



# EVERY STUDENT SUCCEEDS ACT

*The 391 Page Reauthorization of the Elementary and  
Secondary Education Act (ESEA)*

Accountability & Quality Assurance  
April 2016



# PROFILE OF THE South Carolina Graduate

## WORLD-CLASS KNOWLEDGE

---

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



## WORLD-CLASS SKILLS

---

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

---

## LIFE AND CAREER CHARACTERISTICS

---

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

# **Every Student Succeeds Act**

## **EVERY STUDENT SUCCEEDS ACT (ESSA)**

- **Signed by President Obama on December 10, 2015**
- **ESEA Waivers end on August 1, 2016**
- **2016-2017 – Transition Year**



# **Every Student Succeeds Act**

- **Ensure states set high standards (CCR)**
- **Maintain accountability**
- **Give States and local school districts more decision-making power**
- **Preserve annual testing and reduce unnecessary and ineffective testing**
- **Provide more children access to high-quality preschool**

# Every Student Succeeds Act

- **States** must set long-term student achievement goals with measurements of interim progress
- **States** must set a long-term goal for 4 year graduation rate with interim progress
  - 5 Year graduation rate goal (optional)



# **Every Student Succeeds Act**

## **ASSESSMENT**

- **Reading or Language Arts and Math**
  - Grades 3-8
  - Grades 9-12 (at least once)
- **Science**
  - Grades 3-5 (at least once)
  - Grades 6-9 (at least once)
  - Grades 10-12 (at least once)
- **Student Performance**
  - Disaggregated by school and subgroup

# Every Student Succeeds Act

## ASSESSMENT

- May be partially delivered in the form of portfolios, projects, or extended performance tasks
- Has an “exception for advanced mathematics in middle school”
- Computer adaptive tests and national tests are allowed





# **Every Student Succeeds Act**

## **ASSESSMENT**

- Accommodations allowed for both SPED and ELL
- Alternate Assessment for most significant cognitive disabilities
  - Up to 1% of total # of all students in the state in a subject
    - Parents must be informed
- Administered through a single summative test or multiple state-wide interim tests across a year
- Enable itemized score analysis reported to LEA and schools and to parents

# Every Student Succeeds Act

## ASSESSMENT

- LEA may administer a locally-selected high school assessment in lieu of the state high school assessment
  - Must be nationally recognized, approved by the state
- Each state sets the time devoted to assessments as a % of annual instructional hours



# **Every Student Succeeds Act**

## **ASSESSMENT**

- **English Language Learners**
  - **Standards derived from speaking, listening, reading, and writing aligned with state standards.**
- **Assess in English the constructs of reading or language arts any student attending school for 3 or more consecutive school years**
  - **(Years 1-2 assess in other language)**



# **Every Student Succeeds Act**

## **ASSESSMENT**

- **English Language Learners**
  - State must make every effort to develop assessments in primary ELL language
  - First year of the student's enrollment in a U.S. school, exclude from reading/English language arts test and from counting results of either or both the math and English language arts tests, OR
  - Report on but exclude from accountability system the results on these tests
  - Second year of enrollment, include a measure of student growth on both tests; and for the third year of enrollment, include proficiency on both tests in the accountability system
  - English learners who have successfully left the English learner subgroup by attaining English proficiency can be included in that subgroup for accountability purposes for four years

# Every Student Succeeds Act

## ACCOUNTABILITY

- Subgroups include:
  - Economically disadvantaged students (SIP replaces SES)
  - Students from major racial and ethnic groups
  - Children with disabilities
  - English proficiency status
  - Gender, and
  - Migrant status
- N Size determined by states
- 95% participation



# **Every Student Succeeds Act**

## **ACCOUNTABILITY**

- **Minimum indicators for accountability**
  - **Proficiency on State Assessment**
  - **English Language Proficiency**
  - **State choice academic indicator – broken down by subgroup**
- **Participation (95%)**
- **Graduation Rate (HS)**



# **Every Student Succeeds Act**

## **ACCOUNTABILITY**

- **STATE CHOICE ACADEMIC INDICATOR**
  - Student engagement
  - Educator engagement
  - Student access and success in completion of advanced coursework
  - Postsecondary readiness
  - School climate and safety



# **Every Student Succeeds Act**

## **ACCOUNTABILITY**

- Academic indicators must represent more than 51% of all indicators and the remaining 49% can be focused on whole-child and other critical, non-academic indicators.
  - Chronic absenteeism
  - Social/emotional skills of students
  - Disproportionality of identification in special education
  - Suspension and expulsion rate
  - Percentage of High School graduates who vote in the next election
  - Attainment of a 2<sup>nd</sup> Language



# Every Student Succeeds Act

## ACCOUNTABILITY

- Graduation Rate – Partial attendance
  - If a student attends more than one high school during his high school years and leaves high school without receiving a standard high school diploma and did not transfer to another high school diploma granting program, in order to calculate graduation rate, the student will be assigned to the school in which the student was enrolled for the greatest proportion of school days while enrolled in grades 9-12 **or in the school that the student was most recently enrolled.**

# Every Student Succeeds Act



## ACCOUNTABILITY

### INTERVENTION PLANS

- Bottom 5 % of Title I schools and high schools with 67% or below graduation rates
- Districts will work with teachers and school staff to develop an evidence-based plan

### 2 LEVELS of PLANNING & SUPPORT

- Comprehensive (Every 3 years and school-wide) and Targeted (annually targeted low performing subgroups)

### STATE DECIDES THE TURNAROUND MODEL

- The state may govern after four years of interventions
- State determines exit criteria (1 year exit option)
- No Title 1 or federal portability with school choice

# **Every Student Succeeds Act**

## **WHAT HAPPENS NEXT?**

- **Regulations and the development of guidances to start to aid with implementation**
- **We have to finish what we started. (e.g. School Improvement)**
- **Stakeholders must be used to define the accountability system**
- **Many States will be using the 2016-17 school year as “soft launch” into interpretation of what the law means**

# Every Student Succeeds Act

## WHAT HAPPENS NEXT?

- Shift to full implementation in 2017-2018
- Using student outcomes for Teacher and Principal evaluation as deemed by the waivers are *OUT*
- States will quickly develop Accountability Plans / Rework Accountability Manual and System

# **Every Student Succeeds Act**

## **WHAT HAPPENS NEXT?**

- **No letter grades required for accountability**
  - **Could have multiple letter grades representing achievement, growth, subgroup performance, graduation rate, state choice indicator**
- **The Secretary's authority has been removed to exercise direction over state standards, letter grades, and value-added.**

# PROFILE OF THE South Carolina Graduate

## WORLD-CLASS KNOWLEDGE

---

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



## WORLD-CLASS SKILLS

---

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

---

## LIFE AND CAREER CHARACTERISTICS

---

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

# Questions

**Dr. Jason McCreary**

**355-3368 or [jmccrear@greenville.k12.sc.us](mailto:jmccrear@greenville.k12.sc.us)**

**Accountability & Quality Assurance**

**Greenville County Schools**

