THE EVERY STUDENT SUCCEEDS ACT
What Does it Mean for State Accountability and Data?

Tuesday, April 12, 2 p.m. EDT | FREE CSG eCademy Webcast
Every Student Succeeds Act

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Background

• Every Student Succeeds Act (ESSA) – is the name of the reauthorized Elementary and Secondary Education Act – the law that funds elementary and secondary education;

• replaces No Child Left Behind;

• takes full effect in the 2017-18 school year.
Key Elements

• Accountability
  – States devise their own accountability systems and submit plans to US Department of Ed for approval;
  – States must set goals aiming to close achievement and graduation gaps and
  – Must measure academic achievement, graduation rates, English-language proficiency and non-academic indicators

• Implications for States and Districts?
Accountability (cont’d)

• **Elementary and Middle School** accountability must include:
  – Proficiency on annual assessments
  – Academic growth on annual assessments – IF determined by the state OR another statewide academic indicator
  – Progress in achieving English language proficiency
  – At least one indicator of school quality or success determined by the state
Accountability (Cont’d)

High School accountability must include:

– Proficiency on annual assessments
– Academic growth on annual assessments – IF determined by the state
– Graduation for the four-year cohort and, at the state’s discretion, the five-year cohort
– Progress in achieving English language proficiency
– At least one indicator of school quality or success as determined by the state
Testing

• States must test students
  – in reading and math in grades 3 – 8 and once in high school;
  – in science once in each grade span of 3 – 5, 6 – 9, and 10 – 12;
  – All assessments must provide data for whole schools as well as different subgroups of students;
  – Minimum participation of 95% required.

• Implications for States and Districts?
Standards

• States must adopt “challenging” academic standards.

• The US Secretary of Education is barred from forcing or encouraging states to pick a particular set of standards.
Low-Performing Schools

• State accountability systems must meaningfully differentiate all schools in the state and establish a methodology to identify schools for support and improvement in the following areas:
  – Lowest performing schools (a number equal to 5% of the Title I schools in the state)
  – High schools where graduation rate is 67% or less
  – Schools where subgroups of students are consistently underperforming
Low-Performing Schools (Cont’d)

• The identification process must begin with the 2017-18 school year
• And occur at least every three years
• States must set aside 7% of their Title I funds to support school improvement in these identified schools and districts.

• Implications for States and Districts?
English Learners

• Accountability moves from Title III to Title I.

• English-learners’ test scores will be phased in for school accountability purposes over their first three years in US schools.
The Every Student Succeeds Act eliminates
– the NCLB “highly qualified” teacher requirement and
– the NCLB waiver requirement for teacher evaluation through student outcomes.
– Providing states and districts with more discretion for how best to support improving educator quality and equity.
Transitioning from NCLB

• Waivers from NCLB are null and void on August 1, 2016, but
  • States must continue supporting their lowest-performing schools and schools with big achievement gaps until ESSA accountability plans kick in.

• Implications for States and Districts?
Federal Program Changes

- Block grant – a new $1.6 billion block grant will consolidate dozens of programs including some involving physical education, Advanced Placement, school counseling, and education technology.

- The Preschool Development Grant program is moved to the US Department of Health and Human Services and jointly administered by the US DoE.
Federal Program Changes (Cont’d)

• Creates a new evidence-based research and innovation program similar to the Investing in Innovation (i3) program.

• Creates a pilot project which will let 50 districts try out a weighted student-funding formula, combining state, local, and federal funds to better serve low-income students and those with special needs.
Every Student Succeeds Act (ESSA): Accountability and Opportunities
ESSA and Accountability

• **Standards.** States will determine their own “challenging” academic standards, assessment systems, and accountability criteria.

• **Assessments.** States will continue to test in reading and mathematics (once yearly in grades 3–8 and once in high school) and science (once each in grades 3–5, 6–9, and 10–12). Assessments must be aligned to state academic standards. States must disaggregate data by student subgroup, allow for meaningful differentiation in school performance, and annually measure 95% of all student participation in each subgroup. **States must still participate in assessment peer review of their statewide assessments.**

• **Intervention:** States will focus on supporting bottom 5% of schools, those with low graduation rates (67%) and struggling subgroup performance.

• **Multiple Measures:** States will track student performance on assessments, EL proficiency, growth and/or achievement, and may include a behavioral/non-academic indicator.

Full implementation of ESSA will take effect at the start of the 2017–18 school year. In the meantime, USED and the rulemaking committee members are clarifying regulations.
ESSA and Opportunities

• **Nationally recognized assessments in high schools.** Allows for local use of nationally-recognized tests at the high school level in lieu of the state test for federal accountability, with state permission.

• **State-led assessment innovations.** States can apply for funding to experiment with innovative forms of assessments locally, such as competency-based, performance-based, interim, cumulative year-end, computer-adaptive, and other types of assessments that allow students to demonstrate mastery.

• **Measuring behavioral indicators for student success.** States incorporate nonacademic measures to better assess risk at important points in students’ academic trajectories and identify areas of need and support.

• **Use of interim assessments to produce summative results:** States can administer statewide interim assessments that lead to a single summative score.
Assessment Peer Review

• **State requirements:** States must submit an analysis of their statewide assessment systems in ELA, math and science according to the following criteria in April or June:

  1. Statewide system of standards and assessment
  2. Assessment system operations
  3. Technical quality—validity
  4. Technical quality—other
  5. Inclusion of all students
  6. Academic achievement standards and reporting

• ACT is supporting states using the ACT, QualityCore and ACT Aspire in the submission development.
The Every Student Succeeds Act: New Data Opportunities

April 12, 2016
Background

• States have been using data for **accountability** and **transparency** for a long time

• **Using data** to illuminate what’s working for students—and what isn’t—is a legacy of NCLB

• **ESSA** represents a shift in the nation’s approach to education, but is consistent with NCLB in affirming that data matter to student success
Consider...

• This is an opportunity to use data in different ways
• Spend time getting data house in order – meet your data system where it is
• Engage stakeholders and plan thoughtfully
What’s Required by ESSA for an Accountability System?

1. Math/ELA Testing — Grades 3-8 and once in high school
2. Cohort graduation rate in high school
3. Additional academic indicator (e.g., student growth)
4. Progress toward English proficiency
5. An additional, nonacademic indicator that is important to the community (e.g., absence)
Major Opportunity: High-Quality Public Reports
Public Reporting: New Disaggregation

- ESSA requires states to better track and report how well homeless, foster care, and military-connected students are doing.

- US ED is directed to help interested states and districts disaggregate data on Asian American and Pacific Islander (AAPI) students to help improve their outcomes.

- ESSA requires states to publicly report data that is cross-tabulated by, at a minimum, each major racial and ethnic group, gender, English proficiency status, and disability status.
Public Reporting: New Measures

- ESSA requires states to calculate and report indicators of postsecondary enrollment “where available”

- Must include per-pupil expenditures by funding source; must include actual personnel expenditures for each school, not just district averages
High-Quality, Data-Literate Teachers

1. Before school starts, Ms. Bullen looks at her students’ past performance and sets goals and makes working groups for all of her students—including Joey.

2. She connects performance data with test items and standards to see where Joey has excelled or fallen behind, and designs an instructional plan just for him.
Comparability: Provide Context and Value
Student Growth Models:

They Still Matter!
3 Key Takeaways

1. This is an opportunity to use data in different ways
2. Spend time getting data house in order – Meet your data system where it is
3. Engage stakeholders and plan thoughtfully
Stay Connected

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Questions?

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