

# Every Student Succeeds Act

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# Every Student Succeeds Act (ESSA)

- Signed into law on December 10, 2015
- Reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces No Child Left Behind (NCLB)



# Every Student Succeeds Act

- Holding all students to high academic standards that prepare them for success in college and careers.
- Ensuring accountability and guaranteeing that when students fall behind, steps are taken to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools where subgroups are falling behind.
- Continuing to ensure that parents and educators have annual assessment information about how students are doing, while supporting states and districts in reducing unnecessary, onerous and redundant testing.
- Empowering state and local decision-makers to develop their own strong systems for school improvement.
- Protecting students from low-income families, students of color, English learners, and students with disabilities from being taught at disproportionate rates by ineffective, inexperienced, and out of field teachers.



# Timeline

- Full implementation of ESSA is required beginning in the 2017-18 school year
- Department of Education is working on ESSA guidance
  - Will be provided in sections
  - To date - no publication timeline has been provided



# U.S. Department of Education

## Dear Colleague Letters

- [ESSA Dear Colleague Letter](#) (January 28, 2016)
- [Dear Colleague Letter on the Transition to ESSA](#) (December 18, 2015)
- [Dear Colleague Letter on the New ESSA Law](#) (December 10, 2015)



# So what about the 2016-17 school year

- As clarified by the Consolidated Appropriations Act, 2016, FY 2016 formula grant funds will be awarded and administered in accordance with the ESEA (NCLB)
  - Funds will be allocated in the same manner and using the same allocation formulas as for the 2015-16 school year.
  - This means that formula grant recipients will continue to operate in the 2016-17 school year under the same plans, procedures, and requirements that are in place for 2015-16 with the exceptions on following slides.



# So what about the 2016-17 school year

- ESSA requires schools and districts identified in 2015-16 by the State as in need of improvement, corrective action, or restructuring under ESEA to continue to implement interventions in the 2016-17 school year.
  - BUT, are not required to offer Public School Choice, Supplemental Educational Services and the related notice to parents.
  - The State must ensure an orderly transition to ESSA through a transition plan that requires districts to provide alternative supports for SES eligible students and for schools with the greatest need.



# So what about the 2016-17 school year

- States will not be required to hold districts accountable for their performance against Annual Measurable Achievement Objectives (AMAOs) 1, 2, and 3 under ESEA (NCLB).
- States must freeze district accountability under Title III based upon the most recent AMAO calculations.
- States must continue to provide districts with corresponding supports and interventions through the remainder of the 2015-16 school year and throughout the 2016-17 school year.





# So what about the 2016-17 school year

- As of December 10, 2015 ESEA (NCLB) Highly Qualified Teacher requirements are removed.
  - Go to <http://www.k12.wa.us/ESEA/ESSA/HQT.aspx>
- State Plans to Ensure Equitable Access to Excellent Educators remain in effect.
- ESSA makes a significant change from Highly Qualified Teachers to “Effective” Teachers.



# ESSA Consolidated Plan

OSPI must submit an ESSA Consolidated Plan to the U.S. Department of Education for approval.

- Development of the ESSA Consolidated Plan must include consultation with a number of entities – Governor, State Legislators, State Board of Education, District and School Educators, Education Organizations, Parents ....
- The ESSA Consolidated Plan must be sent out for public comment for at least 30 days before submission.
- The Governor has 30 days to sign-off on the ESSA Consolidated Plan.
- The U.S. Department of Education has 120 days to approve the plan.



# ESSA

## What are the requirements?



# State Academic Content and Academic Achievement Standards

- Each State must adopt State Academic Content and Academic Achievement Standards.
  - State's must ensure challenging academic content standards in reading or language arts, math, and science.
- The standards must apply to all public schools and public school students.
- The challenging academic standards are aligned with entrance requirements for credit-bearing coursework in the state's public higher education system and the state's career and technical education standards.



# Assessments

Each state must implement a set of high-quality, annual academic assessments that include, at a minimum, assessments in math, reading or ELA, and science.

- Math and reading/ELA are assessed annually in grades 3-8 and once in grades 10-12.
- Science is assessed once in each of three grades spans: 3-5, 6-9, and 10-12.

Requires 95 percent participation in total and by subgroup.



# Single State-Wide Accountability System

- Set a minimum number of students for disaggregation of students by sub-group (“n” size) that is universal across sub-groups and statistically sound.
- Establish “ambitious, state-designed, long-term goals,” with measurements of interim progress for all students and subgroups for, at a minimum, improved:
  - Academic achievement, as measured by proficiency on the required annual assessments
  - Graduation rates (four-year adjusted cohort, with option for extended-year adjusted cohort).
  - For English learners (EL), progress in achieving English language proficiency.



# Single State-Wide Accountability System

- Accountability system must measure, for each subgroup:
  - Academic achievement, based on the long-term goals, as measured by proficiency on annual assessments.
  - For each public high school, student growth, as measured by annual assessments.
  - For each public elementary and secondary (non-high school) a measure of student growth and/or another valid and reliable academic indicator.
  - For high schools, the four-year adjusted cohort graduate rate, with discretion to use the extended-year adjusted cohort rate.
  - For EL, progress in achieving English language proficiency, as defined by the state and measured by assessments.
- For all schools, at least one indicator of school quality or student success that allows for meaningful differentiation in school performance and is valid, reliable, comparable and statewide.
  - These may include measures of student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate and safety, and any other indicator meeting the criteria above.



# Annual Meaningful Differentiation (AMD)

- Each state must “meaningfully differentiate” schools annually based on the performance of schools and subgroups in schools on the indicators.
- “Substantial weight” must be given to each of the first four indicators.
- In the aggregate, “much greater weight” must be given to these four academic indicators than to the fifth, school quality or school success indicator.





# Annual Meaningful Differentiation (AMD)

- States must annually measure the achievement of 95 percent of all students and all students in each subgroup. States must provide a clear explanation of how they will factor this requirement into the statewide accountability system.
- For purposes of the accountability system, states may include a student in the EL subgroup for up to four years after the student is proficient in English.



# English Language Proficiency Standards

State must adopt English language proficiency standards that:

- Include reading, writing, speaking, and listening
- Differentiate proficiency levels
- Are aligned to academic content standards



# State Report Card

States are still required to publish annual report cards for the 2014-15 and 2015-16 school years, and beyond. The components of this reporting include:

- LEA student achievement compared to State performance.
- Student subgroup information.
- School student achievement compared to all students and subgroups of students in the LEA.
- School student achievement compared to all students and subgroups of students in the State.



# School Support and Improvement

- Comprehensive Support and Improvement, for any schools identified under the state accountability system.
- Targeted Support and Improvement, for any schools in which any subgroup of students is consistently underperforming, as determined by the state through its system of Annual Meaningful Differentiation.



# Identification for Comprehensive Support and Improvement

- Each state must establish a methodology to identify, beginning with school year 2017-18 and at least once every three years thereafter, one statewide category of schools for support and improvement.
- The methodology shall be based on the state's system of Annual Meaningful Differentiation of school and subgroup performance.
- Schools meeting the following criteria must be identified for Comprehensive Support and Improvement:
  - The 5 percent lowest performing in the state, as determined by the State Index and AMD.
  - High schools that graduate less than two-thirds of their students.
  - Schools in which a subgroup is consistently underperforming as determined by the state.



# Resources

OSPI ESEA/ESSA website

<http://www.k12.wa.us/ESEA/ESSA/default.aspx>

U.S. Department of Education website

<http://www.ed.gov/essa?src=rn>



# Thank you.

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