



ESEA IMPLEMENTATION CONSIDERATIONS

S.1177 Every Student Succeeds Act

Dec. 14, 2015

Topic:	ACCOUNTABILITY SYSTEM
Description of the issue	Provisions regarding the systems that states must have in place for establishing school performance objectives, measuring the progress of schools against those objectives and taking action with respect to schools that do not make an acceptable level of progress.
S.1177 Every Student Succeeds Act	<p>The agreement replaces ESEA's current adequate yearly progress system with a State-defined system with certain federally-required components.</p> <p>Goals – Under this system, States 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"> • Academic achievement on State assessments. • Graduation rates. • English language proficiency for English learners (EL). <p>State System – The State-defined system includes 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. • 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, or any other 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 provide a clear and understandable explanation of how the 95% assessment requirement will factor into the accountability system.</p> <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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