



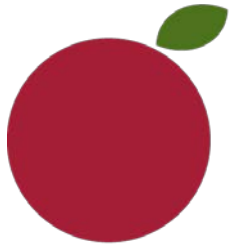
nacsa
NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS

APRIL 2016

THE EVERY STUDENT SUCCEEDS ACT (ESSA)

PART 1: WHAT IS IN ESSA?

HOW DO CHANGES OCCUR?



WHAT IS IN ESSA?

ESSA: GREATER STATE AND DISTRICT CONTROL



Federal accountability policy focuses on using indicators of school quality to



Identify and Require Action in **LOW-QUALITY SCHOOLS**

Generally, schools performing in the bottom 10 percent according to the state measure of school quality.

DEFINITION OF SCHOOL QUALITY



Standards and Assessments

Fewer Federal Inputs than NCLB



District and School Accountability & School Improvement

Fewer Federal Inputs than NCLB

ESSA: GREATER STATE AND DISTRICT CONTROL



Having a new federal education law, and ESSA specifically, allows states to change, within federal parameters:

1. **Standards:** The academic standards students must meet;
2. **Assessments:** How student mastery of academic standards will be assessed;
3. **Accountability** (*school report cards*): How the quality of a school is measured based, in part, on student performance;
4. **School Improvement:** What happens if a school is determined to be *low-quality*—the accountability consequence.



WHAT IS IN ESSA? STANDARDS AND GOALS

TAKEWAY: Curriculum Flexibility and State-Determined Goals

NCLB CARRYOVER

- Requires state standards to be aligned with college and career skills
- States must set short- and long-term goals for student achievement

NEW IN ESSA

- *States may choose to revisit their existing content standards and student achievement goals during ESSA implementation*
- States must provide assurances that their standards align with college and career skills. Prohibits any U.S. Secretary of Education from requiring states to adopt specific standards, assessments, teacher evaluation methods, or other key policies
- Instead of a 100% proficiency goal by a federally determined year (NCLB), states set the long-term and interim performance goals for all students and for each subgroup of students, which are subject to some federal approval



WHAT IS IN ESSA? ASSESSMENTS

TAKEWAY: Continued NCLB Assessment Schedule with Greater State and Local Flexibility

NCLB CARRYOVER

- Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts, and science
- Annual assessments in grades 3-8, once in high school
- Assessments may, at the state's discretion, measure individual student growth
- 95% assessment participation rate

NEW IN ESSA

- *States may choose to revisit their existing annual assessments during ESSA implementation*
- States may use computer-adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores in the state accountability system
- States may allow an LEA to use a nationally-recognized high school academic assessment in lieu of a state assessment, as long as such assessment aligns with the State's standards and meets other requirements
- The law allows (not requires) states to set a limit on the amount of time devoted to assessment administration for each grade



WHAT IS IN ESSA? STATE REPORT CARDS

TAKEAWAY: State Report Cards include new data collection requirements for 2016–17 school year

NCLB CARRYOVER

- Student achievement (including assessment results, grad rate, and other academic indicators; progress towards long-term goals; non-academic indicators), disaggregated by subgroup
 - **REMINDER!** ESSA has new subgroups: homeless children; child in foster care; child of armed forces on active duty
- Percentage of students assessed and not assessed
- Professional qualifications of teachers in state, which is disaggregated by high poverty compared to low poverty schools

NEW IN ESSA

- English Learner student achievement of English proficiency (*NCLB optional, now required*)
- SEA and LEA data on school quality measures (includes student discipline, absenteeism, violence, bullying) (*NCLB optional, now required and expanded*)
- SEA and LEA data on number and percentage of students enrolled in advanced course work (*NCLB optional at SEA level; now required at LEA and SEA*)
- SEA and LEA data on number and percentage of students enrolled in pre-K
- Per pupil expenditures at State, LEA, and school level, disaggregated by source of funds
- Results of state NAEP compared to other states
- Post secondary enrollment rates for year immediately following graduation (if available)



WHAT IS IN ESSA? ACCOUNTABILITY

TAKEWAY: State Report Cards Include New Academic and Non-Academic Measures

NCLB CARRYOVER

- Accountability system is based on short- and long-term goals for student achievement
 - *Instead of a 100% proficiency goal, ESSA lets states set the long-term and interim performance goals for all students and for each subgroup of students, which are subject to some federal approval*
- Each statewide system must “meaningfully differentiate” schools based on performance, including academic proficiency and graduation rates

NEW IN ESSA

- *States may choose to revisit their existing accountability system during ESSA implementation*
- Each statewide accountability system must “meaningfully differentiate” schools using academic indicators:
 - ✓ Academic proficiency on state assessments
 - ✓ English Language Proficiency (NEW)
 - ✓ Graduation rates for high school
 - ✓ Growth or another statewide academic indicator for K-8 schools
- Not less than one other state-set indicator of school quality or student success (NEW)
- For academic indicators (in red above) The State accountability system must give: “Substantial weight” to each indicator; “in the aggregate, much greater weight” than afforded to other indicator(s)



WHAT IS IN ESSA? SCHOOL IMPROVEMENT

TAKEWAY: Prescriptive Federal School Improvements Out, State and Local Flexibility In

NCLB CARRYOVER

- States and districts must intervene in the lowest-performing schools
 - *Under NCLB, federal policy set parameters for escalating levels of intervention.*
- Deference to state charter school law: “The Accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law.”

NEW IN ESSA

- Interventions in the lowest-performing schools largely determined at the state and district level, with few federal parameters. Two types of schools are identified for intervention:
 1. **Comprehensive Support and Improvement:**
 - Lowest-performing 5% of Title I schools on state accountability index;
 - High schools with <67% graduation rates; and
 - Schools with underperforming subgroups that do not improve after a state-determined number of years.
 2. **Targeted Support and Improvement:**
 - Schools with consistently underperforming subgroups, as defined by the state

CHANGES TO CHARTER SCHOOL PROGRAM



Replication and Expansion Program

- Formally codified in ESEA
- New definition of a “high quality charter school” based on school performance.

Traditional SEA Program (State Startup Grants)

- Expanded eligibility. In addition to SEAs, Governor, State Charter School Board, and CSOs also eligible.
- Minimum of THREE state grants PER YEAR
- New or modified assurances and application requirements that relate to:
 - Authorizer oversight: authorizer standards, authorizer accountability
 - Authorizer quality: Annual audits, annual performance data, holding schools accountable
 - Financial oversight and enrollment
- State must use not less than 7% of funds for statewide improvement, including authorizer quality initiatives

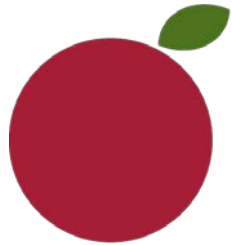
Note: These Requirements Apply If...

- ✓ State has been awarded a State Charter School Program Grant
- ✓ Grant is made in FY17 or later

OTHER IMPACTED AREAS

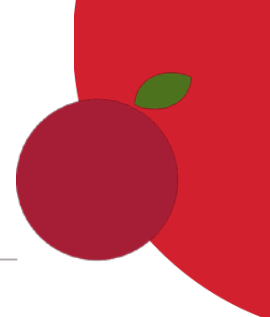


- Basic Aid and Assessment, Accountability, and School Improvement (Title I)
- Teacher and Principal Quality and Teacher Evaluation (Title II)
- English Learners (Title III)
- Competitive grant programs (Title IV)
- Indian, Native Hawaiian, and Alaska Native Education (Title VI)
- Impact Aid (Title VII)
- Homeless Children and Youths (Title IX)



WHEN AND HOW DO CHANGES OCCUR?

WHEN AND HOW: GETTING ESSA INTO PLACE



The primary vehicles for change are State plans for ESSA compliance.

States must have a federally approved plan in order to receive funding through the main Titles, such as a plan for assessments and accountability to receive Title I funds.

State plans for Title compliance will likely be due in parts, but what parts will be due when is not yet clear.

ED issues rules and/or guidance on what must be in Title plans. *(2016)*

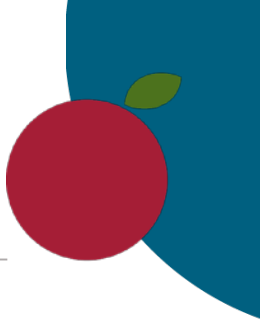
State develops plans to meet ESSA Title requirements, with input from stakeholders as required. *(Late 2016-2017)*

States submit plans to ED. ED approves plans. *(Late 2016-2017)*

LEAs submit plans to SEA, as required, for compliance with state ESSA plans. *(2017-2018)*

States make policy changes and promulgate rules and guidance to districts/schools/LEAs/authorizers to fulfill approved state ESSA plans *(2017-2018)*

Districts/schools/LEAs/authorizers make conforming changes and implement new practices *(2017-2018, ongoing)*



WHEN AND HOW: WINDING DOWN NCLB

As ESSA winds up, NCLB winds down.

ED issues rules and regulations concerning ESSA Transition. This gradually modifies (often reduces) federal reporting requirements. This may result in data gaps for authorizers for 2016 and 2017.

(2016)



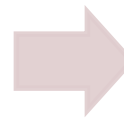
ED flips the switch, shutting off much of NCLB and turning on ESSA.

(Summer and Fall 2016)



2016–17 academic year is a transition year. States are no longer required to fulfill all NCLB requirements, but do not yet have approved plans for all components of ESSA compliance. ED continues to issue transition guidance.

(Late 2016 and 2017)



2017/18 academic year: ESSA is in effect.

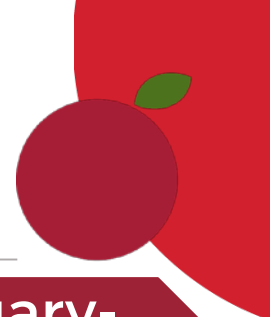
(Fall 2017 and beyond)



States submit plans to ED. ED approves plans.

(Late 2016 and 2017)

WHEN AND HOW: WHO IS DOING WHAT? WHEN?



2016: Now-June

U.S. Department of Education

- Initial Rules and Regulations
- Change federal reporting requirements for transition

States

- Begin discussing state plan for ESSA compliance
Standards and assessments likely first, report cards and school improvement second
- States may begin forming stakeholder committees for ESSA compliance

Authorizers

- Begin experiencing data gaps
- Begin discussions with schools about transition in standards, assessments, and state systems

2016: July-December

U.S. Department of Education

- Finalize rules by Dec. 2016
- Jul. 1, Aug. 1, Oct. 1–program effective dates

States

- Continue discussing state plan for ESSA compliance
- Begin preparing ESSA compliance plans.

Authorizers

- Continue experiencing data gaps
- Prepare for ESSA transitions
- Participate in state ESSA compliance planning process

2017: January-August

U.S. Department of Education

- Review submitted ESSA compliance plans

States

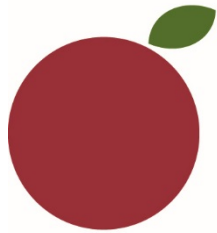
- Prepare and submit ESSA compliance plans to ED.
- Make state-level policy changes, if necessary

Authorizers

- Continue experiencing data gaps
- Begin ESSA transitions
- Participate in state ESSA compliance process
- Shift federal and state compliance monitoring for ESSA

2017-18 School Year: ESSA in Full Effect

[Explore More](#)



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