



EVERY STUDENT SUCCEEDS ACT (ESSA)

*Cooperative Conference for School
Administrators*

Missouri Department
of Elementary and Secondary Education

Elementary and Secondary Education Act

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By passing this bill, we bridge the gap between helplessness and hope for more than five million educationally deprived children.

We strengthen state and local agencies which bear the burden and the challenge of better education.

And we rekindle the revolution--the revolution of the spirit against the tyranny of ignorance.

As a son of a tenant farmer, I know that education is the only valid passport from poverty.

Lyndon B. Johnson, Psalm Sunday, 1965



No Child Left Behind

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There's no greater challenge than to make sure that every child — and all of us on this stage mean every child, not just a few children — every single child, regardless of where they live, how they're raised, the income level of their family, every child receive a first-class education in America.

George W. Bush, Jan. 8, 2002



Education is a function of the state, delivered through local Boards of Education.

Dr. Ronald Lankford, often

The role of the federal government in this?

Protection of educational rights



Big Picture

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- Missouri must:
 - Satisfy ESSA
 - Protect the right to an education

However,

“We must focus on what matters most to Missouri, driving learning for ALL Missouri students.

Dr. Margie Vandeven, Commissioner of Education



Catch us if you can

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ESSA

- Standards
- Assessments
- Accountability
- Educator Quality

Missouri

- Missouri Learning Standards
- Missouri Assessment Program
- MSIP
- Missouri Educator Equity Plan



Presentation Outline

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- Regulatory Process
- Standards
- Assessments
- School Improvement and Accountability
- State Report Card
- Teacher Quality and Credentialing
- Transition Timeline



Regulatory Process

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- U.S.E.D. accepting comments for:
 - Standards and Assessment
 - Title I
 - Supplement not Supplant (consensus not reached)
 - Due September 9

Comments:

Federal Register (www.federalregister.gov)

- Awaiting final regulations on accountability



DESE Comments

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- Permissive vs. Prescriptive

- Remain within the statute
 - Participation Rate
 - Single summative score for schools

- FERPA extension error



Standards

- Requires adoption of challenging academic content and aligned achievement standards for (CAS):
 - Mathematics
 - English Language Arts
 - Science

- Requires at least three levels of achievement



Standards

- Required alignment
 - CAS to entrance standards for credit-bearing coursework
 - CAS to career and technical education standards
 - CAS to IRCs
 - English language proficiency standards to CAS



Assessments

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- Requires high-quality academic assessments in grades 3-8, and once in high school in the following:
 - English language arts/reading
 - Mathematics

- Requires grade-span assessments in science

- Specific output requirements



Assessments

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- Allows :
 - an annual statewide summative assessment; or
 - multiple statewide assessments combined into a summative score.



Assessments

- Allows substitution of state approved, nationally-recognized high school academic assessment for accountability
- Alignment and output requirements not waived



Assessments

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- Caps MAP-A participation at 1%
- Caps total time spent on assessment at 2% of school year
- MAP average time is less than 1%



Innovative Assessment Pilot

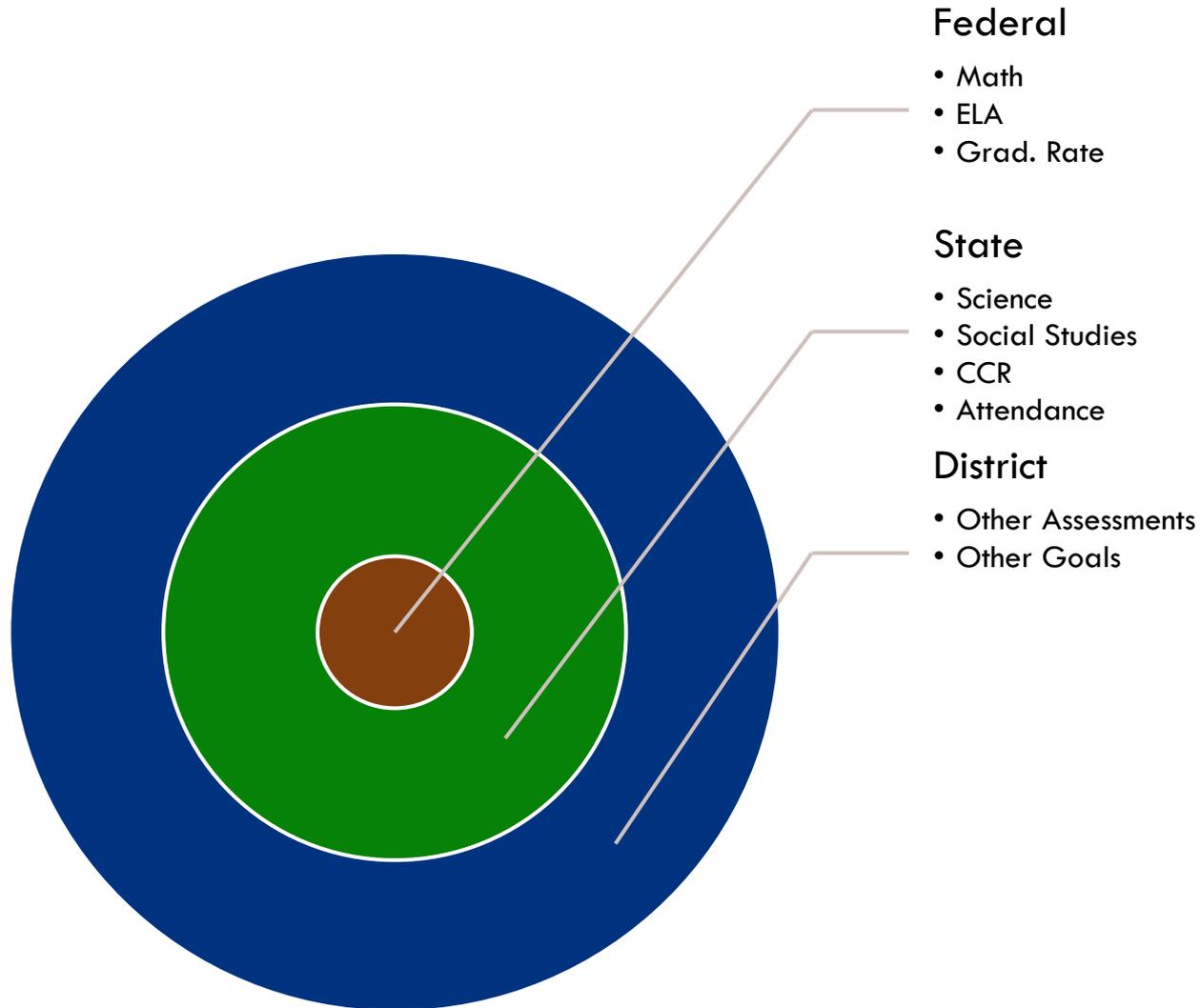
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- Allows up to 7 states, initially, to develop innovative assessments upon approval by U.S. Department of Education



Current Accountability Structure

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ESSA School Accountability

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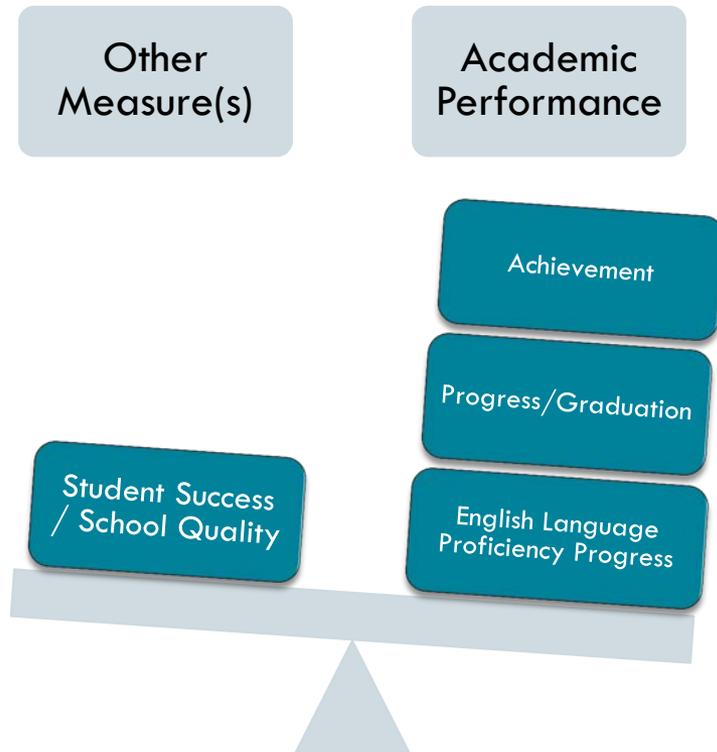
ES/MS	HS
Academic Achievement	Academic Achievement
Academic Progress	Graduation
English Language Proficiency	English Language Proficiency
Student Success / School Quality	Student Success / School Quality



Accountability

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Weighting



State Wide Requirements

- Must include:
 - Academic Proficiency
 - Subgroup Proficiency
 - English language proficiency
 - 95% participation rate
 - Graduation Rate
 - Growth or another academic indicator for elementary/middle school
 - One other indicator of school quality or success



Support and Improvement

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Targeted Support and Improvement (subgroup/grad rate)

- Notification
 - State→LEA→School(s)
- Plan
 - Development: School
 - Approval: LEA
 - Monitoring: LEA

Comprehensive Support and Improvement (lowest 5%)

- Notification
 - State→LEA
- Plan
 - Development: LEA
 - Approval: SEA, LEA, School
- Monitoring: SEA



Exiting Support and Improvement

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Targeted

- ❑ Multiple years
- ❑ Failure to exit
→ Comprehensive

Comprehensive

- ❑ Multiple years
- ❑ Not to exceed 4



Report Cards

- Requires SEAs and LEAs to publish report cards that:
 - Are easily understood,
 - Show goals and performance,
 - Show resource allocation, and
 - Disaggregate by subgroup, including
 - Homeless, foster, and military.



Teacher Quality/Credentialing

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- Removes (HQT)
- Adds “Appropriately Certified”
- Provisions for
 - Less-than-fully-qualified teachers
 - Out-of-field teachers
 - Inexperienced
 - Ineffective
- Missouri’s current evaluation is compliant



Stakeholder Engagement

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- Regional Meetings
- Conference Participation
- Committee of Practitioners
- Workgroup interest?
 - dese.mo.gov/quality-schools
- Comments
 - DESE.ESSA@dese.mo.gov



Stakeholder Engagement: Regional Meetings

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- Bolivar, 9/6
- Kirksville, 9/7
- Fulton, 9/8
- St. Joseph, 9/15
- Salem, 9/19
- Sedalia, 9/20
- Blue Springs, 9/21
- Pattonville, 9/28
- Cape Girardeau, 10/4



Transition Timeline

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July 2016	Effective date for new non-competitive programs
August 2016	ESEA Flexibility Waiver expires
October 2016	New competitive grants and McK/V
December 2016	Title I.A (foster)
July 5, 2017	State Plan due to USED
SY 2017-18	Effective date for new accountability requirements



Contact Us

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