

# USD 497 Teaching and Learning - Federal and State Goals

## Federal

### **Every Student Succeeds Act (ESSA)**

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

### **Special Education**

The Individuals with Disabilities Education Act gives eligible students with disabilities (“exceptionalities” in Kansas) the right to receive special instruction and services that are specially designed to:

- meet their unique needs (that result from having an exceptionality);
- help them learn the information and skills that other students are learning in the general education curriculum.

Special Education is instruction that is specially designed to meet the unique needs of students who have disabilities which impact their ability to access the curriculum. Special education and related services can include special instruction in the classroom, at home, in hospitals or institutions or in other settings.

### **Title Services (ESSA)**

**Title I, Part A** of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

**Title I, Part D** requires an allocation, of funds generated by the number of children and youth ages 5-17 living in local facilities for delinquent children, including adult correctional facilities. Funds may be used for LEAs with high proportions of youth in local correctional facilities and drop-out prevention programs for at-risk youth.

**Title II, Part A** is designed to improve student achievement by providing funds with the focus on training, recruitment, and retention of highly qualified teachers and principals. In exchange for receiving funds, agencies are held accountable to the public for improvements in academic achievement.

**Title III** provides funding to support services designed to assist and enhance English learners (EL) including immigrant children and youth ages 3-21, in learning English and meeting the challenging State academic content and student academic achievement standard requirements.

**Title IV** is designed to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

## State

### **Rose Capacities**

The Rose Capacities (sometimes referred to as “Rose Standards”) were cited in the Kansas Supreme Court’s March 2014 Gannon v State of Kansas school finance decision. The Court said these are the standards for determining the level of suitable funding for public schools in Kansas and will be used as the test when deciding if the state is meeting its constitutional requirement to fund public education.

- Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilizations.
- Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.
- Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation.
- Sufficient self-knowledge and knowledge of his or her mental and physical wellness.
- Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.
- Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.
- Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.

### **Kansas Board of Education Goals**

**Kansas State Board of Education Mission:** To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents.

**Kansans CAN Vision:** Kansas leads the world in the success of each student.

**Definition of a successful Kansas high school graduate:** 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. (Approved by State Board in January 2016)

### **Outcomes for Measuring Progress:**

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

# What Does Kansas Expect For High School Graduates?



| <b>“Rose” Capacities – Kansas Supreme Court and Legislative Education Goals</b>  | <b>State Board of Education Definition of Successful High School Graduate (Jan. 2016)</b>   | <b>Current State Board of Education Graduation Requirements</b>   |
|--|---|---|
| <p><b>Communication/Basic Skills</b><br/>1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization</p> <p><b>Civic/Social Engagement</b><br/>2. Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices.</p> <p>3. Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state, and nation.</p> <p><b>Physical/Mental Health</b><br/>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p> <p><b>Arts/Cultural Appreciation</b><br/>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p> <p><b>College/Career Preparation</b><br/>6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.</p> <p>7. Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.</p> | <p><b>A Successful Kansas high School Graduate has the...</b></p> <ul style="list-style-type: none"> <li>• academic preparation,</li> <li>• cognitive preparation,</li> <li>• technical skills,</li> <li>• employability skills, and</li> <li>• civic engagement</li> </ul> <p><b>...to be successful...</b></p> <ul style="list-style-type: none"> <li>• in postsecondary education,</li> <li>• in the attainment of an industry recognized certification, or</li> <li>• in the workforce</li> </ul> <p><b>...without the need for remediation.</b></p>  | <p><b>4 units - English language arts</b><br/>Including reading, writing, literature, communication, and grammar.<br/><small>*The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.</small></p> <p><b>3 units - history/government</b><br/>Including world history; U.S. history; U.S. government, including the Constitution of the U.S.; concepts of economics and geography.</p> <p><b>3 units - science</b><br/>Including physical, biological, and earth/ space science concepts, which shall include at least one unit as a laboratory course.</p> <p><b>3 units - mathematics</b><br/>Including algebraic and geometric concepts.</p> <p><b>1 unit - physical education</b><br/>Including health, safety, first aid, or physiology.</p> <p><b>1 unit - fine arts</b><br/>Including art, music, dance, theatre, forensics, and other similar studies selected by a local board of education</p> <p><b>6 units - elective courses</b><br/><small>*Local boards of education may have additional requirements</small></p> |