

Improving Outcomes for Children with Disabilities

Parents and Teachers Together

June 3, 2016

- 8:15 Registration**
- 9:00 Opening Remarks , APEC — Jeana Winter**
- 9:10 Every Student Succeeds Act (ESSA); What It Means for
Alabama's Children—Jeana Winter**
- 9:50 Break**
- 10:00 Accessing Medicaid and Community Waiver Supports—
Nancy Anderson**
- 10:50 Break**
- 11:00 Solving Disputes Effectively in Early Intervention and
Special Education (Panel)**
- 12:00 Closing Resources and Evaluation**
- 12:30 Adjourned**

Conference Handouts available at:

<http://alabamaparentcenter.com/resources/handouts.php>

Special Thanks to All Conference Sponsors and Collaborators

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Learning Disability Association of Alabama**

Conference Handouts available at:

<http://alabamaparentcenter.com/resources/handouts.php>

A video recording of this conference will be available July 6, 2016 by request from the AL PTI at 334-567-2252 or 866-532-7660



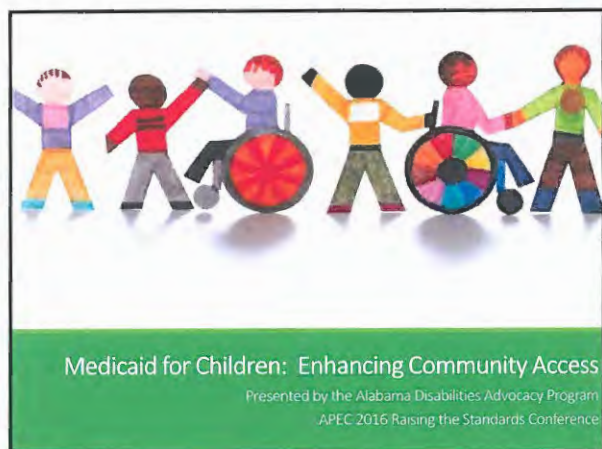
**Alabama Parent Training and Information Center
PO Box 118
Wetumpka, AL 36092
Phone 335-567-2252, Toll Free 866-532-7660
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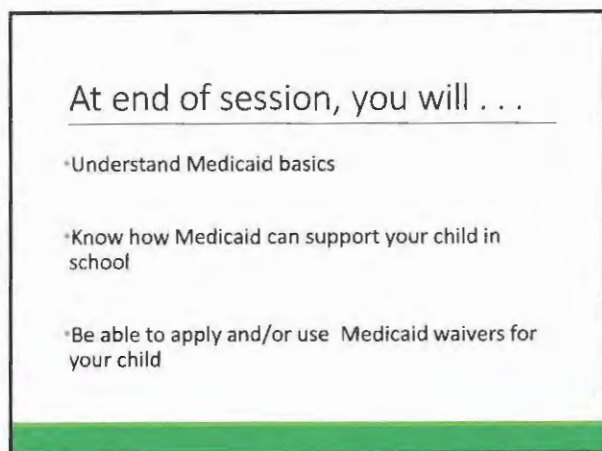


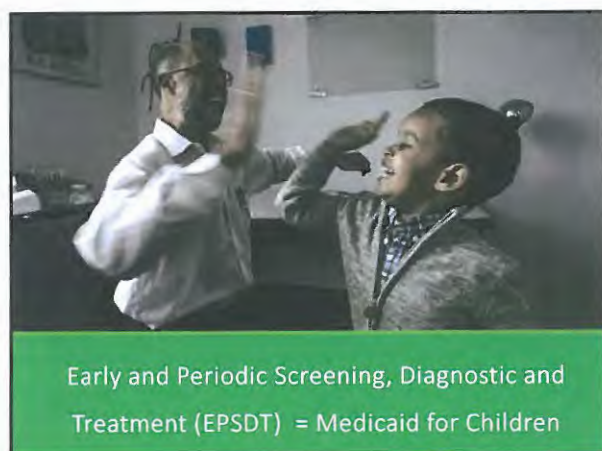
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Alabama Parent Education Center









Medicaid

MANDATORY (EXAMPLES)	OPTIONAL (EXAMPLES)
Inpatient hospital services	Optometrists and eyeglasses
Physician services	Private duty nursing
Rural health clinic services	Dental services
Federally qualified health center services	PT and OT
Laboratory and X-ray services	Speech, hearing and language therapy
EPSDT	<i>Personal Care Services</i>
	Rehabilitative Services
	Transportation Assistance

The right
care to the
right child at
the right
time in the
right setting



Is a service necessary to
“correct or ameliorate
defects, and physical or
mental illnesses and
conditions”?

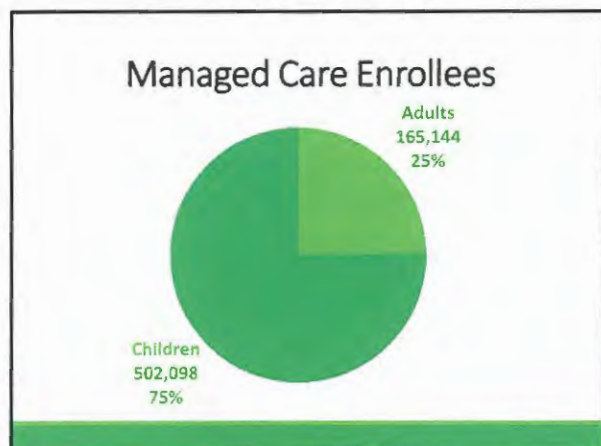


All necessary treatment described in the Medicaid Act even if the service is not in the State Plan.

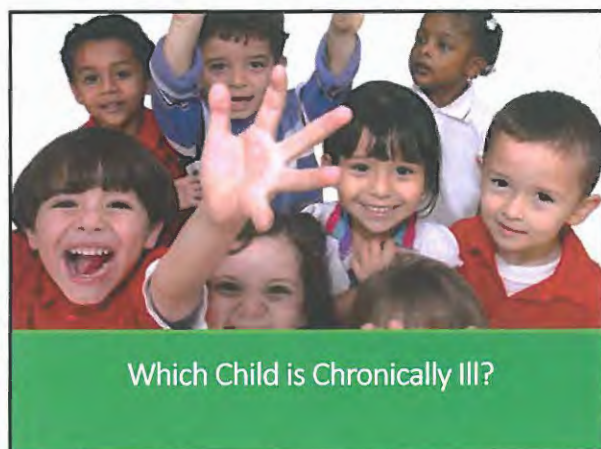
- EPSDT services cannot be capped. Coverage limitations (e.g., limits on visits, monetary limits) applied to adults cannot be applied to EPSDT recipients.
- Families can't be charged for EPSDT services
- Utilization controls consistent with EPSDT "preventive thrust"



Challenges Ahead: EPSDT and Managed Care







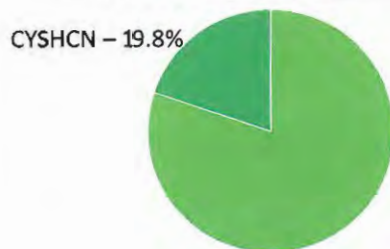
Examples

Asthma	Cerebral palsy
Diabetes	ADHD
Cystic fibrosis	Autism
Cancer	Spina bifida
Sickle cell Disease	Down Syndrome
	Depression

Children and Youth with Special Health Care Needs (CYSHCN)

Have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally

CYSHCN (0-17 yo)



Childhealthdata.org

CRS Statewide Five-Year Maternal & Child
Health Needs Assessment

"I'm almost scared of the [IEP] process because you have to fight....It scares me to think that they're pushing back."

"Your child doesn't need that when I just felt like it's going to be an uphill battle."

- Family focus group

CRS Statewide Five-Year Maternal & Child Health
Needs Assessment

Education Issues

- Special education services was 3rd on the list of most frequently reported unmet needs for community-based services.
- Family focus group participants expressed dissatisfaction with the individualized education plan (IEP) process and with receipt of allied health therapies in school.
- Hispanic family focus group participants indicated a need for school personnel with whom they can communicate.

What impact does chronic illness have on a child's education?



Addressing Chronic Illness in School

- *Identify barriers to learning
- *Requires communication, planning and evaluation
- *Develop a plan (Individual Education Plan (IEP) or 504 Plan)



Using Medicaid Waivers to Support Community Access

WHAT IS A MEDICAID WAIVER?

Provides services not usually covered by Medicaid to keep individuals from being institutionalized in nursing homes or intermediate care facilities for persons with "mental retardation" (ICF-MRs).

Preserves independence and ties to the community, families, and friends.

ALABAMA'S WAIVERS

1. Elderly and Disabled (E&D) Waiver
2. Intellectual Disabilities (ID) Waiver (3 yo†)
3. Living At Home (LAH) Waiver (3 yo†)
4. State of Alabama Independent Living (SAIL) Waiver (18 yo†)
5. HIV/AIDS Waiver (21 yo†)
6. Technology Assisted (TA) Waiver for Adults (21 yo†)
7. Alabama Community Transition (ACT) Waiver

WHO HANDLES THE WAIVERS?

Collaboration between the Alabama Medicaid Agency as the administering agency and various other state departments acting as operating agencies, including:

- * Alabama Dept. of Mental Health
- * Alabama Dept. of Rehabilitation Services
- * Alabama Dept. of Public Health
- * Alabama Dept. of Senior Services



SOME RULES RE WAIVER SERVICES

- *Finite number of people served (slots)
- *If all waiver slots are filled, the State is permitted to have a waiting list for persons
- *Medical and financial eligibility requirements

SOME RULES RE WAIVER SERVICES

- Some waivers have a “cost cap”
- Children < 21 on Waivers are provided EPSDT services too
- “All in” - waiver services are available as required

HOW DO I APPLY FOR A MEDICAID WAIVER?

1. Review information on Alabama Medicaid’s website:

<http://www.medicaid.alabama.gov/CONTENT/4.0 Programs/4.3.0 LTC/4.3.1 Home Comm Based Waiver.aspx>



2. Think about which waiver meets your child’s needs. There may be more than one. Carefully examine the services available under each waiver.



3. Review your child's income and resources. For children 18 yo and younger, institutional deeming rules provide that only your child's income and resources will be considered for eligibility purposes.
4. Contact each appropriate local agency to apply for desired waivers.

5. Collect and hold onto medical and school records for your child.
6. If told by local agency that you cannot apply, contact the Alabama Medicaid agency's long-term care division at 1-800-362-1504.
7. Don't pull any punches when completing the application; be thorough and frank in describing abilities and needs.

HAS YOUR CHILD BEEN FOUND INELIGIBLE FOR A PARTICULAR WAIVER?

DO NOT GET DISCOURAGED.

You have appeal rights, including a right to a fair hearing.

Act quickly. Time limit to appeal is limited. 60 Days!

Try to find a lawyer. Contact ADAP, legal services, or private counsel.

WAITING LISTS



Across all of Alabama's seven (7) waivers, there are ~ 16,000 slots available for many, many applicants.

The ID Waiver alone has a waiting list of ~ 2,600 people.

HELPFUL WEBSITES

Alabama Medicaid Agency: www.medicaid.alabama.gov/
Alabama Dept. of Mental Health: www.mh.alabama.gov/
Alabama Dept. of Public Health: www.adph.alabama.gov/
Alabama Dept. of Senior Services: www.adss.alabama.gov/
Alabama Dept. of Rehabilitation Services: www.adrs.alabama.gov/
Alabama Administrative Code: www.alabamaadministrativecode.state.al.us/alabama.html
ADAP: adap.ua.edu



QUESTIONS?



Alabama's Home & Community-Based Medicaid Waivers



**Alabama Disabilities
Advocacy Program**

Box 870395

Tuscaloosa, AL 35487-0395

(205) 348-4928 (V/TDD)

(205) 348-3909 (Fax)

(800)-826-1675 (Toll-free)

Email: adap@adap.ua.edu

Website: <http://www.adap.net>



WHAT IS A HOME AND COMMUNITY-BASED MEDICAID WAIVER?

Alabama's Home and Community-Based Medicaid Waivers provide services to support persons with intellectual or significant physical and medical disabilities so they can live at home or in other community-based settings like group homes.

The services can include things like personal care, skilled nursing, behavioral supports, respite services, supported employment services, assistive technology, and homemaker services.

Alabama runs seven waiver programs, each with its own eligibility requirements and menu of services.

WHY ARE THEY CALLED "WAIVERS"?

Upon request of a state, the federal government will waive certain federal Medicaid rules so a state can put together a set of services that better meets the needs of its citizens. In

putting together its Medicaid waiver program for persons with disabilities, Alabama is able to fashion a menu of services to support the unique needs of these individuals.

WHO RUNS ALABAMA'S WAIVERS?

Alabama's seven waiver programs are administered by the Alabama Medicaid Agency and its state partners:

- Alabama Department of Mental Health (ADMH)
- Alabama Department of Senior Services (ADSS)
- Alabama Department of Rehabilitation Services (ADRS)

AM I (OR A FAMILY MEMBER) ELIGIBLE FOR A WAIVER?

To be eligible for any of Alabama's waivers, you must have a low income and few resources.

There are slight differences in the financial requirements for each of the waivers but anyone receiving, for example, Supplemental Security

Income (SSI) meets the financial eligibility requirement for every waiver.

In addition to being financial eligible, you also must fit into the target population served by the waiver you are seeking.

Each waiver has a certain number of enrollee "slots" – the maximum number of enrollees, determined by the state, who can receive services at any one time under a particular waiver.

If you have been made eligible for a waiver, you can be awarded one of these slots (and start receiving services) only when a present enrollee leaves that particular waiver and your level of need justifies placing you into one of these slots. The Alabama Medicaid Agency and the state partner which administers the waiver you are seeking determine your level of need.

SO NOT EVERY ELIGIBLE ALABAMIAN WITH A DISABILITY GETS A WAIVER SLOT AND IS PROVIDED WAIVER SERVICES?

No. Federal law allows a state to limit the number of persons enrolled in its waiver programs. As of 2015, Alabama has approximately 3,000 eligible individuals waiting to be placed into one of the slots so they can start receiving services. Most of these people are waiting for slots in the waivers run by DMH. Some of the waivers have a much shorter (or no) waiting list.

Unless Alabama chooses to invest more money in its waiver programs, it's unlikely that the existing waiting lists will decrease in any substantial way.

WHY SHOULD I BOTHER APPLYING IF THE WAITING LISTS ARE SO LONG?

The waiting lists shouldn't discourage you from applying for waiver services. At any time, your needs may suddenly change, increasing the likelihood that the state will decide you need to receive services and move you up the waiting list and into one of the waiver slots.

HOW DO I APPLY FOR A WAIVER?

Each of the agencies which partners with Medicaid to administer Alabama's waiver programs has its own application process. Contact the appropriate agency to learn more. When you apply for waiver services, you should be assigned a case manager by that agency.

WHAT ARE SOME GENERAL TIPS I SHOULD FOLLOW WHEN APPLYING FOR ANY OF THE WAIVERS?

- Keep copies of your waiver application and any related documents.
- Keep a record of any conversations you have with your waiver case manager or other state or local agency staff about your waiver application.
- Some waivers require medical

documentation. Only provide medical documentation or records that are requested.

- Follow up with waiver application staff and/or your case manager as needed, but at least monthly.

HOW DOES MY POSITION ON THE WAITING LIST GET DETERMINED?

That partly depends on where you live and which waiting list you are on. For waivers run by DMH a "criticality score" determines where you are on the waiting list. What this means is that persons with the highest need for services are placed higher on the DMH waiting list.

Other waiting lists may be run slightly differently but, in general, each should serve those with the most need first. Some waiting lists are also operated by county, with slots

being designated to particular counties based on population. If you think you have an immediate need for waiver services, you should contact ADAP.

HOW WILL I KNOW MY POSITION ON THE WAITING LIST?

Your case manager should contact you at least once a year and ask you if you want to remain on the waiting list and about your present needs.

While you may not be told your exact spot on the waiting list (it can fluctuate almost daily), your case manager should be able to provide you with your approximate place on the waiting list.



IF I'M ON THE WAITING LIST, HOW LONG WILL I HAVE TO WAIT TO FINALLY GET A SLOT?

This varies greatly depending on the waiting list, your need for services, and the needs of others on the waiting list.

Be sure to update your case manager when there are significant changes in your (or your family's) circumstances. For example, the long-term illness or death of a caretaker for a person with a disability will likely change that person's need for services.

EACH WAIVER OFFERS A LONG LIST OF SERVICES; WHICH OF THE SERVICES CAN I GET IF I BECOME ELIGIBLE FOR A WAIVER SLOT?

Under federal law, you are entitled to all waiver services that you need. While the operating agency has some say in your need for services, you should advocate for any and all needed waiver services. You should review the menu of offered services and discuss with your case manager your need for a particular service.

HOW CAN I PARTICIPATE IN PLANNING FOR THE SERVICES I GET UNDER THE WAIVER?

You are the key person in the planning process. Once approved for a waiver slot, you and your case manager should call a planning team meeting to discuss what you need. You can invite anyone you want to attend this meeting with you. At this meeting, you and the planning team will develop a treatment plan that will describe the services you will receive. Your plan should be updated at



least annually or whenever a major life event occurs. Keep a copy of the treatment plan in your records.

IF I'M ON A WAITING LIST, WHERE CAN I GET HELP IN THE MEANTIME?

Unfortunately, there are not a lot of options for services for persons on the waiting lists. Some

providers may offer private pay arrangements. Some churches or other community entities may have programs that offer limited services for persons needing assistance. You should discuss the availability of other services with your case manager.

CAN I BE ON MORE THAN ONE WAIVER AT A TIME?

No. You can only receive services under one waiver. You can, however, apply and be on the waiting list for multiple waivers. You should apply for ALL waivers for which you think you are eligible.

WHERE CAN I GO FOR HELP IF I HAVE A COMPLAINT ABOUT THE WAIVERS OR IF I HAVE BEEN DENIED SERVICES?

Contact ADAP as soon as possible. Some issues, like whether you're eligible for a waiver in the first place, have strict timelines that must be followed if you want to appeal the state's decision. If you delay acting, you may lose your right to appeal. ADAP can help you understand your rights under the state's waiver programs. ADAP can represent you on a waiver issue if you meet its case eligibility guidelines.

ADAP vigorously advocates for the expansion of Home and Community-based Medicaid Waivers to promote the meaningful inclusion of persons with disabilities in the community.

Alabama Disabilities Advocacy Program

Box 870395 Tuscaloosa, AL 35487-0395

(205) 348 - 4928 (V/TDD) | (205) 348 - 3909 (Fax) | (800) 826 - 1675 (Toll-free)

adap@adap.ua.edu | <http://www.adap.net>

Alabama's Home and Community-Based Medicaid Waivers



ALABAMA DEPARTMENT OF SENIOR SERVICES (ADSS)

Elderly and Disabled (E/D) Waiver

The E/D Waiver serves the elderly and individuals with disabilities who have significant medical, nursing or rehabilitation needs that would otherwise require them to live in a nursing home. The E/D Waiver can serve individuals of any age. Services provided under the E/D Waiver include case management, homemaker services, personal care, adult day health, respite care, adult companion services, and home delivered meals.

HIV/AIDS Waiver

To be eligible for services under the HIV/AIDS Waiver, a person must be at least 21 years old, have a diagnosis of HIV, AIDS and/or related illness, and have significant medical, nursing or rehabilitation needs that would otherwise require them to live in a nursing home. Services provided under the HIV/AIDS Waiver include case management, homemaker services, personal care services, respite care, skilled nursing, and companion services.

For more information about the E/D or HIV/AIDS Waivers or to enroll, contact ADSS at 1-800-AGE-LINE or (800) 243-5463. Further information also can be found on the ADSS website at <http://www.adss.alabama.gov/medicaid.cfm>.



ALABAMA DEPARTMENT OF REHABILITATION SERVICES (ADRS)

State of Alabama Independent Living Waiver (SAIL) WAIVER

The SAIL Waiver serves individuals who have significant medical, nursing or rehabilitation needs that would require them to live in a nursing home. Such individuals include, but are not limited to, individuals with the following diagnoses: quadriplegia, TBI, ALS, MS, MD, spinal muscular atrophy, severe CP, stroke, and other substantial neurological impairments, severely debilitating diseases or rare genetic diseases. The SAIL Waiver serves individuals who are 18 years of age and older. Services provided under the SAIL Waiver include:

- Case Management
- Personal Care
- Personal Assistance Service
- Environmental Accessibility Adaptations
- Personal Emergency Response System
- Medical Supplies
- Minor Assistive Technology
- Assistive Technology
- Evaluation for Assistive Technology
- Assistive Technology Repairs

Alabama Community Transition Waiver (ACT)

The ACT Waiver provides services to individuals with disabilities or long term illnesses who live in nursing homes and want to move to their own home or another community setting. The ACT Waiver has no age requirements. Services provided under the ACT Waiver include:

- Case Management
- Transitional Assistance
- Personal Care
- Homemaker Services
- Adult Day Health
- Home Delivered Meals
- Respite Care
- Skilled Nursing
- Adult Companion Services
- Home Modifications
- Assistive Technology
- Personal Emergency Response Systems
- Medical Equipment Supplies and Appliances

Technology Assisted (TA) Waiver for Adults

The TA Waiver serves individuals who were receiving private duty nursing services under Medicaid as children but are not eligible for such services after the age of 21 and would otherwise need to live in a nursing home. Services provided under the TA Waiver include private duty nursing, personal care/attendant services, medical supplies, and assistive technology.

For more information about the SAIL, ACT or TA Waivers or to enroll, contact ADRS at (800) 441-7607. Further information can also be found at www.rehab.alabama.gov.

Alabama's Home and Community-Based Medicaid Waivers



ALABAMA DEPARTMENT OF MENTAL HEALTH (DMH)

Intellectual Disabilities (ID) Waiver

The ID Waiver serves individuals with intellectual disabilities who have substantial limitations in three or more of the following areas of life: self-care, receptive and expressive language, learning, self-direction, capacity for independent living, and mobility. The ID Waiver serves individuals 3 years of age and older. Services available under the ID Waiver include:

- Residential Habilitation Training
- Residential Habilitation
- Day Habilitation
- Day Habilitation with Transportation
- Prevocational Services
- Supported Employment
- Individual Job Coach
- Individual Job Developer
- Occupational Therapy Services
- Speech and Language Therapy
- Physical Therapy
- Behavior Therapy

- In-Home Respite Care
- Out-of-Home Respite Care
- Institutional Respite Care
- Personal Care
- Personal Care on Worksite
- Personal Care Transportation
- Environmental Accessibility Adaptations
- Specialized Medical Equipment
- Medical Supplies
- Skilled Nursing
- Assistive Technology
- Adult Companion Services
- Crisis Intervention
- Community Specialist

Living at Home (LAH) Waiver

The target population for the LAH Waiver is similar to that of the ID Waiver (above). Services available under the LAH Waiver include:

- Residential Habilitation Training
- Day Habilitation
- Day Habilitation with Transportation
- Prevocational Services
- Supported Employment



- Individual Job Coach
- Individual Job Developer
- Occupational Therapy Services
- Speech and Language Therapy
- Physical Therapy
- Behavior Therapy
- In-Home Respite
- Out-of-Home Respite
- Personal Care
- Personal Care on Worksite
- Personal Care Transportation
- Environmental Accessibility Adaptations
- Specialized Medical Equipment
- Medical Supplies
- Skilled Nursing
- Community Specialist
- Crisis Intervention

DMH administers the ID and LAH Waivers. For more information or to enroll, contact the DMH/ID Call Center at (800) 361-4491. Further information can also be found at <http://www.mh.alabama.gov/ID/?sm=c>

The New No Child Left Behind Act NCLB
Moving Forward for Improved Achievement for all Students

The Every Student Succeeds Act (ESSA)

Learner Objectives

- History of ESSA
- ESSA Components:
 - Standards
 - Accountability
 - Teacher and School Leaders
 - Funding
 - Public Reporting
- ESSA Advocacy and What is Next?
- Resources.

ESSA History

History of ESSA

- 1965 Lyndon B. Johnson signed the Elementary and Secondary Education Act (ESEA) expanding the federal role in K-12 education and introduced Title I to help districts cover the cost of educating disadvantaged students.
- War on Poverty.

History of ESSA

- 1968 Introduced new programs to serve migrant children, neglected or delinquent children, and passed the Bilingual Education Act.
- 1970 Because of misuse of Title I funds, Congress added language that states should supplement not supplant money.
- 1978 President Carter signed the reauthorization creating Title I Schoolwide programs where 75% of students were low income.

History of ESSA

- 1979-1981 President Carter established the United States Department of Education and President Reagan consolidated many programs of ESEA into one block grant, but maintained Title 1 but renamed as Chapter 1 as a separate program. Many cuts in regulatory requirements for districts and states.

History of ESSA

- 1988 was the beginning of **Accountability** and laid the foundation for future ESSA reauthorizations.
- Districts were required to **examine test scores** annually of Chapter 1 students. Schools that did not see annual improvement in test scores were required to develop **improvement plans**.

History of ESSA

- 1989 President George H.W. Bush and state governors met and set pledge to set national educational goals and help establish a federal-state partnership in standards and accountability.
- 1994 President Clinton's reauthorization called for states to develop **standards and aligned tests** for all students. Districts must identify schools not making "**AYP**" and support them and **Chapter 1 goes back to Title 1**.

History of ESSA

- 2002 President George W. Bush signs the **No Child Left Behind Act** and expands the annual testing in reading and math to students in grades 3-8 and once in high school. States are to also use specific **interventions** namely public school choice and supplemental services with schools that fail to make sufficient progress. Teachers must also be highly qualified.

History of ESSA

- 2009 President Obama **American Recovery and Reinvestment Act** which included major educational provisions and \$100 billion in educational aid supporting creation of grants like Race to the Top and grants to support aligning tests to the Common Core State Standards. (No ESEA reauthorization)
- 2011 President Obama offers state **waivers** easing mandates of NCLB. To receive a waiver the states must embrace standards that will prepare students for college and the workforce, teacher evaluation that incorporates student outcomes, and aggressive school turnarounds.

History of ESSA

- 2015 President Obama signed into law the **Every Student Succeeds Act**.

Alabama and The ESSA Waiver

- September 2012 Alabama submitted its first Waiver to the USDOE.
- June 2013 Alabama waiver was approved.
- 2014 Alabama waiver was approved for an extension through 2015.
- August 2015 Current ESEA flexibility waiver was approved for Alabama.
- March 2016 Governor Bentley established a **state implementation committee for the ESSA**. This committee must submit a plan to implement ESSA in Alabama by December 1, 2016.

ESSA Overview

The ESSA Overview

- No law will ever guarantee to close achievement gaps for all. However, the building block components of ESSA:
 - set high expectations for all students,
 - provides the resources necessary for meeting those expectations,
 - Measures and reports progress towards them, and
 - Ensures action when any school or any group of students falls behind or off track.

The ESSA Overview

- ESSA contains many meaningful components that **stakeholders** including education leaders, parents, families, members of the business and civil rights communities, and advocates can use to advance education for all students including:
 - Standards,
 - Assessments,
 - Accountability systems,
 - Public reporting, and
 - Funding.

ESSA Standards

ESSA Standards

- **Academic standards** are shared expectations for what all students need to know and be able to do at each grade level.
- Alabama has to demonstrate that our academic standards provide success for all students in math, reading and language arts, and science. These standards must be **aligned** with the entrance requirements in postsecondary systems and career and technical education standards.

ESSA Standards

- Alabama has to provide **English-Language proficiency standards** for English learners that are aligned with Alabama's academic standards.
- Alabama has to provide **standards for students with the most significant cognitive disabilities** but still must be rigorous enough to prepare students for postsecondary education or employment.

ESSA Assessments

ESSA Assessments

- **Assessments aligned to standards** are an effective way to measure student progress consistently across classrooms, schools, and school districts.
 - They provide parents with **objective information** about the educational progress their child is making.
 - They help educators **benchmark** the performance of their students.
 - They provide parents and the public an objective **measure of how schools are doing** at improving learning for all groups of students.

ESSA Assessments

- Alabama has to test all students on statewide assessments in the following areas:
 - Reading and Language Arts and Math annually in grades 3rd through 8th and once in high school
 - Science once between grades 3rd through 5th; once between grades 6th through 9th; and once between 10th through 12th grades.
- These assessments must provide valid, reliable, and comparable information on whether students are meeting state standards.
- ESSA provides funding to states to reduce low-quality or duplicative testing.

ESSA Assessments English Learners

- Alabama has to measure English learner's progress toward English proficiency annually.
- English proficiency and Math must be tested in the first year in U.S. Schools.
- 2nd year of Alabama school enrollment all English learners have to participate in all assessments;
 - Reading and language arts may be administered in their native language for up to five years.

ESSA Assessments Students with Disabilities

- Alabama may develop alternate assessments aligned with alternate achievement standards for students with the most significant cognitive disabilities.
- Alternate assessments may be administered to no more than 1% of all students.

ESSA Assessments High School

- Alabama may use a nationally recognized assessment like the ACT in place of a statewide assessment.
- The assessment substituted must be:
 - Aligned to state standards,
 - Meets technical quality requirements,
 - Information must be comparable to the information generated by the state test, and
 - Can be used in the state accountability test.

ESSA Accountability

ESSA Accountability

- Accountability systems are the set of policies and practices that Alabama will use to measure how schools are performing for students and will include:
 - Prompt improvement in schools that are underperforming,
 - Ensuring progress for all students,
 - Focusing resources on all students.

ESSA Accountability

- Under ESSA Alabama must:
 - Set goals for increasing the percentage of students who reach state standards in reading and math and.
 - Raise graduation rates.
 - Set goals for all students including:
 - Low income,
 - Students from major racial and ethnic backgrounds,
 - English learners, and
 - Students with disabilities.

ESSA Accountability

- Accountability goals must require improvement for all groups of students.
- Goals must require faster improvement for groups that have been behind.
- Alabama must rate schools based on how they perform on these goals and other indicators.
 - If any group of students is consistently underperforming the school rating must reflect it.

ESSA Accountability

- Required Indicators
 - **Academic Achievement**
 - School proficiency rates in reading/language arts and math for all and each student group compare to state-set goals.
 - **Another Academic Indicator**
 - High school graduation rates for all students and student groups compared to state set goals.
 - Elementary and Middle schools measure student learning growth.

ESSA Accountability

- Required Indicators Continued:
 - **English Learners** progress towards English proficiency (EL subgroup only)
 - **School Quality Measurements** for subgroups and all students can include:
 - Postsecondary readiness,
 - Student engagement, or
 - School climate.

ESSA Accountability

- Indicators
 - **English Language Proficiency:** English Learners progress towards English proficiency (EL subgroup only)
 - **Additional indicator of School Quality Measurements** for subgroups and all students can include:
 - Postsecondary readiness,
 - Student engagement, or
 - School climate.

ESSA Accountability Indicator Weight

- Alabama will determine how much each **indicator will count in school accountability ratings**, but the first three, Academic Achievement, Another Academic Achievement, and English Language Proficiency must carry **substantial weight**, and together carry more than School Quality measurements.

ESSA Accountability

- Alabama is required to put school accountability measures into place if fewer than 95% of all students or any group participate in state assessments.

Accountability Supports and Interventions

- Three categories of schools must receive supports and interventions under ESSA:
 1. **Comprehensive support and improvement schools :**
 - Lowest performing 5% of Title I schools,
 - All high schools with graduation rates <67%,
 - Districts must develop improvement plans for these schools that the state must review and approve and may include school and district budgets,
 - Alabama must set exit criteria for these schools, and
 - Schools must meet improvement criteria within four years of the state has to intervene.

Accountability Supports and Interventions

2. **Targeted Support and Improvement schools:**
 - Have one or more groups of students that are consistently underperforming,
 - These schools must develop improvement plans that are approved by the district,
 - The district must require additional action if the schools do not meet district set criteria within a number of years.

Accountability Supports and Interventions

3. **Additional Targeted Support and Improvement schools:**
 - Have one or more groups of students whose performance would place them in the bottom 5% of Title I schools, and
 - Must put together a district approved improvement plan:
 - Improvement plans must address resource inequities,
 - State must set exit criteria and a number of years for improvement, and
 - If these schools fail to meet improvement goals they become Comprehensive Support and Improvement Schools.

ESSA Teachers and School Leaders

ESSA Teachers and School Leaders

- Alabama and districts must ensure that low income students and students of color are not taught at disproportionate rates by ineffective or inexperienced teachers and report on progress toward eliminating the inequities.
- State and district report cards must show data how high poverty and low poverty schools compare based on the # and % of:
 - Inexperienced teachers, principals, and leaders,
 - Teachers with emergency credentials, and
 - Out of field teachers.

ESSA Teachers and School Leaders

- ESSA Title II program provides grants to states and districts that can be used to improve teachers for low income and students of color in the areas of:
 - Inequities to access of effective teachers,
 - Provide professional development,
 - Improve teacher recruitment and retention,
 - Develop and improve teacher evaluation systems linked to student achievement.

ESSA Funding

ESSA Funding

- Title I formula allocates \$ to the highest poverty districts and schools.
- Protections to protect education \$ investments:
 - **Maintenance of effort:** No more than a 10% budget cut annually by the state or potential loss of federal \$,
 - **Supplement not supplant:** District must show that they used federal \$ to supplement what they already committed at the local level if no federal \$ was available,
 - **Comparability:** Districts must show that Title I schools got at least as much state and local funding as schools that did not receive Title I \$.

ESSA Public Reporting

ESSA Public Reporting

- ESSA requires both state and local annual report cards that must include:
 - State accountability reports including schools identified for improvement,
 - Disaggregated data on:
 - Indicators,
 - State assessments data,
 - Graduation rates,
 - Access to advanced coursework (AP),
 - Discipline rates,
 - Absences,
 - Graduates enrolling in higher education,
- Educator qualifications,
- Comparisons of high poverty and low poverty schools on all accountability reporting,
- Per pupil expenditures,
- NAEP results compared to national averages.

ESSA Public Reporting

- STATE REPORT CARDS will include:
 - Description of the state's accountability system.
 - Student achievement data by achievement level on the state assessments, in the aggregate and disaggregated by:
 - Each major racial/ethnic group,
 - Economically disadvantaged students compared to non-economically disadvantaged students,
 - Children with disabilities compared to non-disabled children,
 - English proficiency status,
 - Gender,
 - Migrant status,
 - Foster care status,
 - Homeless status, and
 - Status as a student with a parent who is a member of the Armed Forces.

ESSA Advocacy and What's Next in Alabama

Advocacy Areas of Interest

- How will all this data be understood and useable by parents and the community?
- What type of tools, training, or materials will need to be developed and accessible to families to advocate for stronger opportunities for all children to learn and be college and career ready?
- What are the appropriate supports and interventions for the underperforming student groups?
- What are appropriate timelines for improvement?
- How will students with disabilities be provided with appropriate accommodations on assessments?

What is Next in Alabama?

- Governors Committee on ESSA implementation has been formed and is meeting to design a plan for implementation. A website will house all data from the committee.
- Each district will design their own plans of action in 2016-2017.
- Stakeholders including parents should participate in opportunities for development at the state, district, or local level planning and implementation.
- Public comment periods will be available prior to finalization (expected December 1, 2016).

Every Student College and Career Ready in Alabama

- Education is not the sole responsibility of any entity.
- Parents and families and community members are key stakeholders in the ESSA planning and implementation.

ESSA Resources

- ALSDE Implementation Site (Coming Soon)
 - <http://governor.alabama.gov/newsroom/2016/03/governor-bentley-establishes-state-implementation-committee-every-student-succeeds-act/>
 - <https://www.alsde.edu/>
- Federal Site:
 - <http://www2.ed.gov/policy/elsec/leg/essa/index.html>
