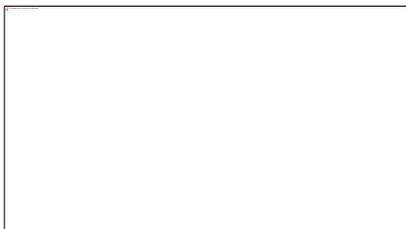




NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Overview of the Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA)



- Passed by Congress
December 2015
- Goes into effect July 2017

History

- The Elementary and Secondary Education Act (ESEA) was first passed in 1965, emphasizing equal access to education for all children.
- ESEA was last reauthorized in 2002 picking up the nickname No Child Left Behind
- Measured quality of schools based on two factors:
 - Test scores in only three subject areas - Math, English, Science
 - Graduation rates
- Punitive actions were in place for schools that were unable to meet acceptable levels
- NCLB continued to govern education even after its expiration in 2007 through a continuing resolution passed by Congress each year until it was repealed with the passage of the Every Student Succeeds Act December 2015

Highlights of the New ESSA Law

- Greatly decreases the role of the federal government in K-12 education
- States have much more authority to make decisions, select standards and assessments, and determine means of accountability
- States are expected to set high standards and create a rigorous accountability system
- States also responsible for enforcing many requirements
- Increases state and local flexibility in the use of federal funds
- Provides limitations on authority of U.S. Department of Education secretary

ESSA Key Components - Standards

States must adopt challenging standards in mathematics, English language arts (ELA)/reading, science and MAY have standards in any other subject determined by the state.

Standards must:

- Apply to all public schools and all public school children
- Align with higher education institution entrance requirements without the need for remediation
- Align with the relevant state career and technical education standards
- Adopt language proficiency standards for English learners (ELs)

The Every Student Succeeds Act reinforces state authority over standards.

ESSA Key Components - Assessment

States must:

- Conduct statewide, annual assessments in ELA and mathematics in grades 3-8 and once in high school
 - Must assess not less than 95% of all students and 95% for each subgroup – but state gets to determine consequence if this doesn't occur
- Conduct statewide assessment in science once in grade span 3-5, 6-9 and 10-12
- Develop an alternate assessment for special needs students based on alternate academic achievement standards (AA-AAS) for students with the most significant cognitive disabilities
- Identify and make efforts to develop assessments in languages for English Learners (ELs)

ESSA Key Components - Assessment (continued)

States may:

- Allow computer adaptive testing
- Measure individual student growth
- Set a limit on the amount of time devoted to assessment administration for each grade
- Exclude ELs from one administration of ELA assessment or exclude the assessment results for accountability purposes for one year

ESSA Key Components - Accountability System

- Replaces AYP with a state-determined system of measurement
- States develop a single system based on their standards
- States are to establish multiyear, ambitious, long-term goals for all students and separately for each subgroup of students for the following areas:
 - Academic achievement, as measured by proficiency on the annual assessments
 - High school graduation rates
 - Closing statewide proficiency and graduation rate gaps
 - English language proficiency for ELs
- Goals and interim measures must be designed to improve performance of subgroups who are behind on achievement

ESSA Key Components - Accountability System (continued)

- Each state must also annually determine goals and interim measures of progress for public schools in the state based on the following indicators:
 - A measure of student growth or other academic indicator for elementary schools
 - At least one 'additional' measure of school quality or student success
 - 95% assessment participation rate
- Subgroups are identified as:
 - Economically disadvantaged students
 - Students from major racial and ethnic groups
 - Children with disabilities
 - English Learners (ELs)

ESSA Key Components - School Improvement

- No districts (K-12) are identified for program improvement
- Two levels of intervention required: targeted and comprehensive support (beginning in 2017-2018)
 - Comprehensive Support and Improvement include:
 - ✓ Lowest-performing 5% of schools on state accountability index
 - ✓ High schools with <67% graduation rates
 - ✓ Schools with underperforming subgroups that do not improve after a state-determined number of years
 - Targeted Support and Improvement include:
 - ✓ Schools with consistently underperforming subgroups, as defined by the state
- U.S. Department of Education no longer has authority to mandate sanctions such as withholding Title monies or closing of schools.
- All school improvement strategies and decisions are to be made by state and local governments.

ESSA Key Components - Reporting

Annual State Report Card

- The state report card must be prepared and disseminated widely every year, and it must include:
 - Academic achievement data by subgroup, school, district
 - Percentage of students assessed and not assessed by subgroup, including number of students taking alternate assessments
 - Description of state's accountability and differentiation system
 - Graduation rates
 - Information on indicators of school quality, including suspensions, arrests, incidences of violence, bullying, harassment, etc.
 - Professional qualifications of teachers in the state
 - Per-pupil expenditure (PPE) of federal, state, and local funds
 - National Assessment of Educational Progress (NAEP) results
- District Report Cards
 - Achievement data for each school compared to the district and the state
 - Achievement data for the district compared to the state as a whole
 - Disseminated to the public

Teacher & Leader Quality:

- The Every Student Succeeds Act does not require specific educator evaluation measures or methods.
- However, the North Dakota Department of Public Instruction along with Teacher's Union, Administrators Group, and School Boards Association have determined that North Dakota teachers and principals will all continue to implement the statewide teacher evaluation process that began implementation in 2014.
- The law 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.

The U.S. Secretary of Education MAY NOT:

- ▶ Add requirements or criteria that are inconsistent or outside of the scope of or in excess of statutory authority granted to the Secretary;
- ▶ As a condition of the state plan, the Secretary may not -
 - ▶ require a state to add new requirements;
 - ▶ require a state to add or delete specific elements to the standards;
 - ▶ prescribe goals of progress or measurements of interim progress that are set by states under the accountability system;
 - ▶ prescribe specific assessments or items to be used in assessments;

The U.S. Secretary of Education MAY NOT: (continued)

- ▶ Prescribe indicators that states must use;
- ▶ Prescribe the weight of measures or indicators;
- ▶ Prescribe the specific methodology states must use to differentiate or identify schools;
- ▶ Prescribe school improvement strategies or exit criteria;
- ▶ Prescribe min. N-sizes;
- ▶ Prescribe any teacher or principal evaluation system;
- ▶ Prescribe any measures of teacher or principal effectiveness;
- ▶ Prescribe the way in which the State factors the 95% requirement into their accountability system.

The U.S. Secretary of Education is also NOT empowered to:

- ▶ Issue new non-regulatory guidance that seeks to provide explanation of the requirements under section 1111,
- ▶ Provide a strictly limited or exhaustive list for implementation purposes
- ▶ Require new data collection beyond data from existing Federal, State and local reporting.

In Summary

The ESSA law brings a new opportunity to states, districts, and schools for increased flexibility to promote innovation.

There is a strong focus on a well-rounded education, which opens up new possibilities for programming in the Arts, STEAM, technology, and safe school environments.

Districts have significant leeway to make choices that fit their unique needs.

ESSA - So What's Next

- North Dakota will continue to carefully review law text
- Throughout process, engage with stakeholders to obtain insight and feedback

ESSA - So What's Next

- Superintendent Baesler created ESSA Planning Committee
- ESSA Statewide Committee begins meeting May 2016
- Committee and its sub-committees will generate North Dakota's ESSA Plan over the next 9 months
- Submit plan for approval in Spring 2017



Thank you.



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