

# **The Nuts and Bolts of ESSA: What Every Principal Should Know About the Law's Accountability**

# The Every Student Succeeds Act

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- ❖ Bipartisan support for S. 1177; became Public Law No: 114-95 on December 10, 2015
- ❖ USED “Dear Colleague” letters; FAQs; negotiated rulemaking focused on assessment issues and “supplement, not supplant”
- ❖ NPRM on accountability systems, report cards, and state plans was published Tuesday, May 31, 2016; comment period extends through August 1
- ❖ Additional regulation pending on the innovative assessment pilot and “supplement, not supplant”

## Disclaimer

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- ❖ The 5/31/2016 NPRM is a proposal - subject to comment and revision prior to being published in final form.
- ❖ This document includes information from the NPRM. Attention has been given to try to accurately present requirements that would take effect if the NPRM is finalized in its current form (with no substantive revisions), though some substantive changes should be expected.
- ❖ The full detail of federal requirements for statewide systems of accountability and support, and related requirements for State plans, state and local report cards, and more, will not be known until the Department has concluded the regulatory process.

# Shifting to New Systems Requirements

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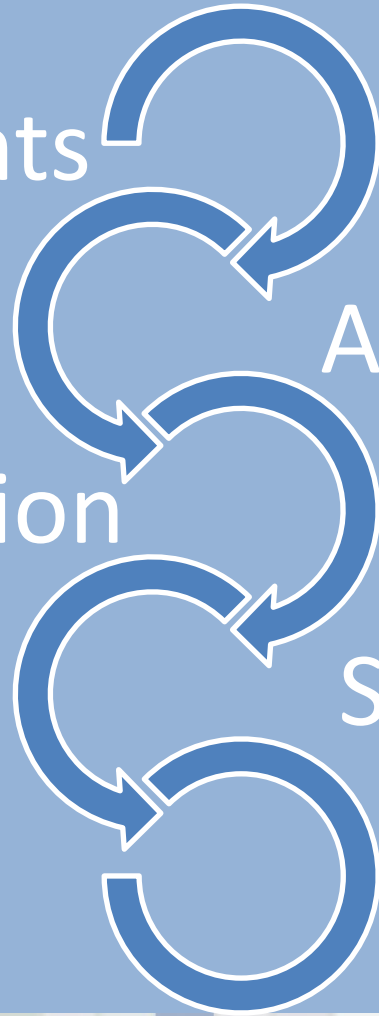
Assessments

Accountability

Differentiation

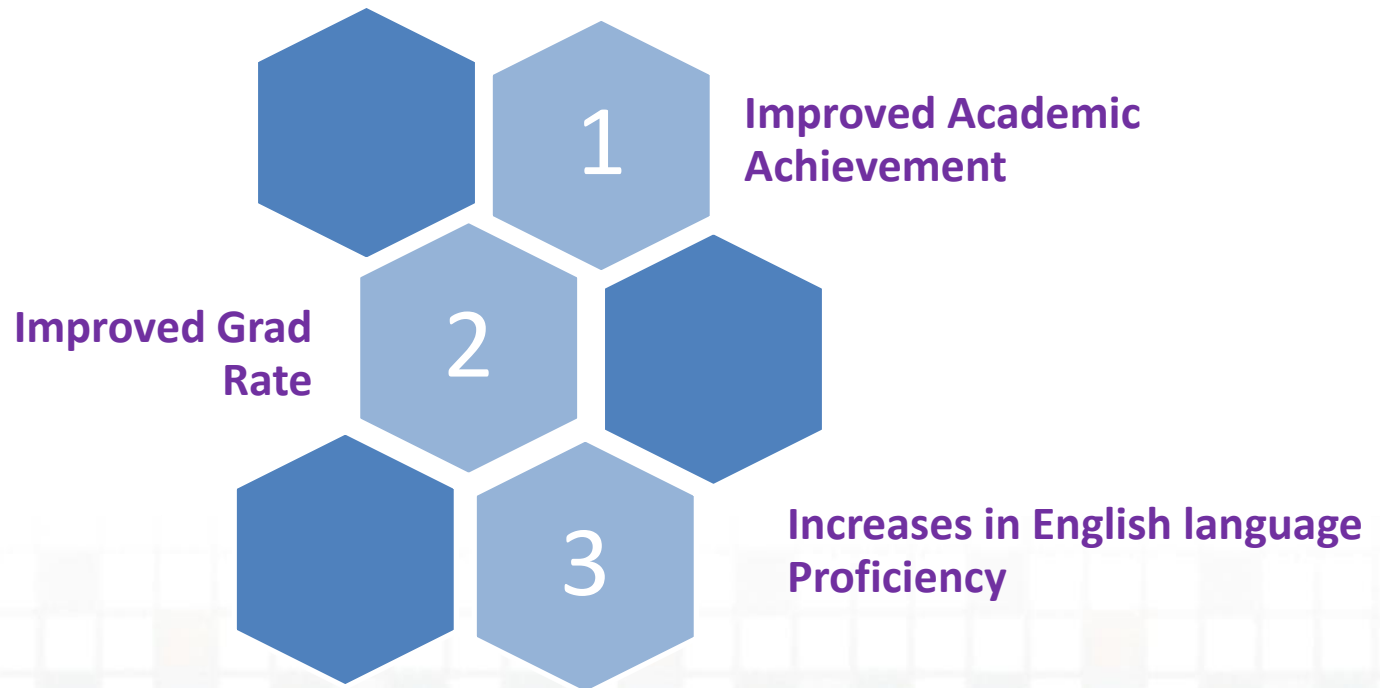
S&I

Report  
Cards



# Long-term Goals; Measurements of Interim Progress

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- ❖ For each indicator...for all students and for each subgroup of students
- ❖ Long-term goals for achievement and graduation rates must use the same multi-year length of time for all students and each subgroup
- ❖ For each subgroup or subgroups, must take into account the improvement needed to make greater progress and close gaps

# Accountability Indicators

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❖ State systems must include the following indicators:

1. **Academic Achievement Indicator**
2. **Progress in Achieving English Language Proficiency Indicator**
3. **School Quality or Student Success Indicators**
4. **Academic Progress Indicator (ES/MS)**
5. **Graduation Rate Indicator (HS)**

❖ And **test participation**:

- Annually measure the achievement of not less than 95% of all students and students in each subgroup; explain incorporation into accountability

❖ Disaggregate data for all indicators

# Annual Meaningful Differentiation

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- ❖ Annually beginning for the 2017-2018 school year
- ❖ Based on all indicators
- ❖ Using data for all students and each subgroup



# Annual Meaningful Differentiation

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- ❖ NPRM defines tests for “much greater weight” and “substantial weight”

## Much Greater Weight

School Quality and Student Success indicator(s) cannot be used to change school identify for:

### **Comprehensive Support and Improvement**

...unless significant progress for all students group on at least 1 “substantial weight” indicator measured for all students

### **Targeted Support and Improvement**

...unless Consistently Underperforming or Low-Performing Subgroup makes significant progress on at least 1 “substantial weight” indicator

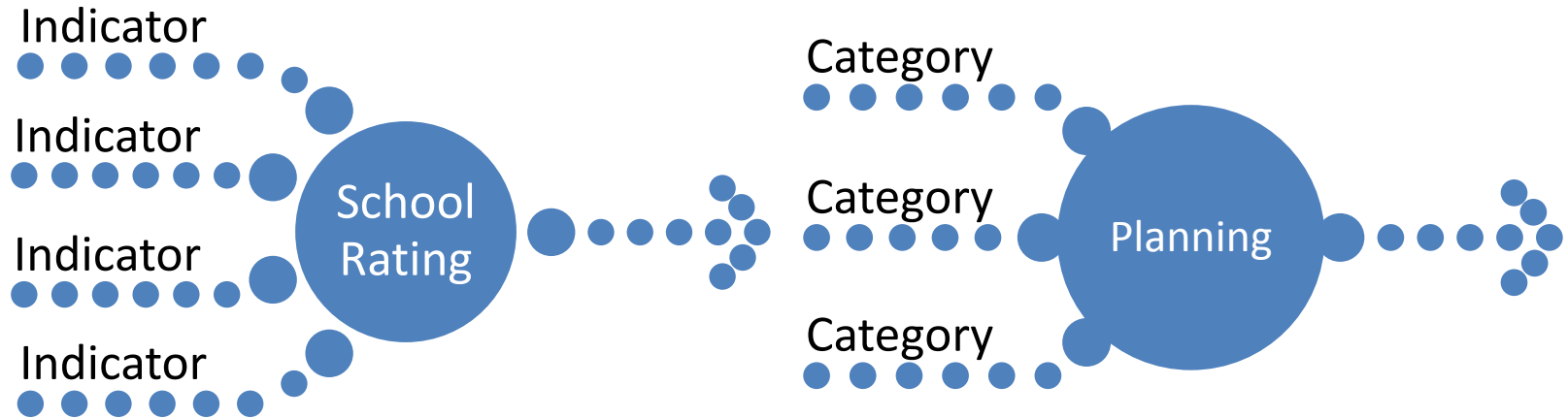
## Substantial Weight

Demonstration, based on all students and each subgroup, that school performance in the lowest performance level on any “substantial weight” indicator does not have same summative rating as school in highest level on all indicators



# Annual Meaningful Differentiation

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❖ NPRM would also require:

- Consistent weighting among indicators for all schools within grade span
- At least **3 levels of performance** set for each indicator
- Result in single rating from among at least **3 rating categories**
- Differentiation must inform methodology for identifying schools for support

# Identification of Schools

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## Comprehensive Support and Improvement

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- Lowest-Performing 5% of Title I Schools
- Low Grad Rate High Schools
- Schools with Chronically Low-Performing Subgroups

## Targeted Support and Improvement

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- Schools with Low-Performing Subgroups
- Schools with a Consistently Low-Performing Sub Group

# Targeted Support and Improvement

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## Low-Performing Subgroup

- One or more subgroup performing at or below the summative level of performance of all students in any school identified among the lowest 5% in the state

## Consistently Low-Performing

- State methodology to ID school with 1+ consistently low-performing subgroup
  - Performance over max 2 years
  - Much greater weight for academic indicators
  - May include 95% participation

# Comprehensive Support and Improvement

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## Chronically Low-Perf Subgroup

- Title I school with subgroup(s) performing as poorly as any lowest 5% school and has not improved with Targeted Support (max 3 yrs)

## Lowest Performing 5%

- Based on summative rating
- Averaged over not more than 3 years

## Low Grad Rate HS

- 4-yr cohort below 67%
- Averaged over not more than 3 years

# Targeted Support and Improvement

## Low-Performing Subgroup

### State Responsibilities:

- Notify LEAs of identification
- Ensure that LEAs notify schools

### LEA/School Responsibilities:

- LEA must notify schools no later than beginning of school year; must identify consistently underperforming and/or low-performing subgroups
- Schools must develop and implement a plan, in partnership with stakeholders, for each identified subgroup of students:
  - Informed by all indicators
  - Includes evidence-based interventions; appropriate to address reason(s) for identification; supported by research
  - Needs assessment must inform activities of school-wide programs
  - If performance is lower than lowest 5% schools, identify and address resource inequities
  - Approved and monitored by LEA

## Consistently Low-Performing

# Targeted Support and Improvement

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## Low-Performing Subgroup

### **Exit Criteria:**

- LEA must ensure that school has successfully implemented plan, has improved outcomes for the lowest-performing students, and no longer meets criteria for identification.

### **Upon Failure to Exit on State-Established Timeline:**

- LEA must require school to amend plan; review the plan and increase monitoring and support
- If exit criteria isn't satisfied in timeframe established by state, not to exceed 3 years, school must be identified for Comprehensive Support and Improvement

## Consistently Low-Performing

# Comprehensive Support and Improvement

## Chronically Low-Perf. Subgroup

## Lowest-Performing 5%

## Low Grad Rate HS

### SEA Responsibilities:

- Notify LEAs of schools identified no later than beginning of the school year
- Take all actions necessary to ensure schools and LEAs develop and implement plan per requirements
- Review and approve each improvement plan in a timely manner
- Monitor and periodically review each LEA's implementation of plan

### LEA Responsibilities:

- Notify parents
- Oversee development and implementation of plan, in partnership with stakeholders, that is:
  - Informed by all indicators
  - Includes evidence-based interventions (strongest level of evidence that is available and appropriate; may be selected from state-developed or state-approved list)
  - Based on school-level needs assessment
  - Identifies resource inequities
  - Approved by school, LEA, and SEA

# Comprehensive Support and Improvement

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## Chronically Low-Perf. Subgroup

## Lowest Performing 5%

## Low Grad Rate HS

### Exit Criteria:

- Must increase student outcomes and no longer meet criteria for identification as CSI within timeline set by state (not to exceed 4 years)

### Upon Failure to Exit on State-Established Timeline:

- School is subject to more rigorous state-determined action, which includes new school level needs assessment and amended plan
- State must increase monitoring (incl. periodic review of LEA's implementation of amended plan) and support



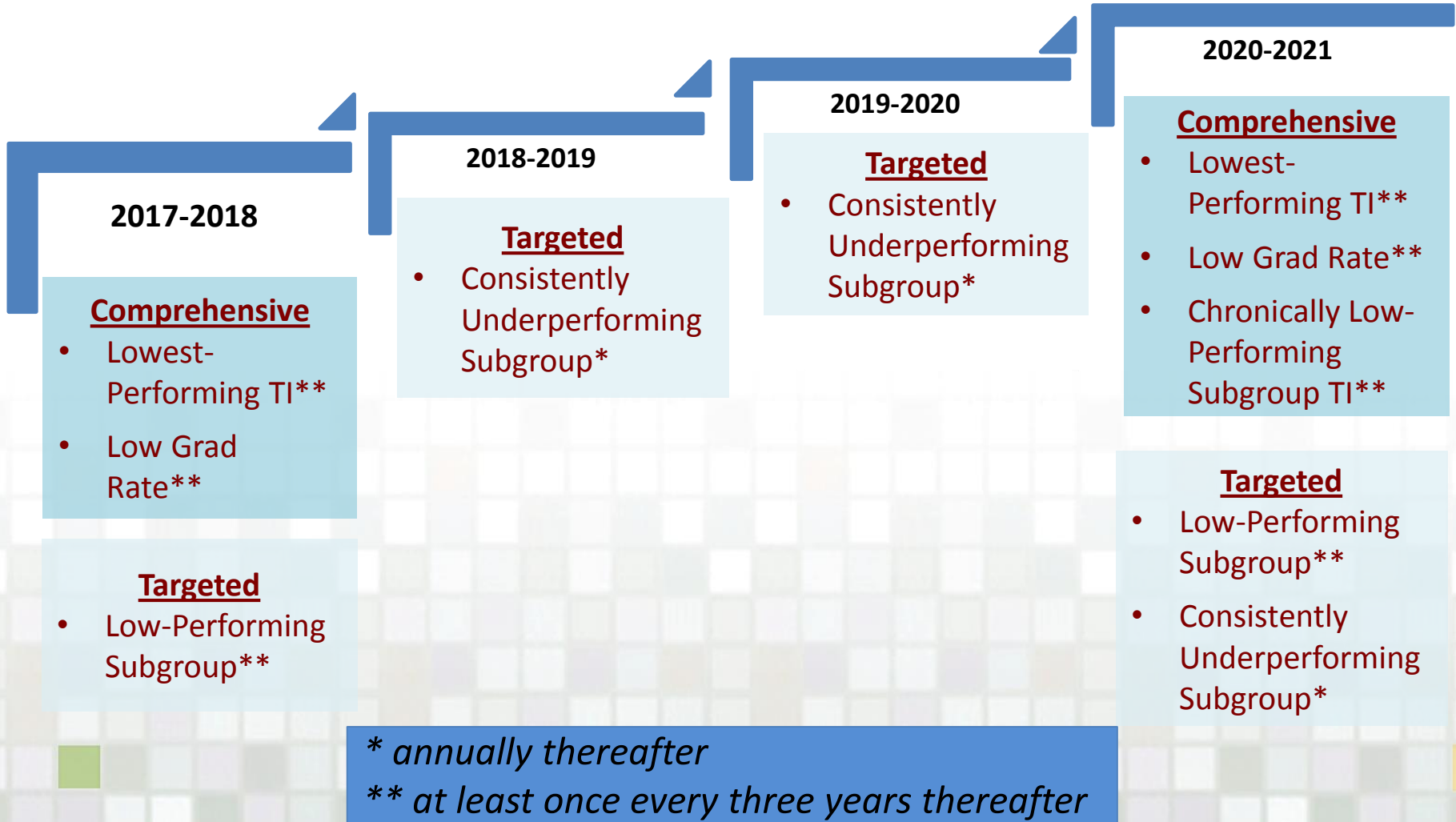
# Failure to Meet 95% Participation Rate

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States Must Take Action that Results in at Least One of the Following:

- A lower summative performance rating
- The lowest performance level on Academic Achievement indicator
- Identification for and implementation of a targeted support and improvement plan
- Equally rigorous state-determined action, which must include:
  - Development and implementation of school improvement plan; approved and monitored by LEA
  - LEA improvement plan for any LEA with a significant number of schools missing the 95% requirement; reviewed and approved by SEA

# Frequency and Timeline for Identification



# School Improvement Funding

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- ❖ States must reserve the greater of:
  - 7% of Title I, Part A grant; or sum of FY2016 reservation and the amount received for FY2016 under subsection g
- ❖ Of this amount, States must allocate 95 percent to LEAs through formula or competitive grants for schools implementing CSI and/or TSI activities
  - Minimum awards per year: \$50,000 for targeted support and improvement; \$500,000 for comprehensive support and improvement (unless state demonstrates that lesser amount is sufficient)
  - Awards not to exceed four years, which may include a planning year
- ❖ LEAs must show that schools identified for CSI will be served before schools identified for TSI
- ❖ Funds may not be used to serve TSI schools identified due solely to failure to meet the 95% participation rate requirement

# Continuous Improvement

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- ❖ States must provide support for continuous LEA and school improvement in LEAs serving significant numbers of schools identified for CSI or TSI
- ❖ Under the NPRM, this must include:
  - Periodic review of allocations between LEAs and schools with attention to any inequities identified in school improvement plans
  - Technical assistance, including assistance to LEAs in development of plans, conducting needs assessments, selecting evidence-based interventions, and reviewing and addressing resource inequities
  - At the discretion of the state, additional action in any LEA or authorized public chartering agency serving a significant number of schools identified for CSI and not meeting state-established exit criteria or a significant number of schools implementing TSI plans

# State Report Cards

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- ❖ Under the NPRM, states must include:
  - For each authorized public chartering agency in the state -
    - Percentage of students in each subgroup in each charter school compared to percentages in the LEA or community from which the charter school draws a significant portion of its students
    - Academic achievement for each charter school compared with the achievement in the LEA or community
  - Student achievement data must be presented in two ways –
    - Based on either the 95 percent of students tested or the number actually tested; and
    - Based on the number of students with a valid test score
  - States must report postsecondary enrollment data by high school or, if data is not collected, must indicate when it will be reported

# Consolidated State Plans

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- ❖ Under the NPRM, the State plan would have to address each of the following components:
  - Consultation and coordination
  - Challenging academic standards and academic assessments
  - Accountability, support, and improvement for schools
  - Supporting excellent educators
  - Supporting all students
- ❖ The Secretary intends to establish two deadlines for submission of state plans (individual program or consolidated):
  - March 6, 2017
  - July 5, 2017
- ❖ States will be asked to file an optional notice of intent to submit by one of the two deadlines.

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# Questions?

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# What's Next? What do I do?

- ✓ Reach out to your colleagues, your superintendent and others to talk about Title I transition issues in your school, in your learning community, and identify solutions that are needed for your students.
- ✓ Reach out to your state leaders to talk about how the principals' perspective will be included as key stakeholders.



# Resources

- Go to [www.naesp.org/essa](http://www.naesp.org/essa) to find webinars, summaries, and other resources on ESSA.
- Go to [www.ed.gov/essa](http://www.ed.gov/essa) to review ED docs, letters to state chiefs and other communications on the new law (many of importance are cross-posted on [naesp.org/essa](http://naesp.org/essa)).
- Contact Kelly Pollitt, Chief Strategist, Policy and Alliances [kpollitt@naesp.org](mailto:kpollitt@naesp.org)



National Association of  
Elementary School  
**Principals**

