Federal Landscape & OSPI Update

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Reykdal’s Overarching Goals

1. A focus on meaningful learning.
2. Professionally skilled and committed educators.
3. Ample and appropriate resources that enable and support the first two pillars.
Overview of Current Federal Status

Congress released the details of their budget agreement for Federal Fiscal Year 2017

FFY 2017 appropriations provide the funding for the majority of districts’ 2017–18 federal education formula grants

_The House and Senate are expected to vote on the package early this week_

_Once the President signs the budget into law_, we anticipate that the U.S. Department of Education (ED) will _release grants to states in mid to late-May_. OSPI will need time (estimated at two to three weeks) to calculate LEA specific amounts after calculating the new formula changes required by ESSA.
What is in the federal budget?

**Highlights**

**Title I, Part A** received a minimal boost to cover the shift moving school improvement funding from being a stand alone grant to being funded within the Title I formula.

**Title II, Part A** received a $259 million cut, or 10%

**Title IV, Part A**, a new block grant was funded at $400 million. The bill does allow states to distribute the funds competitively.

**Title IV, B**, 21st Century received a modest increase.

Amounts for WA are based on poverty relative to other states.
Looking ahead...

1. Updating our igrants systems to accommodate a consolidated district application.
   - Input from stakeholder groups. District input is essential.
   - Not operational until 2018-19 school year.

2. Looking at using a problem of practice approach to the new consolidated planning based around the new accountability framework. A single submission process would be the goal.

   **Advantages:** More aligned with district and school improvement and growth planning.
   - Smaller districts would have less of a paperwork load.
   - More articulated through-line to students (especially our most marginalized students).
   - Working across programmatic silos in the interest of closing opportunity gaps.

3. Looking forward, we will define more clearly what “braiding” and “blending” of funding will look like with specific examples.
Washington State’s ESSA Consolidated Plan

FINAL SECTIONS TO BE ADDRESSED FOR SEPTEMBER 18, 2017 SUBMISSION TO U.S. DEPARTMENT OF EDUCATION
Key Elements of Accountability System

Meaningful Learning

Resource Accountability

Professional Capacity

Continuous Improvement
Technical Assistance Committee (TAC)

The TAC will prepare recommendations for consideration by the ASW that address:

- EL progress definition
- Specific weights to be used for English Learner Progress
- Measures leading to Targeted and Comprehensive support

Accountability System Workgroup (ASW)

The ASW has three tasks that will address in the State ESSA Consolidated Plan. Recommendations in these areas:

- Defining Differentiation (current tiers)
- Defining how the 95% participation rate is addressed in the state’s accountability system
- Defining data details on the accountability metric and index for
  - English Learner progress definition,
  - Weights for accountability indicators,
  - Combining measures (which includes targeted subgroups), and
  - SQSS Phase 2
Accountability

Academic Indicators

Elementary
- Proficiency
- Growth
- English Learner Progress

Middle School
- Proficiency
- Growth
- English Learner Progress

High School
- Proficiency
- Graduation Rate
- English Learner Progress

School Quality or Student Success

- Chronic Absenteeism
- Chronic Absenteeism
- Chronic Absenteeism
- 9th Graders on Track
- Advanced Course-Taking + Industry Certification

Additional measures will be considered for Phase II: disproportionate discipline, teacher assignment and equity, and a school climate and engagement survey.
✓ Measure
✓ Differentiate
✓ Support
Items of on the Horizon

Recruiting, Diversifying and Supporting the Educator Continuum

Educator Office- OSPI

Superintendent Feedback Loops

Principal Mentor Support

What else?