



**EVERY STUDENT SUCCEEDS ACT (ESSA)**  
**IMPLICATIONS FOR STATE ADVOCATES AND POLICYMAKERS**  
MARCH 2016



# ESEA Reauthorization: 8 years of attempts



## ESEA TIMING

Why did this effort pass when so many others failed?

For eight years, Congress tried – and failed – to reauthorize the Elementary and Secondary Education Act (ESEA). Despite broad agreement on the need to overhaul key provisions of the law, there was little consensus on the exact solutions. A central element of the debate was defining a federal role that balanced state authority with protections for struggling students. By 2015, however, NCLB and the conditions the Administration placed on waivers from the law had grown incredibly unpopular on the left and the right. Much to the surprise of the education world, Congressional Democrats and Republicans were able to craft a compromise that significantly reduced the federal role in education while preserving key elements of accountability like annual assessments. That compromise passed the House and Senate with overwhelming bipartisan support.





# The Five Big Themes of ESSA

1 Shifts authority over most education policy decisions from federal to state, but the shift is not absolute.

2 New state flexibility for school rating systems, goals and a system of school supports and interventions, but with limited federal guard rails.

3 Preserves annual assessment, but gives states an opportunity to audit, streamline and innovate.

4 Gives states greater flexibility to direct federal funds to state-determined priorities, but districts often have final say.

5 Eliminates the teacher evaluation system required under waivers, but states can choose to continue/refine their systems.

The nuance around the themes  
+  
Questions around how states will use new authority  
+  
2016 Presidential Election  
=  
**Significant Uncertainty**



# Eliminated vs. Survived

## Eliminated

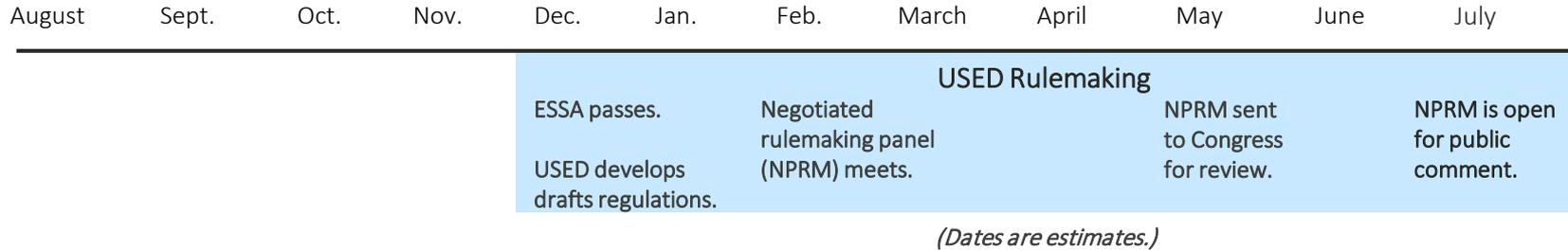
## Survived

## New

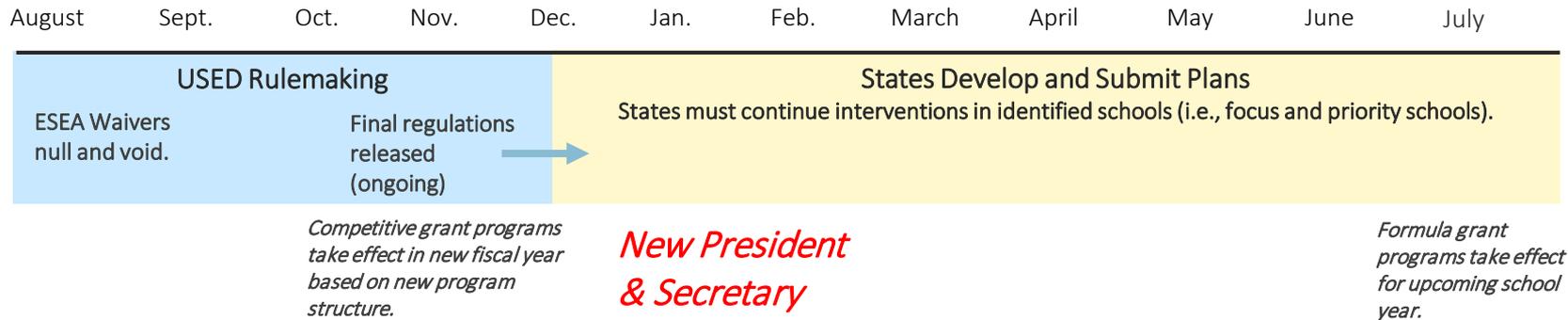
Ability of Secretary to incent states to adopt a particular set of standards	Requirement to adopt “challenging” state academic content standards	Standards must be aligned with credit-bearing courses in college
Secretarial discretion to reject state plans that comply with the law	Annual testing in reading and math in grade 3-8 and high school	Innovative assessment pilot
Adequate Yearly Progress (AYP)	Grade-span testing in science	New assessment delivery options (adaptive, roll up)
Mandate to achieve universal proficiency by a certain date	State participation in NAEP	Funding for assessment audits
Automatic identification of schools that don’t meet 95% participation requirement	Disaggregated data	Mandate for state-developed accountability systems with limited federal rules around goals, indicators, and school ratings
Federally defined cascade of sanctions (including tutoring and school choice)	95% participation requirement ( <i>states determine consequences</i> )	Locally- and school-designed interventions
School Improvement Grants (SIG) program	Stakeholder engagement on state Title I plans (expanded to include charter leaders)	Optional set aside for “Direct Student Services”
Race to the Top ( <i>authorized under ARRA, not reauthorized by ESSA</i> )	Existing Title I formula	Weighted student funding pilot
Highly qualified teachers requirement	“Supplement not supplant” and “maintenance of effort” requirements ( <i>with new flexibilities</i> )	Student Support and Academic Enrichment block grants of \$1.6 billion ( <i>if fully funded</i> )
Teacher evaluations based on student achievement ( <i>required by waivers</i> )		

# Timeline

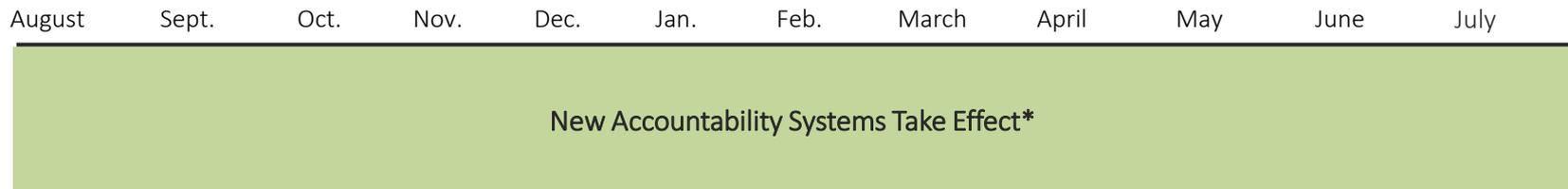
## 2015-16 School Year: Bill Passage and Initial Rulemaking



## 2016-17 School Year: Transition



## 2017-18 School Year: New Systems in Place



\* It is not clear from the legislation when states will first be required to identify a new set of schools based on their accountability systems under ESSA (i.e., will the identification be based on 2016-17 data or 2017-18 data). We hope to have more clarity on the timeline from the U.S. Department of Education in the coming months.



# Shifts in Accountability Policy: Who is Responsible?

	NCLB	ESSA
<b>Standards</b>	State but, under waivers, Feds required Common Core or sign off by higher ed.	State must demonstrate alignment to college coursework
<b>Assessments</b>	State with Federal review and approval	State with Federal review and approval
<b>Interventions</b>	Federal Cascading set of Federal consequences, states choose amongst SIG options	States and Districts
<b>AYP/School Rating</b>	Federal	State must incorporate certain indicators for each subgroup
<b>Goals</b>	Federal	State



# Limitations on the Secretary's Authority

**Standards:** The Secretary may not require states to submit any academic standards for review or approval or “mandate, direct, control, coerce or exercise any . . . supervision over” standards.

**Rulemaking:** The Secretary may not “promulgate any rule . . . that would add new requirements [or new criteria] that are inconsistent with or outside the scope” of the law.

**Approval of state plans:** The Secretary must approve a State Plan that is compliant with the law within 120 days.

**Secretary may not prescribe:**

- Goals or lengths of terms for goals;
- Specific academic assessments or items;
- Accountability indicators;
- Specific school support/improvement strategies;
- Minimum N.

How reduced is the Secretary's power?

Even with these limitations, there are many ambiguities in the law that the U.S. Department of Education has a responsibility to explain, and the Secretary still has the power to withhold funds from a state that fails to comply with the requirements of the law.



# Waivers

States and districts may request waivers of many provisions of the law if the state/district shows the waiver will advance student achievement.

Like NCLB, waivers are not available for civil rights provisions, maintenance of effort, comparability, supplement not supplant, and charter school requirements.

## New Limitations:

- The Secretary has **120 days** to approve a waiver.
- The Secretary **may not** disapprove a waiver “based on conditions outside the scope of the waiver request” or require that a state, **as a condition of granting the waiver request**, include or delete specific standards, use a specific academic assessment, or adopt a teacher evaluation system.

## How Can States Use These Waivers:

- States with rigorous, proven accountability systems in place may seek waivers of new accountability requirements that are inconsistent with their current approach to accountability.



# Accountability: Standards and Assessments

## Summary: Standards

States must adopt challenging academic standards in reading, math and science.

- Standards must apply to all students with the exception of alternate academic achievement standards for students with the most significant cognitive disabilities.
- States must demonstrate that their standards are aligned with college entrance requirements and relevant career and technical education standards.

### Limits on Secretarial review.

- As under NCLB, the Secretary may not require states to submit their standards for review or mandate, direct or exercise any control over states' standards.

## Summary: Assessments

### Annual assessments.

- Reading and math in grades 3-8 and once in high school, as well as in science at least once in each grade span.
- With state permission, districts can use a nationally recognized high school assessment in place of the statewide assessment.
- Must measure higher order thinking skills.

### New delivery options.

- Assessments may be administered as a single test or as a set of interim tests rolled up into a single annual result.
- Computer adaptive assessments are explicitly allowed.

**Assessment audits.** The Secretary can make grants to states to audit their assessment systems.



# Accountability: Standards and Assessment

## Recommendations

### Plan to streamline assessment systems.

- States should establish a process to identify and eliminate repetitive, unnecessary or low-quality assessments. States may apply for a federal grant to fund the audit.

### Consider new assessment delivery options.

- New testing options give states greater flexibility to experiment with innovative assessment models that support competency-based learning.

## Resources

- [ExcelinEd: Proficiency Matters](#)
- [Achieve: Student Assessment Inventory for School Districts](#)
- [ExcelinEd: Four ways to reduce testing and maintain accountability](#)



# Accountability: Goals and Identification

## Goals

States must establish “ambitious, state-designed long-term goals” and interim progress targets for all students and for each subgroup for:

- Proficiency
- High school graduation
- English language proficiency



## School Rating Systems

States must establish a system of meaningfully differentiating schools on an annual basis, based on the following indicators. The system must give each “substantial” weight to each indicator.

1. Academic achievement
2. Another academic indicator (growth, grad rate)
3. English proficiency
4. Additional indicator of school quality or student success

In the aggregate, the system must give **much greater weight** to these indicators



## Identification

The accountability system must identify at least three categories of schools:

- Comprehensive support & improvement schools
- Targeted support and intervention schools
- Additional schools

### Note on Accountability Provision, 95% Requirement:

States must annually test no less than 95% of students overall and within each subgroup, and states must provide a clear explanation of how the state will factor this requirement into its accountability system.



# Accountability: New Flexibility Around Interventions

States <u>Must</u>	States <u>May</u>
<ul style="list-style-type: none"><li>• Notify districts of identified schools.</li><li>• Monitor district improvement plans.</li><li>• Set exit criteria.</li><li>• If criteria is not met, take more rigorous action.</li><li>• Review resource allocation to support school improvement.</li><li>• Provide technical assistance.</li></ul>	<ul style="list-style-type: none"><li>• Distribute school improvement dollars through competitive grants and direct student services.</li><li>• Take additional action in districts serving significant number of identified schools.</li><li>• Establish alternative evidenced-based strategies that can be used by districts.</li></ul>

Flexible funding to support innovative intervention strategies	
<p data-bbox="272 951 772 1029"><b>Set aside for school improvement (7% of Title I, mandatory)</b></p> <ul style="list-style-type: none"><li>• Distributed through formula or competitive grants to districts to serve identified schools.</li><li>• Or, with district approval, states may distribute to entities such as school support teams or external providers.</li></ul>	<p data-bbox="1205 951 1551 1029"><b>Direct Student Services (3% of Title I, optional)</b></p> <ul style="list-style-type: none"><li>• States may make awards to districts serving identified schools to provide supplemental courses, tutoring, and public school choice.</li></ul>



# Accountability: New Flexibility Around Interventions

## NCLB

## ESSA

Interventions:	In need of improvement (year)				
	1	2	3	4	5
School Transfer Options	X	X	X	X	X
Supplemental Services		X	X	X	X
Corrective Action			X	X	X
Restructuring (planning)				X	X
Restructuring (implementation)					X



### What should be in your toolbox?

- Achievement School District
- Tutoring
- School Choice
- CMOs
- Integrated Student Supports (e.g. CIS)

### For which identified school?

- Comprehensive support & improvement schools
- Targeted support and intervention schools
- Additional schools

### At what time?

- How many years does a school need to be identified before triggering next set of escalating intervention?



# Accountability: Reporting

## Summary: State/District Report Cards

- Details of the state accountability system.
- Disaggregated results on all accountability indicators.
- Disaggregated assessment participation rates.
- Information on the acquisition of English language proficiency.
- The state's minimum N.
- Disaggregated results on the indicators reported to the Civil Rights Data Collection.
- The professional qualifications of educators (including the number of inexperienced teachers) disaggregated by high-poverty compared to low-poverty schools.
- State, local and federal per-pupil expenditures, by funding source.
- Number of students with the most significant cognitive disabilities taking the alternate assessment.
- State National Assessment of Educational Progress (NAEP) results, as compared with national averages.
- Disaggregated rates of students who graduate from high school and enroll in higher education.



# Accountability: Ratings, Identification, Intervention, Reporting

## Recommendations

**Wait for final regulations and guidance** to be issued in the fall or winter of 2016 before making any major or permanent changes to state accountability systems.

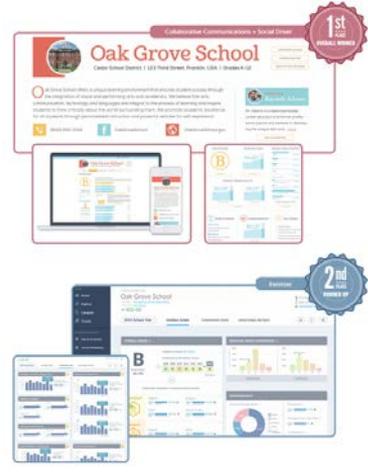
**Plan a thoughtful transition:** Review data; consult with education reform groups; and build political will.

**Prepare for new accountability requirements and responsibilities:** For example, what tools should be in a turnaround toolbox (e.g., achievement school districts, reconstitution, high-performing charters, public school choice, equitable distribution of effective teachers, and/or new curricula based on digital learning).

**Understand new restrictions, and opportunities, around waivers:** New restrictions will allow states to seek unconditional waivers of burdensome provisions.

## Resources

- [ExcelinEd: Resources on Common Core, A-F, school recognition, and accountability](#)
- [ExcelinEd: My School Information Design Challenge results](#)





# Innovative Assessment and Accountability Demonstration Authority

## Summary

- Up to 7 states (including those in consortia) to participate.
- States must demonstrate validity, reliability, comparability, and accessibility of new system and plan to scale statewide.
- States may choose to no longer continue the use of the statewide academic assessments otherwise required if not used in proposed accountability system.
- Examples: Competency-based assessments; interim assessments; cumulative year-end assessment; or performance-based assessments that combine into an annual summative determination for a student.

## States to Watch



The ESEA waiver for NH's Performance Assessment of Competency Education (PACE) system helped to inspire this pilot.



OH state law established Innovation Lab Network assessment waivers as well as a competency-based education pilot program.

CCSSO Innovation Lab Network: [The Innovation Lab Network \(ILN\)](#) is a group of states taking action to identify, test, and implement student-centered approaches to learning.

Current states in the ILN include CA, CO, IA, KY, ME, NH, OH, OR, VA, VT, WV and WI.

## Recommendations

- **Understand the far-reaching commitment.**
  - Developing and validating new assessments will require substantial time and costs as well as input from key stakeholders.
- **Begin by authorizing an Innovation Schools program.**
  - Interested states should pilot new models or identify districts that have begun the transition to competency-based education.

## Resources

- [Competency-Based Education Policy Summary](#)
- [Competency-Based Education Model Legislation](#)
- [Council of Chief State School Officers: Innovation Lab Network Roadmap to Competency-Based Education](#)

**Competency-Based Education: MOVE ON WHEN READY**

Every student has unique talents and abilities, and every student deserves an education that allows to their needs rather than requiring conformity to an outdated model of education. They receive a goal and motivation for all students have clear, the environment, one-size-fits-all systems of education must evolve and adapt to meet the individual needs of each student and equip them for success in the 21st Century.

**The focus is on competency, proficiency, and mastery of skills and knowledge.**

Competency-based education is a system of instruction where students advance to higher levels of learning when they demonstrate mastery of concepts and skills regardless of time, place or pace.

A collaboration of innovative leaders and practitioners, led by CompetencyWorks and IMACOL, developed the following key elements of competency-based education in which:

- Students advance upon mastery
- Competencies include explicit, measurable, transferable learning objectives that empower students
- Assessment is meaningful and a positive learning experience for students
- Students receive timely, differentiated support based on their individual learning needs
- Learning outcomes emphasize competence that include application and extension of knowledge along with the development of important skills and dispositions.

A traditional, time-based education system advances students based on their age, regardless of what they have learned. This outdated model limits student achievement in two fundamental ways: it holds back students who could be excelling more quickly, and it pushes students forward who are not yet ready, leaving them with gaps in knowledge, skills and understanding that must be filled later.

**"We continue to transform education to a personalized system where every learner is met at their level. They are passionate learners. They are challenged. They are joyful and they want our system ready to challenge and support them."**

Thomas Runney, superintendent of Lindsay Unified School District, California



# Key New Provision: Direct Student Services

*This optional Title I set aside can help support state priorities such as course access and public school choice.*

## Optional Title I Set Aside

- Beginning with the 2017-18 school year, states may choose to set aside up to 3% of Title I Part A funds to make awards to districts to provide **Direct Student Services** (e.g., supplemental courses, tutoring, and public school choice). 99% of funds must be distributed to districts.
- Services can be offered through providers or the school district.
- Examples include credit recovery, AP/IB or dual credit courses, career and technical education courses not otherwise available, personalized learning, course access, tutoring, and transportation for transfer to higher-performing public schools

## Required Prioritization

- Awards must go to districts serving the highest percent of schools targeted for comprehensive and then targeted support and improvement.

## Process

- Districts apply to the state to receive funds and must explain how they will inform parents of available services.
- States monitor quality of providers and maintain list of state-approved providers.



# Key New Provision: Student Support and Academic Enrichment Grants

This block grant is authorized at **\$1.6 billion**. However, the grant programs that were rolled into this block grant only received appropriations of **\$400 million** in fiscal year 2016.

Required Activities	May Include:
<b>Well- Rounded Educational Opportunities</b> <i>(at least 20%)</i>	<ul style="list-style-type: none"><li>• Increasing access to accelerated learning (AP and IB)</li><li>• Expanding access to STEM courses</li><li>• Strengthening the teaching of American history/civics</li><li>• Improving foreign language instruction</li><li>• Promoting volunteerism</li><li>• Working directly with districts to emphasize that literacy is the most critical component of providing a well-rounded education.</li></ul>
<b>Safe and Healthy Students</b> <i>(at least 20%)</i>	<ul style="list-style-type: none"><li>• School-based mental health services</li><li>• Anti-bullying campaigns</li><li>• School-wide positive behavioral interventions</li><li>• Drug and violence prevention programs</li></ul>
<b>Effective Use of Technology</b> <i>(infrastructure costs cannot exceed 15%)</i>	<ul style="list-style-type: none"><li>• Building capacity and infrastructure</li><li>• Providing professional development on using technology</li><li>• Expanding personalized/blended learning (resources, devices, or content)</li><li>• Delivering rigorous academic courses and curriculum through technology</li><li>• Providing students in rural/remote/underserved areas with digital resources</li></ul>



# Key New Provision: Title I Funding Flexibility

*ESSA makes two key changes to Title I requirements that could increase state discretion over federal funds and give schools greater flexibility to determine how funds are spent.*

## Changes to the Supplement Not Supplant Rule

- ESSA makes changes to the “supplement not supplant” rule, which states that schools and districts cannot use federal funds for anything the state already requires them to spend money on.
- Previously, districts and schools had to itemize individual costs and services to show compliance. Now, districts and schools need only show in fiscal terms that the Title I dollars supplement state and local dollars.

## Expanding the Definition of Schoolwide Programs

- Under ESSA, states can give schools waivers to operate “schoolwide Title I programs” as opposed to targeted assistance programs in which Title I funds must be directed toward programs for certain at-risk students.
- Schools that receive a waiver to operate a schoolwide program will have significant more freedom to direct federal funds toward the programs that will maximize the benefit for all students.



# Course Access and Online Learning

## Summary

ESSA contains two potential sources of support for state course access programs:

1. **Direct Student Services**
  - Set aside amounts would likely range from approximately \$1.1 million (Wyoming) to \$54.5 million (California).
  - States could set aside 1% of that total for administration.
  
2. **Student Support and Academic Enrichment Grants**
  - If fully funded at \$1.6 billion, allotments would range from \$3.7 million (Wyoming) to \$188 million (California)
  - If funded closer to \$400 million, allotments would range from approximately \$1 million (Wyoming) to \$47.2 million (California).

## Recommendations

**Use the Direct Student Services to create or expand a statewide Course Access program.**

- Encourage or limit uses of Direct Student Services funds for course access costs.
- Use the 1% administrative set-aside of this program to develop course access infrastructure (costs related to the review of provider applications, establishment of a course catalog, and monitoring of providers).

**Encourage districts to use Student Support and Academic Enrichment Grant funds in support of statewide Course Access programs.**

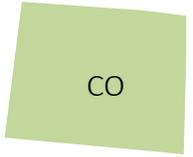
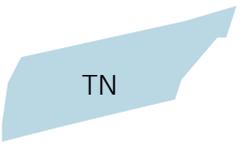
- Districts will have to submit plans for how to use these funds to the state, which could create an opportunity to encourage or limit the use of funds to provide access to Advanced Placement, well-rounded, and other online distance learning courses



# Course Access and Online Learning

## States to Watch

States where a Chief is interested in the topic but authorizing legislation for Course Access does not yet exist or states with Course Access programs where this could fund some of the state administrative costs and also increase enrollments without requiring additional state funds or use of district funds.



## Resources

- [Course Access 2015 White Paper](#)
- [Course Access Policy Summary](#)
- [Course Access Model Legislation](#)
- [Course Access Video Series](#)





# Digital Learning & Technology

## Summary

States can advance digital learning and technology initiatives through the following provisions:

- 1. Student Support and Academic Enrichment Grants**
- 2. Education Innovation and Research** (continuing the framework of Investing in Innovation grants (i3))
  - Competitive grants for districts, states or consortia to fund innovative programs designed to improve student achievement.
  - More and better evidence of effectiveness qualifies applicants for larger awards.
  - Each grant must include a plan for independent evaluation of effectiveness.
  - Authorized for \$72 million in FY 2017 and 2018; and for \$92 million in FY 2019 and 2020.

## Recommendations

**Encourage districts to use Student Support and Academic Enrichment Grant funds to promote digital learning.**

- For example, states could push districts to use funds to help launch new personalized learning models or provide students with access to well-rounded educational opportunities through distance learning

**Use Education Innovation and Research grants to promote promising state programs.**

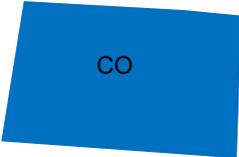
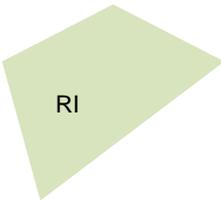
- Identify promising programs within the state where rigorous evidence of effectiveness exists but funding has not been available to expand statewide.
- Facilitate partnerships between entities such as institutes of higher education, nonprofits, or companies with consortia of districts to implement or replicate and evaluate programs across the state.



# Digital Learning & Technology

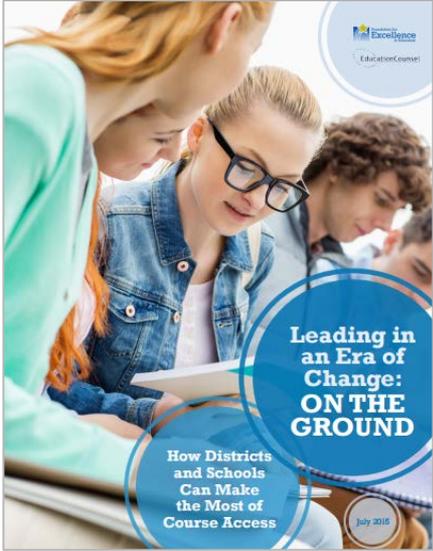
## States to Watch

States where there is already momentum related to blended and personalized learning initiatives:



## Resources

- [Digital Learning Now: Report Card 2014](#)
- [Digital Learning Now: Leading an Era of Change - On the Ground](#)
- [Digital Learning Now: Blended Learning Implementation Guide 3.0](#)





# Charter School Program (CSP)

The Charter School Program is authorized at \$270M in FY17 and \$300M in years 2018-20.

State Competitive Grants: **65%**

National Activities: **22.5%**

Facilities: **12.5%**

Technical Assistance 3%	Quality authorizing activities 7%	State subgrants to CMO's 55%	CMO replication and expansion 80%	Technical Assistance 11%	Grants to Charter Schools 9%	Facilities financing assistance 12.5%
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## Summary: State Competitive Grants

ESSA expands eligibility to include governors, charter boards and charter support organizations.

The Secretary must prioritize states that:

- Offer a high degree of flexibility;
- Have an ambitious plan for their charter sector;
- Allow for at least one other authorizer beside districts;
- Provide equitable funding and facilities support; and
- Have taken steps to ensure best practices in charter authorizing.

## Resources

- [National Alliance for Public Charter Schools: Model Law](#)
- [National Association of Charter School Authorizers: Principles & Standards for Quality Charter School Authorizing](#)
- [ExcelinEd: High Quality Charter School Policy Toolkit](#)

## Recommendations

**Strengthen charter school laws and policies to improve the chances of winning a CSP grant.**

- States can increase the likelihood that they will win a CSP grant by providing facility support, moving towards per-pupil funding equity, and strengthening state charter authorizers.

**Employ high-quality charter schools as a turnaround strategy.**

- States can use up to 7% of Title I funds for school turnaround and have tremendous freedom to determine their own “turnaround toolboxes,” including restarting an identified school as a charter school.

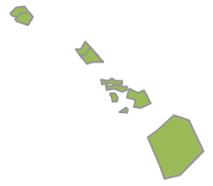


# Weighted Student Funding Pilot

## Summary

- The Secretary is authorized to enter into three-year agreements with up to 50 districts to create a weighted student funding formula for disadvantaged students.
- In 2019-20, the Secretary may expand to an unlimited number of districts.

## States to Watch



Hawaii Department of Education,  
[Informational Briefing Department of Education Weighted Student Funding](#)

## Recommendations

- Encourage districts to apply for the pilot.**
- Helping districts use weighted funding effectively, paves the way for full state portability (i.e., where all funds follow the student from district to district).
- Understand the intensive requirements.**
- Districts will need technical support.
  - The formula must cover a “significant” portion of federal, state and local funds and provide “substantially” more funding to disadvantaged students.
  - Districts must demonstrate that no high-poverty school received less funding per disadvantaged student when compared with the previous year.

## Resources

- Digital Learning Now: [Funding, Students, Options, and Achievement](#)
- Reason Foundation: [Weighted Student Formula Yearbook 2013](#)
- Education Resource Strategies: [Weighted Student Funding](#)





# Pay for Success

ESSA authorizes Pay for Success for dropout prevention (Title I, Part D) and community-based health and safety services (Title IV, Part A, Sec. 4108).

### Summary

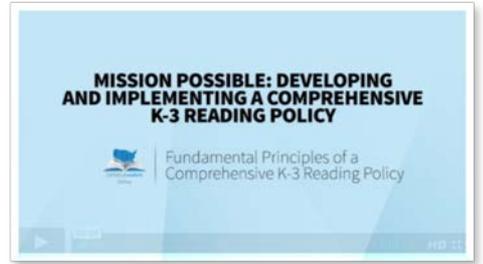
- Districts can use federal funds under these two programs for a performance-based grant, contract, or cooperative agreement in which a public entity commits to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance for government.
- This new provision recognizes Pay for Success as an important vehicle for bringing private investment to pay for expanding educational services at no risk to taxpayers.

### Recommendations

In addition to taking advantage of Pay for Success under ESSA, **states can also vigorously explore Pay for Success in a variety of contexts, including to pay for K-3 reading interventions**, with repayment of investors coming from savings from reduced special education placement and reduced retention.

## Resources

- [ExcelinEd: K-3 Reading Policy Toolkit](#)
- [ExcelinEd: EdPolicy Leaders Online K-3 Reading MOOC](#)





# College & Career Readiness

## Summary

ESSA provides states and districts with several opportunities to promote college and career readiness initiatives.

### Academic Accountability

- School rating systems must include one additional indicator of school quality or student success.

### Direct Student Services

- States can encourage districts the use Direct Student Services funds to support participation in AP course, IB courses and career and technical education courses.

### Student Support and Academic Enrichment Grants

- States can encourage districts to use grant funds to increase access to accelerated learning programs such as AP/IB.

## Recommendations

**Incorporate measures of college and career readiness into state accountability systems.**

States should consider incorporating student success in AP, IB, dual enrollment, and industry-recognized certifications.

**Use this time as a planning period.** Determine state priorities that support the needs of students and the workforce that will employ them. Then, identify ways that Direct Student Services grants or Student Support and Academic Enrichment Grants can help the state or districts meet those needs.



# College & Career Readiness

## States to Watch

States with the opportunity to strengthen college and career readiness indicators within their accountability systems.



## Resources

- [ExcelinEd: College and Career Readiness Policy Toolkit](#)

**COLLEGE BOARD PARTNERSHIP**

In 1994, Florida began funding Advanced Placement Programs by providing a direct financial incentive through the state funding formula. School districts earned a bonus for students that passed AP exams, which the districts could use towards the costs of implementing the AP programs. Florida experienced fairly modest gains through this program.

In 2000, the state of Florida entered into a partnership with The College Board to provide free PSAT and now PSAT/NCAQ tests to all 10th-grade students and provide teacher training and materials to all required AP programs in underserved schools. At the time, 65% of students in A-graded schools took the PSAT, while less than 10% of students in F-graded schools did. Through this partnership, student test scores on the PSAT or PSAT/NCAQ objective measure to encourage or place students in Placement Courses.

In Florida, the program has had an enormous impact. It has led to monetary investment by the state. In 2010, along with teacher support in the Florida Legislature.

**Benefits and Incentives**

- AP teachers earn a bonus for each passing student to \$2000.
- In 2013, the Florida Legislature increased the most 50 percent of the teacher's student earn a score in a school graded A, B, or C, or
- 25 percent of the teacher's student earn a score in a school graded D or F.

\*College Board funding is 1/3 match of costs.

**Foundation for Excellence in Education**

**COLLEGE AND CAREER READINESS: BUILDING A GLOBAL WORKFORCE**

A comprehensive college and career readiness initiative prepares students for the rigors of college and the global workforce. While there are many moving parts, each initiative is designed to increase student acquisition of college credit and meaningful employer certifications that give students a leg up in the college classroom and the labor market and allow these students to become future contributors to the U.S. economy.

**Why do we need our students to be college and career ready?**

Today's high school graduates often lack the skills that employers need and the critical thinking skills that colleges expect. According to the 2014 MeasuringUp Talent Shortage survey, 68 percent of U.S. employers report difficulty in filling jobs and almost half indicate that a lack of hard skills in new hires requires more than 50 days in re-education, almost 40 percent of 40 percent will earn a degree in three years or effort, and students aren't ready for the demands of the global workforce.

"To compete with the rest of the world in the 21st century, we need to produce competitive high school graduates ready for college or meaningful careers."

**Governor Jeb Bush**



# K-3 Reading

## Summary

ESSA can support the implementation of K-3 reading programs through two targeted grant programs, the block grant, and new funding flexibility.

### Literacy Education for All, Results for the Nation

- Targeted sub-grants for districts that serve “high needs” schools to implement evidenced-based literacy programs.

### Family Engagement in Education Programs

- Competitive grants to statewide organizations to establish Family Engagement Centers that provide parent education and family engagement programs.

### Student Support and Academic Enrichment Grants

- States can encourage districts to use grant funds toward literacy programs.

### Funding flexibility

- Increased flexibility around supplement not supplant likely makes it easier to use Title I to fund a statewide K-3 reading policy.

## Recommendations

### Literacy Education for All, Results for the Nation (Apply)

- Use funds to carry out best practices.
- Ensure evidence-based programs are being utilized in high-needs schools.
- Use a 5% state set aside to work with colleges and universities to ensure all teachers have the knowledge and skill to teach all students to read.
- Emphasize the importance of the school library.

### Family Engagement in Education Programs (Apply)

- Provide centers to give parents the training needed to support literacy at school and in the home.

### Student Support and Academic Enrichment Grants

- Work directly with districts to emphasize that literacy is the most critical component of providing a well-rounded education.

### Funding flexibility

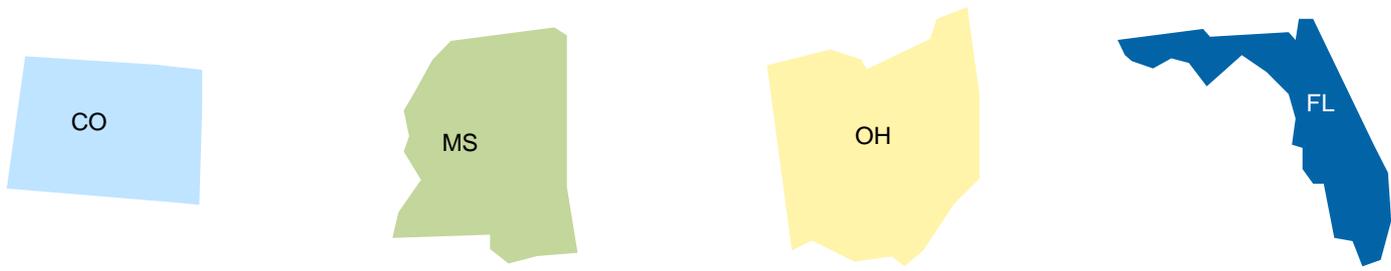
- Look for opportunities to use Title I funds to support and strengthen statewide K-3 reading policies, including the interventions for struggling students.



# K-3 Reading

## States to Watch

Examples of States that have implemented a Comprehensive K-3 Reading Policy.



## Resources

- [ExcelinEd: K-3 Reading Policy Toolkit](#)
- [ExcelinEd: EdPolicy Leaders Online K-3 Reading MOOC](#)

**MISSION POSSIBLE: DEVELOPING AND IMPLEMENTING A COMPREHENSIVE K-3 READING POLICY**  
Started Oct 19, 2015  
ENROLL

**THE ABILITY TO READ IS THE GATEWAY TO SUCCESS**  
The goal of a Comprehensive K-3 Reading Policy is to establish intensive reading instruction for all K-3 students who are at risk of reading failure to help ensure they read on grade level by the end of third grade. This policy also requires that grade-level data be used to determine which students need additional support to reach grade-level proficiency. Resources provide strategies to help students who are struggling to catch up with their peers.

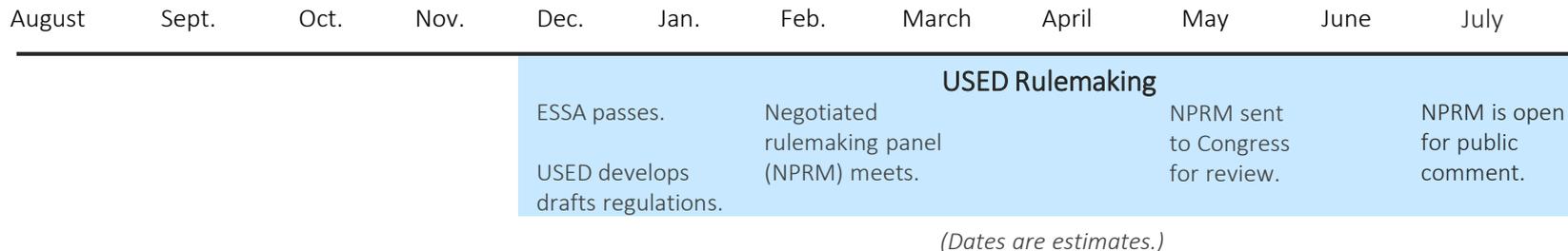
**Why is a K-3 Reading Policy Necessary?**  
In 2015, the House of Representatives released a report titled "Double Jeopardy: How Third Grade Reading Skills and Proficiency Affect High School Outcomes." The report revealed that reading scores and graduation rates of nearly 6,000 students over 10 years. Their findings are:  
 • Children who are not reading proficiently in third grade are 40% more likely to drop out of high school.  
 • Third grade and beyond students who struggle to read are 40% more likely to drop out of high school.  
 And the National Assessment of Education Progress (NAEP) reported that:  
 • **7 out of every 10** students in the lowest performing schools are not reading proficiently in third grade.  
 • **7 out of every 10** students in the lowest performing schools are not reading proficiently in fourth grade.  
 In an attempt to address the education problems in our schools, we've created this report.

**EARLY CHILDHOOD EDUCATION**  
The ECE program was designed to complement the K-3 reading policy. The ECE program was designed to provide a comprehensive approach to reading instruction for all children who are at risk of reading failure. The program was designed to provide a comprehensive approach to reading instruction for all children who are at risk of reading failure. The program was designed to provide a comprehensive approach to reading instruction for all children who are at risk of reading failure.

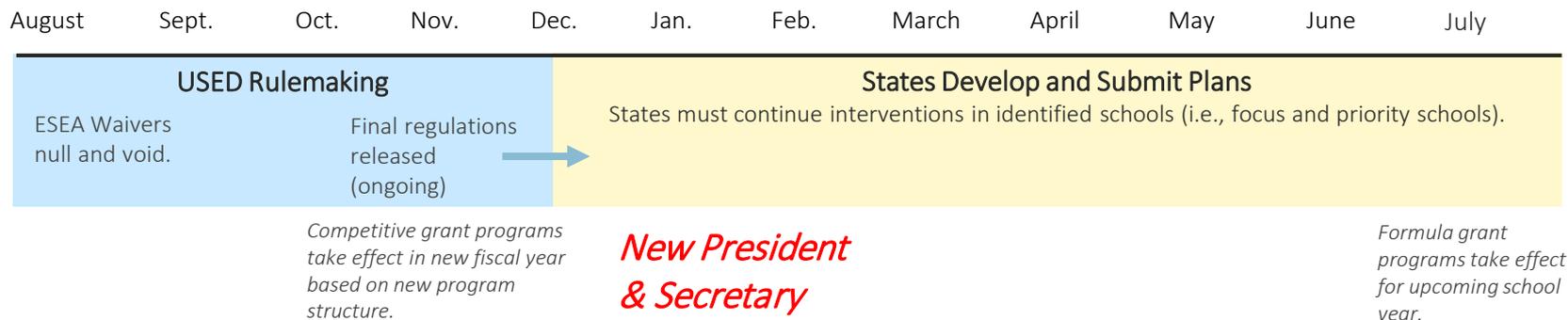
**Fundamental Principles of a Comprehensive K-3 Reading Policy**

# Timeline

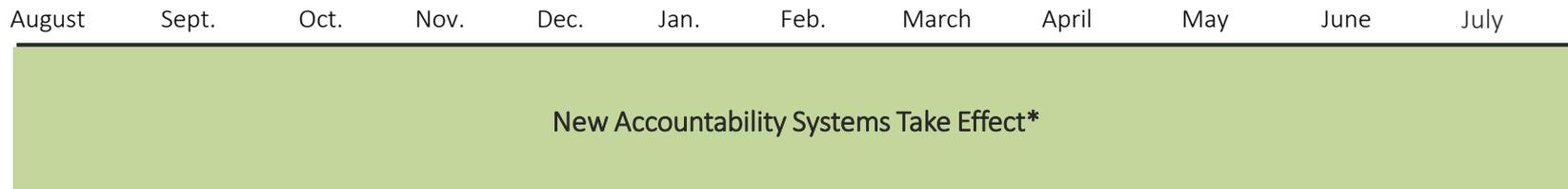
## 2015-16 School Year: Bill Passage and Initial Rulemaking



## 2016-17 School Year: Transition



## 2017-18 School Year: New Systems in Place



\* It is not clear from the legislation when states will first be required to identify a new set of schools based on their accountability systems under ESSA (i.e., will the identification be based on 2016-17 data or 2017-18 data). We hope to have more clarity on the timeline from the U.S. Department of Education in the coming months.

# How ExcelinEd Can Help

ExcelinEd is available to help state policymakers deepen their understanding of ESSA, set the stage for new opportunities and prepare to tackle new challenges.

- Provide technical assistance related to accountability system design.
- Identify ways new federal funds can support state reforms in areas including K-3 reading, college and career readiness and digital learning.
- Support state efforts to participate in the U.S. Department of Education's rulemaking
- Provide advocacy support for states to preserve rigorous standards and assessments and strong accountability systems during the transition to the new law.

Contact Us:

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