

Planning for the Every Student Succeeds Act (ESSA): Accountability

On December 10, 2015, the president signed into law the *Every Student Succeeds Act* (ESSA), which reauthorizes the *Elementary and Secondary Education Act of 1965*. The table below, and the related questions that follow it, highlight key ESSA accountability-related requirements for states, specifically, those requirements for which the Center on Standards and Assessment Implementation (CSAI) can provide implementation support.

What ESSA says	What support CSAI provides
<p>Places responsibility and authority for the development of accountability systems at the state level. States are responsible for setting their own long-term and short-term goals for improvement, which would require them to collect data on multiple factors for all students and for subgroups of students.</p>	<p>Support for identifying valid and reliable indicators of school quality or student success and guidance on how to operationalize and measure state indicators for accountability purposes.</p> <p>Guidance on the full transition to ESSA in 2017/18 and information about what will be required in the interim.</p> <p>Development of state plans.</p> <p>Guidance on connecting assessments to accountability systems.</p> <p>National scans of the composition of state accountability systems.</p>
<p>States would have to take low testing participation into consideration in their accountability systems.</p>	<p>Guidance and support in communicating to stakeholders about accountability decisions and collecting stakeholder feedback on accountability decisions.</p>
<p>In their accountability systems, States' goals will be set for</p> <ul style="list-style-type: none"> • academic achievement on statewide assessments; • at least one other measure of academic readiness for elementary and middle schools (e.g., growth on the statewide tests); • high schools have to also be measured using four-year adjusted cohort graduation rates; • English language proficiency for all English language learners; and • at least one other valid measure of school quality or success (e.g., school climate and safety, student or educator engagement). 	<p>Support in identifying non-academic measures that are valid and reliable.</p> <p>Support related to building systems that meet the law.</p>

Related Questions for State Education Agency Leadership

- ❖ What is our overall approach to developing a system that “meaningfully differentiates” all public schools in the state? What is the most important outcome for this system?
- ❖ What components of the current system are producing positive outcomes and what may need to change?
- ❖ How will we define “ambitious,” “long-term,” and “interim” in an effort to establish “ambitious long-term goals” that include measurements of “interim” progress in meeting such goals?
- ❖ What will our state choose and annually measure as a “valid and reliable indicator that allows for meaningful differentiation in school performance” for elementary and middle schools?
- ❖ For high schools, should we use the extended-year graduation rate in addition to the required 4-year cohort graduation rate?
- ❖ For our English learner students, what progress toward attaining English language proficiency do we want to see? How do we define “progress”? What is a reasonable timeline for achieving our goal?
- ❖ What would be an appropriate additional school quality or student success indicator that allows for “meaningful differentiation in school performance”?
- ❖ How will we define “substantial” and “much greater”?
- ❖ How much weight will we assign to each indicator, while ensuring that each one has “substantial weight”?
- ❖ For the indicators that are not the “additional school quality or student success indicators,” how will we ensure that “much greater” weight is assigned?
- ❖ How will the requirement that 95 percent of all students, and 95 percent of students in each subgroup, participate in assessments be factored into our accountability system?

Every Student Succeeds Act (ESSA) Implementation Timeline

DATE	EVENT
December 10, 2015	President Obama signs ESSA into law.
December 22, 2015	The U.S. Department of Education (USED) publishes first request for public advice and recommendations regarding Title I.
January 11, 2016	First public meeting held on Title I issues and provisions, in Washington, DC.
January 19, 2016	Second public meeting held on Title I issues and provisions, in Los Angeles, CA.
January 21, 2016	USED sets this deadline for public to submit advice and recommendations regarding Title I provisions.
March 4, 2016	Negotiated rulemaking committee is identified and named to address Title I standards, assessments, and supplement-not-supplant regulations.
March 21–23, 2016	First meeting of negotiated rulemaking committee is convened, in Washington, DC.
April 2016	Second, and possibly third, meeting of negotiated rulemaking committee is convened.
April 2016*	USED drafts negotiated rules and other proposed regulations for issues not covered in negotiated rulemaking for regulatory review.
April–May 2016*	Office of Management and Budget (OMB) and Office of Information and Regulatory Affairs (OIRA) is reviewing negotiated rules and proposed regulations; USED will create draft of final language.
May 2016*	Regulatory language will be submitted to Congress for review; USED will make adjustments based on congressional comments.
May–June 2016*	USED will publish final Notice of Proposed Rulemaking in the Federal Register, with 60 days given for public comments.
July–August 2016*	USED will review and respond to public comments. Final language will be reviewed by USED, OMB, and OIRA.
August 1, 2016	Elementary and Secondary Education Act (ESEA) Flexibility Waivers will become null and void.
October 1, 2016	Changes to funding for ESSA competitive grant programs will go into effect.
October 1, 2016	Impact Aid will go into effect (currently funded in FY 17).
October 2016*	Final regulations will be published and go into effect.
2017–2018 SY	All other ESSA provisions will go into effect.

* Indicates that dates are estimates



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