

**MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: January 2015****ELEMENTARY AND SECONDARY EDUCATION  
ACT (ESEA)/NCLB WAIVER RENEWAL PROCESS****STATUTORY AUTHORITY:**

Section 161.092, RSMo

Consent  
ItemAction  
ItemReport  
Item**DEPARTMENT GOALS NOS. 1 and 3:**

All Missouri students will graduate college and career ready.

Missouri will prepare, develop, and support effective educators.

**SUMMARY:**

The U.S. Department of Education is inviting each state educational agency (SEA) to request a three-year renewal of ESEA flexibility on behalf of itself, its local educational agencies (LEAs), and schools, in order to better focus on improving student learning.

If Missouri would choose not to apply for the ESEA flexibility waiver extension, the state and LEAs must immediately resume compliance with the requirements of the No Child Left Behind Act of 2001 (NCLB). The renewal would provide educators and state and local leaders with continued flexibility regarding specific requirements of NCLB through waivers of ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA). This includes provisions related to regulatory, administrative, and reporting requirements in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

The Department of Elementary and Secondary Education has been seeking input of stakeholders across Missouri regarding the waiver renewal process. The overwhelming consensus among the groups canvassed has been to renew the waiver and maintain stability within the state's accountability practices. Prior to submitting the request, we would gather additional feedback regarding implementation of the work that is authorized by the waiver. While we do not anticipate requesting fundamental changes to our approved plans, the renewal process is a chance to more clearly outline the work currently being done to improve outcomes for students.

The Department must submit its request for the three-year extension by March 31, 2015.

**PRESENTER(S):**

Paul Katnik, Assistant Commissioner, Office of Educator Quality; Sharon Helwig, Assistant Commissioner, Office of College and Career Readiness; and Dennis Cooper, Assistant Commissioner, Office of Quality Schools, will participate in the discussion of this agenda item.

**RECOMMENDATION:**

The Department recommends that the State Board of Education approve moving forward with the renewal process, including seeking public input, on the ESEA flexibility waiver.



# ESEA FLEXIBILITY WAIVER RENEWAL

January 2015

Missouri Department  
of Elementary and Secondary Education

# Principle 1 – College and Career Ready Expectations for all Students

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- SEA has adopted college- and career-ready standards in at least reading/language arts and mathematics common to a significant number of states
- SEA has adopted statewide, aligned, high quality assessments that measure student growth in reading/language arts and mathematics in grades 3-8 and at least once in high school
- SEA has adopted English language proficiency standards and ELP assessments aligned to the State's college- and career-ready standards
- SEA has developed and will administer no later than the 2014-15 school year alternate assessments based on grade level academic achievement standards or alternate academic achievement standards for students with the most significant cognitive disabilities aligned with the state's college- and career-ready standards



# Principle 2 – State Developed Differentiated Recognition, Accountability and Support

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- Single, aligned system of accountability
- Select schools will be identified as priority, focus and other Title I schools in needs of support



# Principle 3 – Supporting Effective Instruction and Leadership

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- LEA's must implement Education Evaluation system as required by State Board Rule (5 CSR 20-400.375)
- Local evaluation systems must be aligned to the Essential Principles for Effective Evaluation
- Require the use of measures of student growth as a significant, contributing factor in the evaluation of educators



# Questions

## NCLB and ESEA Waiver Comparison

		Impact on LEAs	
		Without Waiver	With Waiver
Financial	All Local Education Agencies (LEAs) and buildings in a level of School Improvement identified by AYP status must have an improvement plan as required by law.		Priority, focus and OTIS schools are required to submit an accountability plan (CSIP).
	Highly Qualified Teachers (HQT) must be addressed in LEA plan.		Teachers must be HQT.
	LEAs must set aside 20% of total Title I allocation for the provision of Choice and Supplemental Education Services.		LEAs are not required to set aside 20% for SES and School Choice. LEAs may set aside up to 20% to fully fund 1003(g) or 1003(a) plans.
	LEAs must set aside 10% of the total Title I allocation for the provision of professional development.		LEAs determine appropriate allocation for the provision of professional development.
	LEAs may transfer a declining percentage of Title II A. to Title I A. funds based on their school improvement level. If a school is not in improvement, they may transfer up to 50% of the current year's allocation. If they are in school improvement, the percentage changes to 30%. If they are in Corrective Action, 0% is used.		LEAs may transfer Title II A. funds to Title I A. regardless of status.
	Small rural schools must use Small Rural School Achievement Program (SRSA) and Title VI B. allocations to support the needs outlined in their school improvement plans.		Small rural schools may use SRSA and Title VI B. funds to support any activity allowed under NCLB.
	Schools must meet the requirement of 40% poverty in order to offer school-wide services.		Schools identified as priority and focus that do not meet the 40% poverty requirement may still offer school-wide services.
	LEAs must provide notification to parents about schools status and the services that must be provided.		No requirement for parent notification.

Principle 1	The State Education Agency (SEA) has adopted college- and career-ready standards in at least reading/language arts, mathematics and science.	Same
	The SEA has developed statewide aligned, high-quality assessments in reading/language arts, and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. The SEA has also developed statewide aligned, high-quality assessments in science at least once in elementary, middle and high school.	Same
	The SEA has adopted English language proficiency (ELP) standards and has developed ELP assessments that correspond and are aligned to the State’s college- and career-ready standards.	Same
	The SEA has developed and will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are aligned with the State’s college- and career-ready standards.	Same
Principle 2	Dual systems of accountability (Federal and State). Additionally, dual accountability reports.	Single, aligned system of accountability.
	The vast majority of Title I schools will be identified within a level of school improvement under the standards of NCLB and sanctions will be applied.	Select schools will be identified as Priority Schools (58), Focus Schools (117), or Other Title I Schools (39) and supports will be applied. (214 total schools)
Principle 3	All LEAs implement Educator Evaluation System as required by State Board Rule 5 CSR 20-400.375.	Same
	Administrative rule requires local evaluation systems to be aligned to the Essential Principles of Effective Evaluation.	Same
	The Essential Principles require the use of measures of student growth data as a significant, contributing factor in the evaluation of educators.	Same