

ESSA Implementation
Implementation: School Year 2017–18

DRAFT_For Discussion September 26–27, 2016

| NCLB | ESSA |
|---|---|
| Accountability (ESSA, Section 1111[c]) | |
| <p>Each state is required to have a definition of AYP in place that sets annual measurable objectives (AMOs) for subgroups in all schools to meet 100% proficiency on state assessments by the 2013–14 school year.</p> <p>In addition, secondary schools are required to include graduation rates and elementary schools are required to use an academic indicator in addition to the assessments results described above in their definitions of AYP.</p> | <p>The agreement replaces ESEA’s current adequate yearly progress system with a State-defined index system with certain federally-required components.</p> <p>Goals – Under this system, States must establish “ambitious State-designed long term goals” with measurements of interim progress for all students and subgroups of students on:</p> <ul style="list-style-type: none"> • Improved academic achievement on State assessments. • Graduation rates. • Progress in achieving English language proficiency for English learners (EL). <p>State Index – The State-defined index must include the following indicators (measured for all students and subgroups, except for the EL proficiency indicator):</p> <ul style="list-style-type: none"> • Academic Indicators <ul style="list-style-type: none"> • Academic achievement based on the annual assessments and on the State’s goals. • A measure of student growth or other statewide academic indicator for elementary and middle schools. • Graduation rates for high schools based on the State’s goals. • Progress in achieving English proficiency for English Learners in each of grades 3 through 8 and the same high school grade in which the State assesses for Math/ELA. |

Source: Council of Chief State School Officers (CCSSO)

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| Accountability (ESSA, Section 1111[c]) | |
| | <ul style="list-style-type: none"> • Measure of School Quality and Student Success <ul style="list-style-type: none"> • At least one measure of school quality or student success (several examples are listed including student and educator engagement, access and completion of advanced coursework, postsecondary readiness, school climate and safety, and another State selected indicator). <p>Based on the performance of schools and subgroups in schools on the indicators described above, States are required to “meaningfully differentiate” public schools in the State on an annual basis.</p> <p>“Substantial weight” is required to be given the Academic Indicators (described above) and these 4 indicators must, in the aggregate be given “much greater weight” in the differentiation process than any Measures of School Quality or Student Success (described above).</p> <p>While not specifically named as an indicator in the accountability system, States are required to annually measure the achievement of not less than 95% of all students and subgroups of students in public schools using Title I State assessments. States are permitted to and must provide a clear and understandable explanation of how the 95% assessment requirement will factor into the accountability system.</p> |

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| Accountability (ESSA, Section 1111[c]) | |
| | <p>Under the State’s accountability system, for recently arrived English learners taking the reading/ELA assessment, a state may:</p> <ul style="list-style-type: none"> • In the first year of enrollment exclude the results of such assessments; • In the second year of enrollment, include a measure of student growth on such assessments; and • In the third and subsequent years of enrollment, include proficiency on such assessments. <p>States are permitted to include a student in the EL subgroup for up to 4 years after the student is proficient in English for the purposes of the State accountability system.</p> |

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| Federal Report Card (State) (ESSA, Section 1111[h]) | |
| <p>Each state and LEA is required to publish report cards that include information on student achievement, graduation rates, and the professional qualifications of teachers. Student achievement data must be disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.</p> | <p>Maintains a requirement for state and LEA report cards. Elements included on the state report card include:</p> <ul style="list-style-type: none"> • Concise description of the accountability system, goals, indicators, and weights of indicators used in such system; • For all students and the accountability subgroups (racial and ethnic groups, economically disadvantaged status, gender, and migrant status), plus homeless and foster youth, and students with a parent in the military, disaggregation on student achievement on the academic assessments; • For all students and the accountability subgroups, percentage of students assessed and not assessed; • For all students and, the accountability subgroups, information on the elementary school indicator and high school graduation rates used as part of a state’s accountability system (with disaggregation on homeless and foster youth with respect to graduation rates); • Information on acquisition of English proficiency by English learners; • Information on measures of school quality, or student success; • Progress of all students and subgroups on long term goals and measurements of interim progress under accountability system; • Minimum number of students for subgroups to be included in accountability and reporting; • Percentage of all students and subgroups assessed and not assessed; • Information that the state and each LEA reports under the Civil Rights Data Collection biennial survey; |

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| Federal Report Card (State) (ESSA, Section 1111[h][1]) | |
| | <ul style="list-style-type: none"> • Professional qualifications of teachers, principals and other school leaders disaggregated by high-poverty compared to low-poverty schools on certain categories, including the number, percentage and distribution of inexperienced teachers, principals and other school leaders; teachers with emergency credentials; teacher who are teaching out of subject; • Per-pupil expenditures of federal, state and local funds, disaggregated by source of funds; • Number and percentage of students with significant cognitive disabilities that take an alternative assessment; • Results on NAEP in grades 4 and 8 in reading and math; • Starting in 2017, the rate at which students in high schools enroll in postsecondary education; and • Any additional information the state wishes to provide. |
| Federal Report Card (LEA) (ESSA, Section 1111[h][2]) | |
| <p>LEA report cards also contain information on the number of schools identified for school improvement and comparisons of achievement at individual schools to the LEA and state.</p> | <p>Local report cards require all of the information reported on the state report cards with the exception of NAEP results as applied to the LEA and school and how the performance of each school’s students compare to performance of the LEA and State as a whole.</p> |

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| Title III AMAOs (ESSA, Sections 3003 & 3121) | |
| <p>Annual Measurable Achievement Objectives (AMAOs) Each State shall develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards.</p> <p>AMAO Accountability</p> <ul style="list-style-type: none"> • Each State shall hold LEAs accountable for making adequate yearly progress for limited English proficient children. • If a State determines, based on the AMAOs, that an LEA has failed to make progress toward meeting such objectives for 2 consecutive years, it shall require the LEA to develop an improvement plan that ensures that the LEA meets such objectives and that addresses the factors that prevented the LEA from achieving such objectives. • If a State determines that an LEA has failed to meet the AMAOs for 4 consecutive years, the agency shall — <ul style="list-style-type: none"> • require the LEA to modify its curriculum, program, and method of instruction; or • make a determination whether the LEA shall continue to receive funds related to the failure to meet such objectives; and require it to replace educational personnel relevant to the failure to meet such objectives. | <p>Recognition Providing recognition, which may include providing financial awards, that have significantly improved the achievement and progress of English learners in meeting</p> <ul style="list-style-type: none"> • the State-designed long-term goals established under the State accountability system, including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessment; and • the challenging State academic standards |

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| Title III AMAOs (ESSA, Sections 3003 & 3121) | |
| <p>State Plan</p> <ul style="list-style-type: none"> • Each State shall submit a plan to the Secretary containing such information as the Secretary may require. • Each plan submitted shall — <ul style="list-style-type: none"> • describe how the State will hold LEAs and schools accountable for <ul style="list-style-type: none"> ▪ meeting all annual measurable achievement objectives; ▪ making adequate yearly progress for limited English proficient children | <p>State Plan</p> <p>Describe how the State will assist LEAs in meeting</p> <ul style="list-style-type: none"> • the State-designed long-term goals established under the State accountability system, including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessment; and • the challenging State academic standards |
| <p>Reporting</p> <p>Based upon the evaluations provided to a State, each State shall prepare and submit every second year to the Secretary a report on programs and activities carried out by the State under this part and the effectiveness of such programs and activities in improving the education provided to children who are limited English proficient.</p> | <p>Reporting</p> <p>Each LEA shall provide the State, at the conclusion of every second fiscal year, with a report on the activities conducted and children served that includes</p> <ul style="list-style-type: none"> • a description of the programs and activities conducted with funds received, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds; • the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in the State’s long-term English proficiency goals for English learners in the aggregate and disaggregated, at a minimum, by English learners with a disability; |

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| Title III AMAOs (ESSA, Sections 3003 & 3121) | |
| | <ul style="list-style-type: none"> • the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards by the end of each school year, as determined by the State’s English language proficiency assessment; • the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency; • the number and percentage of English learners meeting challenging State academic standards for each of the 4 years • any other information that the State educational agency may require. <p>Use of Report A report provided by an LEA shall be used by the LEA and the State for improvement of programs and activities.</p> |

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| Transitioning from NCLB to ESSA | |
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| AMAOs | States will not be required to hold LEAs accountable for their performance against AMAOs 1, 2, and 3 under Title III of NCLB for the 2014–15 and 2015–16 school years. Accordingly, States must freeze district accountability under Title III based on the most recent AMAO calculations, and continue to provide those LEAs with the corresponding supports and interventions in the remaining months of the 2015–16 school year and 2016–17 school year. |
| School Improvement Identification | In the 2016–17 school year, a school that is identified as a priority or focus school in 2015–16 must continue to implement interventions applicable to such school. States have the option of <ul style="list-style-type: none"> • freezing their existing priority/focus school lists as of December 10, 2015, for use in the 2016–17 school year or • refreshing their lists by March 1, 2016. |

Source: USDE January 28, 2016 letter