

ESEA Stakeholder Engagement

August 2021



Elementary and Secondary Education Act (ESEA)

Every Student Succeeds Act (ESSA)

- Purpose: Provide stakeholders an overview of formula grants under the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).
 - Consider novel ways to utilize grant funds
 - Multiple meetings with stakeholders during the 2020-21 school year due to COVID and the variety of Grants available to the district.



Elementary and Secondary Education Act (ESEA)

- When ESEA was passed in 1965, it committed new funding to education to ensure equitable access to educational resources and opportunities for all students.
- Periodically, Congress reauthorizes ESEA. The No Child Left Behind Act of 2001(NCLB), and the 2015 Every Student Succeeds Act (ESSA), are the most recent reauthorizations of ESEA.





A Brief History

- 1965 - Elementary and Secondary Education Act (ESEA)
- 1981 - Educational Consolidation and Improvement Act (Chapter 1)
- 1988 - Reauthorized – focus on accountability
- 1994 - Improving America's Schools Act (Title I)
- 2001 - No Child Left Behind Act
- 2008 - New Rules – CFR 200
- 2010 - Secretary's Blueprint for Reform
- 2011 - ESEA Flexibility Waivers
- 2013 - Renewal of ESEA Flexibility Waivers
- 2015 - Renewal of ESEA Flexibility Waivers
- 2015- Reauthorization- Every Student Succeeds Act (ESSA)

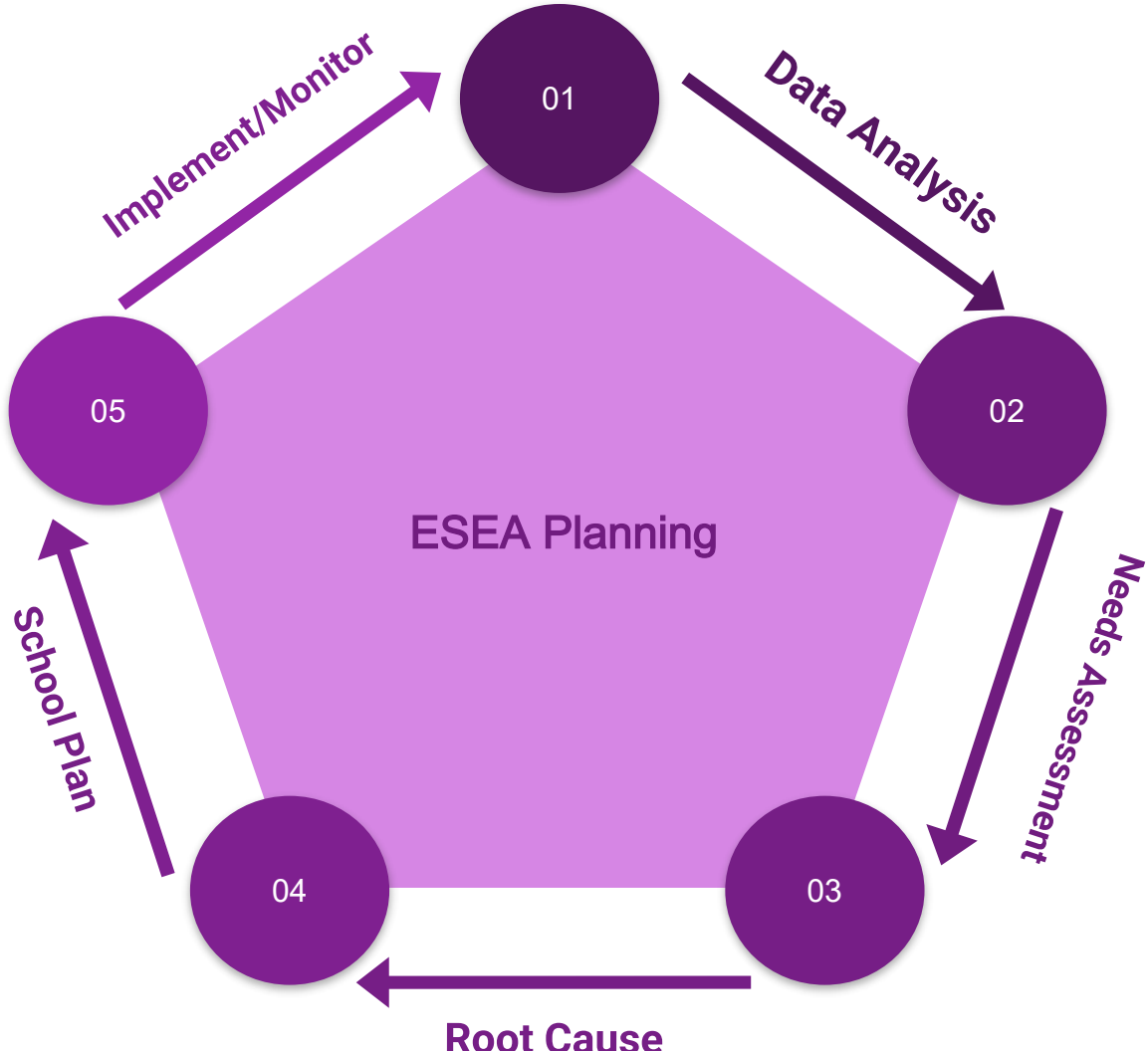


Elementary and Secondary Education Act (ESEA)

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies; (\$99,456)
- Title II, Part A – Supporting Effective Instruction; (\$46,329)
- Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement; (\$10,389)
- Title IV, Part A – Student Support and Academic Enrichment Grants (newly reauthorized under ESSA). (\$10,000)



Planning Process





Title I: School Eligibility

- The proportion of economically disadvantaged students in a school determines the amount of funds that may go to a school.
- Any student enrolled in an eligible school may receive Title I services if they are low achieving.
- Districts must distribute and account for all Title I funds.
- Nonpublic schools

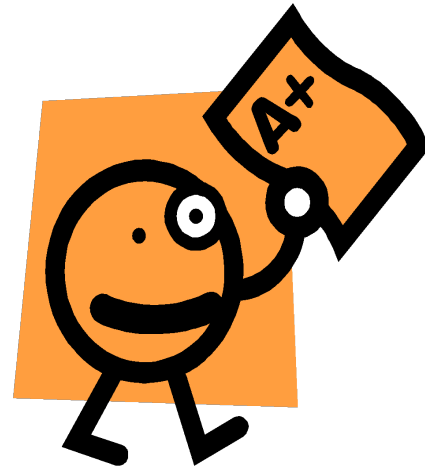




ESEA Title I, Part A

Moorestown Township Public Schools receive funding through Title I, Part A

- Roberts Elementary School
- UES
- WAMS





ESEA Title I, Part A



Allowable Expenses

- Identifying students experiencing academic difficulties and providing timely assistance to help students meet standards.
- Purchasing supplemental staff/programs/materials/supplies
- Conducting parental Involvement meetings/trainings/activities
- Recruiting/Hiring/Retaining Highly Qualified Teachers





Title I, Part A



How have we used funds in the past?

- After school tutoring
- Summer learning program
- Bussing
- Materials/supplies
- Parent training





Title II, Part A

- Districts receive funds in this title in order to increase student academic achievement by improving the quality of teachers, principals, and other school leaders.
- Funds may be used to recruit and retain highly qualified teachers, specialists in core academic subjects, principals, and pupil services personnel; to hire highly qualified teachers to *reduce class size*;
- and to provide *professional development* to improve the knowledge of teachers, paraprofessionals, and principals in the core academic areas and in effective instructional strategies.





Title II, Part A



How have we used funds in the past?

- PD- Orton Gillingham
- Other multisensory reading workshops
- PD- RBT
- PD- SEL workshops
- Materials/supplies to support PD
- Reduce class size



Title III – English Language Acquisition and Language Enhancement



- Districts receive funds in this title in order to improve the English proficiency and academic achievement of English Learners.
- Funds may be used for staff and to upgrade curricula, instruction materials, educational software, and assessment procedures; to provide community participation programs, family literacy services, parent outreach and training activities and translators;
- and to provide high-quality professional development to teachers, principals, administrators, and others working with ELL students.



Title III – English Language Acquisition and Language Enhancement



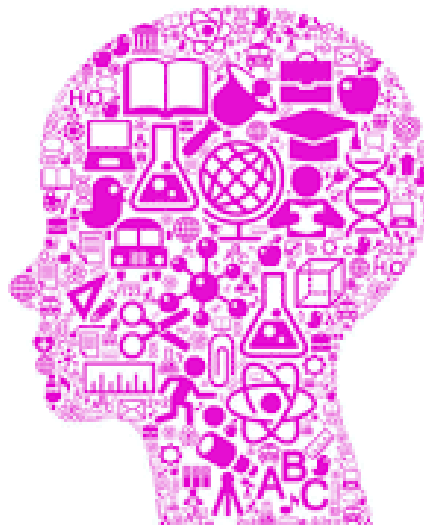
How have we used funds in the past?

- After school tutoring program and summer learning program.
- Bussing
- Materials/supplies



Title IV – Student Support and Academic Enrichment

- The SSAE program is intended to improve students' academic achievement by
 - providing all students with access to a well-rounded education;
 - improving school conditions for student learning;
 - improving the use of technology to improve the academic achievement and digital literacy of all students.



Title IV – Student Support and Academic Enrichment



How have we used funds in the past?

- SEL Survey
- SEL PD for Teachers
- Parent Trainings on SEL
- Music Therapist for PreK





Serving our students and staff

Which students do we serve?

- Title I eligibility (by school)
- Academic eligibility (by student)
 - MAP, NJSLA, prior enrollment in RMS, EOY assessments
- Teacher Recommendation
- PD- collaboration with C&I, SIP
- Strategic Planning Committee
- Title III- WIDA scores



NWEA Percentiles - Grades 2-6

Lo %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	High %ile >80
Not meeting grade level expectations		Meeting grade level expectations		

NWEA MAP Growth assessments are based on national norms, are used to measure achievement and growth in math and reading, and provide accurate and actionable evidence to inform instruction.



ELA: MTPS MAP Achievement Grades 2-6

Grade Level	Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		High %ile >80	
	count	%	count	%	count	%	count	%	count	%
2nd*	5	2%	21	10%	43	20%	51	24%	95	44%
3rd*	14	6%	21	8%	35	14%	71	28%	111	43%
4th	9	4%	16	7%	40	16%	67	28%	111	46%
5th	17	6%	22	8%	31	11%	80	28%	139	48%
6th	23	8%	22	7%	48	16%	96	31%	116	38%

*Data collection not final due to on-going assessing



Subgroups ELA 2020 Average - High/Average - High

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Female	88%	87%	92%	87%	88%
Male	86%	85%	87%	86%	82%
Hispanic/ Latino	75%*	84%*	83%*	75%*	69%
Asian	92%	82%	97%	92%	91%
Black/ African American	72%*	69%*	67%*	57%*	60%*
White	87%	87%	92%	87%	89%
2+ races	95%*	91%	88%*	93%	75%*
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A

* population is 20 students or less

Math: MTPS MAP Achievement

Grades 2-6

Grade Level	Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		High %ile >80	
	count	%	count	%	count	%	count	%	count	%
2nd*	7	3%	18	9%	50	25%	52	26%	76	37%
3rd*	18	7%	30	12%	73	29%	82	32%	52	20%
4th	12	5%	23	9%	57	23%	73	30%	80	33%
5th	23	8%	27	9%	55	19%	93	32%	91	31%
6th	25	8%	23	8%	84	28%	82	27%	90	30%

*Data collection not final due to on-going assessing



Subgroups MATH 2020

Average - High/Average - High

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Female	86%	74%	83%	82%	85%
Male	89%	88%	89%	83%	83%
Hispanic/ Latino	75%*	60%*	75%*	65%*	69%
Asian	100%	93%	98%	86%	91%
Black/ African American	60%*	50%*	70%*	71%*	53%*
White	87%	85%	87%	84%	88%
2+ races	94%*	79%	65%*	86%	81%*
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A

* population is 20 students or less

**Moorestown Township
Student Safety Data System (SSDS)
September 1 - June 30, 2020
Report Periods 1-2**



SSDS Incident Summary by Schools

	UES-21 (42)	WAMS-29 (106)	HS-18 (47)
Verbal	Racial Comments (1) & Sexual Nature (4)	1	0
Physical Conflict	5	10	3
Vandalism	4	2	0
Technology/Online	3	5	0
Theft	0	3	3
CDS	0	0	2
Incidents leading to removal	12	23	11
Disrespect & Insubordination	3	6	8
HIB	1 Confirmed	1 Confirmed & 1 Alleged	1 Confirmed & 1 Alleged

Note: 2018-19
SSDS data
highlighted in
parentheses.





ESEA FUNDS



Previous Years:

- After school tutoring (ELA/Math)
- Summer tutoring (ELA/Math)
- Tutoring for ELL (after school and summer)
- PD: Orton Gillingham, Registered Behavior Technician, SEL
- Reduce Class Size

2021-22:

- After School Tutoring (ELA/Math)
- Summer Tutoring (ELA/Math)
- Tutoring for ELL (after school and summer)
- PD: Reading training, SEL
- Reduce Class Size
- Building Relationships





Moorestown Township Public Schools Reading and Math Support Programs

Feedback
Questions
Sign in sheet!

