

EVERY STUDENT SUCCEEDS ACT (ESSA) UPDATE

STATUTORY AUTHORITY:

Section 161.092, RSMo

Consent
Item

Action
Item

Report
Item

DEPARTMENT GOAL NO. 4:

The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

SUMMARY:

The Every Student Succeeds Act, the national education law, was signed into law on December 10, 2015. The Every Student Succeeds Act reauthorizes the Elementary and Secondary Education Act of 1965.

The presentation will provide an overview of the Every Student Succeeds Act.

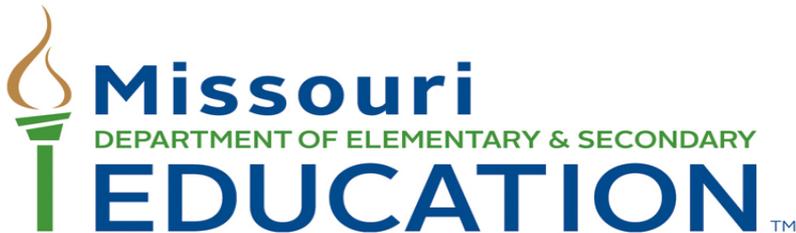
PRESENTER:

Constance Rush, Director of Legislative Outreach, will participate in the presentation and discussion of this agenda item.

Every Student Succeeds Act

State Board of Education

January 12, 2016



REGULATORY PROCESS

- U.S. Department of Education will issue regulations for implementation
 - ESSA requires the U.S. Department of Education (ED) to develop and publish regulations for implementation

REGULATORY PROCESS

- Regulatory Process

- ❑ ED develops and implements process for assembling a rulemaking panel
- ❑ ED drafts regulations for panel to review
- ❑ Rulemaking panel meets
- ❑ ED drafts Notice of Proposed Rulemaking (NPRM)
- ❑ U.S. Office of Management and Budget, White House, and other relevant agencies review NPRM
- ❑ NPRM goes to Congress for review
- ❑ If needed, changes made based on Congressional input
- ❑ NPRM published for public comment
- ❑ Final policies developed and final publication of new regulations

STANDARDS

- Requires the state education agency to adopt challenging academic content standards and aligned academic achievement standards
 - Mathematics
 - Reading/language arts
 - Science
- Requires achievement standards include at least three levels of achievement

STANDARDS

- Requires alignment with entrance standards for credit-bearing coursework in the state's public higher education system
- Requires alignment with relevant state career and technical education standards
 - Industry recognized credentials

STANDARDS

- Requires Individual Education Plans (IEPs) to be aligned to grade-level standards
- Requires English language proficiency standards which must be aligned to the challenging academic standards

ASSESSMENTS

- Requires high-quality academic assessments in grades 3 through 8, and once in high school in
 - English language arts/reading
 - Math
- Requires grade-span assessments in science

ASSESSMENTS

- **Allows state education agency to measure achievement through**
 - ❑ **an annual statewide summative assessment, or**
 - ❑ **multiple statewide assessments, the results of which would combine into one summative score**

ASSESSMENTS

- Allows the state education agency to consider the use of a nationally-recognized high school academic assessment in lieu of a statewide high school assessment for state accountability
 - Assessment must be aligned to the state's standards

ASSESSMENTS

- Caps the total number of all students in the state that can be assessed using alternative assessments for students with significant cognitive disabilities at 1%

INNOVATIVE PILOT ASSESSMENTS

- Allows up to 7 states, initially, to develop innovative assessments upon approval
 - e.g., competency-based, cumulative year-end, performance-based

ACCOUNTABILITY

- Requires statewide system of accountability to be based on challenging academic standards and “meaningfully differentiate” schools using
 - ❑ Academic proficiency on state assessments
 - ❑ Graduation rates for high school
 - ❑ English language proficiency
 - ❑ Growth or another statewide academic indicator
 - ❑ Not less than one other state-set indicator of school quality or student success
 - ❑ 95% assessment participation rate

ANNUAL STATE REPORT CARD

- Requires states to continue publishing state report cards, which must
 - ❑ Provide information that is easily understood and identifiable
 - ❑ Provide long-term goals, interim progress measures, number and names of schools identified for support, and exit criteria
 - ❑ Provide academic achievement information for additional subgroups: homeless, foster, and military (not for accountability purposes)

TEACHER QUALITY/CREDENTIALING

- Requires teachers to be appropriately certified in the subject and subject area in which the teacher is teaching
- Allows states to continue current evaluation program/practice

SCHOOL IMPROVEMENT

- **Comprehensive Support and Improvement**
 - ❑ Requires the local education agency to develop support and improvement plans for schools identified
- **Targeted Support and Improvement**
 - ❑ Requires the state education agency to annually notify local education agencies of schools which have “consistently underperforming” subgroups
 - ❑ Requires the local education agency to develop and implement a targeted support and improvement plan

TRANSITION TIMELINE

- **July 2016** **Effective date for new non-competitive programs**
- **August 2016** **ESEA Flexibility Waiver expires**
- **October 2016** **Effective date for new competitive grants**

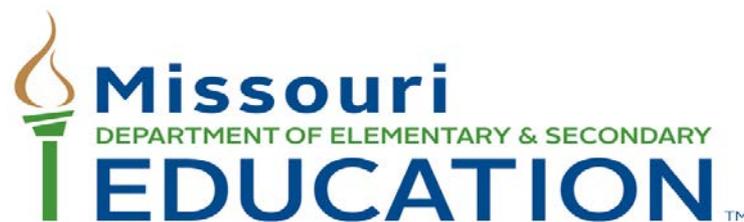
TRANSITION TIMELINE

- **SY 2017-2018** **Effective date for new accountability requirements**

NEXT STEPS

- Stakeholder involvement
- Decision items

Questions/Comments



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