

01/20/16
PRESENTATIONS:
ALASKA
MEASURES OF
PROGRESS
TESTING AND
EVERY STUDENT
SUCCEEDS ACT
(NCSL)

<TARGET><BILL></BILL><SUBJECT>01-20-16 PRESENTATIONS
ALASKA MEASURES OF PROGRESS TESTING AND EVERY STUDENT
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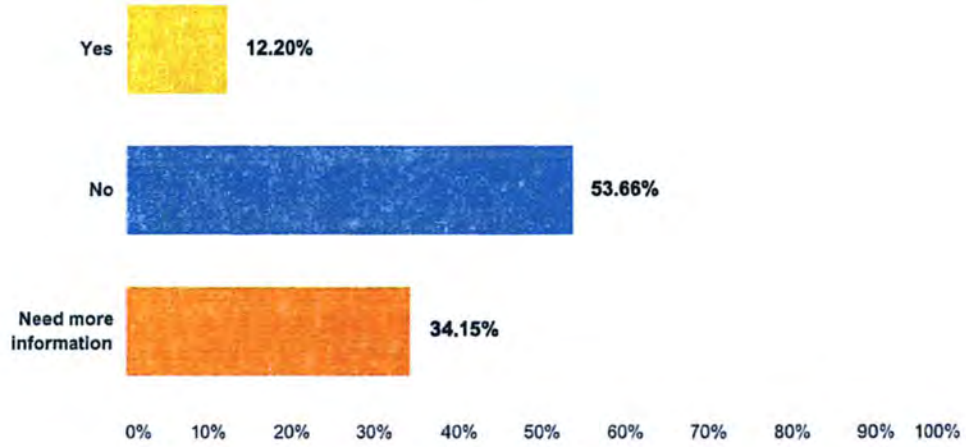
District AMP Survey Results
January 20, 2016
Responses received from 42 districts

Executive Director Dr. Lisa Skiles Parady
LParady@alaskaacsa.org
Cell: 907.903.1689 Office: 907.586.9702

ASA Superintendent Survey

Q1 Does your district support continuing with the AMP assessment?

Answered: 41 Skipped: 1



Answer Choices	Responses	
Yes	12.20%	5
No	53.66%	22
Need more information	34.15%	14
Total		41

1. Does your district support continuing with the AMP assessment? Other (please specify)

There is no universal agreement in this district as at other levels including our state department, our legislature, etc. I am very disappointed in the way this has rolled out, the way results were reported, and the total lack of a clear and articulated understanding of how and why we test children. I think it is a reflection and end product of the continual bad practice and ignorance around testing, test purposes, and allowing people to make bad decisions that never result in a useful and meaningful product or the critical data we hoped would help inform instruction and elevate what we do for and with kids.

We are leaning more toward seeing into the possibility of adopting MAP

Not sure how the performance tasks would improve/enhance.

WE need to know the alternative before we make decisions.

The committee of superintendents didn't feel it met clearly the state of Alaska needs and it wasn't generating useful information on the status of each child

Would like to know the alternatives before making another change.

My personal preference is to discontinue AMP assessments. However, I do not have enough information about how this will affect how it will look to our public when we are bound to pay for this year anyway.

If we have to...finish it this year then run fast.

Only supportive if detailed adjustments are made immediately showing that schools can utilize the data in an efficient manner.

I believe that we need to give the AMP a chance to be fixed. I believe that the AMP was never intended to be rolled out in just one year. The implementation phase was to last a few years. AAI deserves a chance to work with EED to get the flaws fixed. If it cannot meet EED's expectations, then it should be scrapped. Can the cut scores be re-set to a more realistic level? Can the reports be re-designed to give teachers/principals information needed to affect instructional practices? Can the AMP results be presented to parents in a way that measures growth rather than as a categorization of proficiency levels?

My district has not taken a position on this issue. I don't believe we would be in support of giving the same test with the same results we had last year.

Before a logical decision can be made, I believe we need more information. With that said, my personal thoughts are to discontinue AMP, and if MAP meets the needs, then I would be in favor of moving in that direction.

It needs to be useful and something that will help our students improve their learning.

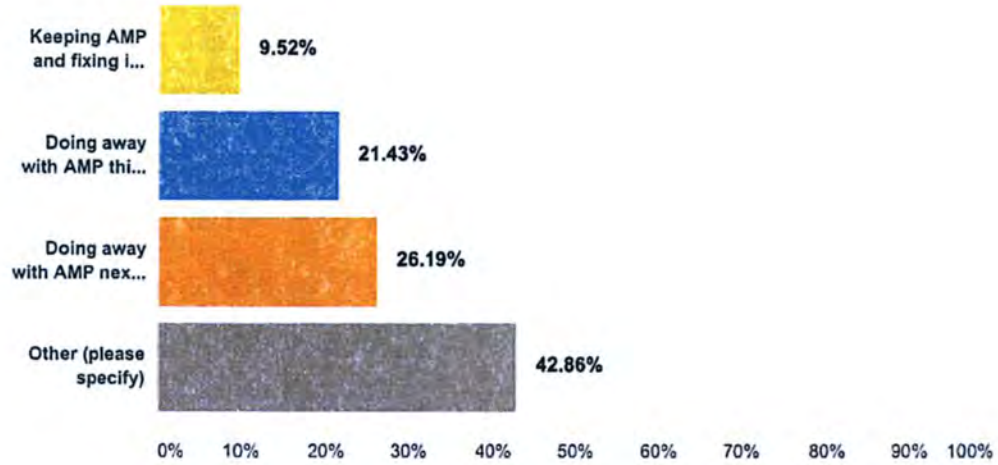
I would support this years testing only. I think we are already committed but I am a no for future years. The company has not met deliverable items and I have no confidence in them moving forward.

I do not support continuing with the AMP assessment but the DBSD Board has not established a position for the District. As the requirement to participate in this assessment is grounded in statute, I shy from making a "political" statement for the District without clear guidance from the Board as a whole.

ASA Superintendent Survey

Q2 With regard to AMP, do you support:

Answered: 42 Skipped: 0



Answer Choices

Responses

Keeping AMP and fixing it to be workable	9.52%	4
Doing away with AMP this year or pausing AMP this year	21.43%	9
Doing away with AMP next year and getting a bid out on a new assessment	26.19%	11
Other (please specify)	42.86%	18
Total		42

2. With regard to AMP, do you support: Other (please specify)

I fall somewhere between the first two bubbles- continue and fix it, or take a slight pause and get it right before we move on. Be forewarned if the same people who created this nightmare become who we trust to fix it, we won't end up with anything that is significantly different. And the pause will only fuel the fire of the poorly informed to keep chanting it needs to go.

MAP is an assessment most useful to teachers. I would DEED to find a way to make this work as a statewide assessment.

Smarter Balanced or PAARK

I think that AMP has been irreparably damaged in reputation and that the change in Federal law provides us an opportunity to reset

I'm in favor of doing away with AMP this year or pausing AMP this year IF the communication regarding that change is very clear and comes directly from DEED in a form that all districts can use with their communities and the media so the messaging is consistent across the state.

I see two options: 1. Going out for bid again for a statewide assessment provider for a statewide assessment aligned to our standards that provides summative information about our student's growth with the Alaska Math and English/language arts standards. We also need a statewide assessment that provides detailed individual student information that can be utilized to influence classroom instructional practices. 2. Go with a current formative assessment provider that is aligned to the common core that can provide summative information as well as specific student information that can influence classroom practices.

Doing away with AMP next year and exploring other options i.e. MAP

Using the MAP test if it can address state standards

I'd like the state to complete an RFP process in which multiple vendors could submit proposals, including the current (AMP) vendor, to get a full picture of the options to build the best assessment and accountability system for Alaska.

I would like to pause AMP as we have much to do without spending time on something we have lost confidence. However, I do not want us to break any regulations or perceptions that we pay for things without using them. Much to weigh before making decision.

I am interested in both pausing AMP this year (and until a valid assessment can be developed) and getting a bid on a new assessment.

AMP was a \$25 million investment and it was never presented as an assessment that would/could be implemented in just one year. Maybe during the implementation phase, the results should be "paused" and used only for the purpose of fine-tuning the assessment. If the AMP is done away with, consideration must be given to districts that struggle with internet speed and connection quality. While it is likely unrealistic to go back to paper/pencil assessments, it must be recognized that there are still places in Alaska with little more than dial-up internet connections. Additionally, if the direction is a statewide adoption of MAP (because 37 districts already use that), then consideration must be given to districts who have chosen Renaissance or AimsWeb to either be allowed to continue with those assessments or given time and fiscal resources to adopt and implement MAP.

I think the right thing to do is pause this year in order to fix AMP for next year, then get a bid on a new assessmet

I would suggest discontinuing AMP for next year, and seriously look into whether or not MAP can provide us with the information that we need to guide instruction.

Make this the last year of AMP while developing a plan going forward.

I would support any of the above as long as the creation of a workable assessment/accountability system was done in a collaborative manner.

My district would rather go back to SBA then leave the districts to prove the standards are at a proficient level for all.

If State can articulate vendor expectations with clear deadlines then we can make an informed decision on AMP

ASA Superintendent Survey

Q3 Please share any additional thoughts you have about AMP or statewide assessment in Alaska:

Answers: 15 Skipped: 0

3: Please share any additional thoughts you have about AMP or statewide assessment in Alaska:

We use NWEA MAP assessments for our formative benchmark assessments and as a universal screener. This assessment is aligned to the Alaska ELA/Math standards and give meaningful information to pinpoint instructional decisions for students and schools. The AMP assessment is not instructionally relevant and although work is being done to improve the assessment, it's going to be years before it's a reliable tool for anything. We can't waste more of our students time by saying just keep taking the test because someday it might help you.

I've been engaged in this for years, often in the cheap seats making suggestions, at other times in more significant leadership roles on our efforts. We have a bad history of poor performance when compared to other students in other states, in how we compare our state investment and the product we produce, if the product is measured well by test scores and college success. People in America and Alaska use testing to further an agenda more often than they use it for smart instructional purposes. I'm afraid that won't change anytime soon. Our other issue is our short attention span. In the minds of most, tests are interchangeable, results close enough that who cares what we do or use. The AMP test needed five plus years to run its course and be the adaptive test everyone wanted, and by stopping the performance tasks and other developmental parts of that five year process we have only assured the critics that they are right. This will one day be viewed as a 25 million dollar mistake, and that is why EED is exploring breaking the contract to limit that loss.

The online format was a great upgrade - saving our district thousands in air charter and man hour costs. We have to quit switching just to switch, MAP is only a good idea for those districts already implementing this assessment. AMP will work just fine as a summative assessment, with a few tweaks to provide more diagnostic info for teachers. We need to pick and assessment and stick with it.

We have way too many assessments already-- CPAA preK, early literacy, LEP, workkeys, MAP, AMP to name a few. We need to stop measuring and teach.

The AMP test doesn't provide essential information.

The consortium has more influence, resources and expertise than AMP. They are further along with developing questions and formative assessments.

AMP must tie in more directly with standards, and should provide more instructional information.

We need a test selected for meeting student instructional needs. We do not need a test selected solely to meet federal requirements, satisfy political concerns, and clouded by threat of litigation. At true nationally comparative test that sets a high rigorous expectations with enough information to inform school-wide instructional decisions.

The District is one of the 37 districts utilizing MAP for the past several years.

Since we only have a year to year contract, I do not see the down side of reviewing our assessment to determine if there is something that better meets our needs both test and dollar wise in light of new federal laws.

I don't know that the state needs to bid on a new assessment if NWEA MAP meets the new federal requirements and provides districts with information they can use to guide instruction. There seems to be a great deal of support for use of an existing instrument, such as MAP.

Get rid of this dreadful assessment.

We need a statewide assessment that provides summative information about our student's growth with the Alaska Math and English/language arts standards. We also need a statewide assessment that provides detailed individual student information that can be utilized to influence classroom instructional practices.

Most districts already have something that works, why continue with the burden of the AMP test!

The MAP test is an easier test for teachers to administer and prepare students to take.

The AMP is not working in our state and the loss of confidence from stakeholders surrounding last years AMP debacle is not fixable.

The amount of time preparing DTC's, staff, and students for an assessment that is only a one-shot look is disconcerting to say the least. If we need to put in this much time then it should provide us with useful information that helps us to improve instruction. If it is meant as just a quick shot at where our students are at one point in the year then we need to make it a simple testing day without a lot of time spent preparing or taking the assessment.

I am willing to share MSBSD work in regard to AMP and assessment in general.

The multi-year implementation of AMP does not make the weaknesses in the assessment itself tolerable, and rather it only exasperated everything. The technology alone was very outdated for an online assessment, and the fact that in today's world there was no connection to instruction calls into question the foundations that went into developing the AMP assessment. When a tool is used to assess an educator's effectiveness, then we need to make sure that there is confidence that the tool is an accurate measure of an educator's effectiveness, which AMP is not. The reports were beyond appalling and nailed the coffin shut on AMP for our district.

With so many valid tests out there, why spend the \$\$ just to be different!!

While not perfect, the AMP seems to provide a more realistic measure of student academic achievement that is comparable to the SAT and ACT. For years, we've had parents complain that their children are performing at grade level and are proficient on the SBAs, but then when they take the ACT or SAT, they fall short. I fully expect the AMP will be scrapped either this year or next year because of the overwhelming opposition to it, especially in Mat Su and Anchorage. Further, I do not believe that there will be the financial resources available that will be needed to have a vendor develop another statewide assessment. While not perfect, I believe that the AMP could have potential as a statewide assessment if it is appropriately modified.

The AMP test is not the best the State of Alaska can do for our kids. We need to temporarily fix it while we work to find a better assessment that can inform instruction.

The DEED needs to be given the opportunity to make this assessment work. While there may be issues with the reporting, we need to give it a fair shot. It makes no sense to throw the baby out with the bath water.

The intentions of AMP are good, but I would have thought the State would have had this better outlined on its expectations before entering into a contract.

Let's not throw out the baby with the bathwater.

Reports from AMP did not provide meaningful data for improving instruction and student achievement and I would like to have a state assessment that does.

MAP should be explored as a higher quality, more cost effective and more efficient assessment.

I believe a better use of funds would be to take part of the funds to support district's use of Star, MAPs, new assessment used is Vancouver etc and part of the funds to cover the state ESEA compliance piece. I don't believe AMP can adjust to the teachers/school needs. Further I am very uncomfortable with a group that didn't get reporting correct sub-contracting. The bar combo whiskey graphs were very poor psychometric choices

These questions are not yes/no questions. If we are going to have some state assessment, then we should continue to work to make it useable for districts. Question 2 can be a combination answer. Whether or not you have a single state assessment is the real question. Everyone does not use MAP, AimsWeb, etc. There are always going to be problems with any single test. In any format, there should not be a test that requires passing in order to graduate. I am in favor of still allowing districts to set their own graduation requirements, If a test needs to be taken, then there should be options for districts to select the one of their choice. Again, it should not be a graduation requirement. There is no correlation between the desires of the students and families in BSSD definition of success and a state test.

AMP need to go away. This test is not giving us any information or support in improving the instruction and success of our students. The stress of this ineffective assessment adds to the pressure placed upon educators and students. This pressure makes academic progress even more difficult.

We need a test that is useful. Something that is aligned with our standards. Results need to be useful so teachers can use them to drive instruction. This is what was pitched when they came out. It is NOT what we received. A lot of resources have been put into AMP and unless it can be fixed so it's useful, I think putting more resources into this test is a mistake and a poor use of valuable and dwindling state resources.

AMP is probably too damaged in the minds of districts and community to continue, but before getting rid of it we need to know what the plan would be to continue or replace. It may be the best assessment we could have in the long run.

I think we should use AMP this spring, 2016, then take a "pause year", 2017, to issue an RFP, vet vendors, develop a new assessment that meets the requirements of ESSA, is aligned to the standards, and has extremely detailed reporting. I also think superintendents and assessment coordinators should be part of the group vetting vendors and assisting in designing the assessment and reports.

I do not feel that it is feasible to throw out the AMP this year and adequately replace it. I do feel we should develop and put out to bid a new test. The legislature needs to make a final yes or no on standards so the new test can be aligned to the standards tested.

IF AMP were to go away this year, I feel that as a district we should still be expected to provide some sort of standardized performance information to the public.

Alaska Superintendents Association

234 Gold St. • Juneau, AK 99801-1101

Phone: (907) 586-9702 (800) 478-9702 • Fax: (907) 586-5879



Alaska Superintendents demand and support a strong system of accountability. We will not support an assessment program that is developed without our input or that does not inform student instruction.

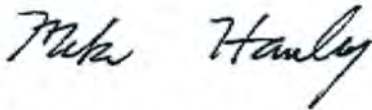
The Alaska Superintendent Association (ASA) has been and continues to be ready to share its educational assessment expertise to collaboratively develop an effective, comprehensive assessment framework that accurately reflects student learning that is useful in guiding and informing student instruction.

The credibility of the Alaska Measure of Progress (AMP) has been called into question because it does not meet this criteria. More specifically, “The AMP information is not intended to be used to make instructional decisions...” (Achievement and Assessment Institute, University of Kansas, 2015).

A state level assessment is a condition of Alaska’s waiver from the requirements of No Child Left Behind. Due to the testing vendor’s failure to provide credible reports, it is necessary for the state to pause its implementation of the current accountability system, including the 2016 administration of AMP. It is in the best interests of Alaska’s students that DEED initiate a comprehensive and collaborative review of the entire system. Alaska’s students deserve a system of accountability that accurately informs both classroom instruction and public understanding of student achievement.

As the implementation regulations are being developed for the recently enacted *Every Student Succeeds Act* (ESSA), the opportunity exists to return the educational decisions affecting children back to where they belong, the state and local school district. Alaska is a state of extremes; our districts are both urban and rural, most are not connected to a road system, the ethnic diversity is enormous, many families still live a subsistence lifestyle, and indigenous languages are sometimes the first language.

“One size fits all” does not work for Alaska. This is particularly true for student assessments. We strongly encourage allowing states maximum flexibility to use multiple student assessment tools with local school districts having the option to select the best tool to measure the progress of their students.



Michael Hanley
Commissioner of Education
Alaska Department of Education & Early Development



Dr. Michael Johnson
President, Alaska Superintendents Association



Dr. Lisa Skiles Parady
Executive Director, Alaska Superintendents Association



Tiffany Jackson
President, Association of Alaska School Boards



Norman Wooten
Executive Director, Association of Alaska School Boards



Alaska Measures of Progress

Presentation to Joint Legislative Meeting
January 20, 2016

Leading up to new assessments

- Alaskans called for a review of the reading, writing and mathematics standards at a statewide education summit, which began a process of review in 2009.
- State Board of Education & Early Development adopted new standards in English language arts (ELA) and mathematics in June, 2012.
- New standards required a new assessment to measure student progress.

Selection of Assessment Vendor

- The department issued a Request for Proposals (RFP) through the formal state procurement process.
- The RFP evaluation committee consisted of department staff, a school improvement coach, and a state Representative.
- The RFP evaluation committee recommended selection of the Achievement and Assessment Institute (AAI) of the University of Kansas Research Center as the assessment vendor.
- DEED announced the selection of AAI on January 14, 2014.

Assessment System Components

- The year end (summative) assessment is called Alaska Measures of Progress, or AMP for short.
 - Administered to students in grades 3-10 in the spring.
 - AMP is computer based.
 - Tests in 2015 and 2016 contain all machine scoreable questions.
 - Listening items will be field tested in 2015-2016 and will be part of the test in 2016-2017.
 - Performance tasks were removed from 2016 test, and are tentatively planned to be field tested in 2017.
 - The test will be “stage adaptive” in 2016-2017, allowing a student to receive the next set of questions that better meet their achievement level.
 - The test will be fully developed by spring 2018.

Optional Tools for Districts

Interim assessments can be used several times a year to check student progress.

- A bank of computer-based testlets (8 – 15 items each) is being expanded.
- Reports from interim assessments will provide information on student growth within the year and may be used to predict achievement on the AMP.
- All districts will have access to these assessments to use at their discretion.

Formative resources are instructional tools that a teacher can use to understand the student's knowledge of a specific concept or skill.

- Use of the formative resources can help teachers diagnose student errors and provide remediation.
- Formative resources will be available to all districts to use at their discretion.

First Administration of AMP

- AMP was administered during a 5-week window from March 30 – May 1, 2015.
- The first on-line administration of AMP was generally successfully.
- 95.9% of students participated in the assessment statewide.

Establishment of Score Ranges

- Alaska educators met in Anchorage the week of July 6 to participate in a process called standard setting, which is where recommendations are made regarding how well a student must do to meet the standards.
- The State Board of Education & Early Development put the score ranges out for public comment at the August 24 meeting.
- The board took testimony, and adopted the score ranges, at the October 9 meeting.

Reports and Data Release

- Reports for AMP were made available in a digital format to districts, and by hard copy for parents. Reports include:
 - Student Report
 - School & District Detail Report
 - School & District Summary Report
- Data on the percentage of students scoring at each achievement level is available on the DEED website at <http://education.alaska.gov/tls/Assessments/Results/results2015.html>
- Data on subgroup performance will be available in the near future by viewing the district and school report cards.

Issues & Concerns

- Several issues were identified by superintendents and others related to reports and data.
- Reports distribution and data files were delayed until late November due to numerous data quality checks and corrections needed to ensure accurate reports.
 - These delays created uncertainty about whether the contractor had the capacity to create timely and accurate data files and reports.
- Reports did not provide sufficient level of detail regarding information on how students were performing on clusters or groups of standards.
 - Concern was raised that students should not be tested if the assessment results could not be used to help teachers improve instruction.

State Board of Education

- The State Board of Education heard a presentation on AMP at the December 10, 2015 meeting.
- Board members requested that the department work with superintendents and the vendor on resolving the issues of concern.
- Board members also requested a comprehensive review of the assessment system.
- The department will provide an update to the board at the March meeting.

Actions and Steps to Resolution

- Commissioner Hanley and several department staff met with a working group of the Alaska superintendents on November 20 to hear and understand concerns.
- A follow up meeting with superintendents was held on January 14 to explore some possible resolutions.
- Discussion centered around the use of AMP for 2016 and what options will be made available to the state through the new Every Student Succeeds Act (ESSA).

Plan for 2016

- AMP will be used for spring 2016 assessment.
- Issues of timely and accurate reporting for 2016 tests will be resolved through use of a high quality subcontractor with reports delivered by late June.
- Reports will be redesigned to provide more information at a deeper content level on student, school & district reports (to be designed with a working group).
- Improvements have been made to the logistical administration of the test for 2016.
- Any changes to the assessment system for 2017 and beyond will be considered as part of the stakeholder discussions in creating the state plan for assessments and accountability for ESSA.

ABC



$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

The Every Student Succeeds Act (ESSA): A Briefing for Alaska

Lee Posey
State-Federal Relations Division
National Conference of State Legislatures

The Big News: ESEA REAUTHORIZED

- Last reauthorized as No Child Left Behind in 2002
- Problems with NCLB from a state perspective
 - Shifted a great deal of control to the federal government
 - Mandated 100% proficiency by 2014, contained AYP requirement, defined “highly qualified teachers”
 - States needed waivers to get out from under NCLB requirements
 - Race to the Top grants, waivers tied funding to use of common standards and assessments, federally mandated policies

The Big News: ESEA REAUTHORIZED

- House and Senate passed reauthorization bills this summer
- Conference committee adopted conference report 11/19 with only one dissenting vote
- House passage 12/2, 359-64
- Senate passage 12/9, 85-12
- Signed into law 12/10 as P.L. 114-95



“...the largest devolution of federal control
to the states in a quarter century.”

THE WALL STREET JOURNAL.

Meet ESSA,
the Every Student Succeeds Act

So...what's in the bill for states?

- Provision for state legislative involvement
- Prohibitions on Secretarial/federal authority
- New approach for accountability
 - No more AYP (Adequate Yearly Progress)!

Implementation Timeline

- ESEA flexibility waivers end as of 8/1/2016
- New state plans are developed in the 2016-2017 school year
- Full implementation in the 2017-2018 school year
- Continuing regulation and guidance from the U.S. Department of Education
 - You can ask the Department a question about ESSA at essa.questions@ed.gov
- Funding note: competitive funding for FY 2016 will flow under current law; FY 2017 dollars (2017-2018 school year) will flow through ESSA provisions

State Accountability Systems

- Required indicators
 - Academic achievement as measured by proficiency on annual assessments
 - Another measure of academic achievement
 - Progress of English Language Learners
 - A measure of school quality and student success
 - For high schools, graduation rates
- States must weigh the academic measures more heavily than the other indicators and will also need to incorporate test participation in their accountability system.

Assessments- new role, some flexibility

NCLB Assessment Schedule Remains

Math & Language Arts/Reading

Annually in grades 3-8

Once in grades 9-12

Science

At least once in each grade span: 3-5, 6-9, 10-12

- 95% participation and 1% cap on alternative assessments
- Test are less "high stakes"
- Statement of parental right to opt out
- New flexibility in assessment design
 - Use of nationally recognized high school assessment
 - Innovative assessment flexibility

Provisions Regarding Subgroups of Students

- States must continue to disaggregate data by student subgroup at the state, LEA, and school level.
- State accountability systems must identify any school in which a subgroup of students is consistently underperforming for target support and improvement. Those subgroups are:
 - Economically disadvantaged students
 - Students from major racial and ethnic groups
 - Children with disabilities
 - English learners

Which schools require intervention?

- Schools that are in the bottom five percent
- Any high school failing to graduate $\frac{1}{3}$ or more of their students
- Any school in which a subgroup of students is consistently underperforming

What kind of support do states have for school and student support?

- New Student Support and Academic Enrichment Grants
- Increased amount of Title 1 funding to be used for school improvement (instead of the NCLB School Improvement Grants)
 - Set aside for school improvement is the greater of 7% of Title I grants to LEAs or the amount of SIG funding for FY 2016 plus 4% of Title I grants.
 - School improvement funds can be sent to LEAs by formula or through a competitive process.

New Student Support and Academic Enrichment (SSAE) Grants

- Purposes
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for student learning; and
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students

- Alaska
 - Estimated to receive \$8,003,000 in FY 2017 (source: FFIS)
 - Amounts to 0.5 percent of total available SSAE funding

Other Title I Issues

- Portability...not in the bill, but there's a weighted student funding pilot that could allow some districts to experiment
- No formula change, but will study
- Accountability provisions for English Language Learners moved to Title I (previously in Title III)

Title II Changes

- Formula for Part A (Supporting Effective Instruction) grants amended
 - Gradual shift from 65% based on share of children in poverty and 35% based on share of children overall
 - To 80% based on share of children in poverty and 20% on share of children overall by FY 2020
- Gradually eliminates hold harmless allotment (by FY 2023)
- Alaska
 - Estimated impact of formula, hold harmless change from FY 2017 to FY 2023
 - Increase of 4.3%
 - From \$10,833,000 in FY 2015 (actual) to \$11,303,000 in FY 2023 (estimated)

Other Programs in ESSA

- Education of Migrant Children
- Education of Neglected, Homeless, or Delinquent Youth
- Language instruction for English Language Learners and Immigrant Students
- Impact Aid
- Rural Education

Other Programs in ESSA (continued)

- Indian, Native Hawaiian, and Alaska Native Education programs
- McKinney-Vento Education for Homeless Children and Youth
- 21st Century Schools/Promise Neighborhoods/Community Learning Centers
- Magnet Schools
- Charter Schools

Early Education Provisions

- Preschool development grants
- Pre-K information in Title I plans
- Literacy grants—alloweable use
- Titles I-IV: dollars can be used on pre-K programs
 - Title I: LEAs can use funding to provide pre-K programs in their communities
 - Title II: Under “state activities,” money can be used for training of directors and providers
 - Title III: Can use funds to provide English language instruction to pre-K students
 - Title IV: Funds for establishing/expanding/replicating high-quality charter schools can be used for pre-K programs

Preschool Development Grants

FUNDING

\$250,000,000

- Competitive
- For a year; can be renewed
- Grants can be used for needs assessments
- Renewal grants can help fund access

- Allow states to develop, update or implement a plan to facilitate collaboration and coordination among existing early childhood care and education programs
- Encourages partnerships
- Maximizes parental choice

QUESTIONS? COMMENTS?

Lee Posey
Federal Affairs Counsel
202-624-8196
lee.posey@ncsl.org





NATIONAL CONFERENCE *of* STATE LEGISLATURES
The Forum for America's Ideas

STRUCTURES FOR SCHOOL SUPPORTS IN THE EVERY STUDENT SUCCEEDS ACT (ESSA)

BACKGROUND

On Dec. 10, 2015, President Barack Obama signed S. 1177 into law as P.L. 114-95. Now known as the Every Student Succeeds Act (ESSA), the legislation reauthorizes the Elementary and Secondary Education Act (ESEA), known until recently as No Child Left Behind (NCLB). It is Congress's first legislative overhaul of federal education policy since 2002. NCLB was extensively criticized for setting unrealistic goals and placing too much authority over education policy in the hands of the federal government. ESSA shifts more of that authority back to states and school districts. Important provisions in the bill include the creation of state-designed accountability systems (and the elimination of the Adequate Yearly Progress metric), greater authority over how testing is used in evaluation of students, and "guardrail" policies to ensure the lowest-performing schools and groups of students are not ignored.

SCHOOL SUPPORT PROVISIONS

Student Support and Academic Enrichment Grants

Student Support and Academic Enrichment (SSAE) grants are authorized by ESSA in Title IV. These grants, provided to states—95 percent of which is subgranted to local educational agencies (LEAs)—in the same proportional allotments as made in the Title I Part A grants, are intended as flexible funding to be used for a wide variety of programs. Three broad categories of uses are mentioned in the bill:

- Activities to support well-rounded educational opportunities.
- Activities to support safe and healthy students.
- Activities to support the effective use of technology.



Four existing, currently-funded programs were consolidated within the SSAE grant program: Advanced Placement, the Physical Education Program, the Elementary and Secondary School Counseling Program, and the Math and Science Partnership Program.

The range of allowable uses covers everything from Science, Technology, Engineering and Mathematics (STEM) and arts/music instruction, to foreign language instruction, to providing safe and drug-free environments, to providing computer-based assessments and blended learning strategies in the classroom.

The SSAE grants are authorized at \$1.65 billion for FY 2017 and \$1.6 billion for each of FYs 2018 through 2020.

School Improvement

Replacing the School Improvement Grants (SIGs) as they existed under NCLB is another change to the school support structure in ESSA. The SIGs were previously capped at a 4 percent set-aside from Title I Part A dollars. Under ESSA, that set-aside number would rise to either 7 percent of those Title I dollars or the sum of their FY 2016 set-aside and any extra dollars received, whichever is greater.



Under NCLB, the SIGs were to be used by LEAs on schools that failed to meet Adequate Yearly Progress (AYP) for two consecutive years. In ESSA, the turnaround model is shifted to one largely determined by the states. However, intervention would still be required in at least:

- Schools in the bottom 5 percent of performers on the state-determined indicators.
- High schools that fail to graduate one-third or more of their students.
- Any school in which a subgroup of students is consistently underperforming.

States must either use 95 percent of these improvement dollars to provide subgrants to LEAs or, with the agreement of the LEA impacted, directly provide or arrange for provision of the relevant services. Further information on these grants are expected from the U.S. Department of Education in early 2016.

Resources

[Text of S. 1177, the Every Student Succeeds Act](#)

[NCSL Summary of the Every Student Succeeds Act](#)

NCSL Contacts

Lee Posey
Federal Affairs Counsel
202-624-8196
lee.posey@ncsl.org

Ben Schaefer
Policy Specialist
202-624-8667
ben.schaefer@ncsl.org