SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

Every Student Succeeds Act and the implications for Students with Disabilities

DEPARTMENT OF EDUCATION
STATE OF IDAHO

Overview and Background of ESSA

Signed into Law December 10, 2015

- Most states had ESEA (NCLB) Flexibility Waivers
- Waivers raised questions from the special education community regarding accountability for students with disabilities
- States now need to transition to new accountability system

ESSA Provision

- ESSA Seeks to move to transparency of data that informs evidence based actions at SEA and LEA levels
  - More Local Flexibility
- Flexibility, however, creates opportunities and risks

Flexibility opportunities and risks

- Opportunities
  - Enhance innovations to achieve College and Career Readiness outcomes
  - Promote and support evidence-based practices
  - Include all students
- Risks
  - Lack of will, capital or capacity
  - SWDs will fall through the cracks
  - Fall back on compliance

ESSA Intent

- The hope is that the shift from federal toward state and local control will:
  - Promote engagement
  - Inspire system of innovation, evaluation and continuous improvement

Standards

- The state must have challenging academic standards in reading or language arts, math and science and may set and adopt such standards for any other subject determined by the state
- Demonstrate that challenging academic standards are aligned with:
  - Entrance requirements for credit-bearing coursework in higher education
  - Relevant state career and technical education standards

Standards Application

- Challenging academic content standards must apply to all public schools and public school students in the state
  - Applies to all public schools and public school students except for students identified with the most significant cognitive disabilities

- SWDs must have the same opportunity as their peers to graduate from high school prepared for post secondary education and/or careers

Assessments

- Assess annually using the statewide assessment system
- Based on challenging academic state standards in English/language arts, science and mathematics
- May develop an alternate assessment for students with the most severe cognitive disabilities

Alternate Assessment based on Alternate Achievement Standards

- State must define *significant cognitive disability*
- Alternate Achievement Standards must be:
    - aligned with the challenging State academic content standards
    - promote access to the general education curriculum,
    - reflect professional judgment as to the highest possible standards achievable by the affected students
    - aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment.

Participate in Alternate Assessments

- Only the IEP team determines whether a student participates in the regular state assessment or an alternate assessment
- Before the IEP team determines alternate assessment participation, the district must fully inform parents of students with disabilities
  - That their child's academic achievement will be measured by alternate standards
  - Whether participation in alternate assessments may impact the students ability to meet the requirements for a regular high school diploma

Alternate Assessment Participation Rate Limits

- ESSA caps student participation in the alternate assessment at one percent
- Limit applies at the state level
- State can not impose any limitation on local education agency decision to administer the alternate assessment
- If an LEA exceeds 1% they must submit information to the state justifying the need
- The state can apply for a waiver from the US Department of Ed from the 1% cap

Assessment Accommodations

- All assessments must be developed using principles of Universal Design for Learning (UDL).
  - provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged
  - reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.
- Appropriate accommodations must be provided for students with disabilities identified under the Individuals with Disabilities Education Act (IDEA), as well as those who are provided accommodations under an act other than IDEA.

ESSA Participation and Opt Out

- ESSA maintains the federal requirement that 95% of students in a school must participate in state assessments, but
  - Allows states to describe how that will factor into their accountability systems
  - Students are counted as a participant if they take either the regular or alternate assessment
  - Requires that at the beginning of each school year, districts notify parents that they may request information regarding any opt out policy, which the state can create
- ESSA requires disaggregation of assessment results by student subgroups, including children with disabilities as defined under IDEA.

ESSA Accountability

- State sets long term goals and measures of interim progress for all federal accountability measures
  - Include proficiency on the annual state assessment and
  - Four year high school graduation rate
- SWDs are included in all school and district accountability measures Requires disaggregation of assessment results by student subgroups, including children with disabilities
-

Graduation

May include SWD who take the alternate assessments in a school's adjusted cohort graduation rate as long as the student is awarded a state-defined alternate diploma

- Alternate Diploma must be:
- Standards Based
- Aligned to the requirements for the regular high school diploma
- Obtained within the time period for which the state ensures the availability of FAPE

- **Students who take the alternate assessment are not precluded from obtaining a regular high school diploma**

Resources, Information and Your Input

Web Links

- **Idaho State Department of Education Website:**

http://www.sde.idaho.gov/

- **US Department of Education:** http://www.ed.gov/essa?src=rn

- **Council of Chief State School Officers (CCSSO):** http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html

?

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION