



# Implementation of the Every Student Succeeds Act (ESSA)

A Presentation to the Pennsylvania  
House and Senate Education Committees

March 20, 2017

# The Five Big Themes of ESSA



1

Shifts authority over most education policy decisions from federal to state, but the shift is not absolute.

2

New state flexibility for school rating systems, goals and a system of school supports and interventions, but with limited federal guard rails.

3

Preserves annual assessment, but gives states an opportunity to audit, streamline and innovate.

4

Gives states greater flexibility to direct federal funds to state-determined priorities, but districts often have final say.

5

Eliminates the teacher evaluation system required under waivers, but states can choose to continue/refine their systems.

# Eliminated vs. Survived



## Eliminated

Ability of Secretary to incent states to adopt a particular set of standards

Adequate Yearly Progress (AYP)

Federally defined cascade of interventions (including tutoring and school choice)

School Improvement Grants (SIG) program

Highly qualified teachers requirement

Teacher evaluations based on student achievement (*required by waivers*)

## Survived

Requirement to adopt “challenging” state academic content standards

Annual testing in reading and math in grade 3-8 and high school; Grade-span testing in science

State participation in NAEP

Disaggregated data

“Supplement not supplant” and “maintenance of effort” requirements (*with new flexibilities*)

## New

Standards must be aligned with credit-bearing courses in college

Funding for assessment audits

Innovative assessment pilot

Shift in accountability for ELs

State, district, and school-designed interventions

Optional set aside for “Direct Student Services”

Weighted student funding pilot

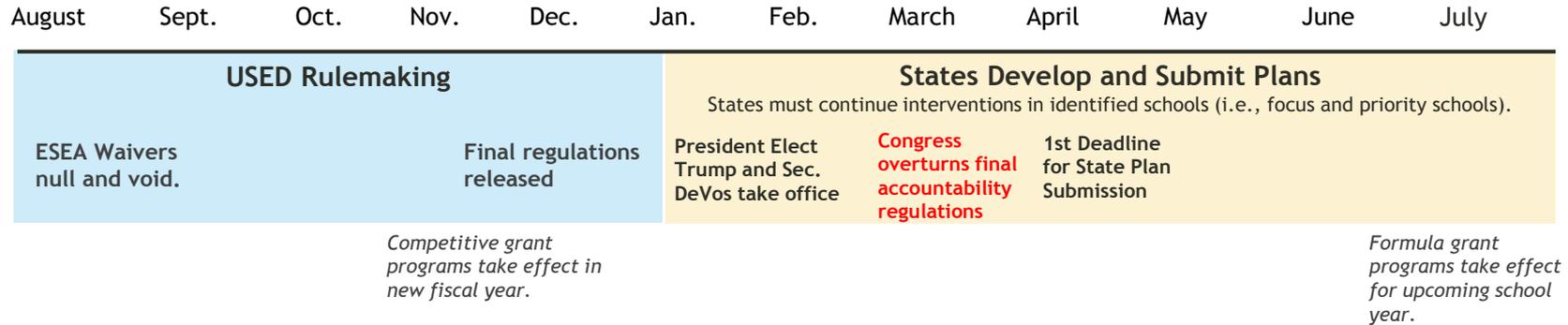
Student Support and Academic Enrichment block grants of \$1.6 billion (*if fully funded*)

*Chart inspired by work by the Thomas B. Fordham Institute*

# Updated Timeline



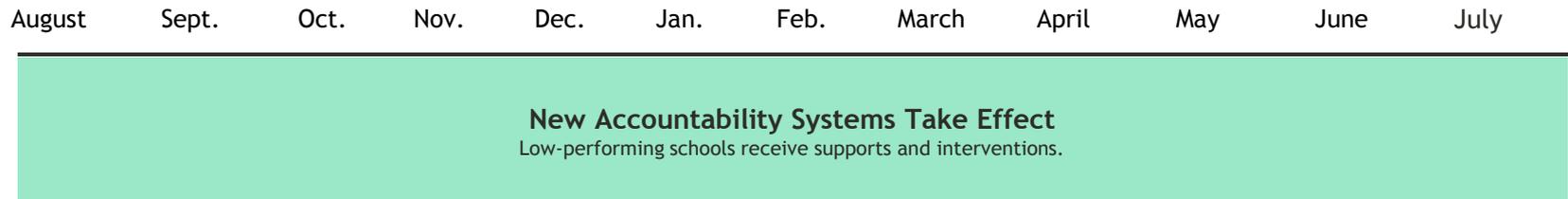
## 2016-17 School Year: Rulemaking and Transition



## 2017-18 School Year: New Systems in Place



## 2018-19 School Year: New Systems in Place; Interventions Begin



# School Accountability: Requirements and Opportunities under ESSA

under ESSA

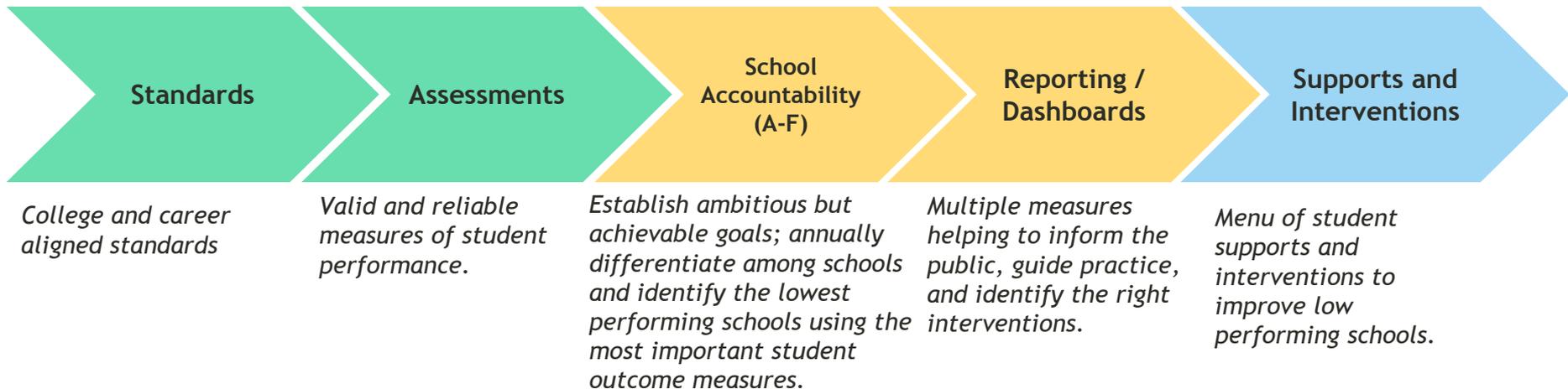
# Defining “State Accountability System”



## What is the purpose of state accountability systems?

- Hold schools responsible for helping all students achieve their full potential;
- Set clear goals to rally around – goals that are meaningful, ambitious, and achievable;
- Provide information to parents, educators, and community members about school performance;
- Prompt and support improvement where it’s needed; and
- Protect taxpayer investment in education.

## Components of a state accountability system



# Shifts in Accountability Policy: Who is Responsible?



	NCLB	ESSA
<b>Standards</b>	<p><b>State</b> but, under waivers, Feds required Common Core or sign off by higher ed.</p>	<p><b>State</b> must demonstrate alignment to college coursework</p>
<b>Assessments</b>	<p><b>State</b> with Federal review and approval</p>	<p><b>State</b> with Federal review and approval</p>
<b>Goals</b>	<p><b>Federal</b></p>	<p><b>State</b></p>
<b>School Accountability</b>	<p><b>Federal</b></p>	<p><b>State</b> must incorporate certain indicators for each subgroup</p>
<b>Supports and Interventions</b>	<p><b>Federal</b> Cascading set of Federal consequences, states choose amongst SIG options</p>	<p><b>States and Districts</b></p>

# ESSA's Requirements for Goals, School Accountability and Identification



## Goals

States must establish “ambitious, state-designed long-term goals” and interim progress targets for all students and for each subgroup for:

- Academic achievement
- High school graduation
- English language proficiency (all students only)



## School Accountability

States must establish a system of meaningfully differentiating schools on an annual basis, based on the following indicators for all students and separately for each subgroup (except that English proficiency need not be disaggregated). The system must give substantial weight to each indicator.

1. Academic achievement indicator
2. Another academic indicator (growth, grad rate)
3. English proficiency
4. Additional indicator of school quality or student success

In the aggregate, the system must give much greater weight to these 3 indicators

## Identification of Schools

The accountability system must identify at least three categories of schools:

- Comprehensive support and improvement schools
- Targeted support and intervention schools
- Additional schools



## Summative Rating

- 1. Academic Achievement Indicator:** Consider a simple calculation of proficiency rate for each subject:  
$$\frac{\text{number of students scoring proficient or higher on the state assessment}}{\text{number of students who took the assessment (or 95\% of students)}}$$
- 2. Another Academic Indicator:** Consider including a measure of student growth. For high school, states should include both the required graduation rate and student growth.
- 3. English Proficiency:** Depending on data availability, initially consider incorporating as a “plus” or “minus” based on whether the subgroup met its language acquisition target.
- 4. Additional Indicator of School Quality or Student Success:** Consider using growth of the lowest-performing students in the school. For high school, consider student success on AP/IB/dual enrollment/industry certifications.

# Selecting School Accountability Indicators



- Is the indicator valid, reliable and accurate?
- Does it relate to improved student achievement?
- Does the indicator differentiate among schools?
- What perverse incentives might result from including the indicator?
- Will adding the indicator dilute the emphasis on student outcome measures?
- Does the indicator measure something that is actually under the school's control?
- Does the value of the indicator outweigh the administrative budget of collecting and verifying the accuracy of data for that indicator?
- Is the indicator aligned to the overall policy goals of the state's education system?

# School Accountability vs. Public Reporting



Standards

Assessments

School  
Accountability

Reporting /  
Dashboards

Supports and  
Interventions

## School Accountability

- State determined goals
- Proficiency
- Growth
- Graduation rates
- English language proficiency
- College and career ready
- Lowest performing 25% students

## Report Cards / Dashboards

Required Under ESSA

- Accountability system details
- Disaggregated results
- Disaggregated assessment participation rates
- The state's minimum N
- Civil Rights Data Collection
- Educator qualifications
- State, local and federal per-pupil expenditures
- NAEP results
- Disaggregated grad rates/college enrollment

Optional

- Attendance
- Expulsion/Suspension
- School Climate
- Parent/Teacher Survey
- Social & Emotional Supports

# Supports and Interventions: Developing a Rigorous Statewide Approach under ESSA



# Flexibility Around Supports and Interventions



## NCLB

## ESSA

Interventions:	In need of improvement (year)				
	1	2	3	4	5
School Transfer Options	X	X	X	X	X
Supplemental Services		X	X	X	X
Corrective Action			X	X	X
Restructuring (planning)				X	X
Restructuring (implementation)					X



### What should be in your toolbox?

- Achievement School District
- Tutoring
- School Choice
- CMOs
- Integrated Student Supports (e.g. CIS)

### For which identified school?

- Comprehensive support & improvement schools
- Targeted support and intervention schools
- Additional schools

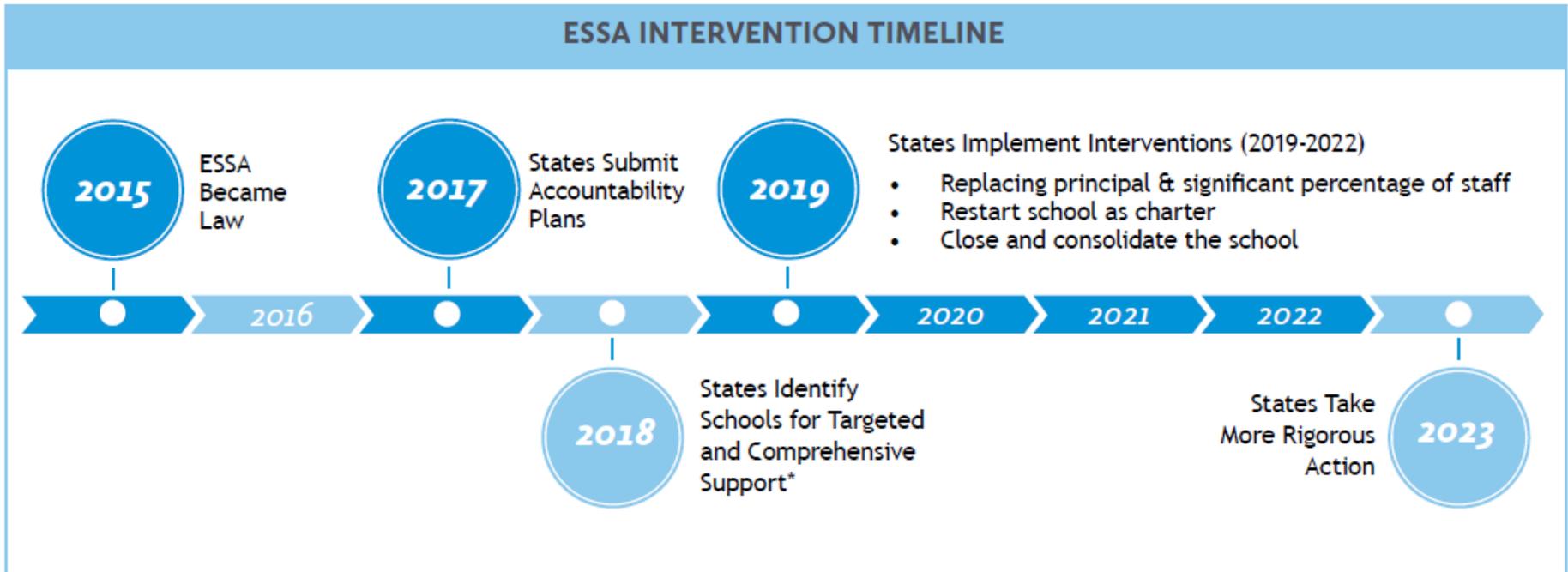
### At what time?

- How many years does a school need to be identified before triggering the next set of escalating intervention?

# ESSA Interventions Timeline



## ESSA INTERVENTION TIMELINE



# Two Key State Actions on Interventions



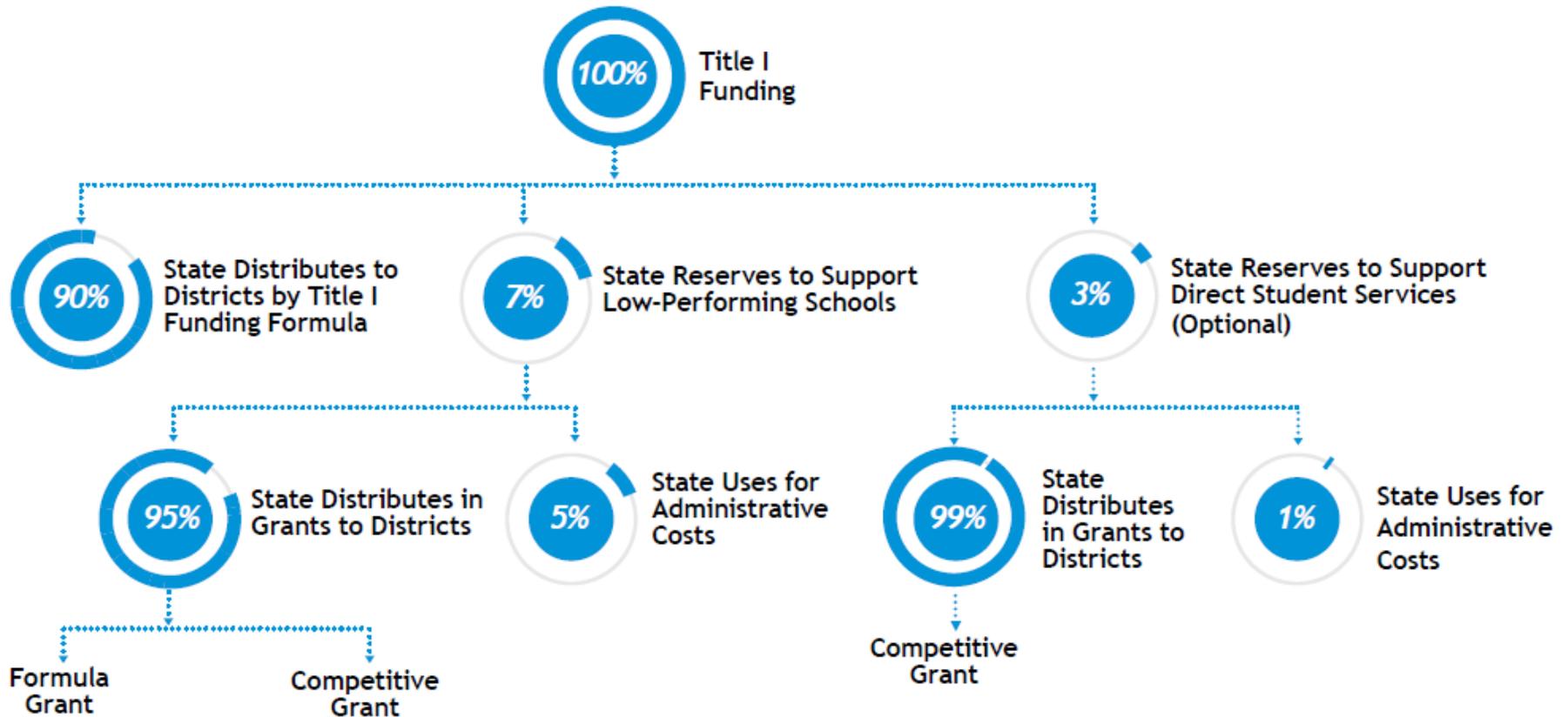
ExcelinEd recommends two key state actions to turn around comprehensive support schools.

- 1 Influence district turnaround strategies by reviewing districts' school improvement plans and by distributing federal improvement funds through competitive grants. *(see next slide)*
- 2 Increase choice to address persistently low-performing schools.
  - Remove Artificial Limits On And Promote The Growth Of High-Quality School Options
  - Attract and Cultivate High-Quality Charter Management Organizations

# Title I Funding Distribution



## DISTRIBUTION OF TITLE I FUNDING



# State Innovation: Opportunities under ESSA

# Direct Student Services



This optional Title I set aside can help support state priorities such as course access and public school choice.

## Optional Title I Set Aside

- Beginning with the 2017-18 school year, states may choose to set aside up to 3% of Title I Part A funds to make awards to districts to provide **Direct Student Services** (e.g., supplemental courses, tutoring, and public school choice). 99% of funds must be distributed to districts.
- Services can be offered through providers or the school district.
- Examples include credit recovery, AP/IB or dual credit courses, career and technical education courses not otherwise available, personalized learning, course access, tutoring, and transportation for transfer to higher-performing public schools

## Required Prioritization

- Awards must go to districts serving the highest percent of schools targeted for comprehensive and then targeted support and improvement.

## Process

- Districts apply to the state to receive funds and must explain how they will inform parents of available services.
- States monitor quality of providers and maintain list of state-approved providers.

# Student Support and Academic Enrichment Grants



This block grant is authorized at \$1.6 billion. However, the grant programs that were rolled into this block grant only received appropriations of \$400 million in fiscal year 2016.

## Required Activities

## May Include:

**Well- Rounded  
Educational  
Opportunities**  
*(at least 20%)*

- Increasing access to accelerated learning (AP and IB)
- Expanding access to STEM courses
- Strengthening the teaching of American history/civics
- Improving foreign language instruction
- Promoting volunteerism
- Working directly with districts to emphasize that literacy is the most critical component of providing a well-rounded education.

**Safe and Healthy  
Students**  
*(at least 20%)*

- School-based mental health services
- Anti-bullying campaigns
- School-wide positive behavioral interventions
- Drug and violence prevention programs

**Effective Use of  
Technology**  
*(infrastructure costs  
cannot exceed 15%)*

- Building capacity and infrastructure
- Providing professional development on using technology
- Expanding personalized/blended learning (resources, devices, or content)
- Delivering rigorous academic courses and curriculum through technology
- Providing students in rural/remote/underserved areas with digital resources



Thank You!

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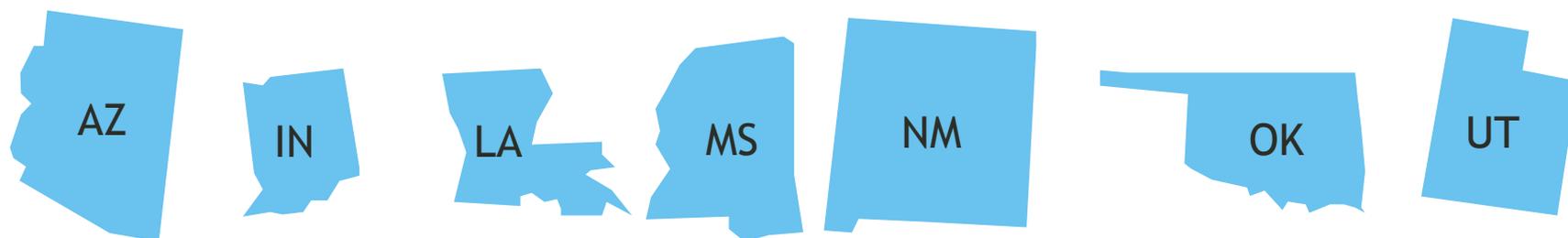
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# Additional Information on A-F School Grading

# NAEP Performance of States with A-F School Grading



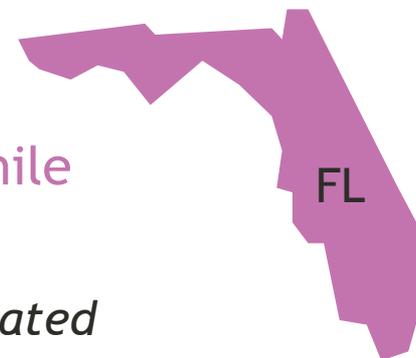
The **eight states** with multiple years of A-F implementation are making faster improvements on NAEP 4th and 8th grade reading and math than the Nation as a whole.



For example, since implementing A-F, **Florida has outpaced the Nation in Grade 4 Reading by 13 points.**

Over this time period the Nation increased 8.5 points **while Florida improved 21.5 points.**

*It is also important to note that the ‘outpacing’ is underestimated because the improving A-F states cannot be backed out of the Nation.*

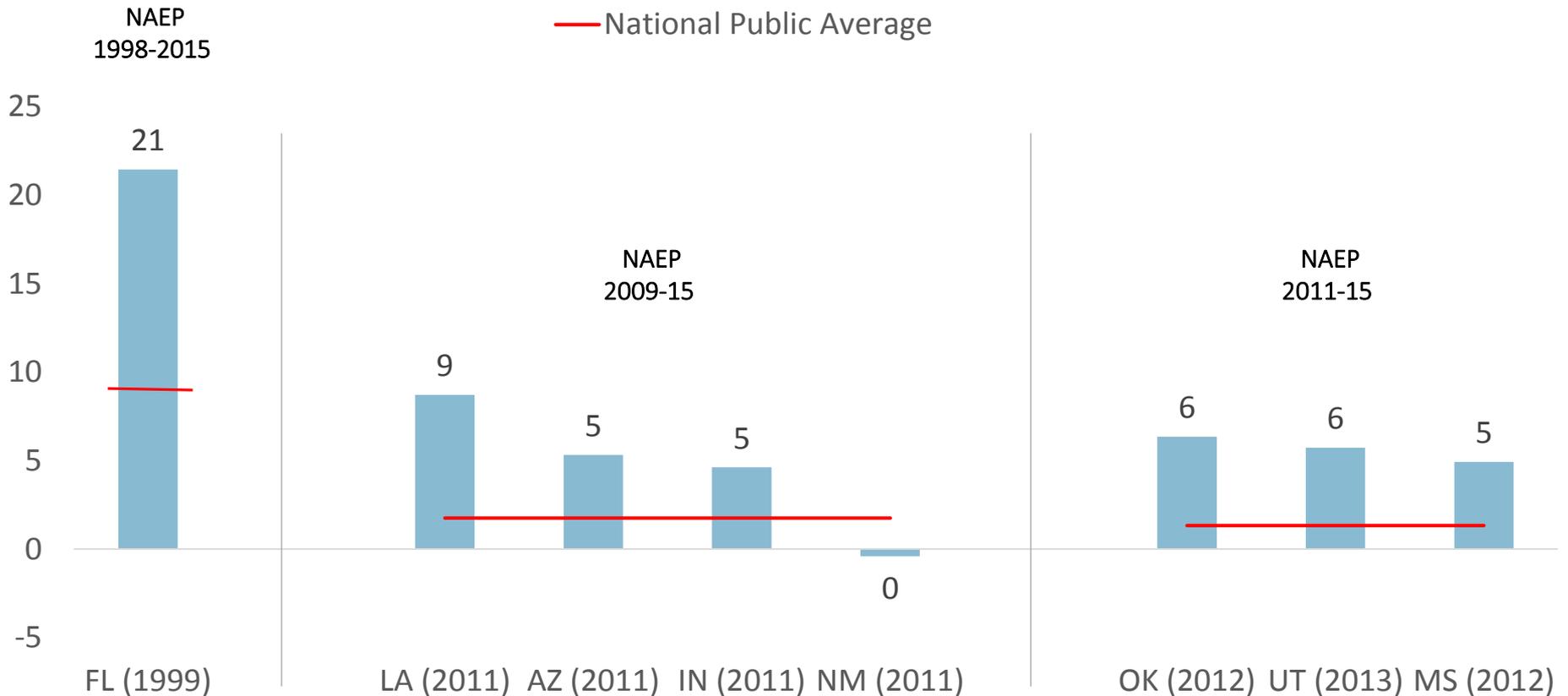


# A-F School Grading - 4<sup>th</sup> Grade Reading



4<sup>th</sup> graders in states with A-F accountability systems made greater improvements in reading than the national average following implementation of A-F.

Scale Score Point Change Following A-F Implementation



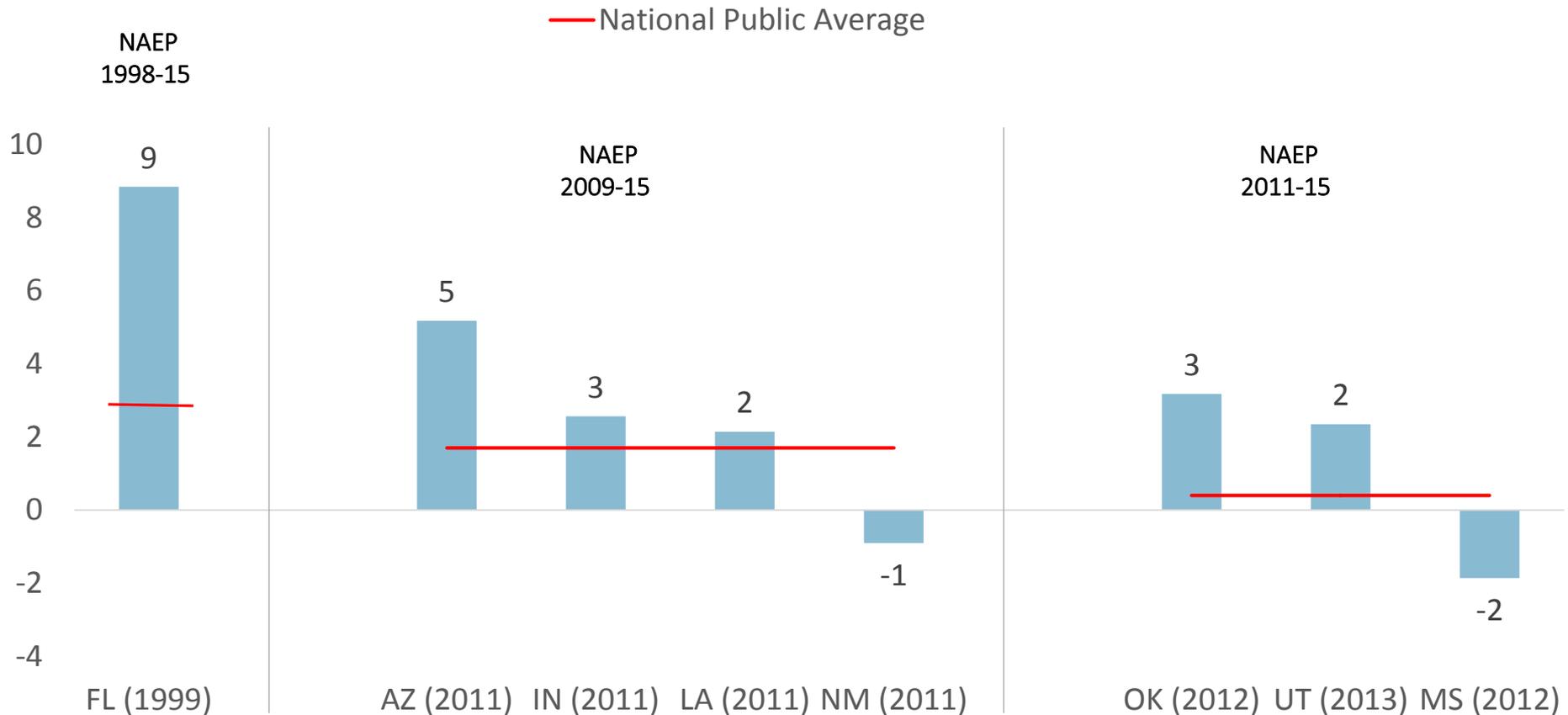
Years in ( ) represents first year schools were graded.

# A-F School Grading - 8<sup>th</sup> Grade Reading



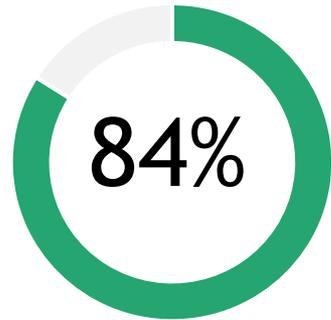
8<sup>th</sup> graders in states with A-F accountability systems made greater improvements in reading than the national average following implementation of A-F.

Scale Score Point Change Following A-F Implementation

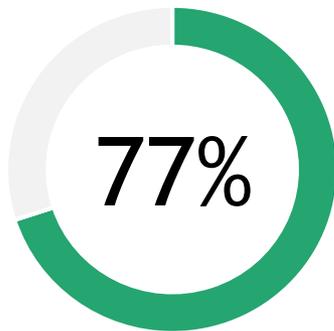


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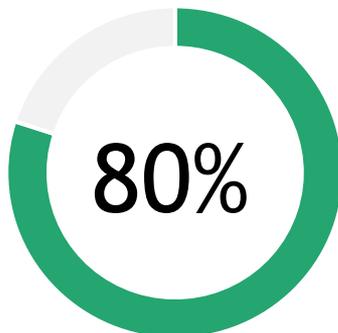
# Public Opinion Favors A-F School Grading



Of those surveyed in a National poll support assigning schools a letter grade regarding how well they educate students.



Of Tennessee voters favor an A-F grading scale for each school so parents can more easily identify where the good schools are instead of the current rating system.



Of respondents in Georgia favor an A -F school grading policy, while just 14% oppose. Support for this policy is broad across key sub-groups.