



Kansans **CAN**

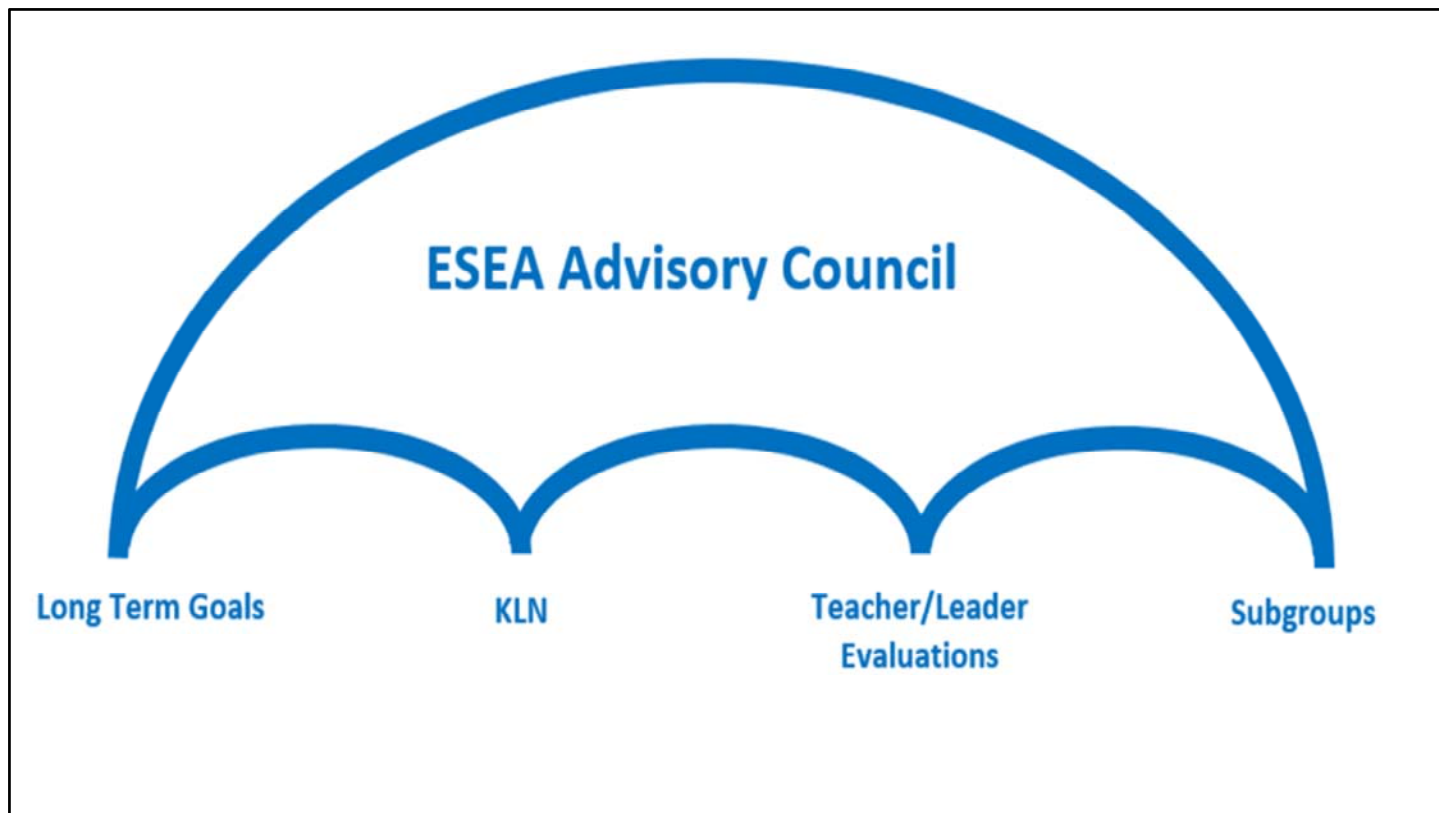
Kansas Leads the World in
the Success of Each Student.

Brad Neuenswander, Deputy Commissioner KSDE

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Kansas
State Department of
Education



Elementary and Secondary Education Act

Every Student Succeeds Act (ESSA)



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Background – How did we get here?

The Elementary and Secondary Education Act (ESEA), a law that funds elementary and secondary education, was passed in 1965.

In 2001 the reauthorization of ESEA was known as the No Child Left Behind (NCLB) Act of 2001. NCLB was due for reauthorization in 2007 but was not pursued.

In 2011, President Obama released the details of the Administration's ESEA flexibility package, which responded to calls from state education leaders to move beyond current NCLB requirements and support state efforts to prepare every child for college and career.

- 42 states, the District of Columbia, and Puerto Rico operated under ESEA flexibility.
- 40 states, the District of Columbia, and Puerto Rico have received approval of their flexibility renewal requests this year.

Background – How did we get here?

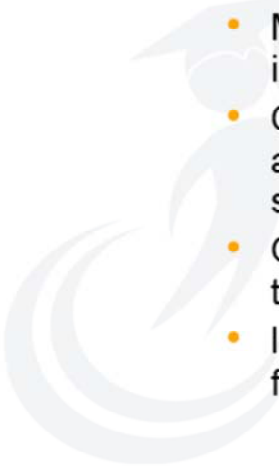
In July 2015, the House of Representatives and the Senate passed their own renewals of the Elementary and Secondary Education Act.

In December 2015, the House passed the bill in a 359-64 vote; days later, the Senate passed the bill in an 85-12 vote.

President Obama signed the bill into law on December 10, 2015.

Every Student Succeeds Act

The Every Student Succeeds Act aligns with Key Priorities for ESEA Reauthorization:

- 
- Maintains annual assessments and authorizes innovative assessment pilots
 - Gives states increased flexibility to design school accountability systems, school interventions, and student supports
 - Gives states flexibility to work with local stakeholders to develop educator evaluation and support systems
 - Increases state and local flexibility in the use of federal funds

Assessment

- ESSA maintains a requirement that every state have annual assessments in reading or language arts and math for grades 3-8 and once in high school, as well as science assessments given at least once in each grade span from grades 3-5, 6-9, and 10-12.
- ESSA includes Secretary authority to provide up to 7 states initial authority (with potential of expansion) to carry out innovative assessments such as competency-based, cumulative year-end assessments.
- Authorizes funds for states and local educational agencies to audit their state and local assessment system with the goal of eliminating unnecessary assessments and streamlining assessment systems.

Accountability

The agreement replaces ESEA's current adequate yearly progress system with a State-defined index system with certain federally-required components.

Under this system, States must establish

“ambitious State-designed long term goals” with measurements of interim progress for all students and subgroups of students on:

- Improved academic achievement on State assessments.
- Graduation rates.
- Progress in achieving English language proficiency for English learners (EL).

These elements are required, can be weighted as states see fit

Accountability

- ❖ Each statewide system will “meaningfully differentiate” schools using:
 - Academic proficiency on state assessments
 - Graduation rates for high school
 - English Language Proficiency
 - Growth or another statewide academic indicator for K-8 schools
 - Not less than 1 other state-set indicator of school quality or student success
 - 95% assessment participation rate.
- ❖ “Substantial weight” is required to be given the Academic Indicators (first 4 described above) and these 4 indicators must, in the aggregate be given “much greater weight” in the differentiation process than any Measures of School Quality or Student Success

These elements are required, can be weighted as states see fit

School Improvement

Comprehensive Support and Improvement:

- Lowest-performing 5% of Title I schools on state accountability index;
- High schools with <67% graduation rates, and
- Schools with underperforming subgroups that do not improve after a state-determined number of years.

Targeted Support and Improvement:

- Schools with consistently underperforming subgroups, as defined by the state.

SIG models no longer required; improvement strategies must be “evidence based.”

Teacher Evaluation and Support

- The Every Student Succeeds Act does not require specific educator evaluation measures or methods;
- It allows but does not require that Title II funds be used to implement specific teacher evaluation measures;
- It reauthorizes the Teacher Incentive Fund, a competitive grant to support innovative educator evaluation systems.

Transition

- The U.S. Department of Education will issue regulations for implementation in 2016.
- Certain ESSA provisions go into effect upon enactment;
- July 2016 effective date for new formula programs;
- October 2016 effective date for new competitive grants;
- Accountability systems under the new law go into effect for school year 2017-18.
- By 2017-18, implementation of new Accreditation Model, ESSA, and Board Vision

Kansans CAN

State Level Outcomes will drive our Vision!

- ✓ High School Graduation Rates
- ✓ Post Secondary Completion/Attendance
- ✓ Remedial Rate of Students Attending Post-Secondary
- ✓ Kindergarten Readiness
- ✓ Individual Plan of Study Focused on Career Interest
- ✓ Social/Emotional Growth Measured Locally

A Successful Kansas High School Graduate has the

- academic preparation,
- cognitive preparation,
- technical skills,
- employability skills and
- civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Every Student
Succeeds Act

What Changes in ESEA

More state control

- Teacher evaluation
- Identification of schools needing comprehensive support

Annual Measureable Objectives

More uses of some funding (II-A and IV)

Title IV-A funding is back (formula and competitive)

School Improvement grants (SIG) are now part of comprehensive support (KLN)

What Does Not Change

The term “Highly Qualified” has been eliminated in the majority of the law, but state licensure requirements remain the same.

an example from the law---(B) in paragraph (17)(B)(ii), by striking “to become highly qualified” and inserting “who meets the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the Individuals with Disabilities Education Act”;

Most building level program activities funded through the Local Consolidated Plan (LCP)

Maintenance of effort stays the same

Funding formulas remain similar.

Highly Qualified This is technically a change, but in reality is not much of one at all.

5% Comprehensive Support

- Combine 2015 & 16 Math and ELS assessment results using the API.
- Rank Title I buildings from low-high.
- Select lowest 5% of buildings. (approximately 33) (LEA's can forgo implementation for schools with < 100 students)
- Graduation Rates < 67%
- Schools with underperforming subgroups that do not improve after a state-determined number of years.
- 2016-17 school year is the new KLN cohort. (transition year)

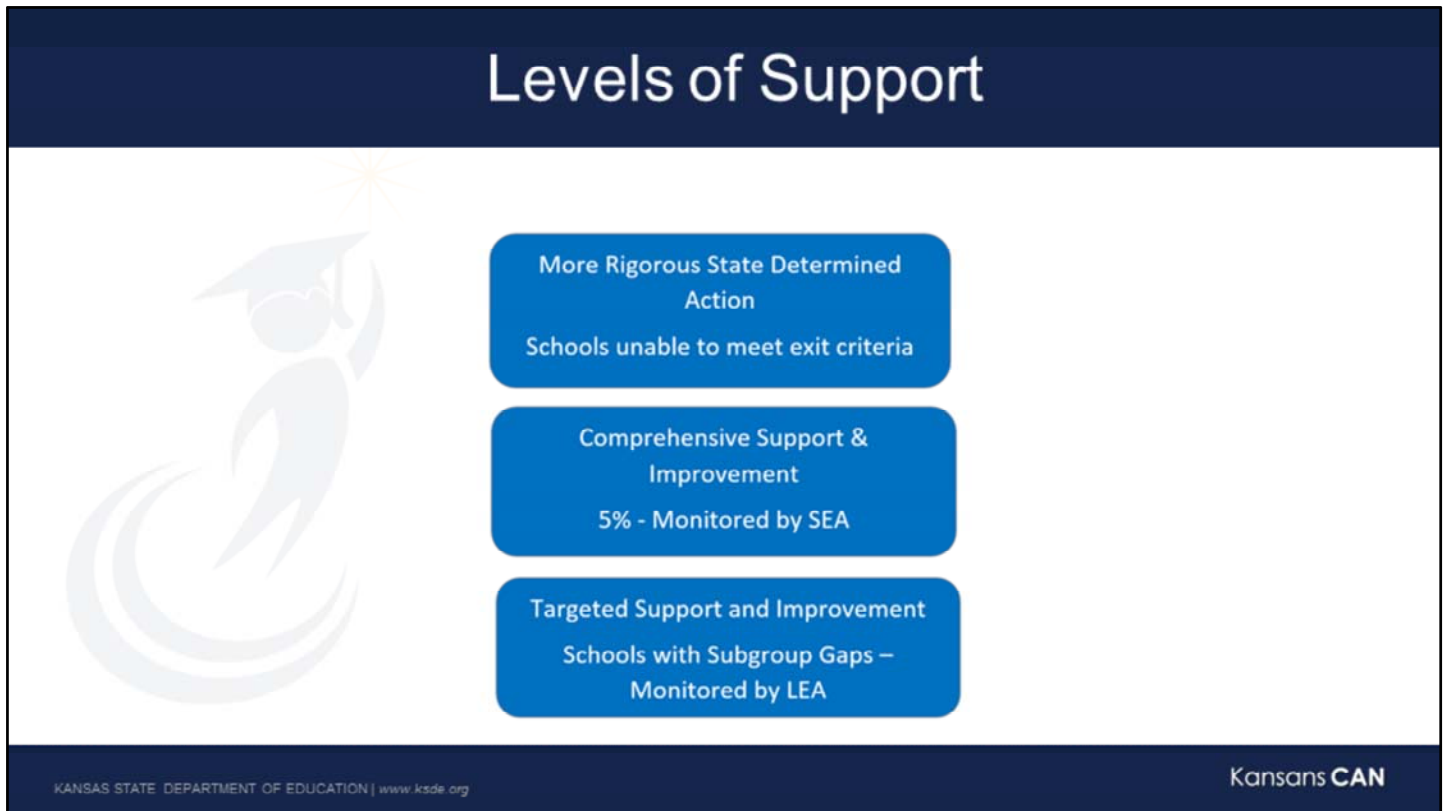
Assessment Performance Index (API)

An Example of Calculating the **Assessment Performance Index (API)** for a School:

Performance Category	Points per Category	# of Students	% of Students	Total Points
Exemplary	1000	55	21%	55,000
Exceeds Standard	750	90	35%	67,500
Meets Standard	500	82	31%	41,000
Approaching Standard	250	30	11%	7,500
Academic Warning	0	4	2%	0
Totals		261		171,000
Assessment Performance Index = $171,000 \div 261 = 655$				

Calculating API

	Performance Category	Points Per Category	# of Students	% of Students	Total Points
4	High	700	2	2%	1,400
	Low	600	3	3%	1,800
3	High	500	7	8%	3,500
	Low	400	14	15%	5,600
2	High	300	22	24%	6,600
	Low	200	15	16%	3,000
1	High	100	17	18%	1,700
	Low	0	12	13%	0
TOTALS			92		20,600
Assessment Performance Index (API): $20,600 \div 92 = 224$					



P. 98 of ESSA

The discussion and decisions about exit criteria need to take place in connection to the discussion regarding setting “Ambitious Long-Term Goals”.

How to set ambitious *but attainable* goals with interim measures of progress?

What other data can be considered for exit criteria? Student growth?

KLN is the structure Kansas will use to deliver “Comprehensive Support & Improvement”.

Kansas would need to determine what “More Rigorous State Determined Action” might be, but it would be an opportunity to align it with the KIAS work that ECSETS is currently doing.

Targeted Support

- Schools with consistently underperforming subgroups, as defined by the state.



Ambitious Long-Term Goals w/ measurements of Interim Progress

- Academic Achievement based on the Annual Assessments.
- A measure of student growth or other statewide academic indicator for elementary and middle schools.
- Graduation rates for high schools based on the State's goals.
- Progress in achieving English proficiency for EL students.
- At least one measure of school quality or student success (advanced course work, postsecondary readiness, school climate, Individual Plans of Study, etc.)
- "Substantial weight" is required to be given the Academic Indicators.

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