



# Update on Every Student Succeeds Act and Special Education

House Education Innovation Policy Committee

February 22, 2018

# Today's Meeting

- Every Student Succeeds Act (ESSA)
  - Process, timeline, stakeholder engagement, themes and priorities.
  - Plan approval and changes.
  - Ongoing stakeholder engagement.
  - Implementation.
- Special Education
  - Regionalized early childhood special education work.
  - Special education support through Regional Centers of Excellence.
  - Paperwork reduction efforts.

# The Every Student Succeeds Act (ESSA)

- Latest version of the Elementary and Secondary Education Act (ESEA), replacing No Child Left Behind.
- Funds roughly \$250 million in programs, or about 2.5 percent of Minnesota's PK-12 education spending.
- Updates requirements for data systems, including accountability and public reporting.



Nearly  
**300**  
statewide  
meetings

## Stakeholder Engagement

- Committees, regional meetings, community meetings, survey, Twitter Town Hall, focus groups and more
- Working with students, families, educators, administrators, advocates, tribal leaders, community members and policy makers

# Vision and Priorities from Stakeholders

- Federal ESSA plan in support of state World's Best Workforce (WBWF)
- Equity and a focus on every Minnesota student, pre-K through grade 12
- Well-rounded education
- Support for schools and districts
- Transparency in reporting

*“Education equity is the **condition of justice, fairness and inclusion in our systems of education so that all students have access to the opportunity to learn and develop to their fullest potential.** The pursuit of education equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their race, income, and other social conditions. Eliminating those structural and institutional barriers to educational opportunity requires systemic change that allows for distribution of resources, information and other support, depending on the student’s situation to ensure an equitable outcome.”*

# Equity Commitments

- Prioritize Equity
- Start from Within
- Measure What Matters
- Go Local
- Follow the Money
- Start Early
- Engage More Deeply
- Value People
- Improve Conditions for Learning
- Empower Student Options

# Input in July and August 2017

- MDE presented at the July 19, 2017, legislative hearing.
- Public comment period was throughout August 2017.
- Revisions and additions to the state plan were made prior to the September 2017 submission.

# Changes Prior to Submission to USDE

- Early Learning
- Accountability
- School Improvement
- English Learners

# Early Learning Changes Prior to Submission

- Added information on support for districts in providing effective transitions for students and families between early childhood and K-12 schools.
- Clarified the importance of addressing preK-12 programming as part of school improvement process.
- Clarified that a teacher must be evaluated using the local teacher development and evaluation system to be identified as effective.
  - This includes Pre-K teachers.

# Accountability Changes Prior to Submission

- Provided more detail on MDE's desire to align ESSA and WBWF. One area in which we have more work to do is around school readiness.
- Added that MDE will examine options and opportunities to use in-school suspension data as part of the consistent attendance indicator.
- Included two additional types of schools eligible for support.

# School Improvement Changes Prior to Submission

- Added examples of additional interventions for schools that are re-identified.
- Clarified that all schools identified for targeted support and improvement will assess and address resource inequities.
- Added the roles of school readiness data and data on disproportionate rates of suspension and expulsion as part of the needs assessment process.

# English Learners Changes Prior to Submission

- Added a goal to have 85 percent of English learners making progress in achieving English language proficiency by the year 2025.
- Added information on support for early care and early education teachers working with English learners.

# Changes Based on USDE Feedback

- MDE received initial feedback from USDE on December 18.
- Feedback was overall positive.
- MDE clarified two primary areas and re-submitted on January 3.
  - Exit criteria for comprehensive support and improvement schools.
  - Reporting of disproportionate rates of students from low-income families, students of color, and American Indian students taught by ineffective teachers.
- MDE received final approval on January 10, 2018.

# Current Stakeholder Engagement

- Student Success and/or School Quality
- Data Reporting
- School Recognition



# School Quality and/or Student Success Indicators Committee

- "Fifth Indicator."
- Stakeholders working on this subcommittee provided input about possible indicators of well-rounded education and career and college readiness when identifying schools for support.
- A guiding question for this group was:
  - What indicator(s) related to well-rounded education, career and college readiness, and school readiness should be used for the school quality or student success indicator in the future?

# Data Reporting

- Stakeholders working on a subcommittee to provide input about how best to present important information about schools and districts in a transparent and useful way.
- Statewide focus group meetings
- IdeaScale
- Guiding questions include:
  - What indicators are important to include in a data reporting system?
  - How should the information be presented so it is transparent and understandable for families and communities?



# School Recognition

- Stakeholders will provide input about how best to identify and share information about schools and districts that are succeeding in important areas, and to do so in a way that helps others learn from their work.
- Guiding questions for this group include:
  - What indicators should be used to recognize schools?
  - How can this information be used?

# Implementation: Communications for Schools and Districts

- Planning and facilitating 7 regional meetings for school and district leaders.
  - Commissioner's dialogue—priorities, state goals, alignment with WBWF, and equity
  - Accountability, reporting, and recognition systems
  - School and district support and improvement activities
  - Communications strategies and tools
- Developing resources for schools and districts.
- Developing recorded web presentations for families, community members, and educators.

# Implementation: School Support and Improvement

- Facilitating eight working groups to develop tools, guidance, and trainings for identified schools and districts under ESSA and WBWF.
  - Differentiated high school supports and supports for credit and dropout recovery schools
  - Three-year school improvement calendar of activities and requirements
  - Teaching and learning conditions and equity tools
  - List of evidence-based practices
  - District supports and roles in school improvement
  - Principal leadership supports
  - Regional Centers of Excellence staff induction and supports
  - Existing document and tool updates

# Implementation: Notable Changes in Supports for Schools and Districts

- Added new advocate specialty positions.
  - Principal leadership specialists at three Regional Centers and MDE
  - Graduation support specialists at four Regional Centers
  - District support specialists at three Regional Centers to support districts with schools identified for Targeted Support and Improvement
- Identifying evidence-based practices and supports for addressing chronic absenteeism.
- Updating the Minnesota Early Intervention and Response System (MEIRS) and process.

# Implementation: Principal Leadership Supports

- Focused on initial networking and communications.
- Collaborated with MDE divisions and Regional Center staffs.
  - Support series for charter school directors
- Started individual coaching, establishing principal cohorts, and started Instructional Feedback Observation training with the American Institute for Research.
- Administered the Leader Priority practice survey to identify support priority areas.

# Implementation: Principal Leadership Supports

## Seven Leadership Practices

1. Developing a shared mission, vision, and goals
2. Developing a leadership team and teacher leadership
3. Recognizing, respecting, and employing each student's strengths, diversity, and culture as assets (cultural responsiveness and attention to equity)
4. ***Providing instructional feedback***
5. ***Leading through change***
6. Developing an aligned system of curriculum, instruction, and assessment
7. ***Building a trusting and positive learning culture***

# Implementation: Identifications and Levels of Support

Level of Support	School Identification
<b>Priority Support &amp; Improvement</b>	School is identified for comprehensive support and is also in a district identified for WBWF.
<b>Comprehensive Support &amp; Improvement</b>	<p>Lowest performing five percent of Title I schools on all indicators.</p> <p>Any public high school with graduation rates below 67% overall or for any student group.</p>
<b>Targeted Support &amp; Improvement</b>	<p>Any public school with a student group performing similar to the bottom five percent of Title I schools on all indicators.</p> <p>Any public school with a student group that is consistently underperforming on all indicators.</p> <p>*Title I schools that are low performing on:</p> <ul style="list-style-type: none"> <li>• Math achievement, reading achievement or progress toward English language proficiency; and</li> <li>• Math progress or reading progress.</li> </ul>
<b>Support &amp; Improvement</b>	*Title I schools that are performing low on math achievement, reading achievement or progress toward English language proficiency.

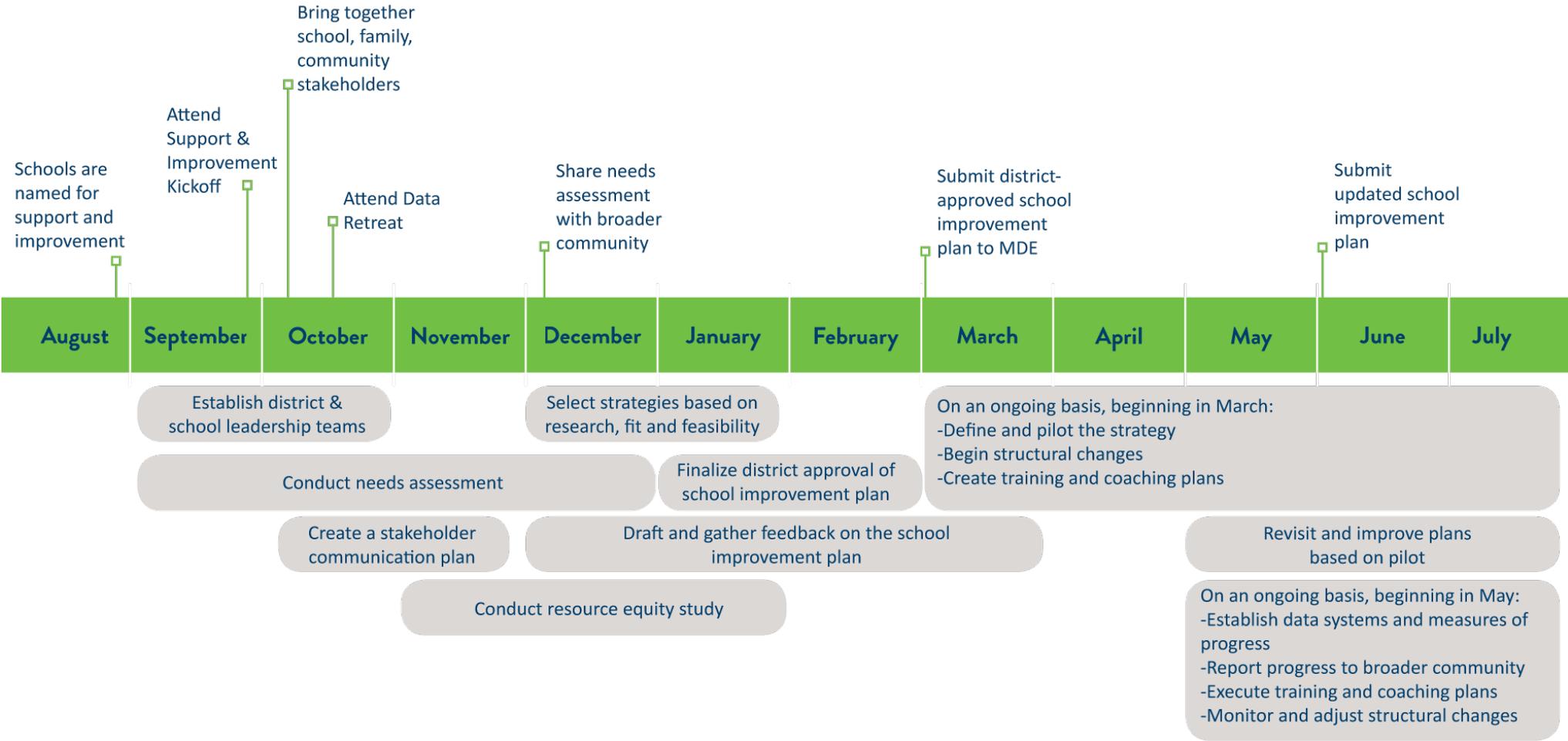
# Implementation: School and District Identification Timeline

- August 30: Public release of final assessment and accountability results.
- 2018-2019 School Year: School and district support begins.

# Implementation: Initial Supports for Schools and Districts

- Beginning supports for high schools with graduation rates below 67% overall or for any student group.
  - Kick-off meetings in March
  - Onsite needs assessment and supports from the Regional Centers
  - Data retreats in June
  - Training for MEIRS
- Beginning supports for districts likely to be identified under WBWF.
  - WBWF summary feedback, webinar in March, and regional meetings in April
  - Cross-functional team supports focused on needs assessment, identifying plan strategies, implementation, and aligning the use of resources

# 2018/19 Implementation: Year One School Improvement Activities



# Special Education Update

- Regionalized early childhood special education work
- Special education support through Regional Low Incidence Projects
- Paperwork reduction efforts

# Minnesota Centers of Excellence for Young Children with Disabilities

Mission: To improve outcomes for young children with disabilities and their families by providing early childhood professionals with the knowledge, skills and supports necessary to be effective in their respective roles ([www.mncoe.org](http://www.mncoe.org)).

- Regionalized system of professional development
- Professional Development Facilitators (PDFs) support district Early Childhood Special Education leaders to build foundational quality and implement evidence-informed practices.
- Started in 2009 with American Recovery and Reinvestment Act funds and is sustained using discretionary Part C and Part B IDEA funds.

# Special Education Regional Work: Regional Low Incidence Projects

Minnesota Regional Low Incidence Projects (RLIP) serve to support LEA's in the implementation of IDEA, professional development, and onsite technical assistance and indirect consultation in priority low incidence areas.

In Minnesota, *low incidence* disabilities include those disabilities under IDEA that are relatively rare, including:

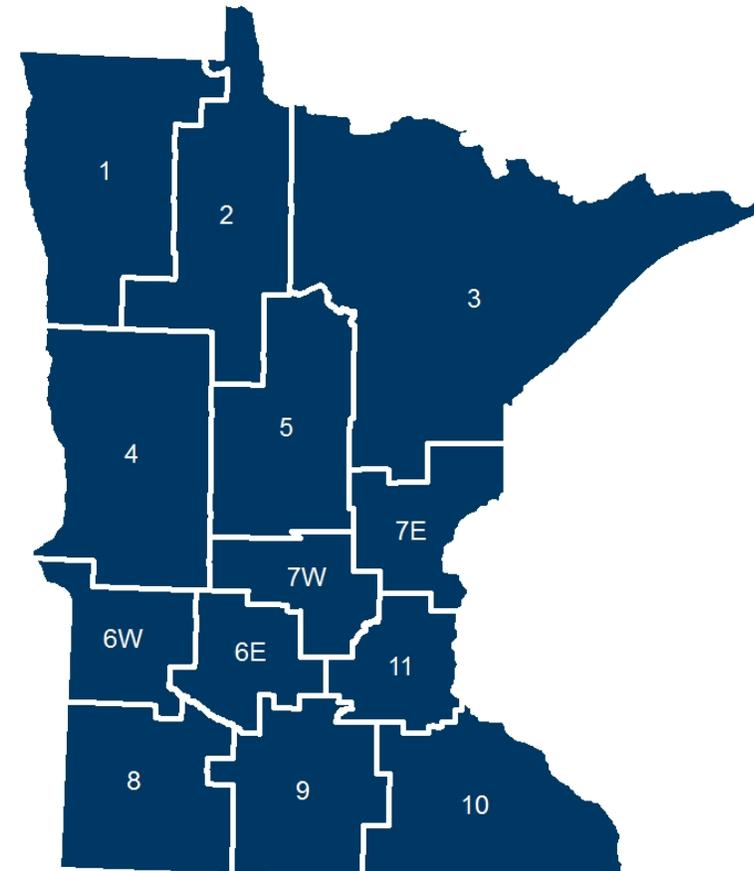
- Deaf and Hard of Hearing,
- DeafBlindness,
- Developmental Cognitive Disabilities,
- Physically Impaired,
- Traumatic Brain Injury,
- Vision Impairment, and
- Severe Multiple Impairment

Each region completes an annual plan of needs and priorities related to each area of low incidence, as well as common needs across disabilities, such as assistive technology.

More information can be found at: <http://education.state.mn.us/MDE/dse/sped/cat/>

# Special Education Regional Work: Low Incidence Regions by Number

- The regions follow the Governor's Economic Development Regions
- There are eight Regional Low Incidence Projects:
  - Region 1&2 - Warren
  - Region 3 - Mt. Iron
  - Region 4 - Fergus Falls
  - Region 5&7 - Staples
  - Region 6&8 - Marshall
  - Region 9 - Mankato
  - Region 10 – Rochester
  - Region 11 - Metro



# Paperwork Reduction: Update on MDE Efforts to Reduce Requirements

## Training

- Special Education 101
- Other Trainings
  - Special education for general education teachers
  - Mythbusters
  - Extracurricular Activities and Nonacademic Services
  - Finding FAPE
  - Discipline Basics
  - Essentials of Section 504
  - Restrictive procedures and positive behavior supports
  - Responding to Significant Behaviors
  - Online trainings

# Paperwork Reduction: Changes to Program Monitoring

- Onsite monitoring reviews moved from a five-year to a six-year cycle
- Substantially reduced the number of items monitored (30% reduction)
- Fewer documents reviewed = fewer citations (43% reduction)
  - Fewer citations = fewer corrective actions
  - Fewer corrective actions = less time teachers have to spend correcting paperwork

# Paperwork Reduction: Function Behavioral Assessment (FBA) Work Group

- MDE developed a cross division work group with external stakeholders based upon questions raised by special education directors.
- The work group has developed a visual guide to assist staff in understanding when an FBA is required.
- The workgroup is reviewing a FBA template and will be developing training for special education administrators and special education direct service providers.



Questions?