



The Education Trust

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The Every Student Succeeds Act Comparison of Key Provisions

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How are the requirements for standards different from NCLB or waivers?

NCLB	Waivers	ESSA
“Challenging”	Either: <ol style="list-style-type: none"><li data-bbox="710 675 1232 891">1. Adopted by a significant number of states (e.g. Common Core), or<li data-bbox="710 903 1232 1232">2. Certified by the state’s higher education institutions as aligned with postsecondary expectations	Aligned to entrance requirements for credit bearing coursework in postsecondary and relevant CTE standards

How are the requirements for **assessments** different from NCLB or waivers?

NCLB	Waivers	ESSA
Annual, statewide assessments in reading and math, and grade span testing in science	Annual, statewide assessments in reading and math, and grade span testing in science	Annual, statewide assessments in reading and math, and grade span testing in science Option for a locally-selected nationally-recognized high school assessment Innovative Assessment System Pilot

How are the requirements for goals different from NCLB or waivers?

NCLB	Waivers	ESSA
100% proficiency for all students and each student group by 2013-2014	One of: <ol style="list-style-type: none"><li data-bbox="710 534 1232 868">1. Cut in half the difference between current proficiency rates and 100% in six years, overall and for each group<li data-bbox="710 872 1232 976">2. 100% proficiency by 2020<li data-bbox="710 981 1232 1200">3. Another, equally ambitious measure proposed by the state	State-set long-term goals that expect more progress from groups of students who are farther behind

How are the requirements for ratings different from NCLB or waivers?

NCLB	Waivers	ESSA
<p>Schools either made AYP or didn't, based on performance against goals for all groups of students on state tests and graduation rates</p>	<p>State-developed rating systems</p> <ul style="list-style-type: none">• Typically included tests and grad rates• Did not have to be aligned to goals• Did not have to reflect the performance of individual student groups	<p>State-developed rating systems that</p> <ul style="list-style-type: none">• Must be based on how schools are performing for all groups of students• If any group is consistently underperforming, that has to be reflected• Requires more indicators beyond tests and grad rates, including an indicator of school quality

How are the requirements for **action** different from NCLB or waivers?

NCLB	Waivers	ESSA
Prescribed set of cascading interventions	Identification of, and action in, three specific types of schools: <ul style="list-style-type: none">• Priority – lowest performing overall• Focus – lowest group performance/biggest gaps• Reward – top performing/improving Interventions and supports to Title I schools that are not Priority or Focus but are not meeting their goals	Identification of, and locally-determined action in: <ul style="list-style-type: none">• Schools in the bottom 5% of the state, schools with graduation rates lower than 67%• Schools where one or more groups of students is consistently underperforming

How are the requirements for the **Charter School Program** different from NCLB or waivers?

NCLB	Waivers	ESSA
<p>Only SEAs were eligible to apply</p> <p>No focus on authorizer quality</p> <p>No federal CMO competition</p>	<p>No change</p>	<p>Eligibility expanded to include state charter school board, Governor, or charter school support organization (only one winner in a state)</p> <p>Required 7% set aside for authorizer quality</p> <p>Authorizes federal CMO competition (previously authorized through appropriations)</p>

How are the requirements for **reporting** different from NCLB or waivers?

NCLB	Waivers	ESSA
Disaggregated data on assessment results, progress against goals, graduation rates, percentage of highly-qualified teachers	No change	Several new requirements: <ul style="list-style-type: none">• School-level per-pupil expenditure data• Data on school climate and access to rigorous coursework• Where available, matriculation rates in postsecondary education Requires data to be available in a way that can be cross-tabulated

How are the requirements for **teacher quality and equity** different from NCLB or waivers?

NCLB	Waivers	ESSA
<p>Required all teachers to be “highly qualified” (i.e. meet specific licensure standards)</p> <p>States had to have plans to ensure low income students and students of color are not taught at a higher rate than other children by inexperienced, unqualified, or out of field teachers</p>	<p>States and LEAs no longer had to do improvement plans if they missed their highly-qualified targets, but they must still had to monitor disproportionality</p>	<p>States must define “effectiveness” and work with LEAs to ensure low-income and children of color are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers</p>

How are the requirements for **teacher evaluation** different from NCLB or waivers?

NCLB	Waivers	ESSA
Did not require teacher evaluations	Mandated teacher evaluation systems based in part on student academic achievement	Allows, but does not require, states to develop their own evaluation system

How are the requirements for **funding** different from NCLB or waivers?

NCLB	Waivers	ESSA
<ul style="list-style-type: none">• Three pronged test to determine compliance with SNS• Report cards did not include any data on funding	<ul style="list-style-type: none">• No change	<ul style="list-style-type: none">• No required methodology for demonstrating SNS• Actual per-pupil expenditures, by funding source, will have to be reported at the state, LEA, and school level for the first time• A weighted student funding pilot to try a different method of distributing funds to schools

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