

No Child Left Behind (NCLB) and Every Student Succeeds Act (ESSA) Comparison

Policy	No Child Left Behind (NCLB)	Every Student Succeeds Act (ESSA)
Accountability Indicators	<ul style="list-style-type: none"> • Required that 100% of students be proficient in reading and math by the end of school year 2013---14. • Requires that schools make adequate yearly progress (AYP) for all students and for subgroups for which data are disaggregated. • Elementary and middle schools: <ul style="list-style-type: none"> ○ Test scores ○ One indicator selected by the state • High schools: <ul style="list-style-type: none"> ○ Test scores ○ Graduation rate • Established student subgroups for accountability and data disaggregation, including students who are economically disadvantaged, have limited English language proficiency, have disabilities, and belong to major racial and ethnic groups as determined by the state. • Requires state report card made available to the public that includes: <ul style="list-style-type: none"> ○ Data on student achievement at each grade level disaggregated by subgroup, ○ How a state’s achievement compares to its objectives, ○ Percentage of students not tested, ○ State’s achievement trends over the course of two years, ○ Other indicators to determine AYP, ○ Graduation rates, ○ Information on teacher quality, and ○ Other information as determined by the state 	<ul style="list-style-type: none"> • Eliminates AYP and the 100% proficiency requirement. • Prohibits the Secretary from prescribing any aspect of the accountability system, including indicators, weighting, and differentiation methodology • Requires state---developed accountability systems that: <ul style="list-style-type: none"> ○ Includes performance goals for each subgroup, ○ Annually measure student performance based on state assessments, ○ For high schools, annually measure graduation rates, ○ For elementary and middle schools: annually measure student growth (or another valid and reliable statewide academic indicator), ○ Includes at least one additional indicator of school quality or student success that allows for meaningful differentiation, such as student or educator engagement, or school climate and safety ○ For all English language learners: measure English language proficiency annually in grades 3---8 and once in high school, ○ Annually identify and differentiate schools based on all indicators, and ○ Differentiate schools in which any subgroup is consistently underperforming. • States will decide how much weight to give tests in their accountability systems and determine what consequences, if any, should be attached to poor performance. States must assign more weight to academic factors than other factors. • Elementary and middle schools: <ul style="list-style-type: none"> ○ Test scores ○ A “measure of student growth” or other academic indicator that allows for meaningful differentiation among student groups ○ English language proficiency ○ At least one indicator of school quality or success that allows for meaningful differentiation among student performance

		<ul style="list-style-type: none">• High schools:<ul style="list-style-type: none">○ Test scores (in addition to this states, may use student growth based on annual assessments)○ Four---year graduation rate (in addition to this, states may use an extended – year graduation rate)○ English language proficiency○ At least one indicator of school quality or success that allows for meaningful differentiation among student groups• Same as NCLB with the additional subgroups for purposes of data reporting only; homeless status (if statistically significant), students with parents in the military, and students in foster care.• Requires state report card made available to the public that includes:<ul style="list-style-type: none">○ A description of the state accountability plan, including all indicators and the weights assigned by the state,○ Schools identified as in need of support and improvement,○ Student performance disaggregated by subgroup,○ NAEP results,○ Performance of English language learners,○ Data collected from the Civil Rights Data Collection survey,○ Teacher qualifications, including those with emergency, or provisional status,○ Per---pupil expenditures of federal, state, and local funds,○ Number and percentages of students taking alternate assessments, and○ Postsecondary enrollment.
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