

Thank you for joining us today.  
Please mute your phone using \*6 unless you  
are speaking. The webinar will begin shortly.

# Fourth Annual Regional Advisory Board Meeting: Every Student Succeeds Act (ESSA) Changing Rules, Changing Roles

Central Comprehensive Center (C3)  
at the University of Oklahoma (OU)

September 28, 2016

# Welcome!

Belinda Biscoe

C3 Principal Investigator

OU Associate Vice President for Outreach

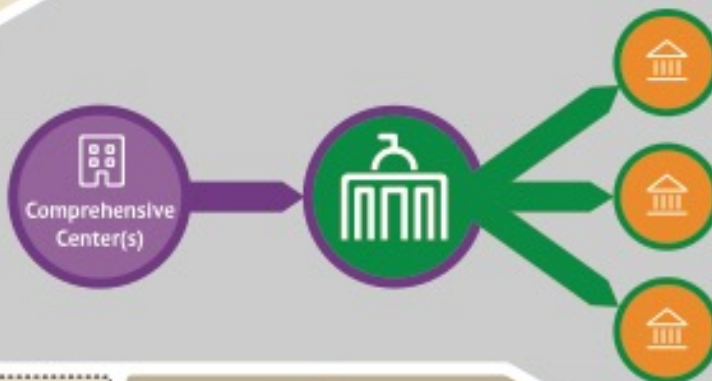
# WHAT'S A COMPREHENSIVE CENTER?

The Comprehensive Center Network includes 22 centers funded by the U.S. Department of Education. There are 2 types: Regional and Content. **Regional Centers** serve one or more states. **Content Centers** are national, but focus on a **federal priority** area.



## What do they do?

The **Comprehensive Centers** provide technical assistance to **state departments of education** to help them better support **districts and schools**.



## What's "technical assistance"?

Technical assistance can include a wide range of evidence-based support, provided directly by the Center or brokered from another source.



## What's the purpose?

Comprehensive Centers will

## What's "technical assistance"?

Technical assistance can include a wide range of evidence-based support, provided directly by the Center or brokered from another source.



## What's an Advisory Board?

Each Regional Center has an Advisory Board that includes the Chief State School Officer from each state served plus up to 15 other educational stakeholders.

Members for each state are appointed by the Chief in consultation with the Governor.

Boards meet annually to advise Centers on issues and needs in each region.



## What's the purpose?

Comprehensive Centers will **build states' capacity** to help them **improve educational outcomes** for all students.

## What does "build capacity" mean?

Building capacity means an improvement in one or more of the areas below that allows an organization to do more than it could before--or do it better.

### Human

Leadership, experience, knowledge, and skills

### Organizational

Interaction among people: communication, cooperation, coordination, and collaboration

### Structural

Policies, procedures, strategies, and practices of a system

### Material

Fiscal resources, materials, information, and technology

### Political

Stakeholder engagement, legal requirements, working in a governmental system

For more information, please contact us at [contact@c3ta.org](mailto:contact@c3ta.org) or call 1.800.228.1766.

[www.sc3ta.org](http://www.sc3ta.org) [www.c3ta.org](http://www.c3ta.org)

The Central and South Central Comprehensive Centers at the University of Oklahoma are funded by the United States Department of Education.





# WHAT DOES THE CENTRAL COMPREHENSIVE CENTER DO?

The Central Comprehensive Center (C3) at the University of Oklahoma is one of 15 Regional Comprehensive Centers funded by the U.S. Department of Education to support state departments of education. C3 supports Colorado, Kansas, and Missouri.



*What are some examples of projects C3 is working on in its states and region?*



*Are services evaluated?*

C3's services are evaluated to ensure they are high quality, relevant, and useful to its client states.



Quality\*



Relevance\*



Usefulness\*

\*Percentage of respondents who Agreed or Strongly Agreed with statements evaluating these respective areas for services delivered between July 1, 2015 and June 30, 2016.



*What are people saying?*

"The services provided by the Central Comprehensive Center in conjunction with [other services brokered by C3] have been invaluable. ... I'm quite confident that we couldn't have carried out this work without their excellent assistance."

--Missouri Department of Elementary and Secondary Education Staff Member

**For more information, please contact us at [contact@c3ta.org](mailto:contact@c3ta.org) or call 1.800.228.1766.**

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# Purposes

- Build regional stakeholders' awareness of the changes, challenges, and opportunities of the Every Student Succeeds Act (ESSA) at the state and local levels.
- Engage regional stakeholders in essential conversations regarding the potential impacts of ESSA.
- Cultivate a community of regional stakeholders engaged in continued dialogue to explore policies, practices, and actions to support all learners.
- Gather input from Regional Advisory Board members that informs the center's work to promote progress of today's learners.

# Outcomes

- Increased knowledge of ESSA's potential challenges and opportunities
- Improved understanding of ESSA's potential challenges and opportunities
- Enhanced regional perspectives about the significance of ESSA for C3 states
- Identified new strategies for implementing ESSA to move C3 work forward

# Today's Agenda

Donna Richardson, C3 Director

- ESSA Overview
- ESSA Structured Presentations and Discussions
  - A Well-rounded Education
  - Educator Effectiveness
  - State Assessment and Accountability Systems
- Next Steps
- Final Comments

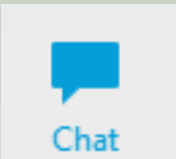


# Meeting Protocols

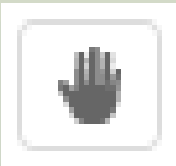
Facilitator: Kyle Lankford, C3/SC3 Communications Coordinator



- Mute your phone using \*6



- Use the chat box



- Raise your hand

- For technical issues, please contact Mark Turner at 405.227.2593

# Disclaimer

- This presentation is intended solely to provide general information about the Every Student Succeeds Act (ESSA) and state plans moving forward. Nothing about this presentation should be construed as legal advice or specific interpretation of the law. The U.S. Department of Education is expected to provide final regulations and additional non-regulatory guidance throughout the transition and implementation of ESSA.

# Every Student Succeeds Act (ESSA) Overview

<https://youtu.be/qgGzhL9rDJ4>

# ESSA: A Well-rounded Education

Gary Manford

C3 Kansas Technical Assistance Liaison

*Education can give you a skill, but a well-rounded education can give you dignity.*

**Educator Ellen Key (b. 1849, d. 1926)**

### The Every Student Succeeds Act

- references a “well-rounded education” more than 20 times and within the majority of the Titles (specific programs) in the act;
- acknowledges an overemphasis NCLB placed on measuring student success only in terms of English language arts and mathematics achievement;
- seeks to re-establish curricula and instruction that strongly encourage an educational model meeting each student’s unique academic needs, learning approaches, and interests; and
- offers state and local flexibility for defining an “enriched curriculum” AND for measuring student success.



# Beyond Core Academic Subjects

Goals 2000 Core Subjects, adopted in NCLB  
*Requirements linked to teacher qualifications*

- English, reading, or language arts
- Civics and government
- Mathematics
- History
- Geography
- Science
- Foreign Languages
- Economics
- Arts

Subjects added in ESSA's Well-Rounded Education  
*Requirements linked to student success*

- Writing
- Engineering
- Music
- Health
- Technology
- Computer Science
- Career and technical education
- Physical Education
- Other SEA- and LEA-determined subjects

# Social/Emotional Learning: A Timely Example of Building a Well-rounded Education

<https://youtu.be/ikehX9o1Jbl>

# C3 Support for A Well-rounded Education

Kansas Social, Emotional, and Character  
Development Standards and Local Measures

A NEW Vision for Kansas....

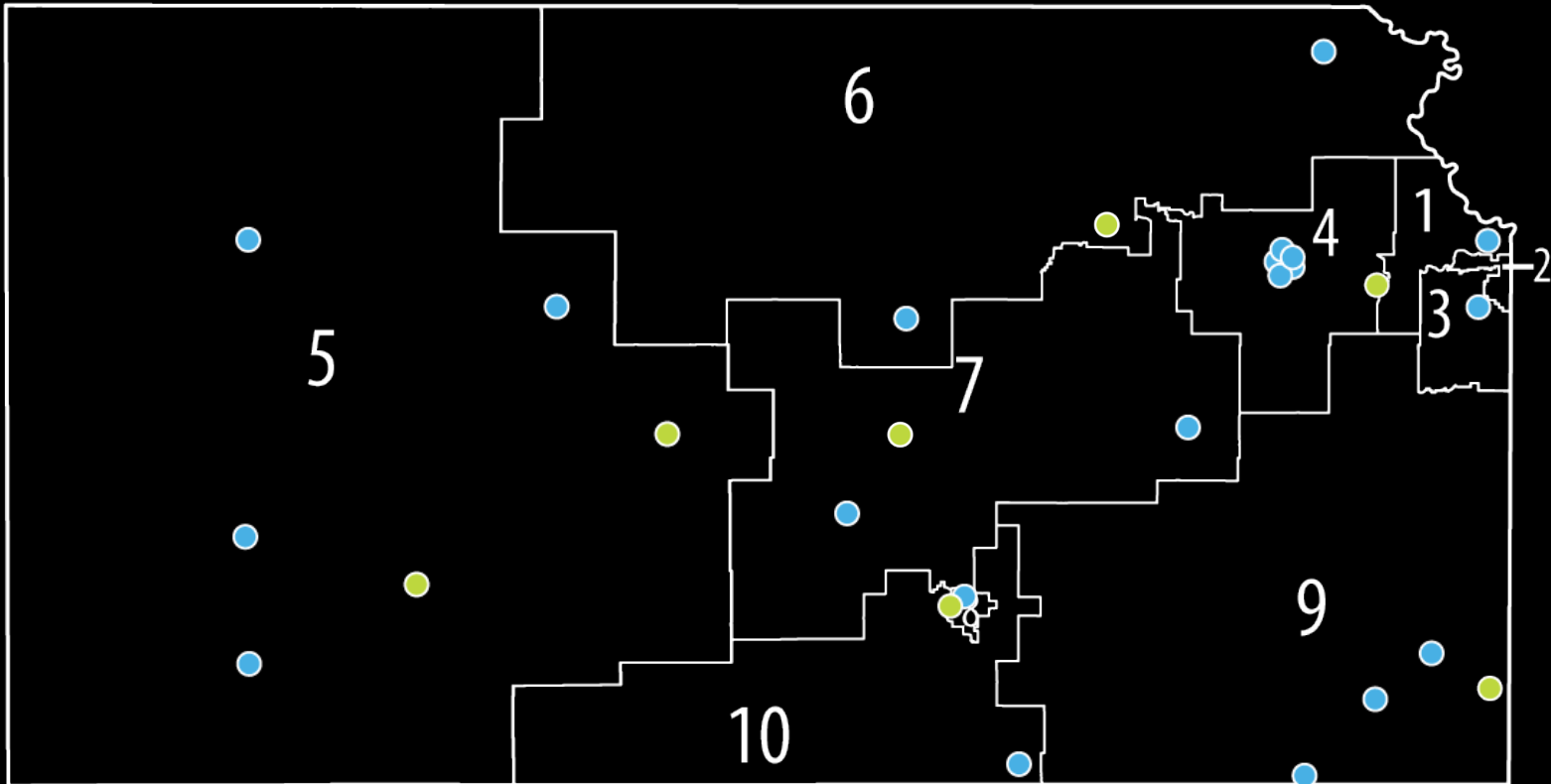
Kansas leads the  
world in the  
success of each  
student.



# KANSAS CHILDREN KANSAS' FUTURE Tour

● Community Conversation

● Business and Industry





# From the first set of focus group responses, what characteristics of success were most frequently cited?



COMMUNITY

Kansans **CAN**

The business and industry focus groups cited non-academic skills with greater frequency than the community groups:



BUSINESS AND INDUSTRY

Kansans **CAN**<sup>20</sup>

# Measurable Outcomes

Kindergarten Readiness

Individual Plans of Study Focused on Career Interests

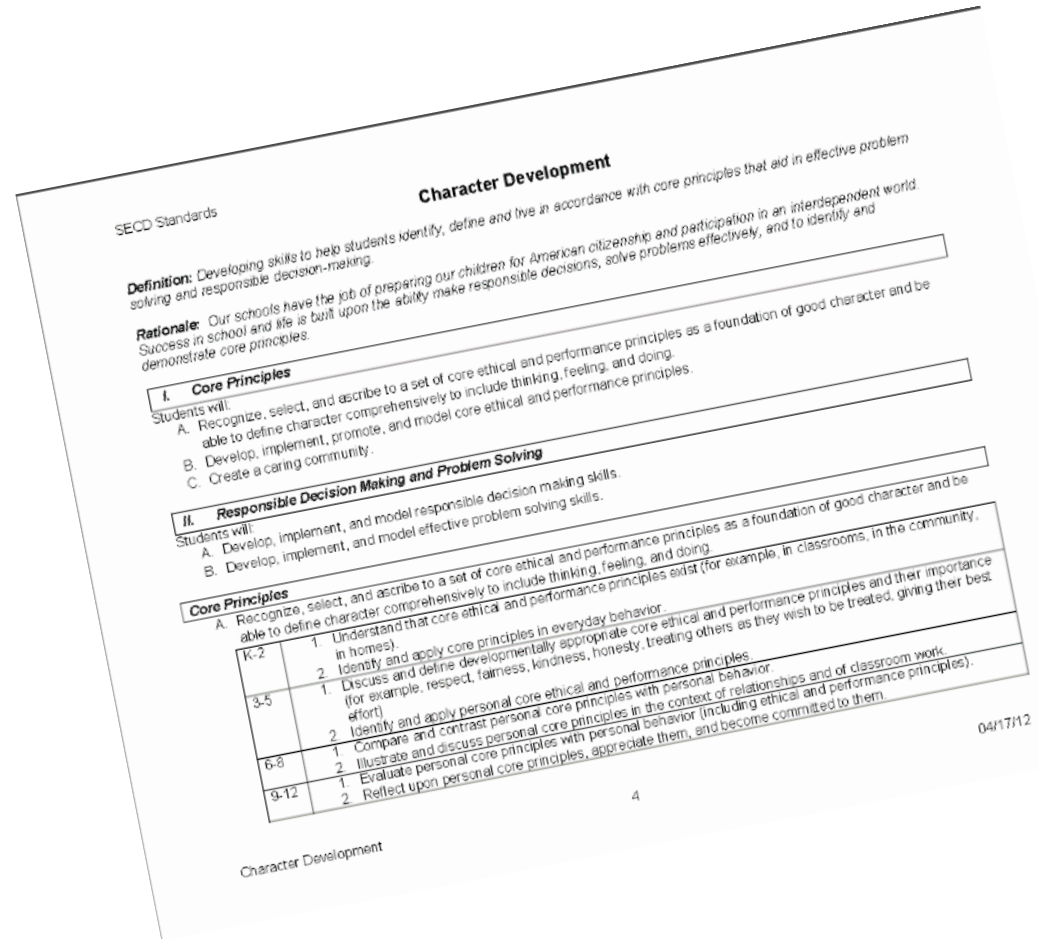
High School Graduation Rates

Postsecondary Completion/Attendance

**Social/Emotional Growth  
Measured Locally**

# Standards

- Kansas was the first state to adopt Social, Emotional and Character Development standards.
- The standards were adopted in 2012
- Access the standards here:  
<http://www.ksde.org/Teaching-Learning>



## Kansans CAN Grow

### SOCIAL/EMOTIONAL GROWTH, MEASURED LOCALLY

We believe the key to a successful high school graduate is ensuring the student is prepared not just academically, but socially and emotionally as well.

- In 2012, **Kansas** was the **first state** to adopt and implement **Social, Emotional, Character Development** standards.
- Students must learn nonacademic skills, such as perseverance, teamwork and critical thinking, to be successful in their postsecondary pursuits.
- Social-emotional learning integrated with character development will help students practice and model essential personal life habits.
- Research shows schools that incorporate social, emotional and character development have more student engagement, decreased suspensions and improved academic scores.



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PHOTO CREDIT: Fort Scott USD 234.





Kansas leads the world  
in the success of each student.

# Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION [www.ksde.org](http://www.ksde.org)

# SEA Experience: A Well-rounded Education

*Missouri English Language Arts, Mathematics,  
Science, and Social Studies Trainings with  
Fine Arts Integration*

Tom Tobias

Fine Arts Director, Missouri Department of Elementary and  
Secondary Education

**TOM TOBIAS**  
**ARTS EDUCATION DIRECTOR**



**ARTS INTEGRATION AND STEAM**  
**PART OF A WELL ROUNDED EDUCATION**  
**PRESENTATION FOR THE CENTRAL**  
**COMPREHENSIVE CENTER**

Missouri Department of Elementary  
and Secondary Education

Arts Enhancement

Arts Integration

Arts  
Curriculum

STEAM

# Arts Centered Schools Missouri Alliance for Arts Education, Missouri Arts Council, DESE

- Who is currently involved?
- Collaborative Effort of MAAE, Missouri Arts Council and DESE
- A network of schools dedicated to arts centered education in Arts Integration and/or STEAM
- Opportunities for growth in Missouri.....?

INCENTIVE \* BUY-IN \* PROFESSIONAL  
DEVELOPMENT \* RESEARCH \* COMMITMENT

# IF ARTS INTEGRATION AND STEAM WORK SO WELL, WHY ISN'T EVERYONE USING IT?

*Why Arts Integration Improves Long Term Retention*  
Rinne, Gregory, Yormolinskaya , Hardiman

Three Principles of Teaching

# Open Discussion

Jennifer Watson, C3/SC3 Literacy Technical Assistance Coordinator

To participate in the discussion,

- Continue to use the chat box, or
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# A Well-rounded Education Discussion Starter

How much access to a well-rounded education do students in your region receive?

- Very Little - Schools have been too busy focusing on reading and math performance to squeeze in other subjects
- Some - Arts experiences in the classroom and physical activities during recess
- A Lot - Dedicated fine arts teachers, primary grade science, foreign language instruction
- A Whole Lot - STEM/STEAM (Science, Technology, Engineering, Math/Science, Technology, Engineering, Arts, Math) programs, character development, service learning, wellness, and more

# A Well-rounded Education Discussion

What does a “well-rounded education” for your state or local community mean to you?

# ESSA: Educator Effectiveness

Animated Video Produced by

Lisa Pryor, SC3 Technical Assistance Associate

Kerri White, SC3 Arkansas/Louisiana Technical  
Assistance Coordinator

# EDUCATORS MATTER

This video is not publicly available.

# C3 Support for Educator Effectiveness

Educator Equity: A Highly Qualified, Highly  
Effective Educator in Every Classroom, for Every  
Student, Every Day

Ellen Balkenbush

C3 Missouri Technical Assistance Liaison

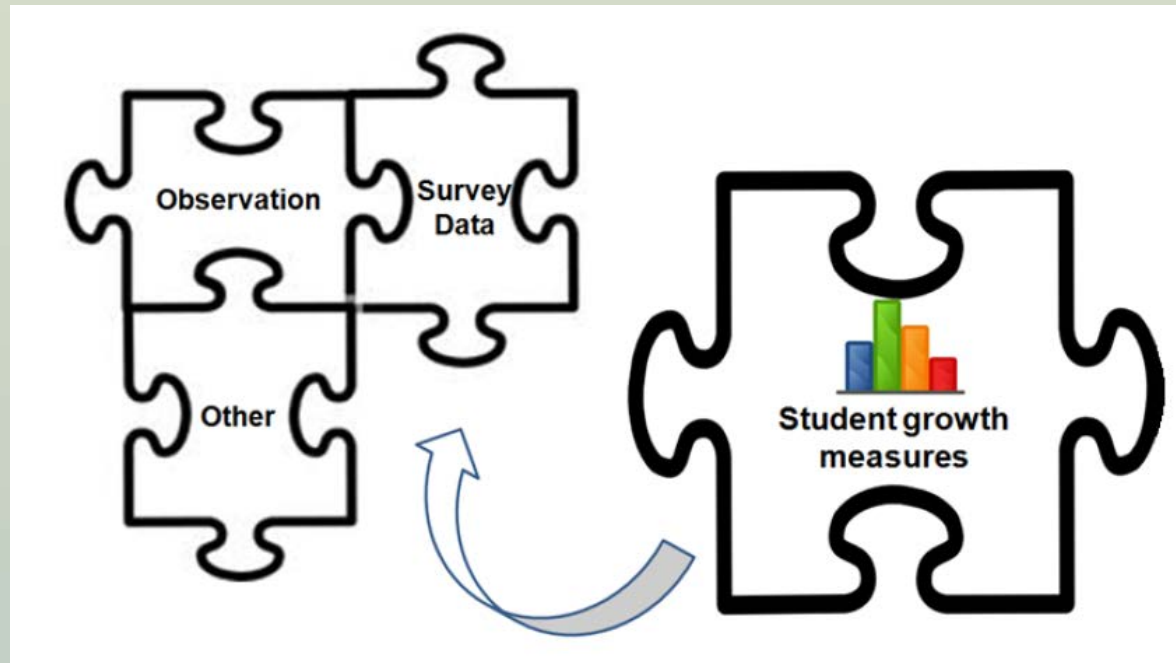
# Seven Essential Principles

- Clear expectations
- Differentiated performance levels
- Probationary period
- Student measures
- Regular, meaningful feedback
- Evaluator training
- Use of evaluator results



# Student Growth Measures

- Student growth measures are included in the Missouri evaluation model.
- Student Learning Objectives (SLOs) as a growth measure support the Essential Principles.



# Recent History of Educator Equity

- Regional Equity Leadership Conferences
  - St. Louis
  - Cape Girardeau - Boot Heel
  - Kansas City
- Educator Equity Laboratories
  - Equity Labs emerged from the Equity Leadership Conference discussions. The Equity Labs provide districts and schools with additional support and encouragement to author and implement their own, local Educator Equity Plans that are aligned to the state's Educator Equity Plan. Each of these Equity Labs consist of school and district representation from approximately 7-10 districts, typically of like size, socio-economic status, ethnicity, and general demographic.



# SEA Experience: Educator Effectiveness

Andrea Dixon-Seahorn  
Special Consultant for Equitable Education  
Missouri Department of Elementary and Secondary  
Education

# Missouri Equity Plan: Year One Implementation

- Equity Conferences- Rural Conference at SEMO; Urban Conference at MCC
- Equity Labs- Two Cohort Groups: *12* School Districts (Urban, Rural & Suburban)
- Equity Updates- *8* Volumes Published on DESE's website
- Equity Committees- Educational Stakeholder Planning Sessions
- Publication of the "Grow Your Own" Resource Guide

# Missouri Equity Plan: Year Two Implementation

- Equity Labs - Coordinate regional meetings to make it more convenient for school districts to participate on a larger scale
- “Grow Your Own” Models - Promote as a viable means to achieve Missouri’s equity goals in collaboration with Educator Preparation Programs, Professional Education Associations, and School Districts

# Open Discussion

Lisa Pryor, SC3 Technical Assistance Associate

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# Educator Effectiveness

## Discussion Starter

Think about your most effective teachers from your childhood or the most effective teachers you know.

In your opinion, what were the two greatest strengths of those teachers?

- Demonstrated knowledge of subject taught
- Used a variety of instructional strategies with ease
- Adjusted lessons based on student interests
- Monitored student understanding consistently
- Taught students to work together effectively
- Cared about the personal lives of students
- Demonstrated a commitment to lifelong learning
- Other strength

# Educator Effectiveness Discussion

High poverty, high minority, and low-performing schools often have the greatest shortages of effective teachers. How can SEAs reduce equity gaps and provide excellent educators for all students?

# ESSA: Assessment and Accountability

Patricia Fleming, C3 Associate Director

Rosie Garcia Belina, C3/SC3 ELL/Migrant Technical Assistance Coordinator

# ESSA - Assessment

- Administer annual assessments of students
- English language proficiency of ELL students
- Limits on percentage of students with disabilities administered alternate assessments/alternate standards
- Can choose to allow districts administer nationally recognized assessments, i.e., SAT or ACT, in place of statewide high school assessments
- Encourages innovation in development of assessment systems
- Encourages states to review current assessment systems to reduce duplication and low-quality



# ESSA - Accountability

- Set rigorous goals to increase proficient rates in reading and math and graduation rates for all students
- Require improvements for all groups and faster improvement for students academically behind peers
- Requires states to rate schools based on performance of these goals for all students and each subgroup
- Requires state ratings to reflect consistently underperforming student groups

# ESSA and the New Flexibility

- New flexibility and responsibility for
  - HOW states develop and administer state assessments
  - HOW it holds its schools accountable for preparing students beyond high school

# Assessment

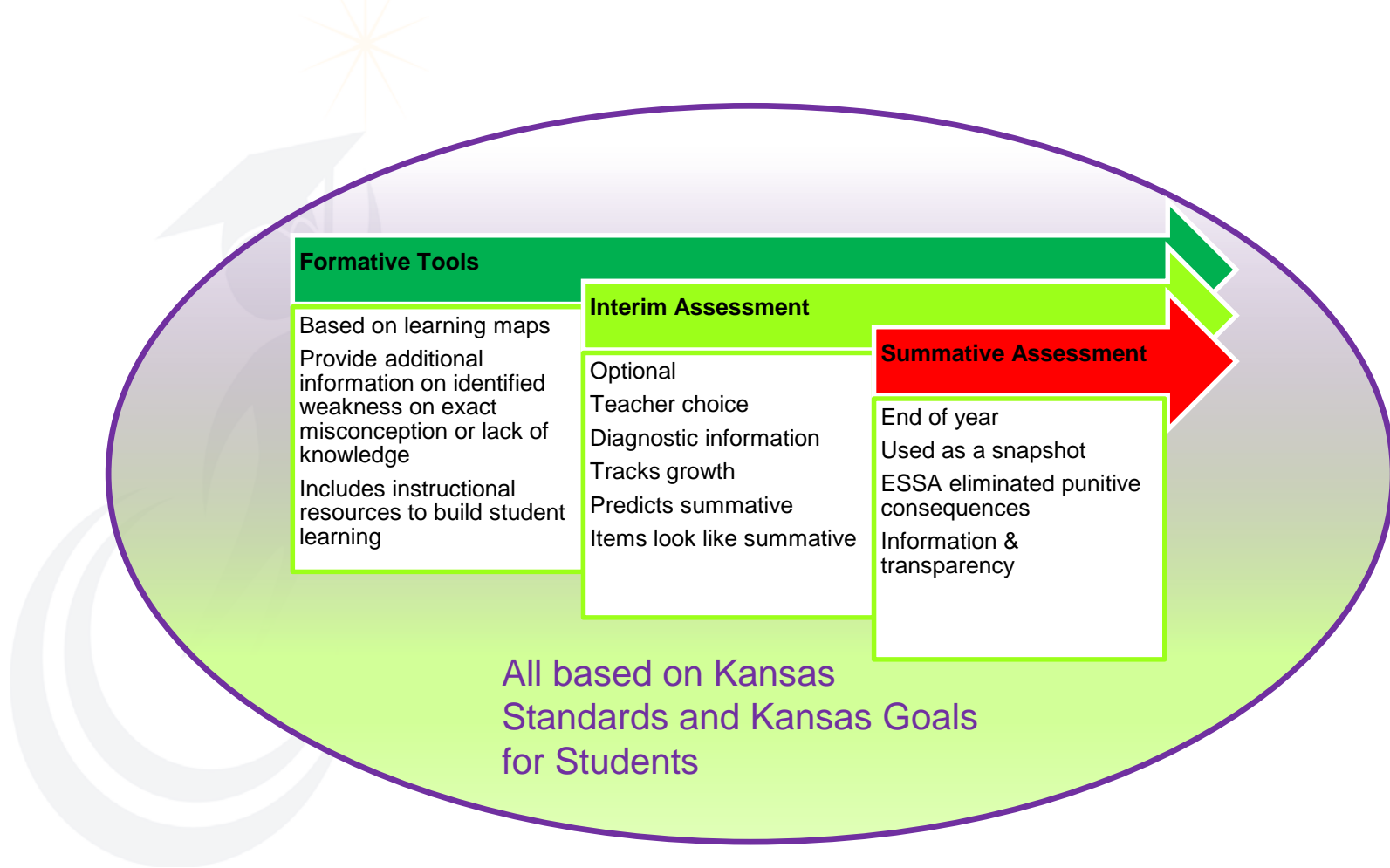
<https://youtu.be/9stFgYy9e24>

# SEA Experience: State Assessment Systems

Brad Neuenswander

Division of Learning Services Deputy Commissioner  
Kansas State Department of Education

# Balanced Assessment System



# Shrinking the Assessment Summative Footprint

For purposes of estimating assessment time, the Kansas State Department of Education calculates one session as 45 to 60 minutes.

## MATH

Grades 3 - 8, 10

	MACHINE SCORED	PERFORMANCE	TOTAL TIME (minutes)
2016	4 sessions	1 session	225-300
2017	2 sessions	Moved to interim	90-120

## ELA (English Language Arts)

Grades 3 - 8, 10

	MACHINE SCORED	PERFORMANCE	TOTAL TIME (minutes)
2016	4 sessions	2 sessions	270-360
2017	2 sessions	Moved to interim	90-120

## SCIENCE

Grades 5, 8, 11

	MACHINE SCORED	TOTAL TIME (minutes)
2016	3 sessions	135-180
2017	2 sessions	90-120

Source: Assessment Fact Sheet, July 2016, KSDE

# Accountability

<https://youtu.be/rOwO33M648k>

# SEA Experience: State Accountability Systems

Brad Neuenswander



## Kansans CAN Invest



PHOTO CREDIT: Topeka Public Schools USD 501

### INVESTING IN THE FUTURE OF KANSAS CHILDREN INCLUDES FOCUSING ON THE FOLLOWING:

- **Quality preschool and all-day kindergarten.**
- **Changes to school culture:** The student who chooses to pursue a **technical education or a two-year college** must be valued and supported as much as the student pursuing a **four-year degree**.
- **New, dynamic roles for counselors and social workers:** Focus on helping individual students explore **career paths** and develop **individual plans of study**.
- **Businesses and industry partnerships:** Career exploration, internships and job shadowing.
- **Community service and civic engagement** for students.
- **School should be reorganized around the student**, not systems.



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## Kansans CAN Define Success



### A **SUCCESSFUL** KANSAS HIGH SCHOOL GRADUATE HAS THE:

**ACADEMIC** preparation, **COGNITIVE** preparation, **TECHNICAL** skills, **EMPLOYABILITY** skills, and **CIVIC ENGAGEMENT** to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

#### Outcomes for measuring progress over time:

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Post-secondary completion/attendance
- Social/emotional growth measured locally



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# C3 Preliminary Support for State Assessment and Accountability Systems

- State work is just beginning on both of these issues
- Plans are due April or July 2017
- Full Implementation 2017-2018
- C3 Webinar Overview of ESSA
- Informational scans for Colorado and Missouri

# Open Discussion

Patricia Fleming

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# What Do You Think About...



ESSA's shift of responsibility to SEAs?

- Strongly Agree - It's about time states decide what's best for their children's education
- Agree - States need greater control for MOST decisions impacting their children's education
- Neutral - Not sure yet....I'll have to see how this plays out
- Disagree - When it comes to underserved children, ED must have a voice to support state policies impacting state education policies
- Strongly Disagree - When it comes to underserved children, ED must have adequate national education policies to ensure ALL children have the same chance at school success

# Assessment and Accountability Discussion

How might the new flexibility and shift of responsibility from federal to state level affect your state?

# Next Steps and Final Comments

- Next steps
- Final comments
- Evaluation

# Thank you!

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