Every Student Succeeds Act

Let's Talk, South Dakota

The Every Student Succeeds Act, or ESSA, was signed into law in December of 2015. It was a reauthorization of the Elementary and Secondary Education Act, established in 1965 as the primary federal law governing public education.

Each of the following pages covers a key area of discussion related to the new law:

- Accountability
- Assessment & Standards
- School Improvement & Student Support
- Data/Reporting

The column shaded in grey on each page contains several questions related to these four key areas. Small groups will be asked to discuss these questions and provide feedback. The final column represents proposals by South Dakota's ESSA work groups, which may help to focus your small group discussions.

Next Steps

Input will be funneled to the ESSA Accountability Work Group, the Committee of Practitioners, the Board of Education and the Department of Education, to be considered as the state's required plan is drafted. Once the plan is drafted (expected to be spring 2017), an official public comment period will be opened and additional feedback solicited. To ensure you stay up to date and receive notice about the official public comment period, please sign up for our ESSA Implementation listserv. Go to http://www.doe.sd.gov/secretary/essa.aspx and click the "ESSA listserv" hot link.

Area	Federal Requirements (ESSA)	Current State Requirements	Questions to Consider	Work Group Proposals
Accountability Overall system	All schools must be accountable for same performance indicators System must differentiate among schools System must identify schools for "improvement" and state support as follows: --Lowest-performing 5% of schools --High schools failing to graduate 1/3 of students --Schools with consistently underperforming subgroups	Schools earn points based on 100-point School Performance Index (SPI) Assign schools to categories of performance based on SPI score: --Exemplary (top 5% of scores) --Status --Progressing --Focus --Priority (lowest 5% of scores)	Should SD continue to compare schools to each other, or shift to a system that compares schools to a benchmark (eg., A to F grades)? What should SD do with its performance categories? Should we continue to label *all* schools or just those required by ESSA?	Retain the system as is – schools compared to each other Only label those required by ESSA (i.e., Focus and Priority schools). Re-look at some of the key decisions after two years of implementation to ensure the assumptions made now still hold
Accountability Indicators of performance	Academic indicators must include: --Student achievement --Academic growth (elementary & middle schools only) --Four-year graduation rate (high schools only) --Progress of English language learners in achieving language proficiency **(NEW required indicator under ESSA)** Must use at least one indicator of "student success or school quality" (non-academic) Academic indicators must be given "much greater weight" than additional indicator(s)	SPI measures the following: Elementary & Middle School --Student achievement --Academic growth --Attendance High School --Student achievement --High school completion, which includes: four-year graduation rate AND completion beyond four years and GED --College and career readiness, which includes: Smarter Balanced score or ACT score or Accuplacer score AND National Career Readiness Certificate	What are appropriate indicators of a school's *academic* performance at the elementary and middle school levels? What should SD use for its *non-academic* indicator(s) of "student success or school quality" at the elementary and middle school levels?	Elementary & Middle School indicators of performance: Academic: - Student achievement - Academic growth - Progress of English language learners in achieving language proficiency Non-Academic: - TBD; possibly retain attendance while piloting a "Safe and Healthy Schools" indicator based on data already collected

				High School: Academic: • Student achievement • High school completion, which includes: four-year graduation rate <u>AND</u> completion beyond four years and GED • Progress of English language learners in achieving language proficiency
			What are appropriate indicators of a school's *academic* performance at the high school level?	
			Should SD expand its current college and career readiness indicator with additional options? What might those options be?	Non-Academic: • Keep current college and career readiness indicators; add additional routes (eg., Advanced Placement & Career and Technical Ed measures)
			How does SD determine what progress looks like for English learners?	Much discussion (eg., testing, time in EL program, previous formal education matched with language acquisition; no concrete proposals
Accountability Goals	Must establish "ambitious, state-designed, long-term goals" Must be applied in same manner for all schools	Reduce by half % of students scoring below proficient on state test in six years (applies to state, district, school & subgroups)	Is the current goal appropriate? If not, what should goals look like at all levels?	Reduce by 25% in six years the percent of students scoring below the benchmarks (below proficient on the state assessment, failing to graduate in four years). Applies to state, district, school and subgroups.

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Assessment Administration	Annually assess all students: --In English & math; grades 3-8 and once in high school --In science; once in elementary, once in middle and once in high school Assessments must be fully aligned to state standards Alternative assessment for students with most severe cognitive disabilities (1 percent)	Follow federal law; currently administer test at 11th grade in high school	Should SD consider using a national college admissions test in place of the current state test at grade 11?* Should SD consider testing high school students at grade 10 instead of 11? Or some other point in high school?	Retain current state assessment and continue to test at grade 11
Assessment Participation	95 percent of students must participate in the state assessments (applies to schools, districts & subgroups) Those that don't participate must be considered as scoring non-proficient on state assessments	Follow federal law	Besides the ESSA requirements for participation, how should SD incorporate this requirement into its accountability system/SPI?	Students that did not participate count for zero points in student achievement (versus those that took the assessment but scored at the lowest level would count for 0.25 points)
Assessment Standards	State academic standards must align with entrance requirements for credit-bearing coursework at state's public universities	Requires revision of academic and career and technical education (CTE) standards on a periodic basis, as approved by the Board of Education	NOTE: SD's standards in English language arts and math align with state university entrance requirements. These standards are currently undergoing revision, as are certain CTE standards.**	

*The SD Board of Regents' institutions currently use state test data from 11th grade as part of the college admission/placement process.

**Go to http://doe.sd.gov/ContentStandards/review.aspx for more information about proposed content standards.

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School Improvement Comprehensive support schools	States required to support schools identified for "comprehensive support" (lowest-performing 5%) Prescriptive models for school turnaround eliminated under ESSA	Follow SD's ESEA waiver; lowest category of performance called "Priority Schools"	How should the state approach its work with schools identified for improvement? What does "support" look like? What strategies are effective in improving outcomes (academic and non-academic) for kids? What should happen when these schools fail to make progress?	Four-year process; largely guided by the state MOU among district, school board, and school's administrative team outlining commitments and growth goals Schools exiting improvement process would develop three-year sustainability plan Schools not exiting improvement after three years would undergo either a peer review or an external comprehensive needs assessment to inform improvement efforts
School Improvement Targeted support schools	States and districts required to support schools identified for "targeted support" (based on underperforming subgroups	Follow SD's ESEA waiver; similar category of performance called "Focus Schools"	How should SD identify underperforming subgroups?	Designations fall into two categories: • Any Title I school with a subgroup performing no better on any indicator than the best performance by a Priority school • Any Title I school with a subgroup performing at a level 75% below the performance of that school's Gap group (consisting of historically underperforming

				subgroups of students) for two consecutive years
			What does "support" from the state/districts look like for schools with underperforming subgroups?	Two year process, with possibility to extend into three and four years if needed; guided by the state and the district Same MOU requirements as described above
			What should happen when these schools fail to make progress?	Schools not exiting after four years would become Priority schools
School Improvement 21st Century Schools /Student Support (Title IV*) *This title is new and represents a pooling of several federal grant programs into a single block grant.	Provides limited funds for activities to support: --Well-rounded educational opportunities --Safe and healthy students --Effective use of technology		What constitutes a well-rounded education? What are schools and state doing in this area? What could we be doing better? What does a safe and healthy school environment look like? What are schools and state doing in this area? What could we be doing better? How are schools and state using technology to improve educational experience? What could we be doing better?	

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Reporting/Report Cards	Numerous new data points required to be reported annually (applies to state, districts & schools). Examples: --Performance of students in foster care; students of active duty military --In-school suspensions; out-of-school suspensions; incidents of violence --List of state and district-required assessments; description of each; time spent on each Report cards must be "concise," "presented in an understandable and uniform format," and "widely accessible"	Follow SD's ESEA waiver	What data is most important to show on report cards? What data do parents/the public care about most? How should the data be prioritized? What formats are the best for making data widely accessible?	