



THE EVERY STUDENT SUCCEEDS ACT (ESSA)

DECEMBER 21 AND 22, 2015

EVERY STUDENT SUCCEEDS ACT (ESSA)

- Signed into law on December 10, 2015
- Reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces No Child Left Behind



EVERY STUDENT SUCCEEDS ACT

HIGHLIGHTS

- Holding all students to high academic standards that prepare them for success in college and careers;
- Ensuring accountability and guaranteeing that when students fall behind, steps are taken to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools where subgroups are falling behind;
- Continuing to ensure that parents and educators have annual assessment information about how students are doing, while supporting states and districts in reducing unnecessary, onerous and redundant testing;
- Empowering state and local decision-makers to develop their own strong systems for school improvement;
- Protecting students from low-income families and students of color from being taught at disproportionate rates by ineffective, inexperienced, and out of field teachers.



**TRANSITIONING TO THE
EVERY STUDENT SUCCEEDS ACT**

TRANSITIONING TO THE ESSA

- ESSA provides time and authority for ED to work with our state and local partners to ensure a smooth and orderly transition from NCLB and ESEA flexibility to ESSA.
- There are some specific effective dates written into ESSA that can guide the transition of specific policies and programs. However, not everything is specified.
- ED is planning for an orderly transition to the ESSA.



DECEMBER 18, 2015 DEAR COLLEAGUE LETTER

- There are areas of OSS' work that are impacted by ESSA in the short term:
 - Title I assessment peer review
 - Setting annual measurable objectives (AMOs) and annual measurable achievement objectives (AMAOs) 1, 2, and 3 in all States
 - General ESEA flexibility update
 - Submitting updated lists of priority and focus schools
 - Follow-up and amendments under ESEA flexibility
 - Amendments to ESEA flexibility requests
 - Supporting educator effectiveness



TITLE I ASSESSMENT PEER REVIEW

ED IS CONTINUING WITH ASSESSMENT PEER REVIEW IN 2016

- ESSA maintains the requirement for States to administer high-quality annual assessments in at least reading/language arts, mathematics, and science.

Previous schedule	Adjusted schedule
January 2016	Cancelled
March 2016	April 2016
May 2016	June 2016

- For more information on Assessment Peer Review, please go visit <http://www2.ed.gov/admins/lead/account/saa.html>.



ANNUAL MEASURABLE OBJECTIVES (AMOS)

- Context: Many States that implemented new assessments in the 2014–2015 school year are preparing to submit new AMOs for ED’s review and approval in January 2016.
- ESSA: States will “establish ambitious State-designed long-term goals... for all students and separately for each subgroup of students.” There is no AMO requirement as there was under NCLB.
- Going forward for SY15-16: In January 2016, States do not need to submit AMOs for the 2014-2015 or 2015-2016 school years for ED approval.



ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO) 1,2, 3

- Context: Many States were approved for AMAO3 accountability waivers under Title III; districts are implementing interventions based on performance on AMAO 1 and AMAO 2.
- ESSA: States will “establish ambitious State-designed long-term goals... for all students and separately for each subgroup of students.” There is no AMAO requirement as there was under Title III. Goals for English learner students are now embedded in Title I and are different than NCLB.
- Going forward in SY15-16: ED will not require States to make new AMAO accountability determinations based on SY14-15 and 15-16 assessments.



REPORTING REQUIREMENTS

- Context: Reporting requirements exist under NCLB and ESSA.
- ESSA: Reporting remains a part of Title I, but AMOs and AMAOs have a different construction under ESSA.
- Going forward in SY15-16: States are still required to publish annual report cards for the 2014-2015 and 2015-2016 school years, and beyond. The components of this reporting include –
 - LEA student achievement compared to State performance
 - Student subgroup information
 - School student achievement compared to all students and subgroups of students in the LEA
 - School student achievement compared to all students and subgroups of students in the State
- Going forward, States do *not* need to include in their reporting a comparison to the State's AMO for each group of students as described in section 1111(h)(1)(C)(ii) of NCLB.



GENERAL ESEA FLEXIBILITY UPDATE

- Context: Over 40 States are approved under ESEA flexibility.
- ESSA: ESEA flexibility waivers remain in effect until August 1, 2016.
- Going forward in SY15-16: (1) all States that are currently approved should continue to implement their ESEA flexibility plans through August 1, 2016. (2) ED will not seek or review requests to extend ESEA flexibility from States (including States with approval through 2015–2016 school year). (3) ED will no longer review or approve requests for ESEA flexibility from States that do not yet have an approved flexibility request.



FOLLOW-UP ACTIONS UNDER ESEA FLEXIBILITY

- Context: Some States were granted ESEA flexibility subject to follow-up actions or conditions that had to be completed during the 2015-2016 school year.
- ESSA: Some follow-up actions and conditions relate to areas that continue under ESSA while others are not under NCLB or ESSA (*i.e.*, limited to ESEA flexibility).
- Going forward in SY15-16: Required follow-up actions and conditions include those under Principle 1 (consultation with stakeholders, college- and career-ready standards, and high-quality assessments) and Principle 2 (reporting requirements).
- ED action step: Beginning in mid-January, Program Officers will contact State Flex contacts to clarify which follow-up actions or conditions are required.



AMENDMENTS TO ESEA FLEXIBILITY PLANS

- Context: Some States are considering submitting amendments to their currently approved ESEA flexibility plans.
- ESSA: Some amendments relate to areas that continue under ESSA while others are not under NCLB or ESSA (*i.e.*, are only under ESEA flexibility).
- Going forward in SY15-16: Through August 1, 2016, States wishing to make changes to Principle 1 (consultation with stakeholders, college- and career-ready standards, and high-quality assessments) and Principle 2 (reporting requirements) must request amendments. ED will continue to provide feedback and support on amendments to other areas of ESEA flexibility.



PRIORITY AND FOCUS SCHOOL LISTS

- Context: Many States with approved ESEA flexibility plans committed to submit new lists of priority and focus schools in January 2016 based on more recent data.
- ESSA: The ESSA is clear that during the transition period priority and focus schools shall implement the interventions described in State flex plans.
- Going forward: States have two options –
 - Option A: Do not exit schools and maintain current identification through the 2016-2017 school year, or
 - Option B: Exit schools based on approved criteria and identify new priority and focus schools for the 2016-2017 school year.
- State action step: Please notify your Program Officer of your State's preference by January 29, 2016. If a State selects Option B, please submit the lists by March 1, 2016.



SUPPORTING EDUCATOR EFFECTIVENESS

- Context: All States with ESEA flexibility are implementing teacher and leader evaluation and support systems under Principle 3.
- ESSA: States with approved ESEA flexibility waivers should continue to implement their plans, including Principle 3, through August 1, 2016. Educator evaluation and support systems are permissible, but not required under ESSA.
- Going forward: ED will continue to provide feedback and support to States implementing teacher and leader evaluation and support systems.



UPDATES AND QUESTIONS

- ED will post key communications to the web at www.ed.gov/essa
- Please direct your implementation and transition questions to essa.questions@ed.gov
- ED released a Request for Information (RFI) seeking advice and recommendations regarding regulations under Title I of the ESSA. The PDF is available at <https://www.federalregister.gov/public-inspection>.
- Please formally submit public comments electronically at www.regulations.gov.



PUBLIC HEARINGS IN JANUARY

■ Washington D.C.

- WHEN: January 11, 2016; 9-5 pm
- WHERE: U.S. Department of Education, 400 Maryland Ave., SW, Barnard Auditorium, Washington DC
- To present, please RSVP at ESSA.publichearing@ed.gov by January 5, 2016

■ Los Angeles, CA

- WHEN: January 19, 2016; 9-5 pm
- WHERE: UCLA, Carnesale Commons, 251 Charles E. Young Drive West, Palisades Room, Los Angeles, CA
- To present, please RSVP at ESSA.publichearing@ed.gov by January 12, 2016



Questions?

Please enter questions into the chat
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