

Louisiana Believes

Building a Budget Under ESSA

Louisiana's Current Plan

- **Unify** child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- **Align** standards, curriculum, assessment, and professional development that are as challenging for students and educators as any in America.
- **Prepare** every educator under a mentor educator through a professional residency.
- **Create** opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- **Focus** relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

Progress to Date

Louisiana Students have achieved record gains in recent years:

- Louisiana fourth-grade students achieved the highest growth among students in all states on the 2015 National Assessment of Educational Progress (NAEP) in reading and the second highest growth in math.
- Since 2014, Louisiana students have made more progress on the ACT than has been made in any other state using the ACT as its high school assessment.
- Louisiana's 2015 high school graduation rate is an all-time high of 77.5 percent.
- Louisiana's class of 2015 Advanced Placement® results showed greater annual improvement than any state other than Massachusetts.

The Federal Role: Targeted Support to Disadvantaged Students

In the United States, the vast majority of education policies are determined at the state and local levels. Federal law establishes minimum requirements in all states, primarily addressing the civil rights of historically disadvantaged student populations.

- 1965: The federal role in public education expanded dramatically as part of the push to assure civil rights of disadvantaged Americans. The Elementary and Secondary Education Act (ESEA), authorized in 1965, created specific, targeted programs for the poor through Title I. The Act has been reauthorized five times since.
- 2002: No Child Left Behind (NCLB) Act was a recent reauthorization of ESEA, requiring that schools measure student achievement in uniform ways that intervene in instances of failure to close achievement gaps between disadvantaged students and their peers.
- 2015: The Every Student Succeeds Act (ESSA) maintains the NCLB requirement that states, districts, and schools maintain uniform measurement, reporting of results, and rating of schools. However, states and districts have greater discretion to design elements of the improvement systems than existed under NCLB.

ESSA Title Programs

ESSA Programs

- Title I Part A - Improving Basic Programs Operated Local Education Agencies
- Title I Part C - Migrant
- Title I Part D – Neglected and Delinquent
- Title II Part A – Supporting effective instruction state grants
- Title III Part A – State grants for English language acquisition and language enhancement
- Title IV Part A – Student support and academic enrichment grants (**NEW**)
- Title IV Part B – 21st Century Schools
- Title V - Rural Education Achievement Program (REAP)
- Title IX Part A – McKinney Vento Homeless Education

NCLB to ESSA: LEA Dedicated Funds

Funding Source	NCLB Targeted Set-Aside Grants	NCLB Admin	NCLB Unrestricted Flow Through	NCLB Total Funding to LEAs	ESSA Targeted Set-Aside Grant	ESSA Admin	ESSA Unrestricted Flow Through	ESSA Total Funding to LEAs
Title I – Supporting Disadvantaged Students	7%*	1%	92%	99%	7%-10%**	1%	89%-92%	99%
Title II – Supporting Educators in Low-Income Communities	4%	1%	95%	≥95%	4%-7%***	1%	92%-95%	≥95%
Title III – Supporting English Language Learners	2.5%	2.5%	94%	≥94%	2.5%	2.5%	94%	≥94%
Title IV – Academic Enrichment and Student Support Grants (NEW)	N/A	N/A	N/A	N/A	5%	1%	94%	≥94%

* In NCLB, school improvement funding was divided into two separate grant programs for LEAs. This percentage reflects the funding in both the 1003a funding reservation and the School Improvement Grants (SIG).

** The LDOE must reserve 7 percent for school improvement grants to LEAs. The LDOE may reserve an additional 3 percent for subgrants to LEAs to provide direct student services. Targeted set-aside funds may not be spent at the state education agency (SEA) level.

***The LDOE may reserve up to 5 percent for state activities and an additional 3 percent for subgrants to LEAs for school leadership activities. The school leadership funds may not be spent at the SEA level.

Title I – School Improvement

State Administration (1%)

School Improvement (Mandatory 7%)

- These funds are a combination of the School Improvement Grants (SIG) and the four percent of Title I that was previously reserved for 1003(a) state discretionary funds for priority and focus schools. Those two programs (SIG and 1003a) have been eliminated in the new law and school improvement is now funded by the new set-aside.
- Schools identified for comprehensive intervention receive a minimum of \$500,000. Schools identified for targeted intervention receive a minimum of \$50,000.
- The Department will competitively award these funds to LEAs with the strongest evidence-based plans. (See “State Support” in Challenge 4 of the draft framework: <http://www.louisianabelieves.com/docs/default-source/louisiana-believes/essa-framework.pdf?sfvrsn=6>)
- In order to support districts as they build their plans, the Department issued a [Request for Information](#) (RFI) to solicit proven school partners who have an interest in working in Louisiana schools. More information about the partners selected is available [here](#).
- Proposals are no longer limited to the four required turnaround models.

Title I – Direct Student Services

Direct Student Services (Optional 3%)

ESSA allows states to target 3 percent of the state Title I allocation to carry out a program of Direct Student Services (DSS). Our proposal uses this opportunity to fund school-level **Enrichment Academies** (elementary school) and **Opportunity Academies** (middle and high school) through a competitive grant process

Why are these targeted funds needed in Louisiana?

Today, of Louisiana's high schools that have a student body comprised of more than 50 percent minority students roughly:

- 20 percent do not have access to Algebra II
- 25 percent do not have access to Chemistry
- 70 percent do not have access to an advanced science class, like Calculus, and
- 90 percent do not have access to Physics.

Enrichment and Opportunity Academies represent a unique opportunity for LEAs to work in collaboration with other partners, think creatively in developing innovative interventions focused on students in struggling schools, and expand choice for students and parents. LEAs may use this program as a way to test these interventions that, if successful, may serve as models for future investment.

Other than one percent for administration, the set-aside dollars will all be allocated to LEAs, they will not be used to fund any LDOE staff or operations.

Title I – Direct Student Services

Specifically, the program intends to support the following outcomes:

- Creating new opportunities for students to participate in courses not otherwise available to them at their school, particularly advanced academic courses and innovative CTE courses that lead to industry-recognized credentials that prepare students beyond high school;
- Provide elementary school students access to enrichment courses such as, the Arts, Music, Foreign Language;
- Providing additional support and options for students who need to accelerate their academic studies in order to graduate on time;
- Supporting students who are ready to take on more challenging postsecondary-level coursework that qualifies for college credit;
- Provide access to Advanced Placement and International Baccalaureate coursework and exam fee reimbursement options;
- Access to post-secondary transition student planning services;
- Providing new and expanded pathways for individualized learning, including approaches such as high-quality academic tutoring.

Title II – Part A

State Activities (5%)

State Administration (1%)

Targeted funding for principals and other school leaders (Optional 3%)

- Following in the intention of the law, these funds would be provided to LEAs to target areas of highest need within the focus area.
- Stakeholders have indicated that recruitment and preparation of promising principal candidates, including assistant principals, and support for novice principals are areas in need of targeted assistance.

Formula Adjustments

- ESSA changes the formula used to award state grants. Under NCLB states generate 35 percent based on population and 65 percent based on poverty. The percentages shift between 2018 and 2020 until it is based 20 percent on population and 80 percent based on poverty. It is estimated this will slightly reduce Louisiana's allocation.
- The state to local formula maintains the previous allotment formula (20 percent population/80 percent poverty) but eliminates the "hold harmless" set to the FY2001 level immediately.

Title II – Part A

Expanded Local Uses of Funds

- Recruiting, hiring, and retaining teachers
- Developing and improving evaluation and support systems of teachers, principals, and other school leaders
- PD for STEM activities
- Training to recognize child sexual abuse and gifted and talented identification
- Special Class-size Reduction Note: CSR teachers still allowable but only to a level that is evidenced based.

Expanded State Activities

- Reform and improve teacher, principal, and other school leaders preparation programs.
- Professional development opportunities on how to incorporate career and technical education content into instructional strategies

Title III – Part A

Required Activities for LEAs receiving Title III subgrants under ESSA:

- professional development for teachers of English learners
- providing a language instruction educational program for English learners
- parent, family, and community engagement activities related to English learners and their families

New authorized activities for LEAs receiving Title III subgrants under ESSA:

- preschool language instruction educational programs for English learners
- early college high school for English learners
- dual or concurrent enrollment programs for English learners

The accountability of students who are English learners was moved from Title III to Title I. As a result of this, LEAs can use both Title I and Title III funds for:

- Identification of English learners
- Notification of parents of English learners
- Developing English learner assessments/ensuring alignment with State standards
- Reporting requirements regarding English learners and former English learners

(Non-regulatory guidance: <http://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidanceppt102016.pdf>)

Title IV – Student Support and Academic Enrichment Grants

Title IV contains a new grant program called the Student Support and Academic Enrichment grants (SSAE).

- Funds are awarded to LEAs using the Title I formula and must be spent in the following three categories:
 1. Safe and Healthy Students – 20 percent
 2. Well Rounded Educational Opportunities – 20 percent
 3. Effective Use of Technology - a portion of funding, no more than 15 percent may be spent on infrastructure
- The [non-regulatory guidance released by USDOE](#) states that all LEAs must receive \$10,000 and those that receives at least \$30,000 must complete a needs assessment and dedicate funds in all three content areas.
- It will remain unclear how much funding is available to Louisiana and each LEAs through this grant program until Congress approves the budget.

ESSA Accountability

ESSA School Accountability

- Replacing “priority” and “focus” schools, the new law requires states to annually identify schools for “comprehensive support and improvement” and “targeted support and improvement.”
 - Comprehensive support – struggling school
 - Targeted support – struggling subgroup
- The [final regulations](#) released by USDOE give states until the 2018-2019 school year to identify schools for comprehensive and targeted support and improvement, however, they may be identified earlier. Louisiana plans to identify comprehensive support schools in 2017-2018 and targeted support schools in 2018-2019.
- LDOE is currently working with the Accountability Commission to establish Louisiana’s definition of targeted and comprehensive support schools within the parameters of the law.

Identification of Schools – Comprehensive Support

States must establish a methodology for identifying schools for comprehensive support. The requirements in ESSA for the identification include:

Types of Schools	Description	Timeline for Identification
Lowest-Performing	Lowest-performing five percent of schools in the State participating in Title I.	At least once every three years
Low High School Graduation Rate	Any public high school in the State with a four-year adjusted cohort graduation rate at or below 67 percent, or below a higher percentage selected by the State, over no more than three years.	At least once every three years
Chronically Low-Performing Subgroup	Any school participating in Title I that was identified for targeted support and improvement because it had a subgroup of students performing at or below the performance of all students in the lowest-performing schools and did not improve after implementing a targeted support and improvement plan over a State-determined number of years.	At least once every three years

Identification of Schools – Targeted Support

States must establish a methodology for identifying schools for targeted support. The requirements in ESSA for the identification include:

Types of Schools	Description	Timeline for Identification
Consistently Underperforming Subgroup	Any school with one or more consistently underperforming subgroups.	Annually
Low-Performing Subgroup	<p>Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest-performing schools. These schools must receive additional targeted support under the law.</p> <p>If this type of school is a Title I school that does not improve after implementing a targeted support and improvement plan over a State-determined number of years, it becomes a school that has a chronically low-performing subgroup and is identified for comprehensive support and improvement.</p>	At least once every three years

District and School Report Cards

ESSA expanded the list of metrics that must be included on the Louisiana school and district report cards.

The expanded list includes:

- Academic achievement by subgroup
- Percentage of students assessed/not assessed
- Graduation rates
- Information on an additional indicator of school quality
- Professional qualifications of teachers: including distribution in high – low poverty schools
- Per-pupil expenditures for federal, State, and local funds

ESSA Fiscal Rules

Rank and Serve

Must Rank First and Serve:

- Schools exceeding 75 percent poverty
 - Strictly by poverty
 - Without regard to grade span
- **(NEW)** LEAs may now include in this “must group” high schools with 50 percent or above poverty.

Then, Rank and Serve:

- At or below 75 percent poverty
 - May rank by grade span
- LDOE’s eGMS consolidated application will be adjusted to accommodate the flexibility for serving High Schools with 50 percent or above poverty.

Equitable Services and Proportionate Share

Under ESSA, the proportionate share must be calculated BEFORE any set-asides or transfer by the LEA.

NCLB : Private school students also must get equitable share of some set-asides:

- Off the top for districtwide instruction
- Off the top for parental involvement
- Off the top for professional development

ESSA: Proportionate share comes off the top before LEA school allocations are determined. eGMS adjustments will accommodate this change.

Additionally, funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

Equitable Services and Proportionate Share

General formula based on number of:

1. Private school students
2. From low-income families
3. Who reside in Title I-participating public school attendance areas

Proportionate share = eligible private school children identified per school attendance area multiplied by the PPA for that area.

Equitable Services and Proportionate Share Consultation Timelines

November/December

- Obtain list of students residing in LEA's jurisdiction
- Discuss with Private School Officials timelines and consultation process

December /February

- Obtain private school student poverty data (i.e. survey, F/R lunch, TANF, etc.)

February/March

- Match addresses of private students to participating public school attendance centers.
- Determine low income students for application purposes

March / April

- Determine the multiple, educationally related objective criteria for determining students eligible for services.

April / June

- Meet with private school officials to assess professional development, and parental involvement needs.

August

- Report on readiness of Title I program for private school participants to private school officials.

September

- Title I services begin.

Proportionate Share

EXAMPLE OF DETERMING THE AMOUNT OF TITLE I FUNDS FOR EQUITABLE SERVICES

Public School Attendance Area	Number of Public School Low-Income Children	Number of Private School Low-Income Children	Total Number of Low-Income Children
A	500	120	620
B	300	9	309
C	200	6	206
D	350	15	365
TOTAL	1,350	150	1,500
PROPORTIONATE SHARE	90%	10%	
	\$900,000	\$100,000	

- * <http://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

Proportionate Share - Example

EXAMPLE OF EQUITABLE SERVICES FOR PARENTS AND FAMILIES OF ELIGIBLE PRIVATE SCHOOL CHILDREN			
LEA's Title I allocation	1% for parent and family engagement	Proportionate share for equitable services for parents and families (based on example under question O-4	Source of funds for equitable services for parents and families (proportionate share under question O-4 = \$100,000)
\$1,000,000	\$10,000	\$1,000 ($\$10,000 \times 10\%$)	\$100,000 – \$1,000=\$99,000 remaining for instruction and professional development

*<http://www2.ed.gov/policy/elsec/leg/essa/essaguida nce160477.pdf>

Title I – Supplement not Supplant

General Rule: Federal funds must be used to supplement and in no case supplant state and local resources.

- **(NEW)** To demonstrate compliance, the LEA must demonstrate:
 - That the methodology used to allocate State and local funds to each Title I school ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Title I funds.
- **(NEW)** No LEA shall be required to:
 - Identify individual costs or services as supplemental; or
 - Provide services through a particular instructional method or in a particular instructional setting to demonstrate compliance.

Local Educational Agency Plans

In Louisiana, the districts planning process and submission of the consolidated state application in eGMS meet the ESSA requirements for a needs assessment and local plan.

- **2017-2018 Consolidated Application Timelines**
 - April release
 - District planning activities – Now through March
- **For the 2017-2018, the Consolidated Application will include the following:**
 - The educational plan for addressing the needs of all subgroups of students, in particular those who are most at risk, including the school system goals in each focus area
 - Coordination of all federal/state funding sources to fund effective educational activities
 - Federal program budgets

Resources

Resources

- [USDOE ESSA Fiscal Changes and Equitable Services Guidance](#)
- [USDOE ESSA Resource Page](#)
- [2017-2018 District Planning Guide](#)
- ESSA Updated LDOE Uniform Guidance (forthcoming)
- Overview of New Allowable Expenses (forthcoming)