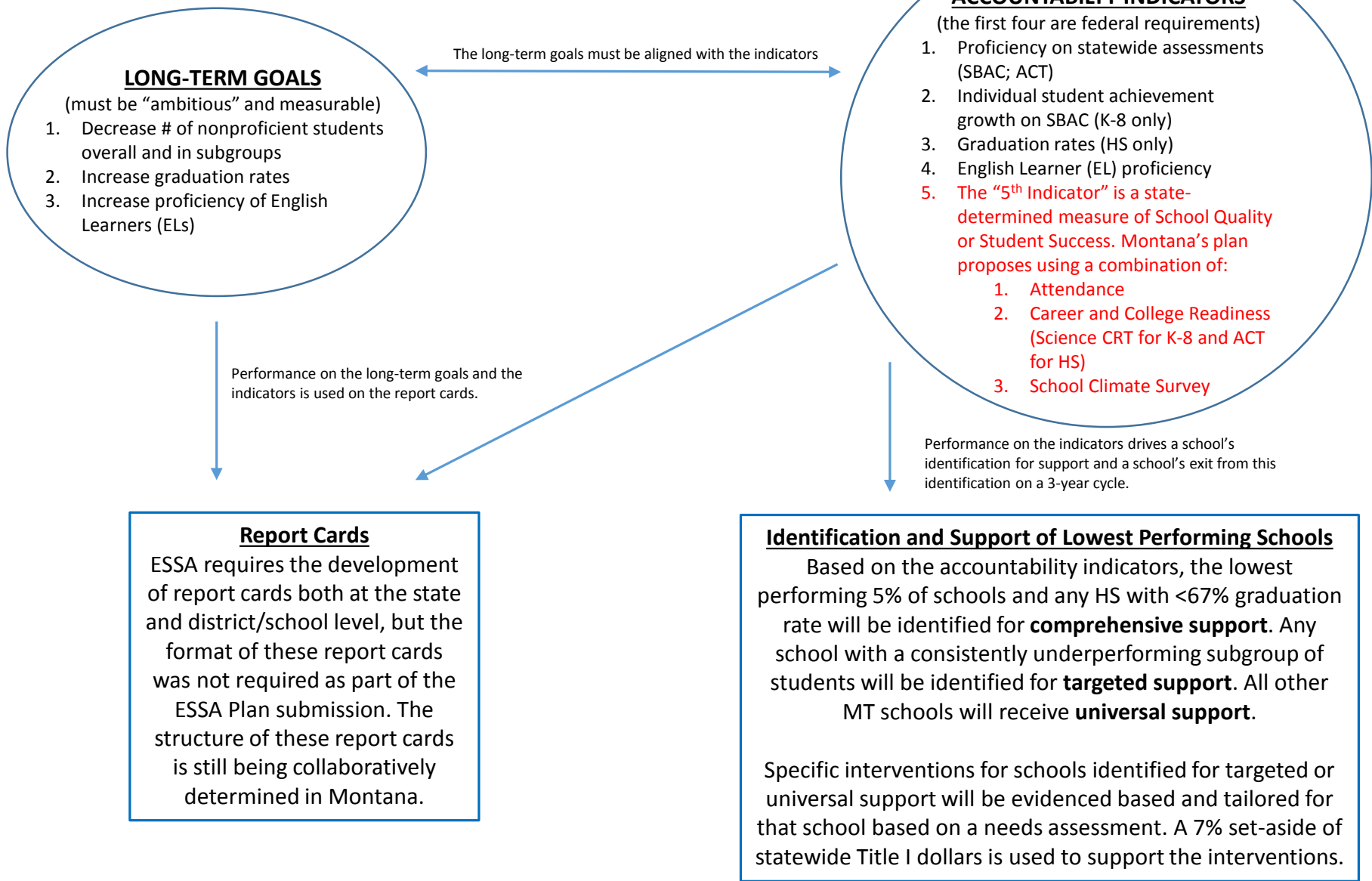


# ESSA PLAN BIG PICTURE

The Every Student Succeeds Act (ESSA) is the latest reauthorization of the Elementary and Secondary Education Act (ESEA) and replaces No Child Left Behind (NCLB). ESSA increases state autonomy over federal education funds (in Montana FED \$ are about 12% of total K-12 revenue) but still requires accountability over how these funds are spent, especially in serving “subgroups” of disadvantaged students. This accountability comes through submission by each state’s State Education Agency (in MT OPI) of a collaboratively developed ESSA State Plan.



### LONG-TERM GOALS

(must be “ambitious” and measurable)

1. Decrease # of nonproficient students overall and in subgroups
2. Increase graduation rates
3. Increase proficiency of English Learners (ELs)

### ACCOUNTABILITY INDICATORS

(the first four are federal requirements)

1. Proficiency on statewide assessments (SBAC; ACT)
2. Individual student achievement growth on SBAC (K-8 only)
3. Graduation rates (HS only)
4. English Learner (EL) proficiency
5. The “5<sup>th</sup> Indicator” is a state-determined measure of School Quality or Student Success. Montana’s plan proposes using a combination of:
  1. Attendance
  2. Career and College Readiness (Science CRT for K-8 and ACT for HS)
  3. School Climate Survey

Performance on the long-term goals and the indicators is used on the report cards.

Performance on the indicators drives a school’s identification for support and a school’s exit from this identification on a 3-year cycle.

### Report Cards

ESSA requires the development of report cards both at the state and district/school level, but the format of these report cards was not required as part of the ESSA Plan submission. The structure of these report cards is still being collaboratively determined in Montana.

### Identification and Support of Lowest Performing Schools

Based on the accountability indicators, the lowest performing 5% of schools and any HS with <67% graduation rate will be identified for **comprehensive support**. Any school with a consistently underperforming subgroup of students will be identified for **targeted support**. All other MT schools will receive **universal support**.

Specific interventions for schools identified for targeted or universal support will be evidenced based and tailored for that school based on a needs assessment. A 7% set-aside of statewide Title I dollars is used to support the interventions.