

WHAT'S THE DIFFERENCE?

NO CHILD LEFT BEHIND AND THE EVERY STUDENT SUCCEEDS ACT

The passage of the Every Student Succeeds Act (ESSA) in 2015 represented a shift from a prescriptive federal role in education under No Child Left Behind (NCLB) to more state and local flexibility. States now have more responsibility over their accountability systems, assessments, standards and school improvement plans than they had in the past 15 years. So what does this new law mean for your child's education and school?

No Child Left Behind (NCLB)

Accountability



- States had to develop and meet annual measurable objectives (AMOs) and adequate yearly progress (AYP) goals for subgroups of students.
- All subgroups were required to meet 100% proficiency on state assessments by the 2013-2014 school year.
- High schools were required to include graduation rates and elementary schools were required to use a different academic indicator in addition to assessments results to measure AYP.

Standards and Assessments



- State standards were required in reading, math and science at all grade levels and included three levels of performance for students: advanced, proficient and basic.
- Students were required to be assessed in math and reading/English language arts annually in grades 3-8 and once in grades 10-12 and in science once in each of the following grade spans: 3-5; 6-9 and 10-12. Schools had to assess at least 95% of each subgroup of students in their school.

Annual Report Cards



- State and local education agencies are required to prepare and make available to the public annual report cards on student achievement and other school information.

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Every Student Succeeds Act (ESSA)

Accountability



- Eliminates AYP and the 100% proficiency requirement.
- States establish long-term goals and indicators for measuring the academic achievement of all students and each subgroup of students.
- States are required to measure student progress on multiple measures of student achievement that include assessments, student growth, English language proficiency, graduation rates and at least one other state-determined indicator of school quality or student success.

Standards and Assessments



- States must show they have adopted challenging academic and achievement standards in reading, math and science so students will be prepared to enter college or a career. The achievement standards also must include at least three state-defined levels of performance for students.
- Assessment requirements are the same as NCLB.

Annual Report Cards



- ESSA maintains the annual report card requirements from NCLB but includes more reporting requirements at each level.



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Federal Education Programs



- Created individual programs such as Safe and Drug-Free Schools, school counseling programs, mental health programs and the Parent Information Resource Centers (PIRCs) program.

Teacher and School Leaders



- Required all teachers in core academic subjects to be “highly qualified,” which meant teachers had to have a bachelor’s degree, demonstrated knowledge and hold a certificate in the subjects they taught.
- Did not require teacher or principal evaluations but were required in order to receive an NCLB flexibility waiver.

School Improvement



- Required states to take corrective action in schools that failed to meet AYP in consecutive years, with escalating interventions each year.

Every Student Succeeds Act (ESSA)

Federal Education Programs



- Consolidates nearly 50 programs into one large grant called Student Support and Academic Enrichment Grant which allows states to have greater flexibility on where to spend funds.
- The Parent Information Resource Centers (PIRCs) program is reauthorized and renamed the “Statewide Family Engagement Centers” program.

Teacher and School Leaders



- Eliminates the “highly qualified” teacher requirement. States determine the certification and licensing requirements for teachers in their state.
- Does not require teacher or principal evaluation systems.

School Improvement



- Requires states once every three years to identify a category of schools for comprehensive support and improvement which must include at least the lowest-performing 5% of Title I schools, high schools with a graduation rate of 67% or less and schools where one or more subgroups of students are underperforming.
- Districts are required to partner with parents to develop the school improvement plans.

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Want to learn more? Visit [PTA.org/ESSA](https://www.pta.org/ESSA) to find more resources like these to understand the new law and its impact on students and families.