

ESSA Workgroup Overview of the Legislation

Major Themes of ESSA

- Shifts most, but not all, authority over education policy decisions from federal government to state and local education agencies.
- New state flexibility for school rating systems and goals and a system of school supports and interventions, but with limited federal guard rails.
- Preserves annual assessment, but gives states and local districts an opportunity to audit, streamline and innovate.
- Gives states greater flexibility to direct federal funds to state-determined priorities, but districts often have final say.
- Eliminates the teacher evaluation system, but states may choose to continue/refine their systems.
- Development and implementation of state compliance plans must include “timely and meaningful consultation” with local educational agencies and other key stakeholders.

Major NCLB Elements That Have Been Eliminated

- Ability of Secretary to incent states to adopt a particular set of standards
- Adequate Yearly Progress (AYP)
- Federally defined cascade of interventions and turnaround strategies
- School Improvement Grants (SIG) program
- Highly qualified teachers requirement
- Teacher evaluations based on student achievement

Major NCLB Elements That Have Been Retained

- Requirement to adopt “challenging” state academic content standards (*with prohibition of federal incentives to adopt specific standards*)
- Annual testing in reading and math in grade 3-8 and in high school and in certain grades in science
- State participation in NAEP
- Collection and reporting of disaggregated data (*definition of “economically disadvantaged students” to be determined*)
- “Maintenance of effort” and “supplement not supplant” requirements (*definition of “supplement not supplant” to be determined*)

Major New Provisions under ESSA

- Standards must be aligned with credit-bearing courses in college
- Funding for assessment audits
- State, district, and school-designed interventions
- Authorization, with a cap, for state to adopt alternate academic achievement standards for students with the most significant cognitive disabilities (*definition of “most significant cognitive disabilities” to be determined*)
- Greater flexibility in accountability for English Language Learners (ELLs)
- Optional state set aside for “Direct Student Services”
- Authority for districts to administer a locally-selected assessment for high school

Important Dates for Development and Implementation of ESSA Compliance Plans

December 2015

- ESSA Bill Passed
- Federal Rulemaking Underway (*through December 2016 and ongoing as needed*)

June 2016

- Florida DOE Opens 1st Public Comment Period (*Closes July 22, 2016*)

August 2016

- ESEA Waivers Expire (*Interventions must continue until new system in place*)

September 2016

- The State Board of Education Adopts Its 2017 Legislative Platform (*which will include any statutory changes needed to comply with ESSA*)

Date to be determined

- Florida's ESSA State Plan Posted for Public Comment for at Least 30 Days Prior to Federal Due Date

March 2017

- 2017 Legislative Session Convenes (*any necessary statutory changes will be considered by the Legislature*)

Summer 2017

- State Board of Education Initiates Any Rulemaking Necessitated by Statutory Changes Made During the Legislative Session

Fall 2017

- New ESSA System Takes Effect (*It is not clear when states will first be required to identify a new set of schools based on their accountability systems under ESSA – i.e. will the identification be based on 2016-17 data or 2017-18 data*)

Florida DOE ESSA Website and Topics for Comment

<http://www.fldoe.org/academics/essa.shtml>

[Challenging State Academic Standards](#)

[Academic Assessments](#)

[State Assessment Grants](#)

[Statewide Accountability System](#)

[School Improvement](#)

[School Support and Improvement Activities](#)

[Direct Student Services](#)

[General Comments by Title of the Act \(Titles I-VIII\)](#)

[U.S. DOE Draft Regulations on Accountability, State Plans and Data Reporting](#)