

Joint Meeting of the House & Senate Education Committees

Alaska Department of Education & Early Development
Dr. Susan McCauley, Education Policy Coordinator

Objectives

- Provide overview of key elements of the Every Student Succeeds Act
- Highlight key differences from No Child Left Behind
- Give update regarding the development of Alaska's application for the Every Student Succeeds Act

Elementary and Secondary Education Act (ESEA)



ESEA Passed in 1965

Goal: To improve the quality of education for low income students

Reauthorized periodically by Congress

No Child Left Behind (NCLB)

2002 - 2015

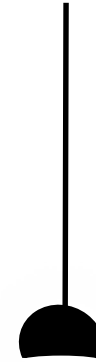
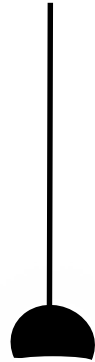


Every Student Succeeds Act (ESSA)

December 10, 2015

ESSA State Plan

Three Key Elements



1

Standards &
Assessments

2

Accountability

3

School
Support &
Improvement

For each element

- Requirements under ESSA
- Differences from NCLB
- Alaska's current status

Key Element #1: Standards & Assessments

- Requirements for standards under ESSA:
 - Assurance that states have adopted challenging academic content standards in English language arts (ELA), mathematics, and science
 - Aligned with college entrance requirements at public system for higher education and relevant CTE standards

Key Element #1: Standards & Assessments

- Differences from NCLB & NCLB Flexibility Waiver
 - Prohibits Secretary from having any authority over states' standards
 - Prohibits Secretary from requiring states to submit their standards for review
 - Prohibits Secretary from incentivizing the adoption of any particular set of standards

Key Element #1: Standards & Assessments

- Alaska's current status:
 - Adopted standards in ELA and mathematics in June 2012
 - Alaska's science standards and grade level expectations were last revised in 2006

Key Element #1: Standards & Assessments

- Requirements for assessments under ESSA:
 - ELA, mathematics, and science annually
 - ELA & math in grades 3-8, at least once in grades 9-12
 - Science at least once in grades 3-5, 6-9, & 10-12

Key Element #1: Standards & Assessments

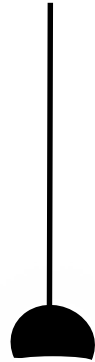
- Differences from NCLB & NCLB Flexibility Waiver
 - States can use a single summative assessment or multiple interim assessments that produce a summative score
 - Allows districts to use other “nationally-recognized high school assessments for high school instead of the state’s assessment with state’s permission
 - Allows states to establish own laws regarding “opt-outs”
 - Maintains 95% participation requirement, but specifies that “consequences” for not meeting this requirement are determined by states

Key Element #1: Standards & Assessments

- Alaska's current status:
 - Has administered ELA and mathematics annually in grades 3-10
 - Has administered science assessment in grades 4, 8, and 10

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Key Element #2: Accountability

- Requirements under ESSA
 - State determines accountability system
 - “Meaningfully differentiate” schools
 - Have ambitious state-designed long-term goals for all students and subgroups
 - Include 5 required indicators
 - Student performance on annual assessments
 - For elementary and middle schools, another measure of academic performance, such as growth from year to year
 - For high schools, graduation rate for high schools
 - Measure progress of English Learners in learning English
 - A measure of school quality or student success
 - Include additional indicators at state’s discretion
 - Annually measure and differentiate schools based on all indicators
 - Include participation rate of at least 95%

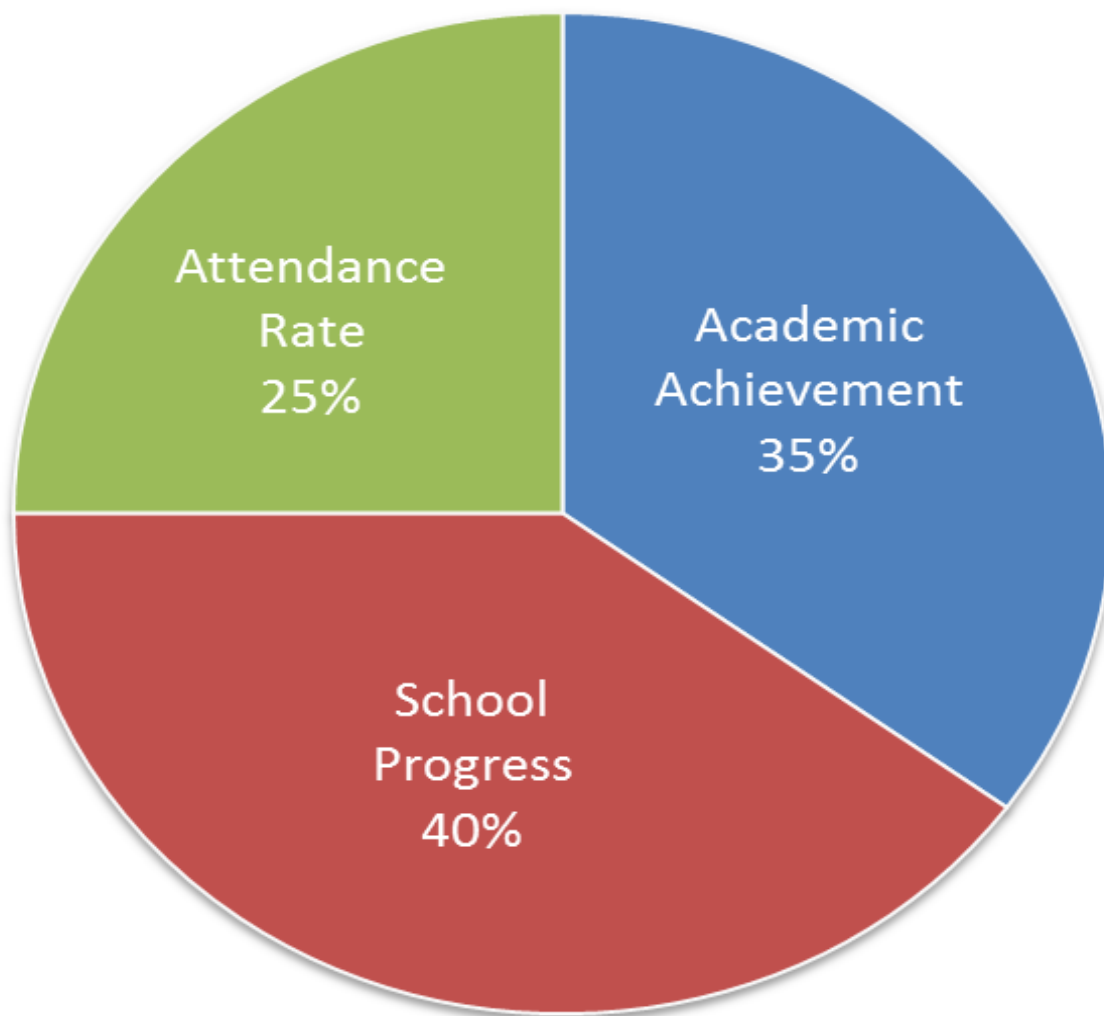
Key Element #2: Accountability

- Differences from NCLB & NCLB Waiver
 - Eliminates Adequate Yearly Progress
 - Eliminates standardized metrics, such as 100% of students proficient by a certain date
 - Prohibits Secretary from prescribing aspects of the accountability system

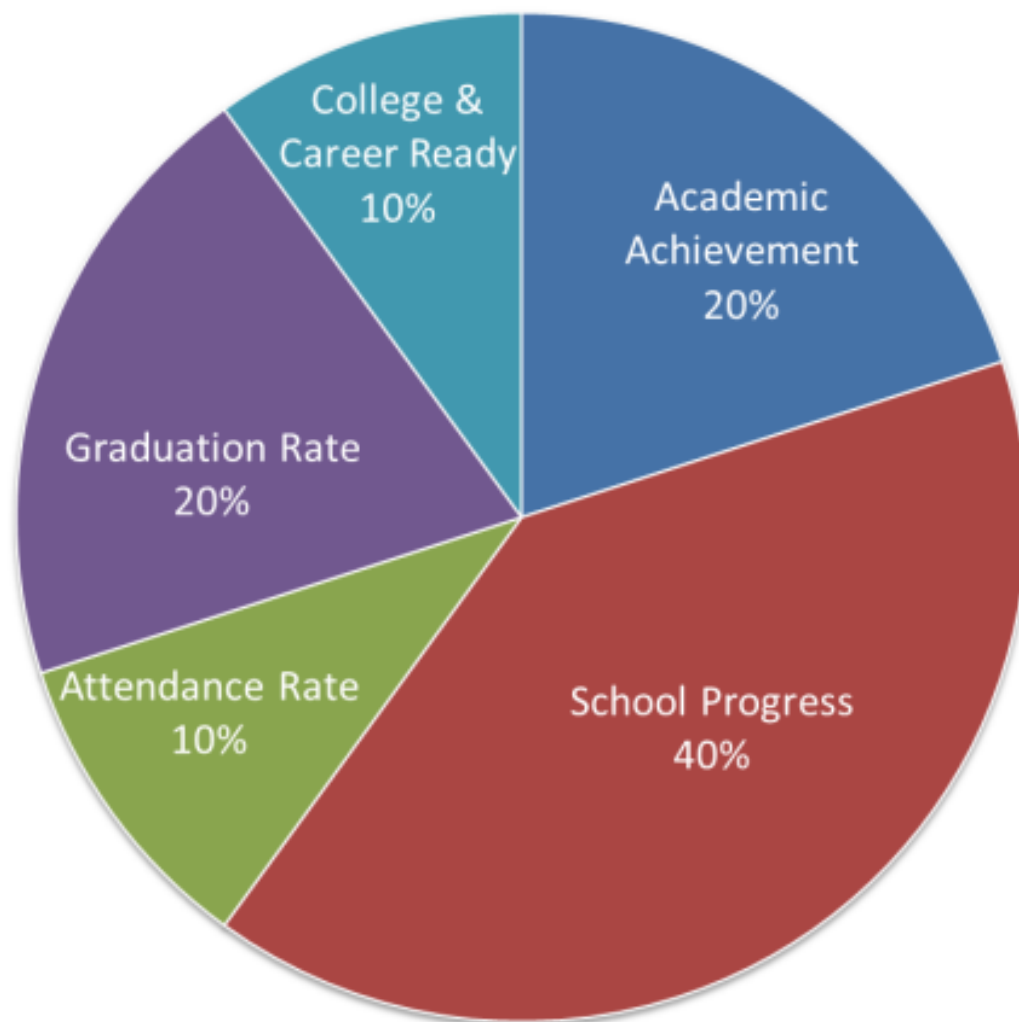
Key Element #2: Accountability

- Alaska's current status:
 - Current system is Alaska School Performance Index
 - Final, summative star rating of 1 – 5 stars for each school






ASPI Elementary/Middle School Indicator Weightings for Students in Grades K-8



ASPI High School Indicator Weightings for Students in Grades 9-12



Star Ratings

ASPI Points	Number of Stars
94 – 100	
85 – 93.99	
65 – 84.99	
55 – 64.99	
0 – 54.99	

ESSA State Plan

Three Key Elements



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Key Element #3: School Support & Improvement

- Requirements under ESSA:
- States must identify schools that require support:
 - For comprehensive support:
 - Schools that are in the lowest performing 5% of Title I schools
 - High schools with graduation rates less than 67%
 - For targeted support:
 - Any school in which a subgroup of students is consistently underperforming
- Strategies must be evidence-based

Key Element #3: School Support & Improvement

- Differences from NCLB & NCLB Flexibility Waiver
 - Doesn't require specific prescriptive improvement strategies or interventions
 - Prohibits secretary from prescribing any specific school supports or improvement strategies
 - Movement from “research-based” to “evidence-based”

Key Element #3: School Support & Improvement

- Alaska's current status:
 - Have been identifying “focus and priority schools” as required by NCLB Flexibility Waiver
 - Monitoring use of school improvement funds as required by NCLB Flexibility Waiver
 - Have been supporting schools through State System of Support coaching model

Examples of Key Decision Points

- Standards/Assessments
 - Should we move to testing one grade in high school?
- Accountability
 - What should be the n-size for subgroup accountability?
 - What do we want to use for the measure of school quality and student success?
- School Support & Improvement
 - What supports are perceived as most helpful by the districts who will most likely qualify for them?
 - What innovative approaches can be taken to school support & improvement that will be responsive to Alaska's unique opportunities and challenges?

In light of new administration, now what?

- “No appetite in Congress for revisiting ESSA”
 - Bipartisan
 - Appropriate guardrails & flexibility
 - Give implementation a chance
- U.S. Department of Education Regulations
 - DEED submitted public comment regarding USED’s draft regulations in several key areas
 - Timeline for implementation
 - Requirement for overall summative rating
 - Flexibility with use of 4-year graduation rate for schools that serve special populations
 - Final regulations released in December.

Plan for Developing Alaska's State Plan

- Consultation with broad representation of education stakeholders
- Focus groups at various events/meetings across state
- Forming topic-specific work groups
- Draft plan by April 2017
- Seek broad input to draft plan
- State Board of Education engagement and approval of related regulations
- Consultation with Legislature
- Submit during second submission window in September 2017

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STATE OF ALASKA > DEED > HOME

Preparing College, Career, & Culturally Ready Graduates

STANDARDS

ASSESSMENTS

ACCOUNTABILITY

ESSA

PARENTS & COMMUNITY

SUPPORT

Click on star for information and resources.

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ESSA Website

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STATE OF ALASKA > EED > EVERY STUDENT SUCCEEDS ACT (ESSA)

Every Student Succeeds Act (ESSA)

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Fact Sheets FAQs Timeline

Overview Stakeholder Engagement Standards & Assessments Accountability School Support & Improvement Draft State Plan

View the ESSA State Plan Webinar Presentation

To view the ESSA State Plan webinar presentation by EED visit the Public at Large section under the Stakeholder Engagement tab.

Overview

The Every Student Succeeds Act (ESSA) was passed by Congress and signed by the President in December 2015. ESSA reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and will replace No Child Left Behind (NCLB) and Alaska's current NCLB Flexibility Waiver. Alaska's transition to, and implementation of, ESSA will be a thorough and thoughtful process informed by meaningful consultation with state and local education stakeholders.

ESSA requires that State Educational Agencies (SEAs) develop a State Plan addressing three components: Standards and Assessments; School, District, and State Accountability Systems; and School Support and Improvement.

SEAs must develop state plans "with timely and meaningful consultation with the Governor, members of the State legislature and State board of education, local educational agencies, representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents." (Every Student Succeeds Act, Sec. 1111)

Federal regulations and guidance are being developed on an ongoing basis by the U.S. Department of Education (ED) to direct and support implementation of ESSA.

To facilitate the transition to ESSA, the Alaska Department of Education & Early Development (EED) is conducting a review of the work required to fully implement the new law. As with implementation of any program of such significance and complexity, changes will over the course of months and even years. Some changes were initiated immediately upon signing, some will be implemented relatively quickly, and others will be finalized over the course of the next two years only upon receipt of additional federal regulations and guidance, and collaborative input by state and local education stakeholders.

Timeline and Transition: ED Established Milestones

- ED has a year from the date of enactment (December 10, 2015) to issue final regulations. View updates from [ED](#).
 - [ED Press Release on Proposed ESSA Regulations \(5.26.16\)](#)
 - [Read ED's Notice of Proposed Rulemaking: Accountability, State Plans, and Data Reporting \(5.31.16\)](#)
 - [Read EED's Comments on Proposed Regulations: Accountability, State Plans, and Data Reporting \(submitted 7.28.16\) \(pdf\)](#)
 - [ED Summary: Proposed Regulations on Accountability, State Plans, and Data Reporting under ESSA](#)
 - [ED Accountability Chart: Then and Now \(NCLB to ESSA\)](#)

Thank you!

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