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ESSA Requirements Impacting Mississippi

- **Accountability & Reporting**

- The state must design ambitious, long-term goals with interim benchmarks of progress
 - Goals must be established for all students and each group of students based on:
 - Assessment proficiency
 - Graduation rate (4-year adjusted cohort)
 - Progress toward English proficiency for English learners
 - Goals must be more ambitious for groups that are further behind so that “significant progress” can be made in closing gaps.
 - State must annually rate schools based on the following indicators, all of which (except #3) have to be disaggregated by student group:
 1. Academic Achievement
 - Proficiency on annual assessments, as measured against state-set gap-closing goals
 - May include growth for high schools
 - For high schools – graduation rate, as measured against state-set, gap-closing goals
 - For non-high schools – growth or another valid, reliable, statewide academic indicator
 2. Other Academic Indicator
 3. Progress toward English language proficiency for English learners
 4. Other valid, reliable, comparable and statewide measure of school quality or student success
- If a school is consistently underperforming for any group of students, that has to be reflected in the ratings.

- **Public Reporting**

State and local report cards should include the following information:

- Details of state accountability system, including schools identified for Comprehensive Support and Improvement and Targeted Support and Improvement
- Disaggregated results on all accountability indicators
- Disaggregated assessment participation rates
- Disaggregated results from Civil Rights Data Collection, including discipline rates and access to advanced coursework
- Professional qualifications of educators, comparing high income to low income schools
- Actual per-pupil expenditures, disaggregated by funding source at state, district, and school level
- Number and percentage of students with most significant cognitive disabilities taking the alternate assessment
- Results of NAEP, compared to national results
- If available, rate at which high school cohorts matriculate to higher education (disaggregated by subgroup)

- **Assessments**

- Annual statewide assessments are required in reading and math in grades 3-8 and once in high school; science assessments are required once each in elementary, middle, and high school.
- Assessments must be aligned with state standards and provide information on whether a student is performing at grade level.
- Statewide standards must apply to all students in at least math, English language arts and science.
- Standards must be aligned to entrance requirements for credit-bearing courses in the state’s system of public higher education and relevant career and technical education standards.
- No more than 1 percent of all students in the state can take an alternate assessment for students with the most significant cognitive disabilities.

- **English Language Learners (EL)**

- States must demonstrate that they have adopted English language proficiency (ELP) standards that:
 - Are derived from the domains of speaking, listening, reading, and writing;
 - Address the different proficiency levels of ELs; and
 - Are aligned with state academic standards
- States must assess all ELs' proficiency in English with an annual ELP assessment aligned with the state's ELP standards.
- The state's accountability systems must include the following annual indicators:
 - Academic proficiency as measured through state academic assessments;
 - Graduation rate for high schools or one or more academic indicators applicable to elementary and middle schools;
 - ELs' progress in attaining proficiency in English; and
 - At least one school quality or student success indicator.
- Except for the ELP indicator, all indicators must be measured separately for all students in a school and for each subgroup.
- Establish state-determined, long-term goals and interim measures of progress for increases in the percentage of ELs who make progress in achieving English proficiency;
- Develop procedures for the bi-annual school report, including procedures for disaggregated data on EL students who have disabilities
- May include the assessment scores of formerly ELs within the results for the EL subgroup for up to four years.

- **School Improvement Supports**

Action/intervention is required in at least the following types of schools:

- Comprehensive Support and Improvement: The lowest performing 5 percent of Title I schools and all high schools with graduation rates below 67 percent. School districts have the initial responsibility for improvement activity. If schools don't meet state-set exit criteria within four years, the state has to intervene.
- Targeted Support and Improvement: Schools where any group of students is consistently underperforming. School districts work on improvement activity. If schools don't improve, the school district has to ensure more rigorous intervention.

**The above criteria replaces NCLB identifications of priority, focus, and reward.*

- **Federal Funding Streams**

States should use implementation of ESSA to ensure state policies and practices on federal funds align with the state vision and priorities.

Each state COULD

Use this opportunity to evaluate current grants management policies and practices.

Consider modifications to state policies and practices on federal funds to better align to state policy objectives.

Leverage state oversight processes (such as application requirements, technical assistance, and monitoring) to promote better student outcomes.

Determine if there are opportunities to reduce paperwork/administrative burdens (by streamlining applications, combining federal and state planning requirements, coordinating monitoring, etc.).

Each state MUST:

- Learn and implement requirements of new funding streams and new fiscal and grants management requirements (i.e. Supplement not Supplant).
- Allocate federal funds consistent with ESSA requirements.
- Exercise state oversight authority consistent with ESSA and federal Uniform Grant Guidance (UGG) regulations
- Ensure relevant state regulations (if any) and policies are consistent with federal requirements under ESSA.
- **Teacher & Leader Quality**
- ESSA allows, but does not require, states to develop or implement an evaluation system.
- States and districts must ensure that low-income students and students of color are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.
- States must make public any methods they use to define "effectiveness"

- State and district report cards must include comparisons between high- and low-poverty schools on indicators including:
 - Inexperienced teachers, principals and other school leaders
 - Teachers with emergency or provisional credentials
 - Out-of-field teachers