



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: May 22, 2018
SUBJECT: Every Student Succeeds Act (ESSA) Update

PURPOSE:

To provide an update on the implementation of Maryland's Every Student Succeeds Act (ESSA) Consolidated State Plan. This update will focus on a further clarification of the seven percent set-aside available in Title I, Part A and the definition of economically disadvantaged which is necessary for Maryland's accountability system.

BACKGROUND/HISTORICAL PERSPECTIVE:

The Maryland State Department of Education (MSDE) submitted the final draft of Maryland's ESSA Consolidated State Plan to the U.S. Department of Education on January 10, 2018. The U.S. Department of Education approved Maryland's Plan on January 16, 2018. The Plan is to be implemented in the 2018-2019 school year.

EXECUTIVE SUMMARY:

A description and criteria were provided for the Title I, Part A seven percent set-aside under ESSA provisions at the April State Board meeting. A clarification of the proposal of how the MSDE plans to use the seven percent set-aside for FY19 and beyond will be shared.

The Every Student Succeeds Act requires that each state report on the performance of multiple student groups, including economically disadvantaged. Historically, socio-economic status has been determined by students who receive Free and/or Reduced Prices Meals (FARMS) through the U.S. Department of Agriculture (USDA) National School Lunch Program. In the 2013-2014 school year, the USDA introduced the Community Eligibility Program (CEP) as an option for schools and school systems with high concentrations of low income students. Under the CEP, all students in the participating schools are entitled to receive free meals under the school nutrition programs. Given the two programs, it is necessary for Maryland to determine a metric for economically disadvantaged that provides a uniform, statewide measure for accountability.

ACTION:

No action is necessary, for discussion only.

Every Student Succeeds Act (ESSA) Implementation Update



STATE BOARD MEETING

May 22, 2018

ESSA Implementation Update

1. Seven percent set aside in Title I
2. Defining Economically Disadvantaged

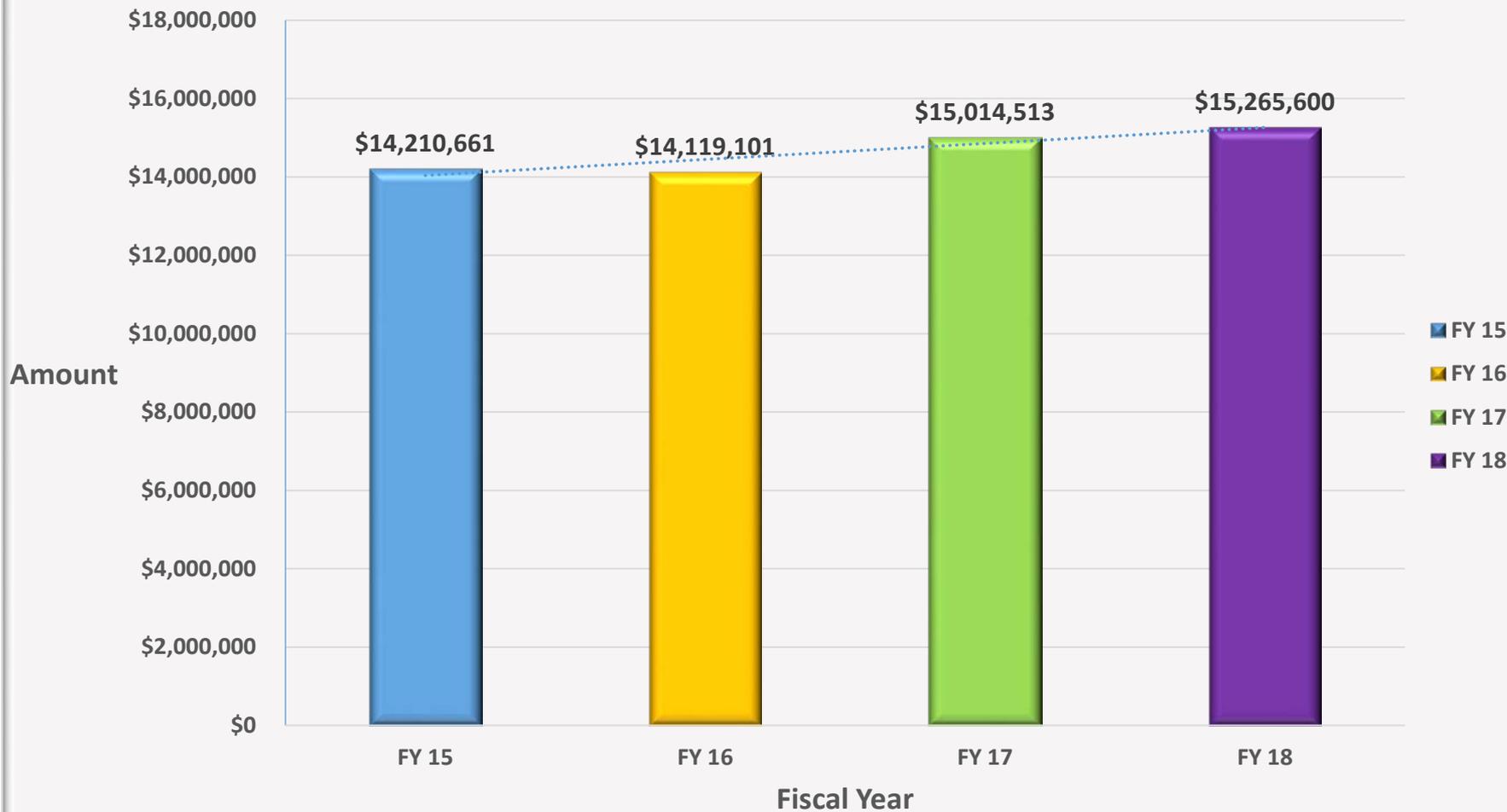
What Is the Title I Set-aside?

The Every Student Succeeds Act (ESSA) requires each state to reserve 7% of its overall Title I, Part A allocation for school improvement efforts. This set-aside is in addition to the School Improvement Grant allocations. The 7% set-aside should be viewed as an “innovative school improvement fund.”

States must give priority to school systems that:

- *Serve large percentages of schools implementing comprehensive and/or targeted support improvement plans;*
- *Demonstrate the greatest need for the funds as determined by the state; and*
- *Demonstrate the strongest commitment to using the funds to enable the lowest performing schools to improve student achievement and other outcomes.*

Historical Funding for Intensive School Improvement Work



State Comparison: Funding for School Improvement

Example State Allocation of Title I, Part A 7% Set-aside for School Improvement

Colorado

Strategic allocation of resources (financial and programmatic) to identified schools using a “needs-based approach”.

Delaware

Hybrid grant process that combines a per pupil formula-based allocation for all schools with optional additional competitive funds.

Illinois

In collaboration with stakeholders, Illinois will develop the formula for allotment of funds and services to districts that have identified schools.

Louisiana

A significant portion of the set-aside will be used for competitive grants to districts with the strongest plans for school redesign.

Massachusetts

CSI and TSI Schools will be eligible to apply for school improvement funds through a competitive process.

New Jersey

Funds will be allocated via formula and/or competitive grants, including a limited competitive grant based on areas of need.

New York

All Title I CSI schools will receive a baseline allocation, then a tiered system will be established. Title I CSI schools that reach progress benchmarks will receive an additional allocation.

Ohio

A process for resource allocation and identifying inequities will be developed to determine ranges of acceptable allocations. This will inform funding allocations and models of funding.

Tennessee

School improvement funds will be awarded to districts both by formula and competitive processes. After one year of school-level planning, a competitive grant application process will be used.

Maryland's Proposed Use of Title I Set-aside

The distribution of the Title I, Part A 7% set-aside funds to Comprehensive Support and Improvement (CSI) schools will be based on a two-part composition formula that will consist of the following:

- A **fixed per pupil allocation** per year will be awarded to all CSI schools based on student enrollment at each school; and
- **Additional funding** may be awarded, contingent on the availability of set-aside funds, for **schools in which annual measurements of interim progress have been met, exceeded** and/or the school has demonstrated annual progress. The progress allocation will be based on the school's annual target as indicated on the School's Report Card which will be aligned with the state's target.

ESSA Implementation Update

1. Seven percent set aside in Title I
2. Defining Economically Disadvantaged

Background

- Historically, socio-economic status has been determined by students who receive Free and/or Reduced Priced Meals (FARMS) through the U.S. Department of Agriculture's (USDA) National School Lunch Program (NSLP).
- In 2013-2014, the U.S. Department of Agriculture introduced the **Community Eligibility Program (CEP)** as an option for schools and school systems with high concentrations of low income students. Under CEP all students in the participating schools (240 schools in Maryland) are entitled to receive free meals under the school nutrition program. As part of this program, schools no longer collect household forms using USDA funds.

Issue: Without the household forms from all school systems, the metric for economically disadvantaged is no longer a uniform, statewide measure.

ESSA: Defining Economically Disadvantaged

- Uniform across all school systems (CEP and non-CEP)
- Accurate
- Verifiable
- Student-level
- Minimize administrative burden
- Does not impact funding

Recommendation for Defining Economically Disadvantaged

Students are determined to be economically disadvantaged based on Direct Certification as approved by USDA for the State of Maryland.

Community Eligibility Program

Under CEP all students in the participating schools are entitled to receive free meals under the school nutrition program. As part of this program, schools no longer collect household forms using USDA funds.

- CEP School Systems (100%):
 - Baltimore City (178)
 - Dorchester County (12)
 - Somerset County (9)
- Systems with CEP Schools:
 - Baltimore County (4)
 - Cecil County (4)
 - Frederick County (3)
 - Garrett County (1)
 - Howard County (2)
 - Prince George's County (11)
 - Washington County (11)
 - Wicomico County (5)

Direct Certification

- Direct certification allows school systems to certify as eligible for free meal benefits using participant data from other means-tested programs (as permitted), eliminating the need for an application.
- The direct certification process uses information provided by State or local agencies administering Assistance Programs and Other Source Categorically Eligible Programs.
- Specifically, in Maryland, a school would identify a student under the direct certification process if the student meets at least one of the following criteria:
 - Confirmed participation in:
 - Supplemental Nutrition Assistance Program (SNAP)- offers nutrition assistance to eligible low income individuals and families for the purchase of groceries;
 - Temporary Assistance to Needy Families (TANF)- a program designed to help needy families achieve self sufficiency through providing income support; or
 - Foster Child
 - Students can also be directly certified through participation in the following programs:
 - Experiencing homelessness and on the local Homeless Liaison's List;
 - Migrant youth;
 - Runaway;
 - Nonapplicant approved by local officials; or
 - Head Start

Direct Certification Option

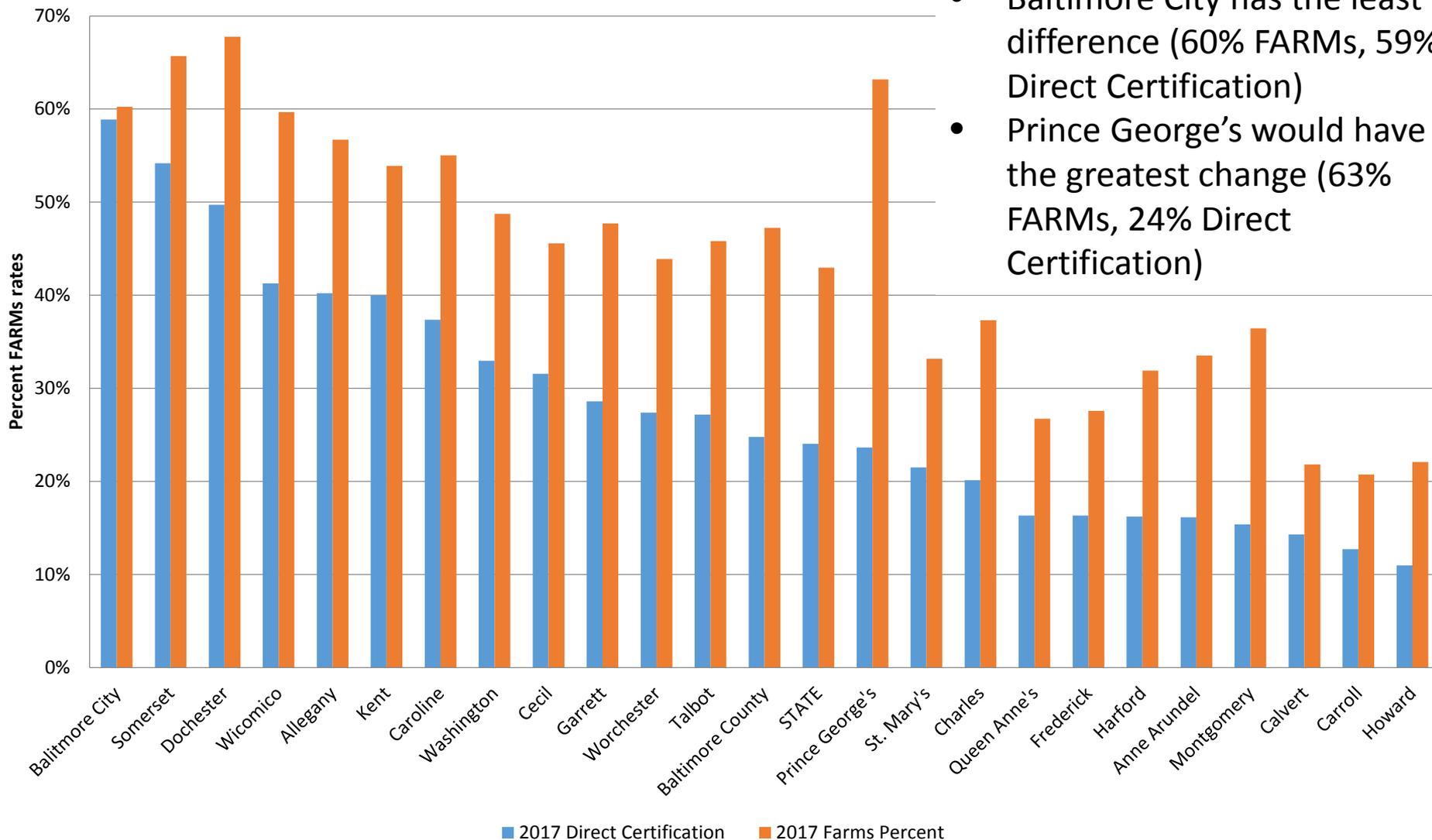
Pros:

- It is a new baseline
- Reduction of burden

Cons:

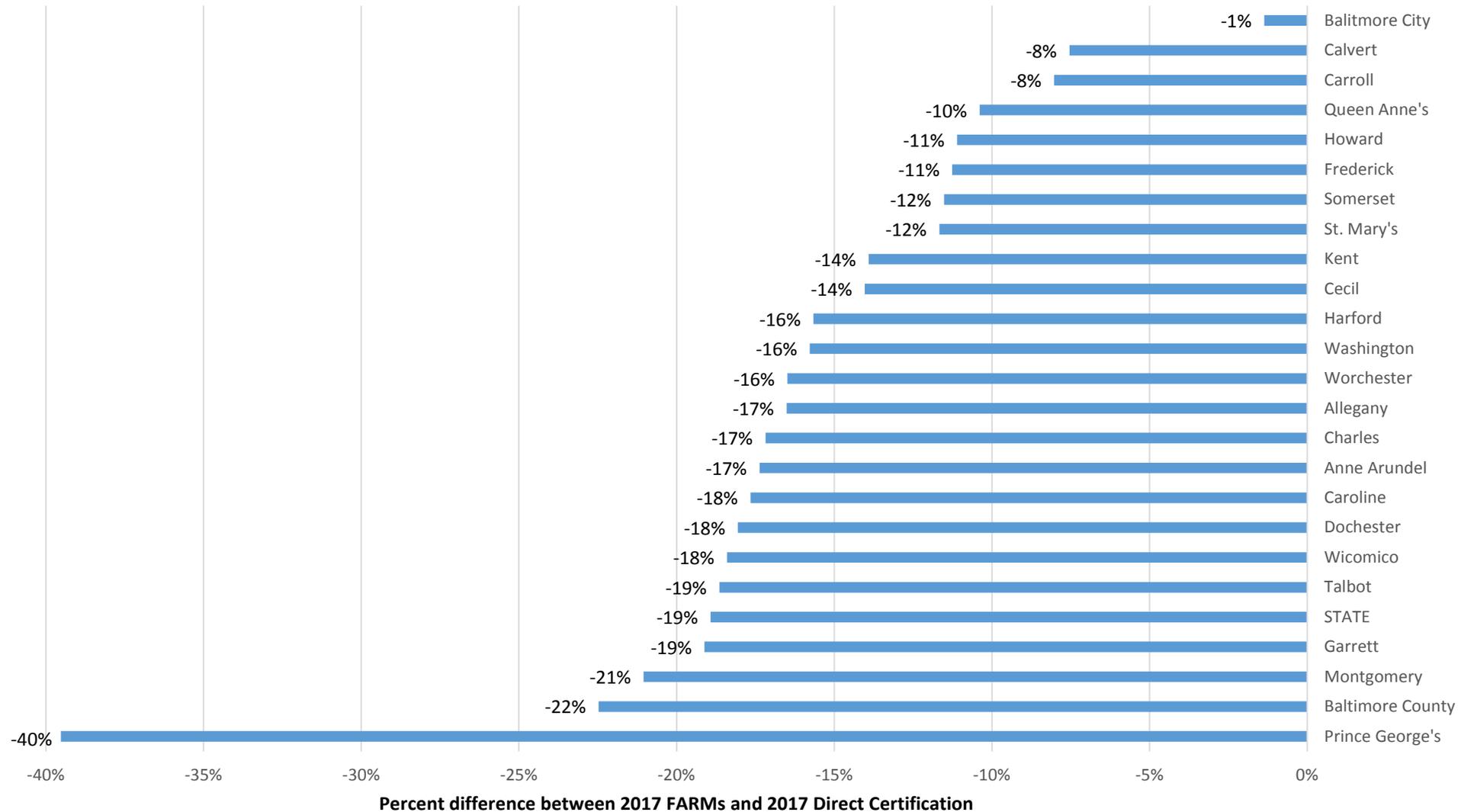
- Does not reflect all FARMS students
- Breaks trend line

2017 Percent FARMs compared to 2017 Direct Certification



- Baltimore City has the least difference (60% FARMs, 59% Direct Certification)
- Prince George's would have the greatest change (63% FARMs, 24% Direct Certification)

Percent change between 2017 FARMs and 2017 Direct Certification



What are Other States Doing?

Alaska and Iowa

- Use an income eligibility form for those students not captured by direct certification

Hawaii and Oklahoma

- Require annual collection of income forms for all students

Delaware, Louisiana, Massachusetts, and Tennessee

- Use direct certification percentage as new metric