

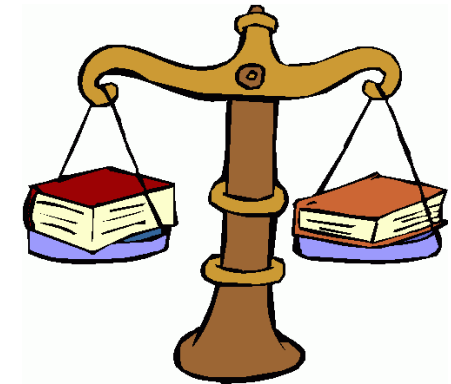
ESSA Overview

AASB Spring Academy

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ESEA Reauthorized

- Elementary and Secondary Education Act (ESEA) last reauthorized by Congress in 2002 as No Child Left Behind Act (NCLB)
- Every Student Succeeds Act (ESSA) passed by Congress with significant bi-partisan support
- Signed by President on December 10, 2015
- US Department of Education has a year to produce regulations
 - Negotiated rule-making process begins in March
 - Final regulations expected in fall 2016
- See <http://www.ed.gov/essa> for information



ESSA Opportunities for States

- Returns more control to the states, particularly in developing accountability systems and supports for school identification and support
- Removes highly qualified requirements for teachers and does not require student achievement data as part of educator evaluations
- Restricts federal authority in many areas

Timeline for ESSA Implementation

- ESEA Flexibility Waivers end 8/1/2016
- Funds for formula programs (Title I, etc.) will be administered in 2016-2017 as under ESEA
- State Plan submission date not yet determined, but anticipate late fall 2016 or early 2017 after regulations are finalized
- Full implementation of plan in 2017-18 school year

ESSA Requires Consultation

Consultation specifically required with:

- Governor
- State legislature
- Board of Education
- Districts
- Representatives of Indian tribes
- Teachers, principals, other school leaders, charter school leaders
- Specialized instructional support personnel, paraprofessionals
- Parents

Publically available:

- Make plan available publicly no less than 30 days before submission
- Include assurance that comments were taken into account

4 Primary Methods for Stakeholder Involvement

- 1) Advisory Committee
- 2) Working conferences & meetings
- 3) Legislative input & updates
- 4) Public input on draft plan

Advisory Committee

5 - Principals

Elementary and
Secondary

6 - Superintendents & Assistant Superintendents

14 - Central Office Administrators

Directors of Instruction,
Curriculum, Accountability,
Testing, Federal Programs,
IT, Special Education, Staff
Development

2 - Parent Organizations

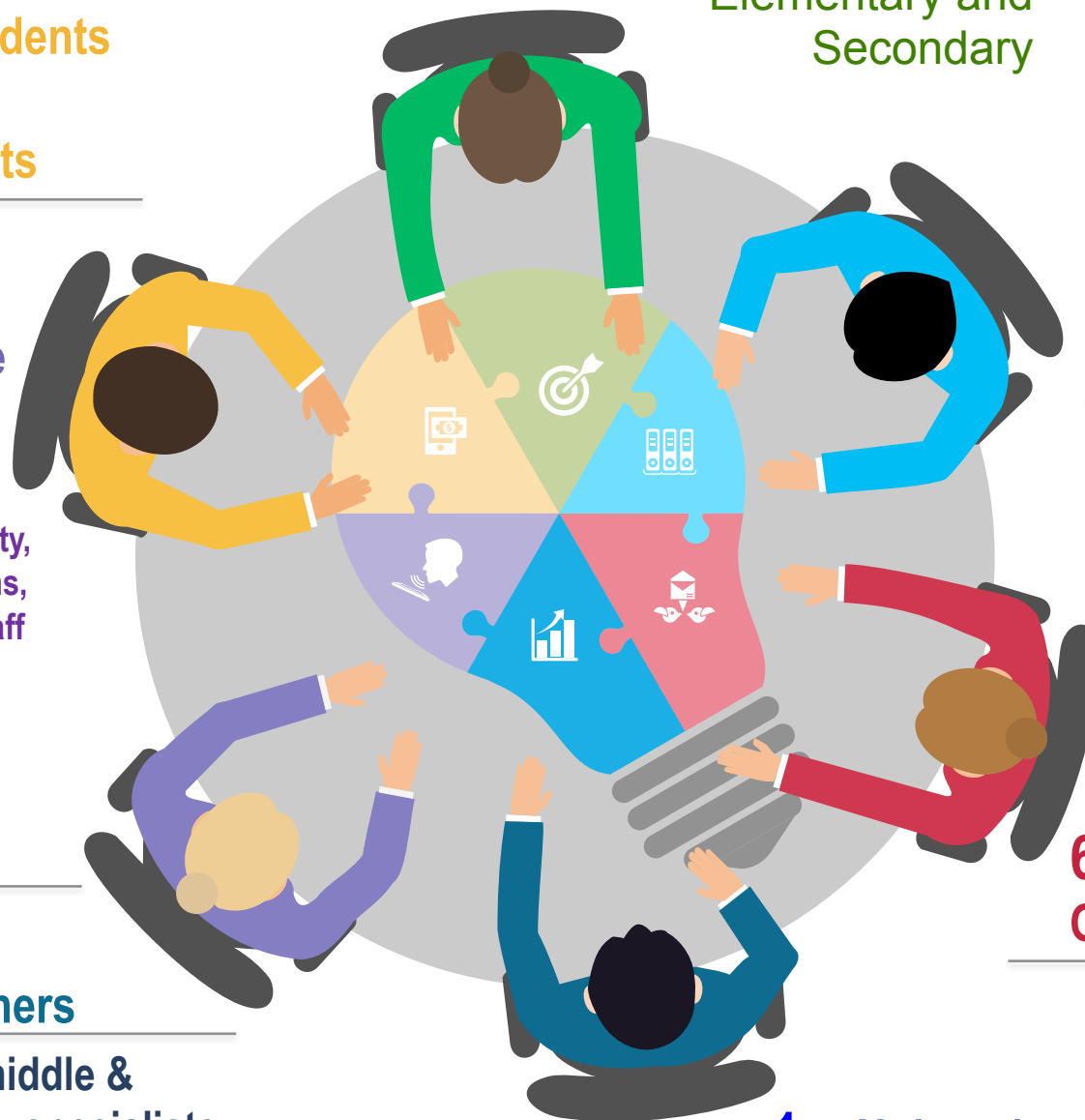
2 - Students

9 - Teachers

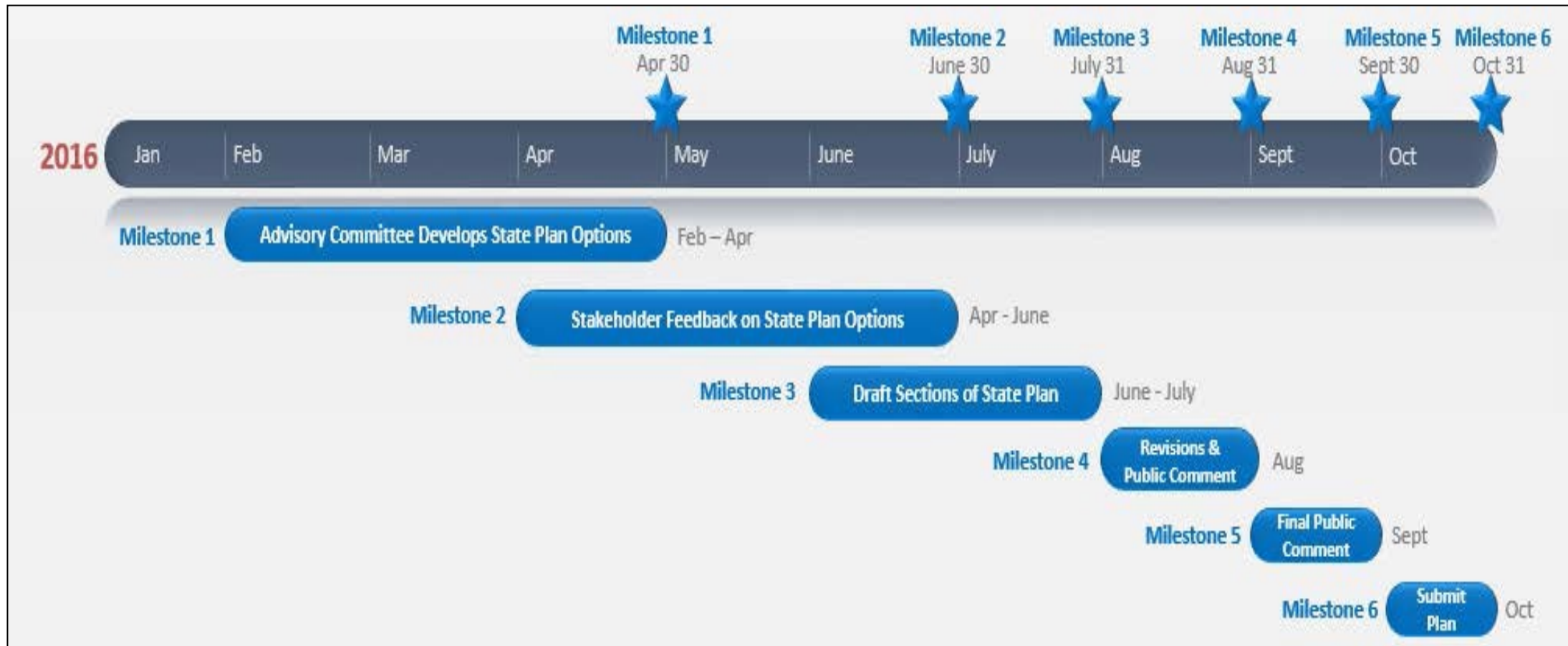
primary, middle &
secondary, specialists

6 - Professional Organizations

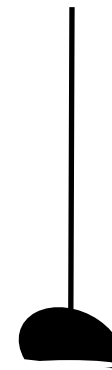
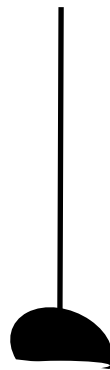
1 - University



EED Timeline



Three Key Elements ESSA State Plan



1

**Standards &
Assessment**

2

Accountability

3

**Support
Systems**

Overarching Goal

- How can the state system of 1) standards & assessments, 2) accountability, and 3) school support & improvement help Alaska fulfill the purpose of education as defined by state statute 14.03.015?



It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Questions to Guide Plans

- How can the standards and assessment system support improved instruction and provide meaningful information for the accountability system?
- How can the accountability system focus on what matters most, better understand what is working well, and determine where we need to make improvements so all students succeed?
- How can we provide a statewide system of support to promote continuous improvement across *all* schools and districts as well as ensuring significant evidence-based interventions in the lowest performing schools?

1) Standards & Assessments

- ESSA: States must have challenging academic content standards in reading or language arts, mathematics, and science aligned with
 - entrance requirements at public system for higher education
 - relevant state career and technical education standards

- Alaska's current situation:
 - Alaska adopted standards in English language arts & mathematics in June, 2012
 - English language arts includes reading and writing and also listening and speaking
 - Aligned to University of Alaska requirements for credit-bearing courses without remediation

 - Alaska's science standards and grade level expectations were last revised in 2006

Content Assessments (Tests)

- ESSA: Content tests required in reading or language arts, mathematics & science annually
 - English Language Arts (ELA) & Math: Grades 3-8, at least once in grades 9-12
 - Science: at least once in grades 3-5, grades 6-9, & grades 10-12

- Alaska's current situation:
 - ELA & mathematics in grades 3-10 annually
 - science in grades 4, 8, and 10 annually

New Test Possibilities in ESSA

- Statewide tests can be given as one end-of-year (summative) test or as multiple interim tests whose results are combined in summative score.
- States may allow a district to use a nationally-recognized high school academic test (such as ACT or SAT) instead of the state's high school test as long as it is aligned to the State's standards and meets other technical requirements.
 - More regulations or guidance on these provisions is expected from US Department of Education

Participation in Tests

- ESSA recognizes parent's rights
 - “nothing in law preempts state or local law regarding decision of parent to not have child participate in assessments”
- ESSA requires 95% participation in statewide tests for school accountability
 - State must provide a clear and understandable explanation of how the 95% assessment requirement will factor into the accountability system

Other Standards & Assessments

- ESSA: States must have English language proficiency standards and assessments for English learners
 - Alaska currently uses WIDA's ACCESS for ELLs English Language Proficiency standards and assessment
- ESSA: States may have alternate achievement standards and assessments for students with significant cognitive disabilities
 - Alaska currently uses the Dynamic Learning Maps (DLM) Essential Elements and assessments for ELA & mathematics
 - Alaska's current alternate science assessment measures the Extended Grade Level Expectations for science

Key Assessment Questions

- What grade(s) should we test in high school?
- Should we use an end-of-year test or several interim tests and combine those results into one score?
- Should AK consider the option to use a nationally-recognized high school assessment?



2) State Accountability Systems

- State must have ambitious state-designed long-term goals
 - Must be for all students and all subgroups (race/ethnicity, economically disadvantaged, English learners, and students with disabilities)
 - State can determine number of years for long-term, must include interim goals
 - Must include goals for achievement on state tests and for graduation rates
- State-determined accountability system must “meaningfully differentiate” schools
 - May use an *index* or *score* to rank all schools
 - May use other system such as a *data dashboard* that shows school performance on different indicators

Accountability System Indicators

- ESSA Required indicators

- Academic achievement as measured by proficiency (meeting standards) on state tests
- Another measure of academic achievement (such as student growth)
- For high schools, graduation rates
- Progress of English Language Learners (*new for state system*)
- A measure of school quality and student success (*new for state system*)

- States may include additional indicators
- States must weigh the academic measures more heavily than the other indicators and will also need to incorporate test participation in their accountability system.

School Quality or Student Success

- Examples of types of measurement
 - Student engagement
 - Educator engagement
 - Access to and completion of advanced courses
 - Postsecondary readiness
 - School climate and safety
 - Any other indicator that meets the requirement

- Consider how to measure and collect data, how is it fair and accurate for all schools

Alaska's Current Accountability

- Alaska School Performance Index (ASPI)
 - Every school received a score on the Alaska School Performance Index (ASPI) and a star-rating from 1-star (lowest) to 5-star (highest)
 - ASPI indicators included academic achievement, student/school progress, attendance rate, graduation rate, and college-and-career readiness tests for high school (WorkKeys, ACT, or SAT)
- Annual Measurable Objective (AMO) targets
 - AMO targets were set for each school and district to reduce the percentage of not-proficient students in half over six years
 - Graduation rate target is 90%
- Both ASPI and the AMO targets have been “paused” for Alaska and will not be calculated until the new accountability system under ESSA is implemented.

Key Accountability Questions

- What indicators are most important in the accountability system?
- What long-term goals will help close the achievement gap and graduation rate gap?
- How will English learner progress be defined and included for all schools?
- What type of indicator is important for school quality or student success?
- Should the accountability system include an index to give all schools a rating or be based on areas of strength and weakness for targeting improvement?



3) School Support and Improvement

- States *must* identify two categories of low performing schools
 - **comprehensive support** based on whole school performance
 - Schools that are in the bottom 5% of Title I schools (about 15 schools in AK)
 - Any high school failing to graduate 1/3 or more of their students (about 108 schools)
 - **targeted support** based on subgroup performance
- States may identify other categories of schools, including those for recognition
- Specific improvement strategies not required, may be determined by state
 - strategies or supports must be *evidence-based*

Alaska's School Identification

- Alaska ranked all schools from 1-star (lowest) to 5-stars (highest)
 - 79 schools were 1-star or 2-star (16%)
 - 75 were 5-star schools (15%)
- Alaska identified
 - Priority schools (lowest 5% of Title I schools - 16 schools)
 - Focus schools (10% of Title I schools with low performing subgroups – 28 schools)
 - Reward schools
 - Highest Performing
 - High progress
- No new ASPI scores, star ratings, or school identifications will be made until the new accountability system is in place

Alaska's Current School Support

- 1-, 2-, and 3-star schools create comprehensive improvement plans
 - Use online tool called Alaska STEPP based on domains and indicators for effective schools
 - 1- and 2-star plans submitted to state for review and response
 - 3-star plans reviewed and approved by district
- 4- and 5-star schools
 - Create improvement plans for subgroups that missed AMO targets, graduation, or participation rates
 - District oversees plans
- Priority Schools
 - Specific improvement strategies required (7 Turnaround Principles)
 - Plans submitted to and approved by state
- Focus Schools
 - Strategies must focus on improvement of low performing groups
 - Plans submitted to and approved by state

Frameworks for School Improvement

- 7 Turnaround Principles:

1. Strong and effective leadership
2. Effective teachers
3. Maximize learning time
4. Strong instructional programs
5. Data informed instruction
6. Healthy school environment
7. Family and community engagement

- Domains in Alaska STEPP:

- Curriculum
- Assessment
- Instruction
- Supportive Learning Environment
- Professional Development
- Leadership

Key School Support Questions

- What improvement strategies work best for schools needing comprehensive support for all students?
- What strategies work best for low performing groups?
- What is the role of the school, the district, and the state in supporting continuous improvement?
- How many schools can be supported for comprehensive support?



