



Overview: Every Student Succeeds Act

November 2016

A photograph of a classroom where a female teacher is leaning over a desk, helping a young boy with a computer. The boy is smiling and looking at the screen. In the background, several other students are seated at desks, also working on computers. The classroom has a warm, wood-paneled wall and multiple computer monitors.

Every Student Succeeds Act

Every Student Succeeds Act

Reauthorizes the Elementary and Secondary Education Act to create a long-term, stable federal policy that ***gives states additional flexibility and encourages innovation***, while at the same time holds them accountable for results.



Stakeholder Engagement

Initial Phase

February – July 2016

Meetings with 60+ organizations and legislators

Provide overview of ESSA, highlight key decision points, share USDOE guidance

Share overview of process and identify opportunities for additional input

Phase Two

July – October 2016 ODE partners with Philanthropy Ohio to hold 10 regional meetings

Develop and broadcast a series of webinars on specific topics with accompanying online surveys

Post a “general” survey re: ideas to improve Ohio’s K-12 system

Phase Three

September – November 2016 presentations to legislative committees and individual legislators regarding stakeholder input, policy options and potential legislative changes

Phase Four

Draft State Plan posted online for at least 30 days

Comments are compiled and reviewed

Revisions are completed

Phase Five

Revised plan is provided to Governor Kasich for review

Final review

Plan is submitted to USDOE



ESSA Provisions

Standards

The Every Student Succeeds Act ***reinforces state authority over standards***, accountability and other key education policies.

It prohibits any U.S. Secretary of Education from requiring states to adopt specific standards or assessments.

The law does require that ***states align standards with college and career skills***.

Assessments

Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts in grades 3-8 and once during high school; science assessments in designated grade bands.

States may allow districts to use a nationally-recognized high school academic assessment in lieu of a state assessment as long as such assessment is aligned to the state's standards and meet other requirements.

Assessments

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.

The law allows, but does not require, states to set a limit on the amount of time devoted to assessment administration for each grade.

Accountability

Each statewide system must “meaningfully differentiate” schools using at least:

- Academic proficiency on state assessments;
- Graduation rates for high school;
- English language proficiency;
- Another statewide academic indicator for K-8 schools which may be growth;
- Not less than one other state-set non-academic indicator of school quality or student success; and
- 95 percent assessment participation rate benchmark.

School Improvement

States must use evidence-based interventions.

Specific school improvement models are no longer required.

School Improvement

Must identify, at least, the following support levels:

Comprehensive Support and Improvement

- Lowest-performing 5 percent of Title I schools on state accountability index;
- High schools with <67 percent graduation rates; and
- Schools with underperforming subgroups that do not improve after a state-determined number of years.

Targeted Support and Improvement

- Schools with consistently underperforming subgroups, as defined by the state.

Teacher and Leader Quality

The Every Student Succeeds Act does not require specific educator evaluation measures or methods.

- The law does allow, but does not require, states to use Title II funds to implement teacher evaluations

Title II Part A allows states to fund their priorities in attracting, preparing, supporting and retaining effective teachers and leaders to serve high-poverty, minority students.

The law reauthorizes the Teacher Incentive Fund, a competitive grant to support innovative educator evaluation systems.

Teacher and Leader Quality

ESSA authorizes new allowable federal funding for states to develop and implement:

- Teacher and School Leader Academies;
- Activities to support principals (new 3 percent Title II set-aside);
- Educator training on the use of technology and data privacy;
- Reform of state certification, licensure and tenure systems;
- Development and implementation of teacher evaluation and support systems; and
- Other state educator workforce priorities.

Equitable Access to Effective Teachers

ESSA continues to require implementation of states' equity plan to ensure poor and minority students have equitable access to effective teachers.

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Key Decision Points

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Assessments – Adaptive testing, nationally-recognized high school assessments and innovative pilot

Accountability – Nonacademic report card measure, enhanced English learners accountability and subgroup accountability

Educator Effectiveness – Revisions to state equity plan and independent academies

Key Decision Points

School Improvement – Definition of struggling schools (tiered identification and support), organizational structure for improvement, wraparound services and definition of evidence-based

Title Funds – Schoolwide threshold, distribution of school improvement dollars, set asides, competitive grants and equitable services for nonpublic schools

Special populations – Homeless, foster care system, military dependents, etc.



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