So You Submitted Your ESSA Plan…
What Comes Next?

Chiefs for Change
July 2017
WHAT COMES NEXT?
Upcoming Implementation Opportunities

1) Accountability Systems
2) School Improvement
3) Data Reporting
4) Stakeholder Engagement
2017-2018: Lay the Foundation

Possible Activities to Prepare for 2018-2019

1. **Finalize** accountability system and metrics
   - Establish data definitions & collection rules for all metrics – both school accountability and report cards
   - Consider a “test run” and set cut points/business rules
   - Ensure accountability for alternative schools, special populations

2. **Prepare** to support LEAs implementing school interventions
   - Analyze needs assessment process for identified schools
   - Develop policy guidance/TA on evidence-based interventions
   - Design school improvement plan approval process
   - Draft resource equity review protocol

3. **Collect** all required ESSA data for SEA Report Cards and finalize design
   - Create local application process for school improvement dollars and determine state uses of funds
   - Address data quality for new measures (school climate, preschool & accelerated coursework enrollment, postsecondary, PPE) and new subgroups (homeless, foster, military-connected)

4. **Follow-up with stakeholders**
   - Conduct focus groups on report card designs and consider parental notification when student attends an identified school
   - Continue regular engagement with stakeholders to inform above – ESSA advisory councils, listening tours, etc.
2018-2019: ESSA Gets Real
state and district focus

Identify CSI schools
• Bottom 5% of Title I schools
• HS with grad rates < 67%

Publish SEA and LEA report cards with all required ESSA data**

Key question: Will we redesign our report card? How can we make our report card concise and complete, accessible and comprehensive? **Will we delay reporting PPE data?

Identify TSI schools
• Additional targeted support (subgroup similar to bottom 5% of Title I schools)

Distribute school improvement funds to LEAs with identified schools, based on LEA applications

Key question: Will we also distribute funds competitively, by formula, or by a hybrid? What will the application include, and what are final priorities / rules?

Begin intervention process in CSI schools: LEAs conduct needs assessments, resource equity reviews, and identify evidence-based interventions, SEAs support LEA processes & approve CSI

Begin intervention process in TSI schools: schools identify evidence-based interventions to support identified subgroups, LEAs support school processes & approve plans

Key question: Will we also identify schools with consistently underperforming subgroups for TSI?

Key question: Will we permit a planning year? If so, what activities are expected to occur? What is state role?

Begin intervention process in TSI schools: schools identify evidence-based interventions to support identified subgroups, LEAs support school processes & approve plans

Key question: Will we redesign our report card? How can we make our report card concise and complete, accessible and comprehensive? **Will we delay reporting PPE data?

suggested timeline: SEPTEMBER 2018

suggested timeline: DECEMBER 2018

suggested timeline: DECEMBER 2018

suggested timeline: FALL 2018

suggested timeline: FALL 2018

suggested timeline: FALL 2018

suggested timeline: FALL 2018

suggested timeline: SPRING 2019

suggested timeline: WINTER 2019

suggested timeline: SPRING 2019

suggested timeline: SPRING 2019

suggested timeline: DECEMBER 2019

suggested timeline: DECEMBER 2019

suggested timeline: WINTER 2019

suggested timeline: SPRING 2019

ongoing

Listen to stakeholders, provide transparent information, and respond to feedback!
2019-2020: Full Implementation
state, district, and school focus

Identify CSI schools
- Bottom 5% of Title I schools
- HS with grad rates < 67%

Identify TSI schools
- Additional targeted support
- Consistently underperforming subgroups

Begin full implementation of interventions based on approved plans in CSI and TSI (additional targeted support schools)

Publish SEA and LEA report cards with all required ESSA data

Distribute school improvement funds to LEAs with identified schools, based on LEA applications

Begin intervention process in newly identified TSI schools: schools identify evidence-based interventions to support identified subgroups, LEAs support school processes & approve plans

Key question: Will we identify other schools annually? (bottom 5% and low grad rate HS in CSI, additional targeted support in TSI)

Key question: Will we award new grants, or continuation awards only? How are we monitoring use of funds?

Key question: Are we ready to report and communicate PPE data? How will we communicate progress from year one of ESSA implementation?

Key question: Will we permit a planning year? How are we monitoring progress in identified schools and supporting LEAs?

Key question: Are we ready to report and communicate PPE data? How will we communicate progress from year one of ESSA implementation?

Key question: Will we permit a planning year? How are we monitoring progress in identified schools and supporting LEAs?

suggested timeline: SEPTEMBER 2019

suggested timeline: DECEMBER 2019

suggested timeline: FALL 2019

release application FALL 2019
review application WINTER 2020
make awards: SPRING 2020
report data: DECEMBER 2020

suggested timeline for newly identified schools: needs assessment, parent notice FALL 2019
select interventions, draft plans WINTER 2020
approve plans: SPRING 2020

ONGOING

Listen to stakeholders, provide transparent information, and respond to feedback!
2020-2021: Maintain Momentum
state, district, and school focus

Key question: How will we communicate progress over past two years, as well as lack of progress for schools in danger of not meeting exit criteria?

Key question: Will we award new grants, or continuation awards only? How are we monitoring use of funds?

Key question: How are we monitoring progress in identified schools and supporting LEAs?

Key question: Will we identify other schools annually? (bottom 5% and low grad rate HS in CSI, additional targeted support in TSI)

Identify CSI schools
- Bottom 5% of Title I schools
- HS with grad rates < 67%

Identify TSI schools
- Additional targeted support
- Consistently underperforming subgroups

Publish SEA and LEA report cards with all required ESSA data

Distribute school improvement funds to LEAs with identified schools, based on LEA applications

Continue full implementation of interventions based on approved plans in CSI and TSI (additional targeted support schools); begin full implementation in TSI schools (consistently underperforming)

Begin intervention process in newly identified TSI schools: schools identify evidence-based interventions to support identified subgroups, LEAs support school processes & approve plans

Poster:

Listen to stakeholders, provide transparent information, and respond to feedback!

suggested timeline:
SEPTEMBER 2020

suggested timeline:
DECEMBER 2020

suggested timeline:
release application FALL 2020
review application WINTER 2021
make awards: SPRING 2021
report data: DECEMBER 2021

suggested timeline for newly identified schools:
needs assessment, parent notice FALL 2020
select interventions, draft plans WINTER 2021
approve plans: SPRING 2021
2021-2022: Ratchet Up and Repeat

Identify CSI schools
- Bottom 5% of Title I schools
- HS with grad rates < 67%
- Title I from additional targeted support that didn’t improve

Identify TSI schools
- Additional targeted support
- Consistently underperforming subgroups

Publish SEA and LEA report cards with all required ESSA data

Distribute school improvement funds to LEAs with identified schools, based on LEA applications

Begin intervention process in newly identified CSI schools; implement more-rigorous, state-determined actions in CSI schools failing to meet exit criteria

Begin intervention process in new TSI schools; continue full implementation of TSI plans in other TSI schools; implement additional actions in TSI schools failing to meet exit criteria

Key question: What are state-determined, more rigorous interventions? What are additional actions in TSI schools, and will state have a role in determining them?

Key question: Will we award new grants, or continuation awards only? How are we monitoring use of funds?

Key question: How will we communicate progress over past two years, as well as lack of progress for schools in danger of not meeting exit criteria?

suggested timeline: SEPTEMBER 2021

suggested timeline: DECEMBER 2021

suggested timeline: release application FALL 2021
review application WINTER 2022
make awards: SPRING 2022
report data: DECEMBER 2022

suggested timeline for newly identified schools: needs assessment, parent notice FALL 2021
select interventions, draft plans WINTER 2022
approve plans: SPRING 2022

Listen to stakeholders, provide transparent information, and respond to feedback!