used for accountability and reporting of results.

Minimum subgroup size must be the **same for all subgroups** within each indicator (ESSA) and across indicators (proposed regs).

Statewide Accountability System

Minimum Subgroup Size (N Size)

Minimum group size must:

- *be statistically sound (reliability)*
- *ensure that such minimum number is sufficient to not reveal any personally identifiable information (confidentiality)*

Statewide Accountability System

Minimum Subgroup Size (N Size)

State Plans must include minimum number of students necessary to be included in each subgroup of students.


Annual State Report Cards must include minimum number of students necessary to be included in each student subgroup for use in accountability system.

Statewide Accountability System

Minimum Subgroup Size (N Size)

Assessment indicator

Number (*n*) of students across the grades assessed required for a school to have the assessment results (separately for ELA and Math) of the subgroup included in the accountability system.



Students count in the "all student" results even if below 'n' size for subgroup accountability. Students count in all applicable subgroups.

Statewide Accountability System

Minimum Subgroup Size (N Size)

Graduation indicator

Number (*n*) of students in the graduating class for a high school to have the graduation rate of the subgroup included in the accountability system.


Students count in the "all student" graduation rate even if below 'n' size for subgroup accountability.

Statewide Accountability System

Minimum Subgroup Size (N Size)

Graduation indicator

If *n* size is 20, there would need to be 20 or more students with IEPs in the graduating class for their graduation rate to be included in the accountability system.



See ACGR table

Statewide Accountability System

Minimum Group Size :: Region 1

CT	20	NY	30
ME	10	PA	30
MA	20	RI	20
NH	11	VT	40
NJ	30		

Source: Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability, Alliance for Excellent Education, www.all4ed.org
 Note: 23 states have a minimum N-size of 30 or greater

Statewide Accountability System

Accountability for SWD subgroup in selected states 2009-2010

STATE (N size)	Percent and number of SWD-accountable schools in state	Percent of SWDs in SWD-accountable schools
NH (11)	76 % (277 of 362)	99 %
NJ (30)	57 % (1,257 of 2,207)	79 %
NY (30)	56 % (2,391 of 4,291)	82 %
VT (40)	9 % (28 of 300)	26 %

Source: The Inclusion of Students With Disabilities in School Accountability Systems, IES, 2013

Statewide Accountability System

Minimum Subgroup Size (N Size)

In determining N-size, states should provide a detailed analysis (simulations) of inclusion rates of all subgroups at various "n" sizes which includes:

- *Percentage of students in each subgroup that will (or will not) be included in accountability at each n size for assessment and graduation*
- *Percentage of schools that will NOT be held accountable for one or more subgroups based on n size*

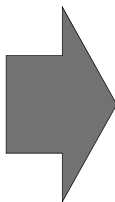
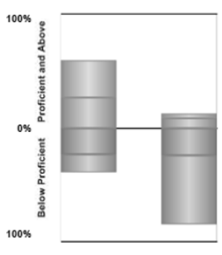
Statewide Accountability System

Long-term Goals and Measurements of Interim Progress (previously known as AMOs)

- Establish ambitious long-term goals and measurements of interim progress for **all students** and for each subgroup of students for, at a minimum, improved **academic achievement**, as measured by grade-level proficiency on the annual academic assessments in reading/language arts and **high school graduation rates**.
- Time period** for the long-term goals **must be the same for all students and for each subgroup of students**; and **must take into account the improvement necessary to make significant progress in closing statewide proficiency and graduation rate gaps for subgroups of students who are behind.**


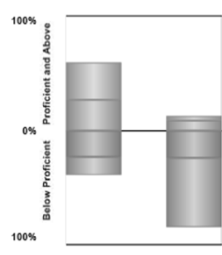
Vermont – Smarter Balanced English Language Arts Grade 04 2015-2016

	State	
	No Special Ed	Special Ed
Number of Students Tested	5,006	861
Average Scaled Score	2492.8	2385.1
Proficiency Cut Score	2473.0	2473.0
Proficient With Distinction	33 %	3 %
Proficient	27 %	9 %
Partially Proficient	21 %	19 %
Substantially Below Proficient	18 %	67 %
Total Proficient and Above	60 %	12 %
Total Below Proficient	39 %	87 %

Vermont – Smarter Balanced Math Grade 04 2015-2016

	State	
	No Special Ed	Special Ed
Number of Students Tested	5,003	864
Average Scaled Score	2495.6	2405.8
Proficiency Cut Score	2485.0	2485.0
Proficient With Distinction	22 %	3 %
Proficient	33 %	10 %
Partially Proficient	32 %	33 %
Substantially Below Proficient	11 %	52 %
Total Proficient and Above	56 %	14 %
Total Below Proficient	43 %	85 %

Part B Data Display: TEXAS
 Publication Year: 2016

PERFORMANCE ON STATEWIDE ASSESSMENTS

Grade and Subject Assessed	Proficient (%) General Assessment (CWD)	Proficient (%) Alternate Assessment (CWD)	Proficient (%) General Assessment (All Students)
4th grade reading/language arts	32	82	70
8th grade reading/language arts	39	83	84
High school reading/language arts	27	85	67
4th grade mathematics	31	88	70
8th grade mathematics	26	81	71
High school mathematics	35	83	77

State Data Displays available at osep.grads360.org

ED.gov ED Data Express:
 Data about elementary & secondary schools in the U.S.

HOME | STATE SNAPSHOTS | DATA ELEMENTS | STATE TABLES | DEFINITIONS | FAQs | RESOURCES | CONTACT US | ABOUT

Please visit the About page for important background information on the data contained on this site before starting to explore the data.

STATE SNAPSHOT

Select a state to view its snapshot.
 Florida

DATA ELEMENTS

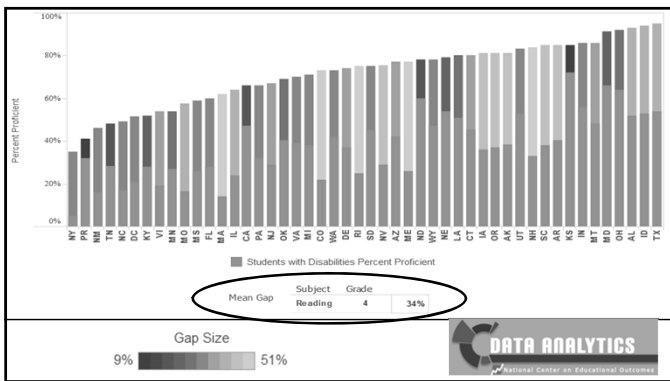
Explore Data Elements using four tools

Graphs & Tables | Data Mapping | Trend Lines | Conditional Analysis

BUILD A STATE TABLE

Create tables with state and national data elements for one or more states.

Regulatory Cohort Graduate Rate - All Students 2011-12 By State



Statewide Accountability System

Annual Measurement of Achievement

- Established under NCLB, known as “95% rule”
- Component of Adequate Yearly Progress; school failed AYP if test participation was below 95% for all or for any subgroup;
- Importance diminished under ESEA waivers
 - For example, missed consecutive years; missed more than two subgroups, results in one grade lower.
- Designated **no required weight** in Accountability System under ESSA;

Statewide Accountability System

Annual Meaningful Differentiation of School Performance

- Based on all indicators for all students and each subgroup;
- Relate to the Long-term Goals and interim progress;
- Articulate performance levels, school ratings, etc., that will be reported publicly;
- Used to identify schools in need of improvement.


Statewide Accountability System



Comprehensive Support and Improvement (beginning 2017-2018, at least every 3 years after that)

- at least the lowest-performing 5 percent of Title I schools in the State;
- all high schools failing to graduate one third or more of their students (in other words, a graduation rate of 66 percent or less, based on the four-year adjusted cohort graduation rate (ACGR));
- any Title I school with chronically low-performing subgroup(s) of students that has not improved as a result of implementing a “**Targeted Support and Improvement**” plan over no more than 3 years (this group of schools won’t be identified in the 2017-2018 school year).

Statewide Accountability System

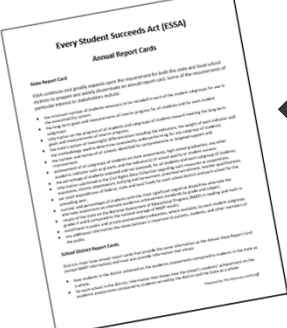



Targeted Support and Improvement

(Identified annually)

- Any school with one or more **consistently underperforming** subgroups (beginning in the 2018-2019 school year);
- Any school in which one or more subgroups of students is performing at or below the level of performance of all students in any school identified for Comprehensive Support and Improvement.


Annual Report Cards





**Requirements
for Annual
State and
District Report
Cards of
interest to
students with
disabilities**

Building the Legacy: IDEA 2004



ESSA Amendments to the Individuals with Disabilities Education Act

- Eliminates definition of core academic subjects (replaced in ESSA by well-rounded education).
- Eliminates all references to the term "highly qualified" first introduced in the No Child Left Behind Act and subsequently incorporated into the IDEA in the 2004 amendments.
- Preserves Essential Components of Reading Instruction in IDEA special rule for eligibility.

**ESSA Amendments to
 McKinney-Vinto Homeless Assistance Act**

- Effective October 1, 2016
- Guidance released by USED March 2016 includes section on students with disabilities
- Webinar presentation by National Association for the Education of Homeless Children and Youth focusing on SWDs

Table 5. Number and percentage change in enrolled homeless students, by subgroup:
 School years 2012-13 and 2013-14

Subgroup	2012-13 ¹	2013-14 ²	Change
Unaccompanied homeless youth ³	78,654	88,966	13.1
Migratory children/youth	16,231 ⁴	18,512	14.5
Limited English Proficient (LEP) students	174,870	190,785	9.1
Children with disabilities (IDEA)	191,259	220,405	15.2

¹Includes the District of Columbia and Puerto Rico; excludes students in Wisconsin for all subgroups except unaccompanied youth.
² Includes the District of Columbia and Puerto Rico; excludes Alabama LEAs that did not receive subgrants.
³Excludes California for both years.
⁴ Excludes Wyoming.

Source: **FEDERAL DATA SUMMARY SCHOOL YEARS 2011-12 TO 2013-14, EDUCATION FOR HOMELESS CHILDREN AND YOUTH, 2015** Note: These subgroups are not mutually exclusive. It is possible for homeless students to be counted in more than one subgroup. Get state level data at <http://www.serve.org/nche>

**Number and percentage of homeless children/youth enrolled in public schools who are children with disabilities (IDEA)
 SY 2013-2014**

STATE	NUMBER/PERCENT	STATE	NUMBER/PERCENT
CT	591 (20%)	NY	24,724 (21%)
ME	564 (28%)	PA	5,178 (24%)
MA	4,624 (26%)	RI	243 (24%)
NH	821 (25%)	VT	269 (23%)
NJ	3,769 (36%)	<i>National</i>	<i>1,298,450 (17%)</i>

SOURCE: National Center for Homeless Education www.serve.org/nche



"We know that gaps in educational opportunity and achievement will only be remedied when those closest to the affected students – parents, families, and communities – are driving decisionmaking."

-- Leadership Conference on Civil and Human Rights
civilrights.org

What's new in Funding for Parent and Family Engagement (PFE)?

- Of the 1% set-aside, LEA must now send 90% directly to schools. Was 95%.
- Statewide Family Engagement Centers replace Parent Information Resource Centers (were \$40 million until 2011) Authorized at \$10 million; Not funded for 2017

From National Association for Family, School and Community Engagement
www.nafsce.org

Title I Set Aside for Parent Engagement:

- ***Family members of low-income students must be included in decisions on how funds are spent.***
- ***Must be used for at least one of the following activities:***
 - *PD on family engagement strategies*
 - *Programs that reach families*
 - *Dissemination of information on best practices*
 - *Collaborations with community-based orgs or businesses*
 - *Other activities district believes are appropriate*

State Plans

- *Developing the plan:*
 - *Must meaningfully consult with parents.*
 - *Must allow 30 days for public to comment on plan before submitting*
- *Federal peer review panel must include parents.*
- *Plan must provide assurance that it will provide districts and schools with effective PFE strategies.*

State Report Cards

- *Must be developed in consultation with parents*
- *Information must be provided in a language parents understand.*

District Plans

- *Plans submitted to the state must reflect meaningfully consult with parents of children in schools receiving Title I funds.*
- *Must describe the strategies the district will employ to meet the PFE requirements.*
- *If parents disagree with the plan, district must submit any parent comments to the state.*

PFE in School Plans

- Schools identified as *in need of comprehensive support and improvement or targeted support and improvement* must develop and implement a plan to improve student outcomes in partnership with parents and other stakeholders,
- Include parents of low-income children in planning and implementing Title 1-funded activities.

What's new: District PFE Policies?

The district parent and family engagement policy must establish expectations and objectives for meaningful parent and family engagement.

From National Association for Family, School and Community Engagement
www.nafsce.org

What's New: PFE Policy

Schools may establish an advisory board to rep families in developing and evaluating the school PFE policy.

From National Association for Family, School and Community Engagement
www.nafsce.org

What's New: PFE Activities

District must carry out at least one of the following:

- *PD for school staff*
- *Home-based programs*
- *Information dissemination*
- *Collaboration with community orgs.*

From National Association for Family, School and Community Engagement
www.nafsce.org

Parent & Family Engagement Policies - Districts

District Policies must describe how it will:

- *Involve parents in developing the district plan.*
- *Support schools in implementing PFE activities*
- *Conduct annual evaluations of effectiveness of policy, and use findings to support successful school/family interactions*
- *Involve families, may include establishing an advisory board.*

PFE Policies – Title I Schools

Title I Schools' policy must describe how it will:

- *Convene and annual meeting for Title I parents;*
- *Offer a flexible school of engagement meetings for families;*
- *Provide information to families about*
 - *Title I funded programs;*
 - *Curriculum and achievement levels*
 - *Opportunities to participate in decisions relating to the education of their student.*

PFE Policies – Title I Schools: School-Parent Compacts

Jointly develop with parents of low-income students a school-parent compact

- *Describes school's responsibility to provide high quality curriculum & instruction in supportive learning environment*
- *Describes how parent will support learning*
- *Address home-school communication including parent-teacher conferences, reporting student progress, classroom observation and volunteer opportunities*
- *Communication in languages families understand.*

PFE Policies – Title I Schools:

Support partnerships among schools, parents and the community to improve student achievement through the following activities:

- *Assist parents in understanding such topics as:*
 - *state's academic standards,*
 - *state and local assessments,*
 - *requirements of Title I,*
 - *how to monitor a child's progress and*
 - *how to work with educators*
- *Provide materials and training to help parents work with their children to improve their children's achievement;*

PFE Policies – Title I Schools

- *Educate school personnel, with the assistance of parents, in:*
 - *Value and utility of the contributions of parents;*
 - *How to reach out to, communicate with and work with parents as equal partners;*
 - *Integrating strategies with other federal and state programs including pre-school programs;*
- *Ensure that info is formats and languages parents can understand.*
- *Provide reasonable support for PFE activities*

PFE Policies – Title I Schools


- Provide opportunities for informed participation of diversity of families,
 - Families with limited English proficiency
 - Families with disabilities
 - Families of migratory children
- Provide reasonable support for parent involvement activities as parents request them.



Successful implementation of the Every Student Succeeds Act . . . depends on the meaningful inclusion of parents and communities that represent students with the greatest needs . . . including students who have a disability.



For the latest resources:



- Visit: www.parentcenterhub.org, search the keyword "ESSA."
- Log-in to the Parent Center Workspace on ESSA: <http://www.parentcenterhub.org/groups/new-every-student-succeeds-act-2015-reauthorization-of-esea/>
- **Contact:**
Debra Jennings, Director
Center for Parent Information & Resources@SPAN
debra.jennings@spannj.org
(862) 214-2807

OUT-OF-SCHOOL SUSPENSION OF STUDENTS WITH DISABILITIES (SWDs)

State	ELEMENTARY			SECONDARY		
	Percentage of SWDs	Number of SWDs Suspended	Total SWD Enrollment	Percentage of SWDs	Number of SWDs Suspended	Total SWD Enrollment
AK	3.96%	360	9,090	12.62%	850	6,735
AL	5.35%	1,995	37,275	20.91%	8,490	40,600
AR	5.80%	1,530	26,385	16.13%	3,820	23,680
AZ	4.56%	2,045	44,870	16.48%	8,025	48,695
CA	5.82%	14,690	252,345	17.49%	49,280	281,815
CO	4.62%	1,770	38,295	15.38%	5,630	36,595
CT	3.18%	800	25,140	14.40%	4,605	31,990
DE	9.17%	810	8,835	26.37%	2,305	8,740
FL	12.26%	17,335	141,445	37.10%	56,750	152,975
GA	6.25%	5,145	82,335	19.19%	17,105	89,140
IA	3.44%	905	26,315	12.18%	3,910	32,110
ID	2.65%	350	13,225	9.48%	1,000	10,550
IL	3.43%	3,355	97,735	16.67%	19,920	119,505
IN	6.45%	4,655	72,220	18.90%	13,425	71,025
KS	2.91%	935	32,105	11.89%	3,330	28,010
KY	2.69%	1,420	52,865	17.29%	6,230	36,025
LA	9.15%	3,080	33,650	25.82%	7,065	27,365
MA	3.58%	2,270	63,395	14.79%	11,430	77,300
MD	4.30%	1,765	41,010	19.25%	8,225	42,735
ME	3.13%	370	11,830	13.05%	1,875	14,365
MI	6.98%	5,130	73,450	20.29%	18,340	90,370
MN	4.03%	2,170	53,780	13.36%	7,845	58,715
MO	5.56%	3,150	56,625	17.03%	9,235	54,215
MS	5.75%	1,580	27,485	24.56%	5,100	20,765
MT	4.50%	345	7,675	12.92%	935	7,235
NC	6.62%	5,465	82,615	23.15%	20,225	87,375
ND	0.83%	50	6,015	4.93%	290	5,885
NE	4.54%	1,100	24,250	15.28%	2,850	18,650
NH	2.87%	305	10,640	17.08%	2,605	15,250
NJ	2.49%	1,830	73,635	13.75%	13,870	100,865
NM	3.22%	725	22,505	18.99%	3,785	19,935
NV	5.34%	1,305	24,420	28.06%	6,310	22,490
NY	3.41%	2,975	87,170	13.69%	16,870	123,220
OH	6.14%	5,790	94,245	16.59%	21,370	128,845
OK	5.26%	2,240	42,585	14.41%	6,065	42,090
OR	5.52%	1,635	29,605	14.86%	5,135	34,550
PA	4.01%	3,795	94,705	13.96%	18,130	129,865
RI	5.98%	555	9,280	23.86%	2,535	10,625
SC	7.40%	3,360	45,375	25.62%	11,475	44,785
SD	2.98%	265	8,900	11.42%	720	6,305
TN	5.01%	2,970	59,305	18.84%	11,225	59,570
TX	4.89%	10,075	206,160	15.83%	34,660	218,945
UT	2.26%	875	38,670	7.76%	2,090	26,945
VA	5.45%	4,225	77,590	18.24%	14,915	81,750
VT	4.07%	145	3,560	15.73%	755	4,800
WA	5.73%	3,115	54,350	18.08%	9,875	54,610
WI	5.67%	2,855	50,345	17.97%	10,180	56,660
WV	5.01%	1,105	22,035	17.77%	3,840	21,610
WY	3.11%	225	7,245	9.78%	560	5,725
NATIONAL LEVEL	5.39%	135,270	2,508,955	18.14%	496,610	2,736,910

Source: Are We Closing the Discipline Gap? Excel spreadsheets at <http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap>

NOTES: Students with disabilities refers to students receiving services under the Individuals with Disabilities Education Act (IDEA). Data by IDEA disability category are not available, however, a separate analysis by Losen et al found that students with an emotional disturbance or with significant learning disabilities had the highest risk for suspension among students with disabilities. Students covered by Section 504 Only are not included. Out-of-School suspension means a student removed from school grounds for a finite period of time. Typically, the student is removed for 10 days or less. Each student is counted a single time even if the student received more than one out-of-school suspension during the year. Data do not include students in state-run, long-term juvenile justice facilities.

Every Student Succeeds Act (ESSA)

Annual Report Cards

State Report Card

ESSA continues and greatly expands upon the requirement for both the state and local school districts to prepare and widely disseminate an annual report card. Some of the requirements of particular interest to stakeholders include:

- the minimum number of students necessary to be included in each of the student subgroups for use in the accountability system;
- the long-term goals and measurements of interim progress for all students and for each student subgroups;
- information on the progress of all students and subgroups of students toward meeting the long-term goals and measurements of interim progress;
- the state's system of meaningful differentiation including the indicators, the weight of each indicator and the methodology used to determine consistently underperforming for any subgroup of students;
- the number and names of all schools identified for comprehensive or targeted support and improvement;
- achievement of all subgroups of students on state assessments, high school graduation, any other academic indicator such as growth, and the indicator(s) of school quality or student success;
- the percentage of students assessed and not assessed, for all students and each subgroup of students;
- information submitted to the Civil Rights Data Collection regarding such measures as suspensions, expulsions, chronic absenteeism, bullying and harassment, preschool enrollment, teacher qualifications;
- per pupil expenditures of federal, state and local funds for each school district and each school for the preceding year;
- number and percentages of students with the most significant cognitive disabilities who take the alternate assessment on alternate academic achievement standards by grade and subject;
- results of the state on the National Assessment of Educational Progress (NAEP) in reading and math in grades 4 and 8 compared to the national average of NAEP results;
- enrollment in public and private postsecondary education, where available, by each student subgroup;
- any additional information the states believes is important to parents, students, and other members of the public.

School District Report Cards

Districts must issue annual report cards that provide the same information as the Annual State Report Card (except NAEP information) and must also provide information that shows:

- how students in the district achieved on the academic assessments compared to students in the state as a whole;
- for each school in the district, information that shows how the school's students' achievement on the academic assessments compared to students served by the district and the State as a whole.

**Four Year Regulatory Adjusted Cohort Graduation Rate by State
2010 - 2014**

Regulatory Adjusted Cohort Graduation Rate (ACGR), Children with Disabilities					
State	2010-2011	2011-12	2012-13	2013-14	2014-15
United States	59	61	62	63	65
AL	30	54	77	64	72
AK	40	46	43	42	57
AZ	67	65	63	63	64
AR	75	79	80	83	82
CA	59	61	62	62	65
CO	53	54	54	55	54
CT	62	64	65	65	66
DE	56	57	60	68	66
DC	39	44	41	41	46
FL	44	48	52	55	57
GA	30	35	35	36	54
HI	59	74	61	59	60
ID				59	58
IL	66	69	70	72	70
IN	65	71	69	73	71
IA	70	73	73	76	77
KS	73	77	78	77	77
KY			52	71	66
LA	29	33	37	43	44
ME	66	70	70	71	74
MD	57	57	60	63	64
MA	66	69	68	69	70
MI	52	54	54	55	57
MN	56	56	58	58	61
MS	32	32	22	28	31
MO	69	73	73	75	77
MT	69	81	76	76	75
NE	70	72	71	72	71
NV	23	24	26	28	29
NH	69	70	71	72	73
NJ	73	74	76	77	78
NM	47	56	60	56	59
NY	48	48	47	52	53
NC	57	60	62	64	67
ND	67	68	70	70	68
OH	67	68	69	68	67
OK			78	77	76
OR	42	38	37	51	53
PA	71	70	74	71	71
RI	58	59	59	60	68
SC	39	40	43	43	49
SD	64	64	60	59	60
TN	67	73	67	69	70
TX	77	77	78	77	78
UT	59	64	67	68	68
VT	69	71	68	70	72
VA	47	49	51	53	53
WA	56	58	55	67	58
WV	60	60	62	70	69
WI	67	69	69	69	67
WY	57	59	59	62	59
Source	Public High School Four Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010-11 and 2011-12, NCES, April 2014	Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010-11 and 2011-12, NCES, April 2014	EDFacts/Consolidated State Performance Report, 2012-13: http://www2.ed.gov/admins/lead/account/consolidated/index.html	Common Core of Data SY 2013-14 Four Year Regulatory Adjusted Cohort Graduation Rate, by State http://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp	Common Core of Data SY 2014-15 Four Year Regulatory Adjusted Cohort Graduation Rate, by State http://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2014-15.asp
NOTE: There are some differences in how states implemented the requirements for the ACGR, leading to the potential for differences across states in how the rates are calculated. This is particularly applicable to the population of children with disabilities.					

Elementary and Secondary Education Act (ESEA)

"You have to know the past to understand the present."

Dr. Carl Sagan
Astronomer and Nobel Prize-winning author

TEST YOUR KNOWLEDGE

What year was the ESEA passed?

- 1962
- 1965
- 1968

What U.S. President signed the original ESEA?

- Johnson
- Kennedy
- Nixon

What was the amount of the first federal appropriation for ESEA?

- \$5 billion
- \$2 billion
- \$8 billion

How many times has ESEA been reauthorized?

- 3
- 8
- 5

When was the U.S. Dept. of Education established?

- 1968
- 1985
- 1979

When did ESEA require states to develop standards and aligned tests for all students?

- 1989
- 1994
- 1999

What version of ESEA was first to require disaggregation of student data, including students with disabilities?

- No Child Left Behind
- Every Student Succeeds Act
- Improving America's Schools Act

How many years was NCLB overdue for reauthorization?

- 8
- 2
- 5

Scoring:

8-5 correct = extremely knowledgeable

4-2 correct = somewhat knowledgeable

0-2 correct = little/no knowledge