

**MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Rich K. Nye  
Interim Deputy Superintendent

**DATE:** May 12-13, 2016

**ACTION:** Direction on Transition to Every Student Succeeds Act

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**Background:**

The Utah State Board of Education may form various workgroups throughout the state to examine issues such as standards, assessment, accountability, educator effectiveness, and local improvement plans. The Board will primarily solicit input in connection to implementing its own Strategic Plan, which outlines the priorities of the public education system in Utah.

To the extent the Strategic Plan's imperatives and strategies comply with requirements of ESSA (Every Student Succeeds Act), workgroup feedback will also inform its implementation. It is recommended that the Board prioritizes its own locally developed plan with stakeholder feedback over any federal requirements. Utah's obligation under ESSA is to simply report the efforts made within the state to meet student needs as outlined in the Strategic Plan.

**Board Strategic Plan:**

This item incorporates all of imperative and strategies in the Board's Strategic Plan:

**Anticipated Action:**

It is anticipated the Board will direct staff on planning the 2016-17 transition from the expiring ESEA waiver, as guided by the Strategic Plan, to inform the ESSA discussion.

**Contact:** Rich K. Nye, 801-538- 7554

THE STRATEGIC PLAN  
&  
THE EVERY STUDENT SUCCEEDS ACT



# BACKGROUND



The Elementary and Secondary Education Act (ESEA) was first passed in 1965, emphasizing equal access to education for all children.



# EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act to create a long-term, stable federal policy that gives states additional *flexibility and encourages innovation*, while at the same time holding states accountable for results.



# HIGHLIGHTS OF EVERY STUDENT SUCCEEDS ACT (ESSA)

- Maintains annual assessments
- Creates the opportunity for states to pilot innovative assessment systems
- Increases state *flexibility* to design accountability systems, interventions and student supports
- Gives states *flexibility* to work with local stakeholders to develop educator evaluation and support systems
- Increases state and local *flexibility* in the use of federal funds



# UTAH STATE SCHOOL BOARD'S STRATEGIC PLAN & ESSA

- PURPOSE: EDUCATIONAL EXCELLENCE

- The foundation of the Utah public education system is to provide an opportunity for educational excellence for each Utah student. This requires advocacy, focus, and prioritization of effort.

- *Educational Equity*

- The Utah State Board of Education will set the general statewide conditions in which each student can excel, including equity of educational opportunities and culturally responsive practices to promote each student's academic success and well-being. Resources and Board policies and practices will be aligned to high expectations and successful outcomes for each student

- *Quality Learning*

- The Utah State Board of Education will place focus on intended learning outcomes as a key to high student achievement with the understanding that high quality instruction is central to that ideal.

- *System Values*

- The Utah State Board of Education will set the conditions and systems for student success by working with, understanding, and listening to stakeholders on every level on practices, strategies, resources, and policies that will lead to continued and even greater efficiencies and improvements in student outcomes.



# UTAH STATE SCHOOL BOARD'S STRATEGIC PLAN & ESSA

The Utah State Board of Education may choose to form various workgroups throughout the state to examine issues such as standards, assessment, accountability, educator effectiveness, and local improvement plans. The Board will primarily solicit input in connection to implementing its own Strategic Plan, which outlines the priorities of the public education system in Utah.

To the extent the Strategic Plan's imperatives and strategies comply with requirements of ESSA, workgroup feedback will also inform its implementation. As a rule, however, the Board will prioritize its own locally developed plan over any federal requirements. Utah's obligation under ESSA is to simply report the efforts made within the state to meet student needs as outlined in the Strategic Plan.



# STANDARDS

- The Strategic Plan and ESSA reinforces state authority over standards, accountability, and other key education policies.
- ESSA prohibits any U.S. Secretary of Education from requiring states to adopt specific standards, assessments, teacher evaluation methods, or other key policies.
- ESSA does require that state standards are aligned with college and career skills, but defers to states on how to define such alignment.



# ASSESSMENTS

- The Strategic Plan emphasizes a transparent assessment system that includes diagnostic information for students in English Language Arts, Math, & Science.
- Assessments also incorporate a measure of individual student growth.
- Utah utilizes a computer-adaptive assessment system and incorporates data in the statewide accountability system.



# TEACHER AND LEADER QUALITY

- The Strategic Plan emphasizes high quality instruction. ESSA does not require specific educator evaluation measures or methods.
- ESSA does allow, but does not require, states to use Title II funds to implement teacher evaluations
- Aligned with the Strategic Plan, Title II Part A may fund priorities in attracting, preparing, supporting and retaining effective teachers and leaders to serve high-poverty, minority students.
- ESSA reauthorizes the Teacher Incentive Fund, a competitive grant to support innovative educator evaluation systems.



# TEACHER AND LEADER QUALITY

- To assist in the realization of the Quality Learning Imperative of the Strategic Plan, ESSA provides opportunities for the use of federal funds to develop and implement:
  - Teacher and School Leader Academies;
  - Activities to support principals (new 3% Title II setaside);
  - Educator training on the use of technology and data privacy;
  - Reform of state certification, licensure and tenure systems;
  - Development and implementation of teacher evaluation and support systems;
  - And other state educator workforce priorities.



# ACCOUNTABILITY & ESSA

- ✓ ESSA requires a statewide system that must “meaningfully differentiate” schools using:
  - Academic proficiency on state assessments (Grading Utah Schools)
  - Graduation rates for high school (Grading Utah Schools)
  - English Language Proficiency
  - Growth or another statewide academic indicator for K-8 schools (Grading Utah Schools)
  - Not less than 1 other state-set indicator of school quality or student success
- 95% assessment participation rate (Grading Utah Schools)



# TRANSITION TIMELINE

Now

- Familiarize stakeholders with the Strategic Plan & ESSA.

August  
2016

- ESEA Flexibility Waiver will expire.

School Year  
2016-17

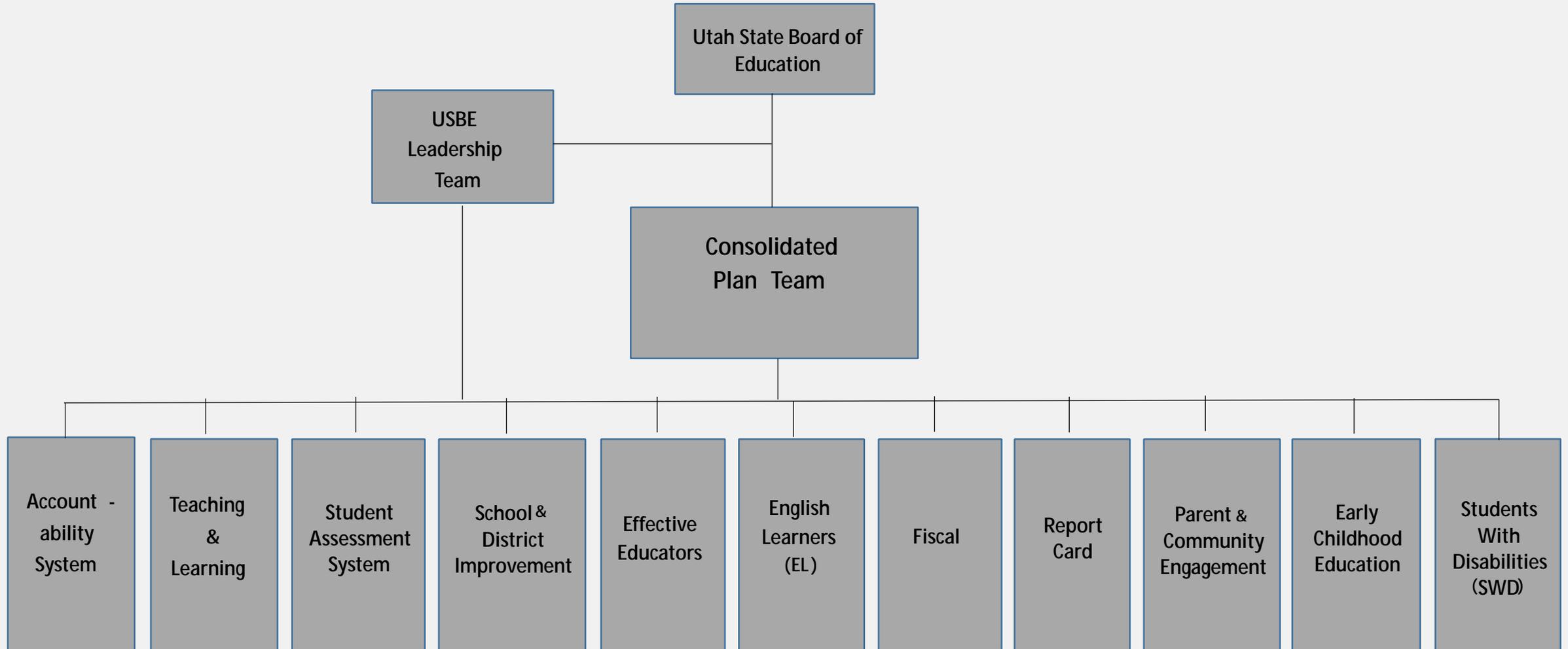
- Transition period to work with stakeholders and develop a state plan that captures the essence of the Strategic Plan.

School Year  
2017-18

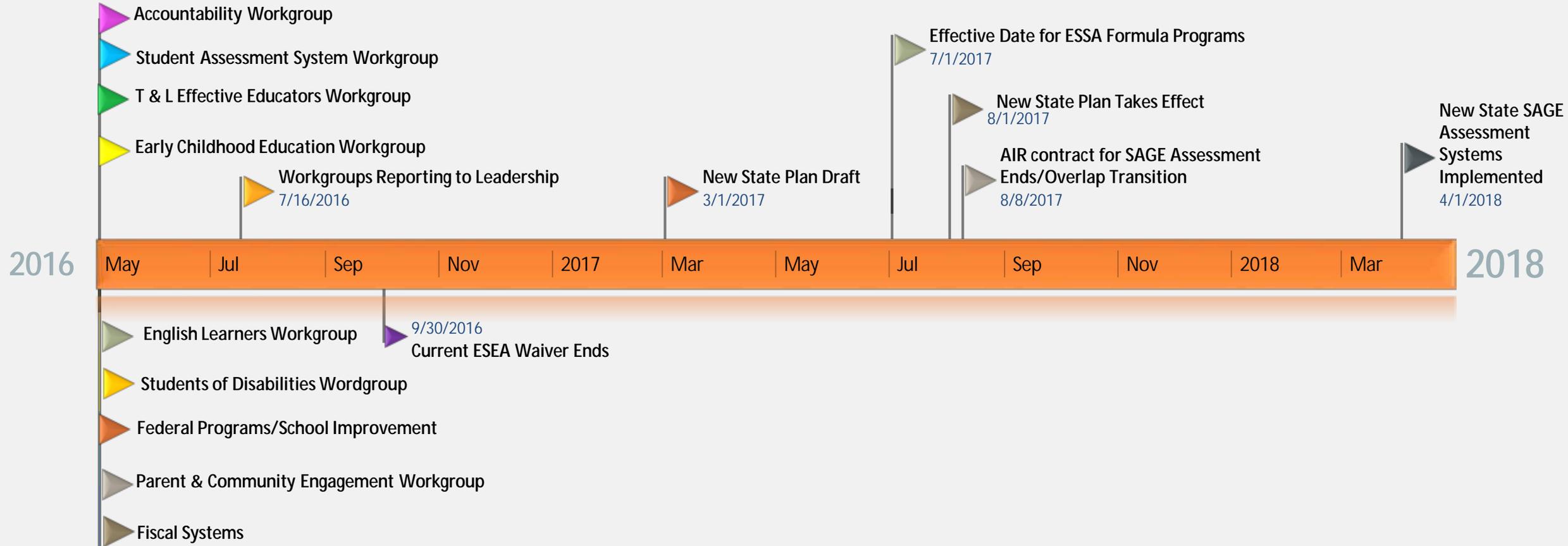
- State Plan reported to the Department of Education as required by ESSA.



# POTENTIAL STRATEGIC PLAN WORKGROUPS



# Timeline



UTAH and Every Student Succeeds Act  
**TIMELINE**