

ESSA

Every Student Succeeds Act



Minnesota State Plan

The Transition to ESSA

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind (NCLB) and changed many portions of the Elementary and Secondary Education Act (ESEA). The U.S. Department of Education (USDE) has issued some guidance for a clear and orderly transition during the 2016-17 school year. Educators, school leaders and district administrators are encouraged to contact the Minnesota Department of Education (MDE) with questions. If unsure about which MDE staff member to contact, email mde.essa@state.mn.us for assistance. For more information on the Every Student Succeeds Act, visit the ESSA page of the MDE website: education.state.mn.us/MDE/ESSA

Funding

The U.S. Department of Education (USDE) will award and administer FY2016 formula grant funds in accordance with the ESEA as in effect on the day before ESSA's enactment. USDE will make FY2016 formula grant awards for the 2016-2017 school year to states and districts receiving funds under ESEA non-competitive formula grants in the same manner and using the same allocation formula it did with FY2015 formula grant funds for the 2015-2016 school year. States must make formula subgrant allocations to LEAs in the same manner and using the same allocation formulas as used for the 2015-2016 school year.

School Accountability

Following federal guidance for a clear and orderly transition to ESSA, Minnesota schools' MMR performance for the 2015-16 school year will be released near the beginning of the 2016-17 school year. Minnesota's accountability system under ESSA will be developed over the course of the 2016-17 school year. According to proposed federal regulations, the ESSA-defined accountability system will be used to identify schools at the beginning of the 2017-18 school year using data from the 2016-17 school year.

- All schools designated as Priority or Focus schools for the 2015-16 school year will continue to be designated as such for the 2016-17 school year. No new Priority or Focus designations will be made.
- Continuous Improvement schools that did not meet their criteria for exiting Continuous Improvement status will continue to be designated as Continuous Improvement schools. Those that did meet exit criteria will no longer be designated as Continuous Improvement schools. No new Continuous Improvement designations will be made.
- Reward school designations will be made as they have been in the past.
- No Celebration Eligible schools will be identified.

Teacher and Paraprofessional Requirements

- No Child Left Behind (NCLB) requirements regarding highly qualified status no longer apply. No data about highly qualified status needs to be reported, and no notifications need to be made to parents when their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified. Teachers must meet state laws and rule to be appropriately licensed for their assignment. This means that all active Minnesota teachers must hold a valid Minnesota teaching license and/or special permission, as defined by Minnesota licensing statutes and Minnesota licensure rules, and be teaching within the assignment and grade range of the valid license and/or special permission.
- Professional standards requirements for paraprofessionals remain the same as under No Child Left Behind for the 2016-17 school year. Paraprofessional requirements will be included in MDE's ESSA planning and state plan submission for 2017-18.

Educational Stability

Responsibility for ensuring the educational stability of children in and awaiting foster care is included in Title I of ESSA. This builds upon the existing educational stability provisions and the emphasis on cross-agency collaboration in the Fostering Connections to Success and Increasing Adoptions Act of 2008.

- MDE will be designating a coordinator to serve as a point of contact for LEAs and child welfare agencies with respect to providing services to children in foster care.
- At the local level, section 1112(c)(5) of the ESEA as amended by ESSA requires an LEA that receives Title I funds to develop and implement clear written procedures, in collaboration with the State or local child welfare agency, governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of a child's time in foster care.
- Additionally, an LEA must designate a point of contact regarding children in foster care if the corresponding child welfare agency notifies the LEA in writing that it has designated a point of contact.

Effective December 10, 2016, children awaiting placement in foster care are removed from the definition of "homeless" in the McKinney-Vento Homeless Assistance Act and are no longer eligible for services funded by that program.

Annual Measurable Achievement Objectives

Annual measurable achievement objectives (AMAOs) will no longer be required under Title III in future years. MDE will release AMAO results for the 2015-16 school year in early September of 2016, but LEAs will not be required to take action based on AMAO designations.

- As a result, LEAs are not required to provide notice to parents of failure to meet one or more AMAOs.
- Through the Consolidated State Performance Report (CSPR), MDE will report to USDE the number and target number of English learners making progress and English learners attaining proficiency on ACCESS in the 2015-16 school year.