



**SC EDUCATION
OVERSIGHT COMMITTEE**

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AGENDA

Academic Standards and Assessment

July 11, 2016
10:00 AM
Blatt Building, Room 433

I. Welcome & Introductions*Dr. Danny Merck*

II. Action: Approval of Minutes - November 16, 2015

III. Action: Criteria to Identify Underperforming Schools & Districts .*Dr. Danny Merck*

IV. Other Business

V. Adjournment

Academic Standards & Assessment Subcommittee

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Neil Robinson, Vice Chair
Sen. Mike Fair
Barbara Hairfield
Sen. Wes Hayes
Patti Tate

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EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Public Awareness and ASA Subcommittees – Joint Meeting

Minutes of the Meeting

November 16, 2015

Subcommittee Members Present: Dr. Danny Merck, ASA Chair; Mr. Neil Robinson, ASA Vice-Chair; Ms. Barbara Hairfield, Public Awareness Chair; Ms. Anne Bull, Public Awareness Vice-Chair; Sen Mike Fair; Sen. Wes Hayes; Ms. Patti Tate; Rep. Raye Felder; Mr. David Whittemore

Other EOC Members Present: Rep. Dwight Loftis and Ms. Deb Marks

Staff Present: Ms. Melanie Barton, Ms. Dana Yow, Dr. Rainey Knight, Ms. Bunnie Ward, Dr. Kevin Andrews, and Ms. Hope Johnson-Jones

I. Welcome and introductions / Approval of minutes

Dr. Merck called the meeting to order and welcomed everyone to the meeting. The minutes from the September 21, 2015 ASA subcommittee meeting and May 18, 2015 Public Awareness subcommittee meeting were approved.

II. Report Card Accessibility to Various Audiences: Developing an Online Report Card Portal

Ms. Yow presented an overview of how other states have developed an online report card portal, considering the various needs of different constituencies. She said that she was introduced to the School Information Design Challenge at a summer meeting in Colorado. Staff from the Data Quality Campaign and the Foundation for Excellence in Education had agreed to assist South Carolina with the development of a next-generation report card that could provide accessible, accurate information about schools. To that end, Ms. Yow introduced Brennan McMahon Parton, Associate Director of State Policy and Advocacy for the Data Quality Campaign. Ms. Parton discussed empowering parents and communities through quality public reporting. She outlined what good public reporting looks like and what DQC recommends to ensure that data states provide are transparent and trustworthy. She stressed the importance of engaging stakeholders to identify the questions they want answered. Rep. Felder asked a specific question about Illinois. In the report card brief, it was noted that Illinois' report card was lauded for being easy-to-find, informative, and readable. It was not, however, one of 14 states who included five indicators "essential for any state's school accountability system: student achievement, student academic growth, achievement gap closure, graduation rates, and postsecondary and career readiness." Rep. Felder asked where Illinois had fallen short. Ms. Parton said she would follow-up on that question. Ms. Marks asked about SLICE, and how the move toward an online report card portal would be impacted by the existing SLICE system.

Claire Vorhees, with the Foundation for Excellence in Education, discussed the school report card challenge and what various stakeholders determined was what a next-generation report card looked like. Sen. Fair asked about teacher evaluations since the improvement of teachers is so critical. Claire, along with her Foundation colleagues, said that the results of these evaluations are input measures, meaning they should be reported, but independent of the accountability system.

Ms. Hairfield made a motion to establish a subcommittee to work in collaboration with the SCDE staff as well as staff from the Data Quality Campaign and the Foundation for Excellence in Education to "reinvent the SC school and district report cards" and establish a report card web portal accessible to a diverse group of stakeholders (general public, schools and school districts, as well as educational researchers). Sen Hayes seconded the motion. Motion passed.

Dr. Christy Hovanetz, a Senior Policy Advisor with the Foundation, discussed her work with the reporting of schools. She discussed the use of the A-F grading system with states. She had a great deal of experience with Florida. She credits the A-F system with driving a great deal of the improvements seen over the last decade in Florida. The nomenclature that is used is important when rating schools. She discussed how A-F is understandable to parents but there are others who don't like it at all. When discussing measuring growth in an accountability system, Hovanetz said the Foundation advocates for using criterion-based growth, comparing growth to proficiency. Sen. Hayes asked a question about the reading plan and how it impacted Florida's success overall. Rep. Felder wanted to know if private schools and charter schools received A-F grades in the Florida system. When asked if schools were incentivized to maintain an "A" in the Florida system, Dr. Hovanetz said that in 1999 Florida has started the School Recognition Program, giving \$100/student directly to each school earning an "A". Florida also has opportunity scholarships for students in low-performing schools to be given the opportunity to attend higher achieving schools.

Mr. Robinson pointed to the emphasis on rigor in Florida. They continually have raised the rigor in testing, going from the FCAT to FCAT 2.0. The grading scale, Dr. Hovanetz pointed out, is aspirational but obtainable. Dr. Merck pointed to the positive things SC has done recently: NAEP gains as well as giving students the ACT and WorkKeys assessments in 11th grade. He said that some of the leading countries in the world have national standards and assessments but we are a long way from that; aside from NAEP, an apples-to-apples comparison is tough to do. Sen. Hayes said he wants to make sure the SCDE gets to weigh in on the A-F system.

A motion was made to table discussion on the 2025 Vision.

Dr. Merck made a motion to initiate three regional focus groups (Columbia, Greenville, Charleston) to determine the best designations for "grading" schools and school districts in the joint accountability system. Schools can be "graded" with designations that correspond to numbers (i.e., Excellent, High Performing, At Risk, Low Performing, etc.); performance levels (I, II, III, etc.); or letter grades.

The EOC will contract out with a market research/communications firm to conduct the focus groups in early 2016, which will be composed of diverse constituencies with varying needs (parents; teachers; district personnel; real estate professionals; community members; business people). A final report will be presented to the EOC in April 2016. Sen. Hayes seconded the motion. The motion passed with Mrs. Bull voting against the motion.

There being no further business, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessment

Date: July 11, 2016

ACTION ITEM

Criteria to Define Underperforming Schools and Districts

PURPOSE/AUTHORITY

Proviso 1A.80. of the 2016-17 General Appropriation Act, as ratified by the General Assembly, and H.5140, requires the EOC to identify underperforming schools and districts on the transitional report card beginning this fall, 2016.

CRITICAL FACTS

Act 200 of 2014 suspended the state's accountability system for two school years, 2014-15 and 2015. With passage of the federal legislation, Every Student Succeeds Act (ESSA), the new federal accountability system will be operational in school year 2017-18. Consequently, the General Assembly decided to implement in 2017-18 the new consolidated state and federal accountability system. However, in the meantime, the state will release to the public in the fall of 2016 and 2017 transitional report cards that must identify "potentially underperforming schools and districts" to ensure that technical assistance support and interventions are provided.

TIMELINE/REVIEW PROCESS

The criteria for the identification of underperforming schools and districts will be reviewed, amended and adopted by the Subcommittee and then presented to the full EOC at its summer retreat, July 31 through August 1, 2016.

ECONOMIC IMPACT FOR EOC

Cost:

Fund/Source: Agency Appropriations

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

The Education Oversight Committee (EOC) must determine how to identify underperforming schools and districts on the transitional report card beginning this fall, 2016. Act 281 of 2016 and a proviso in H.5001, the 2016-17 General Appropriation Act, as ratified on June 2, 2016, contain the following language regarding the 2016 state report cards.

Act 281

(7) Within thirty days after providing student performance data to the school districts as required by law, the department must provide to the Education Oversight Committee student performance results on assessments authorized in this subsection and end-of-course assessments in a format agreed upon by the department and the Oversight Committee. The Education Oversight Committee must use the results of these assessments in school years 2014-2015, 2015-2016, and 2016-2017 to report on student academic performance in each school and district pursuant to Section 59-18-900. The committee may not determine state ratings for schools or districts, pursuant to Section 59-18-900, using the results of the assessments required by this subsection until after the conclusion of the 2016-2017 school year; provided, however, state ratings must be determined by the results of these assessments beginning in the 2017-2018 school year. The Oversight Committee also must develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2017. While developing the single accountability system that will be implemented in the 2017-2018 school year, the Education Oversight Committee shall determine the format of a transitional report card released to the public in the Fall of 2016 and 2017 that will also identify underperforming schools and districts. These transitional reports will, at a minimum, include the following: (1) school, district, and statewide student assessment results in reading and mathematics in grades three through eight; (2) high school and district graduation rates; and (3) measures of student college and career readiness at the school, district, and statewide level. These transitional reports will inform schools and districts, the public, and the Department of Education of school and district general academic performance and assist in identifying potentially underperforming schools and districts and in targeting technical assistance support and interventions in the interim before ratings are issued.

H.5001

2016-17 General Appropriation Act, as Ratified on June 2, 2016

1A.80. *(SDE-EIA: Report Cards) With the funds appropriated for assessment and the achievement results obtained from these assessments, the Education Oversight Committee shall not calculate absolute or absolute or growth performance ratings for the 2016-17 school year for schools or districts. Instead, the Education Oversight Committee shall determine the format of a transitional report card released to the public in the fall of 2016 that will also identify underperforming schools and districts. These transitional reports will, at a minimum, include the following: (1) school, district and statewide student assessment results in reading and mathematics in grades 3 through 8; (2) high school and district graduation rates; and (3) measures of student college and career readiness at the school, district, and statewide level. These transitional reports shall inform schools and districts, the public, and the Department of Education of school and district general academic performance and assist in identifying potentially underperforming schools and districts and in targeting technical assistance support and interventions in the interim before ratings are issued.*

Below are staff recommendations to identify these schools and districts.

The recommendations are based on the premise that the lowest performing five percent of elementary and middle schools and the lowest performing five percent of high schools would be identified. The rationale for identifying the lowest five percent is based on the federal legislation, Every Student Succeeds Act (ESSA), which requires states to identify the lowest performing 5 percent of **Title I** schools and high schools with graduation rates at or below 67 percent.

The number of districts would be contingent upon the number meeting the specific criteria as defined below. No primary school or vocational center would be identified. Only schools with population size, or “n” size, of 30 or more would be considered in any criteria. The “n” size of 30 is consistent with the South Carolina Department of Education’s ESEA waiver.

Elementary & Middle Schools

Students scoring “Does Not Meet Expectations” are students achieving at the lowest performance level on SC Ready. For elementary and middle schools, the schools would be identified by looking at the percentages of students in each school who scored “Does Not Meet Expectations” on the English language arts (ELA) and mathematics sections of the SC Ready assessment in the 2015-16 school year. Writing performance is included in the ELA score of SC Ready. The percentages of students scoring “Does Not Meet Expectations” for these tests would be averaged, with the percent for each area, reading and mathematics, weighted equally. The number of schools identified as underperforming would be approximately five percent of the total number of elementary and middle schools receiving a state report card. Only schools that tested at least two grade levels would be identified in 2016; therefore, no primary school would be identified.

High Schools

The law requires the EOC to look at graduation rates and college and career readiness indicators. For high schools, the following information would be used to identify “potentially underperforming” high schools:

1. The on-time graduation rate for school year 2015-16.
2. The percentage of juniors earning a WorkKeys National Career Readiness Certificate of Silver or better in 2015-16. A Silver or better certificate implies that the student would be qualified for two-thirds or more of the jobs in the national database;

3. The percentage of juniors who on the ACT met or exceeded the benchmark scores in Reading (22) or Mathematics (22) in 2015-16; and
4. The percentage of students scoring a “D” or “F” on the end-of-course assessments in English I and Algebra I.

Achievement of students in high schools would be evaluated accordingly across each of the above three criteria with high schools with the lowest student achievement across all the indicators identified. The number of high schools identified as “underperforming” would be approximately five percent of the total number of high schools receiving a state report card. Only high schools with at least thirty (30) ACT assessment results and thirty (30) WorkKeys certificate results would be included.

School Districts

The following information would be used to identify “underperforming” school districts:

1. Any district that had an on-time graduation rate of less than 70% would be identified. The average on-time graduation rate for South Carolina in 2014-15 was 82%.
2. Any district that had more than an average of 50 percent of students in grades 3 through 8 scoring “Does Not Meet Expectations” on SC Ready in reading and mathematics in 2015-16 would be identified. The district would be identified using the mean percentage of students scoring “Does Not Meet Expectations” in reading and mathematics.
3. Any district that had less than 20 percent of its 11th graders earning a WorkKeys National Career Readiness Certificate of Silver or better in 2015-16 would be identified.
4. Any district that had 5 percent or less of its 11th graders who on the ACT met or exceeded the benchmark scores in Reading (22) **or** mathematics (22) would be identified.

Analysis Using Student Achievement Data from 2014-15:

To assist the EOC in making the determinations, the staff retroactively identified schools and districts that would have been identified if the same criteria had been applied to the student achievement results from school year 2014-15 using ACT Aspire.

For elementary and middle schools, the identification of the lowest five percent of schools is based on the percentage of students who scored “In Need of Support” on the ACT Aspire Reading and Mathematics subtests. Students scoring “In Need of Support” were students achieving at the lowest performance level on ACT Aspire. There were only small differences between the number of students tested in Reading and Mathematics for any school. With nearly identical numbers of students taking these assessments, the percentages of students who scored “In Need of Support” were averaged. Schools were then ordered with respect to this one measure to identify the lowest five percent of schools.

For high school schools, the identification criteria were based on four different data: WorkKeys scores, ACT scores, on-time graduation rates, and end-of-course assessments in English 1 and Algebra I. The percentage of students that met the criteria for each of these areas was combined into a composite to identify high schools. The simplest approach to combining these percentages is to average them, computing the mean. However, because these percentages represent different achievements, were based on different students, and were based on different numbers of students, averaging may not have been the best approach. To ensure that each measure contributed equally to a composite measure, an alternative method was to convert each percentage to a z-score, and average the three z-scores. Schools would then be ordered using these z-scores.

Both approaches were conducted and results compared using a Pearson’s correlation coefficient to compare the average of the percentages to the average of the z scores, the staff determined that the two measures were highly correlated. The Pearson’s correlation coefficient was 0.98. A visual presentation of the relationship between the mean percentage and the mean z-scores is presented in the Appendix. Additionally, the list of high schools identified using both methods were compared. Of the 12 high schools identified, 10 were identified using both methods. The conclusion was that using the average of the three percentages to identify schools was as reliable as converting the percentages to a z-score. Because averaging the percentages is more straightforward, the staff used the mean percentage across all criteria to identify the schools.

School districts were identified using four criteria:

1. The percentage of 11th graders obtaining a Silver, Gold or Platinum National Career Readiness Certificate on WorkKeys;
2. The percentage of 11th graders that met the ACT benchmarks for college readiness on Reading **or** Mathematics, both a score of 22;

3. The on-time graduation rate for the district; and
4. The percentage of students in grades 3 through 8 who scored “In Need of Support” on ACT Aspire Reading or Mathematics in 2014-15.

Elementary and Middle Schools:

In 2015 there were 894 elementary and middle schools that received report cards. Using ACT Aspire results for 2014-15, approximately **44** schools would have been identified as “underperforming” using these criteria. There would have been: 16 elementary schools, 24 middle and 3 combination elementary/middle schools. The schools would have been in 21 districts.

High Schools

In 2015 there were 236 high schools that received state report cards. Using the above criteria and applying it to 2014-15 data, there would have been **12** high schools identified as underperforming. These high schools are located in 10 school districts.

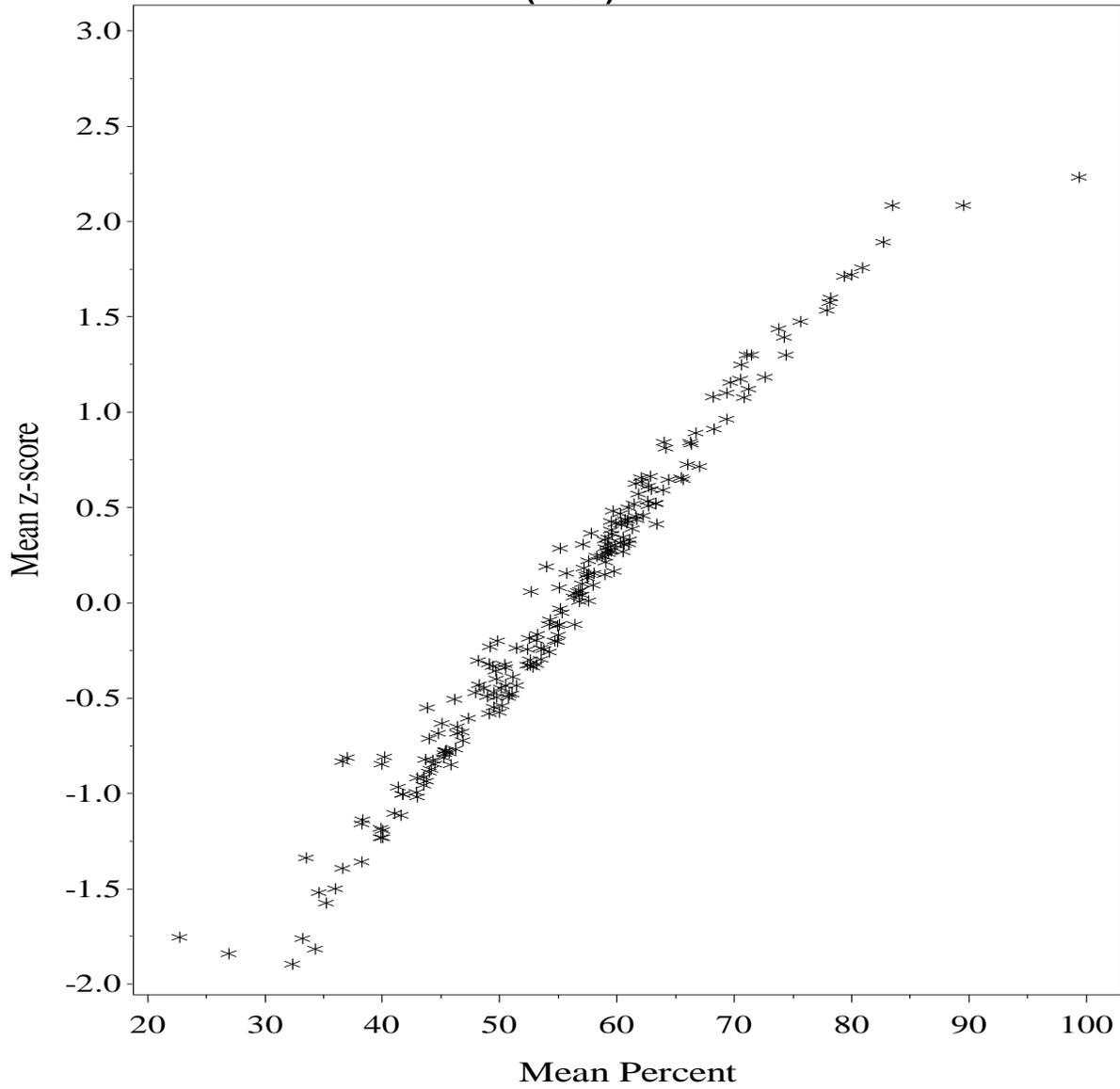
Districts

Of the 82 school districts, 8 or 10 percent would be identified as “underperforming” based on meeting at least one of the criteria. The following table documents that four districts would have met one of the four criteria, three districts would have met two criteria, and one district, three of the four criteria:

Criteria	1 Criteria	2 Criteria	3 Criteria
WorkKeys (<20% Silver or Better)	0	Hampton 2	Allendale
ACT (<5% College Ready, Reading & Math)	Clarendon 1 Fairfield	Hampton 2 Lee	Allendale
Graduation Rate	SC Public Charter	Florence 4	
SC Ready ELA & Mathematics Grades 3 – 8	Jasper	Florence 4 Lee	Allendale

Appendix

**Comparison of High School Composite Measures:
Mean Percent and Mean z-score
($r=.98$)**



Summary: Proposed Regulations on Accountability, State Plans, and Data Reporting under ESSA

The U.S. Department of Education (Department) is issuing a Notice of Proposed Rulemaking to implement provisions of the new Every Student Succeeds Act (ESSA) regarding school accountability, data reporting, and consolidated state plans, with the goal of giving states new flexibility to ensure that every child gets a high-quality and well-rounded education while enhancing equity and maintaining critical civil rights protections.

The bipartisan ESSA ensures that all students are prepared for college and careers while giving states and districts the opportunity to move beyond No Child Left Behind's reliance on a limited range of metrics and punitive "pass/fail" determinations for schools – and to use their planning and accountability processes to reimagine and redefine what a high-quality education should mean for their students. To that end, the proposed regulations clarify ESSA's statutory language by ensuring the use of multiple measures of school success based on academic outcomes, student progress, and school quality, thereby reinforcing that all students deserve a high-quality and well-rounded education that will prepare them for success. The regulations also build on the new law's flexibility around school improvement and intervention by providing further support for locally designed solutions to improve struggling schools, and a clear role for parents, families, educators, school leaders and stakeholders to meaningfully share in the implementation process. Finally, the regulations uphold the strong civil rights legacy of the law, which was originally signed by President Lyndon Johnson in 1965, by including all students and historically underserved subgroups in accountability decisions; ensuring meaningful action where whole schools or groups of students are falling behind; and providing clear and transparent information on critical measures of student success, school quality, and resource equity.

The passage and implementation of ESSA builds upon a period of important progress towards the promise of a world-class education for every student in America. Led by the hard work of students, families, and educators, the nation has hit important educational milestones. Graduation rates have reached an all-time high; dropout rates are at historic lows, fueled by dramatic reductions in the dropout rates for African-American and Hispanic students; and states and cities across the country are expanding access to high-quality preschool and free community college. At the same time, achievement gaps persist for historically underserved students – and, in far too many schools, those students continue to have less access to the resources and support needed to thrive.

ESSA presents an opportunity to continue making progress towards educational equity and excellence for all. For the first time, the reauthorization of the nation's defining elementary and secondary education law explicitly supports a preschool to college- and career-readiness vision for America's students. It also creates the flexibility for states, districts, and educators to reclaim the promise of a quality, well-rounded education for every student while maintaining the nation's commitment to every child by guaranteeing meaningful action is taken in our lowest performing schools, including high schools with low graduation rates, and in schools where subgroups of students underperform. The Department's proposed regulations will help realize that potential.

MAJOR PROVISIONS

Accountability

ESSA requires that all students be held to college- and career-ready standards. The proposed regulations reinforce the law's flexibility for states to incorporate new measures of school quality and student success into their accountability systems while upholding the core expectation that states, districts, and schools work to improve academic outcomes for all students, including individual subgroups of students. And

while states and districts will continue to be required to take action to turn around struggling schools, and to intervene in schools where groups of students are consistently underperforming, they have new flexibility, working closely with stakeholders, to choose interventions that are tailored to local needs.

Statewide Accountability Systems

- The proposed regulations affirm that states **set their own ambitious goals, and measurements of interim progress**, for academic outcomes, while also ensuring that states take into account the improvement necessary among subgroups of students to make significant progress in closing gaps in statewide proficiency and graduation rates.
- The proposed regulations reinforce the statutory requirement that states have **robust, multi-measure statewide accountability systems, while giving them the flexibility to choose new statewide indicators that create a more holistic view of student success.**
 - The proposed regulations include indicators of academic achievement, graduation rates (for high schools) or academic progress (for elementary and middle schools), and progress towards English language proficiency.
 - States would also have the opportunity to select new indicators of school quality or student success, while ensuring that those indicators:
 - Measure the performance of all students in all public schools (including public charter schools);
 - Allow for comparisons between subgroups of students;
 - Demonstrate variation across schools in the state; and
 - Are likely to increase graduation rates or academic achievement.
- To promote transparency in a format that is easily understandable by parents, the proposed regulations require states to assign a **comprehensive, summative rating** for each school to provide a clear picture of its overall standing. However, to ensure a nuanced picture of school success, states would also report a school’s performance on each indicator, in addition to the school’s summative result.
- To give states room to develop systems tailored to their individual needs, **the proposed regulations do not prescribe or suggest specific percentages for any of the indicators, or a range for weighting**; rather, they include the following provisions to ensure that states are emphasizing the academic indicators that the law requires be afforded “substantial” weight individually and “much greater” weight in the aggregate by stating that:
 - a school identified for comprehensive support cannot be removed from identification on the basis of an indicator of school quality or student success unless it is also making significant progress for all students on an academic one;
 - a school identified for targeted support because of a struggling subgroup cannot be removed from targeted support status on the basis of an indicator of school quality or student success unless that subgroup is making significant progress on at least one academic indicator; and
 - a school achieving the lowest level of performance on any academic indicator must receive a different summative rating than a school performing at the highest level on all of the indicators.
- Consistent with the statute’s focus on measures beyond graduation rates and test scores, the proposed regulations **clarify that states choose their own indicators of school quality or**

student success. Consistent with the law’s focus on equity, the proposal requires that states are able to compare subgroups of students on each measure. To maintain the focus on student learning, they also propose that the measures included within the indicators of Academic Progress and School Quality or Student Success be supported by research indicating that performance or progress on such measures are likely to increase student academic achievement or, at the high school level, graduation rates.

- Recognizing the growing numbers and diversity of the English learner population, the proposed regulations ensure that states consider unique student characteristics, including students’ initial English language proficiency level, in setting goals, measurements of interim progress, and determining performance on the **indicator of progress in achieving English language proficiency.**
- In order to provide a fair and accurate picture of school success, and help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them, the law requires that all students participate in statewide assessments. States must factor into their accountability systems whether all schools have assessed at least 95% of all their students and 95% of each subgroup of students. The proposed regulations **do not prescribe how those rates must be factored into accountability systems,** but they do require states to take robust action for schools that do not meet the 95% participation requirement. **States may choose among options or propose their own equally rigorous strategy for addressing the low participation rate.** In addition, schools missing participation rates would need to develop a plan, approved by the district, to improve participation rates in the future.
- To ensure the statewide accountability system meaningfully **includes all students, especially historically underserved students,** the proposed regulations:
 - **ensure states consider each student subgroup separately.** A combined subgroup of students – or “super subgroup” – cannot replace an individual subgroup.
 - **do not specify what a State’s n-size must be for accountability purposes, but require that any State with an n-size larger than 30 students submit a justification for its n-size in its State plan,** including information about the number and percentage of schools that would not be held accountable for the results of students in each particular subgroup if a state adopted a higher n-size.
- To ensure states hold all public schools accountable, the proposed regulations **ensure that states include all public charter schools in their accountability systems.**
- To provide states with flexibility to develop thoughtful accountability systems, the proposed regulations **allow states to update their accountability systems as they are able to include new measures within their indicators.**

Supporting Low-performing Schools

- Under the proposed regulations, states must identify certain schools at least once every three years for **comprehensive support and improvement,** including:
 - the bottom 5% of Title I schools in the state;
 - high schools with graduation rates below 67% for all students based on the four-year adjusted cohort graduation rate; and
 - Title I schools with chronically low-performing subgroups that have not improved after receiving additional targeted support.

- States must also identify schools for *targeted support and improvement*, including:
 - schools with a low-performing subgroup performing similarly to all students in the bottom 5% of Title I schools, identified each time the State identifies its schools for comprehensive support (these schools must be provided additional targeted support)
 - Title I schools with a consistently underperforming subgroup, as defined by the State, annually.
- The proposed regulations **provide suggested definitions of “consistently underperforming,” but allow states the flexibility to propose their own definitions** as long as they identify schools with subgroups that, based on the state’s indicators, underperform over two or more years.
- The proposed regulations **recognize the critical role of stakeholders, including parents, educators, principals, and other school leaders, in supporting the development and implementation of school improvement activities** by requiring that each district notify parents of students at schools identified for support and improvement of how to be involved in the school improvement process, so they can participate in developing a plan that fits its unique needs. These schools may have up to a year in the school year they are identified to conduct these planning and engagement activities.
- In place of prescriptive interventions required under No Child Left Behind, the proposed regulations **allow schools, districts, and states to select evidence-based strategies tailored to local needs**. They also would ensure that states set meaningful exit criteria so that schools implement additional actions where initial interventions do not work to improve student outcomes.
- In schools identified for comprehensive support or for additional targeted support, the proposed regulations would **require that their improvement plans review resource inequities**, including per-pupil expenditures and disproportionate access to ineffective, out-of-field, or inexperienced teachers identified by the State and district, drawing on data already collected and reported under ESSA.
- Under the proposed regulations, **states must continue to direct funds set aside for school improvement** to schools most in need of support. In order to ensure sufficient funds to provide meaningful support, the proposed regulations require that a district that receives funds for school improvement receives a minimum of \$500,000 for each comprehensive support school it serves and \$50,000 for each targeted support school it serves, unless the state determines that a smaller amount is sufficient. Additionally, the proposed regulations reinforce the state’s key role in providing technical assistance, monitoring, and other support, including ongoing efforts to evaluate the use of these funds for evidence-based interventions to improve student outcomes.
- In order to provide time for an orderly transition to new ESSA accountability systems and to ensure there is not a gap in supports for students, the proposed regulations require that **all states identify schools for comprehensive and additional targeted support for the 2017-2018 school year**, with annual identification of schools with consistently underperforming subgroups for targeted support beginning in the 2018-2019 school year.

Data Reporting

One of the core goals of ESSA is to enable parents and other stakeholders to engage meaningfully in their education systems, which is only possible when they have access to clear, robust, and ongoing information about how their students and schools are doing. To accomplish this goal, the proposed

regulations seek to ensure that states and districts work with stakeholders to develop report cards that include timely and essential information to inform educational improvement for all kids, including by:

- requiring states and districts to **consult with parents in designing the report cards**, and make them publicly available no later than December 31st of each year. These report cards serve to inform parents and community members about how students and schools are doing in a timely way;
- ensuring that **report cards include a full set of accountability information** (including student assessment outcomes and graduation rates) in an easily accessible manner, so that stakeholders can fully understand school performance and better participate in developing solutions that target the specific needs of schools and students;
- clarifying requirements for new provisions, **including how students with the most significant cognitive disabilities who earn alternate diplomas may be included in graduation rate calculations**;
- **ensuring more transparency for parents, educators and community members around resource equity measures**, such as access to preschool, access to rigorous coursework, and school discipline;;
- clarifying that state and local **report cards must include specific information about district- and school-level per-pupil expenditures** calculated based on uniform, state-developed procedures, to ensure parents and educators have transparency into school funding; and
- **improving the quality of postsecondary enrollment data** included on report cards, so that stakeholders have greater insight into student preparation for programs of postsecondary education.

Consolidated State Plans

The proposed regulations give states the flexibility, and responsibility, to think holistically about how to improve educational outcomes for all of their students while helping to ensure access to a high-quality and well-rounded education. The proposed regulations are designed to encourage each state to engage meaningfully with a wide array of stakeholders as it thinks comprehensively about implementation of ESSA and promotes better coordination across state-based ESEA formula grant programs to improve student outcomes and close achievement gaps. The consolidated state plan requirements also are intended to eliminate duplication and streamline requirements across programs, reducing burden for states in meeting federal requirements.

- The proposed regulations would **require broad, robust, transparent engagement with a diverse, representative group of stakeholders** at multiple points during the design, development, and implementation of a consolidated state plan. Stakeholders must include superintendents, educators, parents, community leaders, civil rights organizations, representatives of Indian tribes, and others.
- The proposed regulations reinforce the ESSA’s strong emphasis on **equitable access to resources for all students**, particularly those who are traditionally underrepresented (including foster children, homeless students, and English learners). Through the consolidated plans, states must put forward plans to ensure that states meet the needs of all learners, including providing access to a well-rounded education that incorporates rigorous coursework such as STEM, history, foreign languages, music, and computer science.

- To ensure that educators have the training and support they need to best support their students, the proposed regulations ask **states to describe their strategies to support and develop excellent educators**, including efforts to enhance and expand their systems of professional development, retention, and advancement.
- To build upon the Administration’s Excellent Educators for All initiative, **“Educator Equity Plans” will be integrated into the consolidated application** to operationalize ESSA’s requirement that low-income and minority students in Title I schools not be taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

PUBLIC COMMENT

In crafting the proposed regulation, the Department conducted extensive stakeholder outreach, including more than 200 meetings and events and hundreds of public comments. The NPRM will be on public display with the Federal Register starting on Thursday, May 26th, and can be accessed directly on our website at www.ed.gov/essa. On Tuesday, May 31st, the Federal Register will publish the NPRM for public comment for 60 days. The public comment period will close on August 1st. We invite all interested parties and stakeholders to comment on the regulations. In addition, the NPRM contains several directed questions on which the Department is particularly seeking input.