Giftedness Knows No Boundaries
2017 Leadership & Advocacy Conference

SEE ME!  UNDERSTAND ME!  TEACH ME!  CHALLENGE ME!

NATIONAL ASSOCIATION FOR
Gifted Children

#GiftedMinds
Every Student Succeeds Act (ESSA)

• ESSA is the 2015 reauthorization of the 1965 Elementary & Secondary Education Act (ESEA).
• Replaces the No Child Left Behind Act.
• For the first time, addresses the learning needs of gifted and talented students and will require districts and states to make changes.
Title I: Improving Academic Achievement of the Disadvantaged

(1) Funds *may* be used to identify and serve gifted and talented students.

(2) **Requires** disaggregation of student achievement data at each achievement level on state & local report cards.

(3) States *may* develop computer adaptive assessments used for accountability purposes.
Use of Title I funds for Gifted and Talented Students

Section 1112. Local Educational Agency (School District) Plans

(b) Plan Provisions

(13) any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will—

(A) assist schools in identifying and serving gifted and talented students;
Title II: Professional Development

(1) State plans **must** address gifted students.

(2) Districts receiving Title II funds **must** provide training to address the learning of gifted and talented students.

(3) Districts **may** provide training to support the identification of gifted and talented students, including high-ability students who have not been formally identified as gifted and talented.
Title II – School Districts including the needs of Gifted and Talented Students

Section 2103. Local Uses of Funds
(b)(2) Types of required activities

(b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—
(2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students;
Title II – Includes Gifted and Talented Students in State Plans

Section 2101 Formula Grants to States

(d)(2) State Application Contents: Each application described under paragraph (1) shall include the following:

(J) A description of how the State educational agency will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.
ESSA Opens Door to Computer Adaptive Assessments

Section 1111(b)(1)(J)(i)(II)
such assessment—

(aa) shall measure, at a minimum, each student’s academic proficiency based on the challenging State academic standards for the student’s grade level and growth toward such standards; and

(bb) may measure the student’s level of academic proficiency and growth using items above or below the student’s grade level, including for use as a part of a State’s accountability system under subsection (c).
Title IV: 21st Century Schools

Reauthorization of the Jacob K. Javits Gifted and Talented Students Education Program:

• Focuses on underrepresented gifted and talented students.
• Develops best practice through system of applied research grants.
• Does not include separate grant program for states.
What’s happening with the Department of Education?
On November 29, 2016, the Department issued final regulations regarding statewide accountability systems and data reporting under Title I of the ESEA

- The Department has delayed the effective date of regulations until March 21, 2017, to permit further review.
• Last month, Secretary DeVos issued a letter to Chief State School Officers.

• Provided an assurance that the Department fully intends to implement and enforce the statutory requirements of the ESSA.

• Provided an update on the timeline, procedures, and criteria under the new Administration.
• Earlier this week, the Senate joined the House to use the Congressional Review Act (CRA) to overturn these regulations.

• The President needs to sign.

• If a resolution of disapproval is enacted, these regulations “shall have no force or effect.”
• The Department is currently reviewing the regulatory requirements of consolidated State plans to ensure that they require only descriptions, information, assurances, and other materials that are “absolutely necessary.”
• The Department will develop a revised template for consolidated State plans that meets the “absolutely necessary” requirement by March 13, 2017.
• States should continue their work in engaging with stakeholders and developing their plans.

• States may consider using the existing template as a guide, as any revised template will not result in descriptions, information, assurances, or other materials that States will be required to provide other than those already required under the ESEA.
• The Department will still accept consolidated State plans on April 3, 2017 or September 18, 2017.
For your reference, the following programs may be included in a consolidated State plan:

• Title I, part A: Improving Basic Programs Operated by Local Educational Agencies;
• Title I, part C: Education of Migratory Children;
• Title I, part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk;
• Title II, part A: Supporting Effective Instruction;
• Title III, part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act;
• Title IV, part A: Student Support and Academic Enrichment Grants;
• Title IV, part B: 21st Century Community Learning Centers; and
• Title V, part B, subpart 2: Rural and Low-Income School Program.
They say they will update us with progress.
What is your number one Priority?
Weighted Student Funding Pilot:

• ESSA allows up to 50 school districts to use a "weighted student funding" formula to combine their federal funds with state and local money.

• Weighted student funding formulas essentially allow districts to tailor the amount of money each student gets to those students' needs.
• There are some requirements attached to the pilot.

• For example, the new formulas would have to ensure that each high-poverty school gets more per-pupil funding than it did in the previous academic year.

• New regulations could add more.
• Money *can't go* to private schools.

• Districts don't have to use it for public school choice programs.

• It’s up to them.
• The pilot project only lasts three years.

• After that, the Institute of Education Sciences (IES) is supposed to report on districts' progress.

• At that point, the Secretary can decide to renew the flexibility and, potentially, broaden it to other districts.
Title I Set-Aside:

- States can set aside 3% of their Title I money for several different purposes, including tutoring, credit recovery, expanded access to rigorous courses, and personalized learning.
• Districts could use this money to allow students in schools that have been flagged as needing improvement under the law to transfer to better-performing public schools.
Funding Flexibility

• ESSA also allows states to transfer money from Title II of the law into Title IV of the law.
• This includes helping students become college or workforce ready through AP courses, etc.

• This provision *could* expand choice, at least in the form of virtual courses.
Public School Choice

• School districts can let students in schools that have been flagged as needing serious help – *Comprehensive Support and Improvement* - transfer to better-performing schools in a school district, including charters.
• Not many took advantage of this choice provision in the No Child Left Behind Act.
Comprehensive Support and Improvement Schools:

Under ESSA, NCLB’s identification for school improvement, corrective action, restructuring, public school choice and supplemental educational services is replaced with two categories:
1. Comprehensive Support and Improvement.

&

2. Targeted Support and Improvement.
Identification for Comprehensive Support and Improvement:

- Beginning with school year 2017-2018 and at least once every 3 years, States must identify schools for comprehensive support and improvement.

- States are also required to set exit criteria for schools that are identified.
Schools that meet the following criteria are required to be identified:

- The 5% lowest performing in the State (as determined by the index and differentiation process).
- High schools that graduate less than two-thirds of their students.
- Schools for which a subgroup is consistently underperforming in the same manner as a school under lowest 5% category for a State-determined number of years.
• School districts must develop comprehensive support and improvement plans for schools identified.
• Plans are required to include evidence-based interventions, be based on a school-level needs assessment, *identify resource inequities*, be approved by the school, school district, and State and be periodically monitored and reviewed by the State.
Targeted Support and Improvement:

- In addition to identification for comprehensive support and improvement, the State must annually notify school districts with schools which have *consistently underperforming* subgroups.
- Schools which are notified must develop and implement a *targeted support and improvement plan* to improve outcomes for subgroups which generated the notification.
Private Schools:

• ESSA contains some provisions on private schools, although none of them are expressly aimed at promoting choice.

• *These are not new*, but ESSA strengthened them.
• These students are supposed to be *able to get the same access to services provided by the district as other Title I kids* that attend public schools, including after-school or tutoring program.
• School districts are supposed to meaningfully consult with private schools to find out what these students need, and ESSA gave more thorough instructions than the previous version of the law when it comes to what that consultation should look like.
ESSA also tasked States to identify a *private school ombudsman* who can help make sure that districts are following through with these provisions.

*(Om-buhdz-muhn: a person who investigates and attempts to resolve complaints and problems.)*
Federal Funding:

• One perspective - House of Representatives.

• Importance of federal spending on Title I and IDEA.
• The federal budget for fiscal 2017 is under a *continuing resolution* until April 28th.

• Unclear what the future holds - lawmakers must begin considering the fiscal year 2018 budget, which begins on October 1, 2017.
• The House oversaw a federal spending bill for education that cut the Department’s overall budget of $68 billion by $1.3 billion.

• For example, State teacher quality grants and support for state assessments.
• The House fiscal year 2017 education spending bill that passed out the House subcommittee included a $500 million increase for IDEA state grants, up to $12.4 billion. And Title I funding would go up by $450 million.
Javits Ask and Budget Context:

• Grants for demonstration programs designed to identify and serve high-ability students from historically underserved populations.

• Funds for the National Center for Research on Gifted Education, which engages in research and offers technical assistance.
• $32 million for Javits would be enough funding (based on the average grant award in 2015), for each state, to be potentially eligible to support one grant focused on Title I and one grant focused on Title II.

• Even in lean budget times, large programs such as Title I have received hundreds of millions of dollars in increases.
• In 2015, Title I received $14.4 billion. In 2016, it increased by $500 million to $14.9 billion.

• In the context of a $4 trillion budget, $32 million is a relatively small amount to support the millions of gifted and talented children that need support.

• Javits is currently funded at $12 million.
• The request for an increase reflects the need for new supports based on the changes in Title I and II to support gifted children and the reauthorization of the Javits program in ESSA.
The Future
NEXT EXIT
Next Steps:

- More Robust Title I and II Guidance.
- Future asks – Growth, etc.
- Regulatory asks – 8th Grade Exception, etc.
- More Feedback.