

GIESSAry

Term	Explanation
ESEA –Elementary and Secondary Education Act	Largest federal investment in K-12 education. Begun as part of President Johnson’s War on Poverty to close academic skills gaps between high and low income school systems – most recently reauthorized in 2015 as ESSA.
NCLB - No Child Left Behind	ESEA reauthorization directly before ESSA (2002-2015). Focused on annual yearly progress on math and English proficiency and federal requirements for schools not meeting goals. Very stringent requirements, most states had waivers excepting them from some requirements as the law went on.
ESSA - Every Student Succeeds Act	Current ESEA places a greater focus on state and local goal setting and decision-making and broadened accountability indicators beyond test proficiency.
LEA	Local Educational Agency – basically, school districts
SEA	State Educational Agency- The State’s Department of Education
Stakeholder Engagement	Stakeholders are expected to play a role in consultation on many parts in the law – planning, state uses of funds, the school improvement process, needs assessments – these can include principals and school leaders, teacher and parents, where applicable the local workforce and community.
Indicators	Tracked student outcomes that are valid, reliable, statewide and able to be differentiated by student and subgroup data. These include required accountability indicators such as academic proficiency, academic growth (or another academic indicator), graduation rates, and English language learner performance. The state must choose one (or more) additional indicators – see below. The state must have a system for weighting the indicators with more weight on academics and the states method will be used for differentiating their schools and identifying those needing improvement.
School quality and student success indicator (“5th indicator” or “non-academic indicator”)	One or more indicators that states were required to decide upon in the state planning process. The goal was to allow states to consider worthwhile goals outside the more traditional accountability indicators such as proficiency in math and English. By including them in the accountability system, schools therefore have an incentive to focus on these areas as well. (See chronic absenteeism and CCR below)
Chronic Absenteeism	Most states define a chronically absent student as one who has missed at least 10% of the school year or 18 days with any combination of excused and unexcused absences. The number of students who are chronically absent is an accountability indicator in most states and a mandatory statistic on state and district level report cards.
College and Career Readiness (CCR)	Though defined differently across the states this is often a measure of how prepared students are to take a next step after high school graduation and might include AP/IB scores, dual enrollment/received credit for college coursework, certifications and credentials, work based learning, internships, SAT/ACT scores, etc.
Disaggregated subgroups	Defined groups of students for whom indicators must be tracked separately by LEA as well as with all students include: major racial and ethnic groups, economically disadvantaged as compared to non-economically disadvantaged, children with disabilities, English proficiency status, gender and migrant status. (LEA level)
School Improvement	States must reserve 7% of Title I funds for school improvement activities for schools identified as in need of comprehensive or targeted support and improvement. States will devise a system with stakeholder input by which LEAs can apply for these grants.
Comprehensive Support and Improvement	Lowest performing 5% of Title I schools based on the states indicator system and assigned weights and all high schools which fail to graduate more than 67% (2/3rds) of their students. The state will notify the LEA of any schools in its jurisdiction which have been identified and the LEA will work with stakeholders on a plan for school improvement which <ol style="list-style-type: none"> 1. Is informed by indicators 2. Includes evidence based interventions 3. Is based on a school level needs assessment 4. Identifies resource inequities 5. Is approved by the school, LEA and SEA (state educational agency)

Targeted Support and Improvement	For schools which have one or more underperforming (as defined by a state determined methodology) subgroups of students – the state will notify the LEA of the schools. The LEA will communicate to the school which subgroups are underperforming and the school, with stakeholder involvement, will make a plan to improve outcomes that will be approved and monitored by the LEA.
Evidence Based Interventions	ESSA requires that certain actions, programs and activities be determined on the basis of an evidence base. The law establishes four tiers of evidence which range from a study showing a statistically significant positive result on a particular desired outcome through a randomized control trial (Tier 1) to a result in a quasi-experimental ie matched pair study (Tier 2) to a result in a study which compares participants to non-participants (Tier 3), to an area which while no evidence has been collected with any of the studies in Tier 1-3 has a promising research base (Tier 4).
Report Cards	Required at the state and local level to show how schools perform. These must be published online and easy to understand while still including required information and other information based on parent and stakeholder feedback. Some states include availability of afterschool programming on their school report cards.
Title I	Improving Basic Programs and School Improvement – (\$15 billion)
Title II	Teacher, Principal and School Leader Training (\$2.1 billion)
Title III	English Language Learners (\$738 million)
Title IV Part A	Student Support and Academic Enrichment Grants (SSAEG) (\$1.2 billion)
Title IV Part B	21 st Century Community Learning Centers (\$1.2 billion)
Title IV Part F	Promise Neighborhoods (\$78.3 mil) and Full Service Community Schools (\$17.5 mil)
Needs Assessments	A process required in many titles in the ESSA law (ie Title I Schoolwide, school improvement, Title IV-A) but which can also be conducted as a comprehensive needs assessment process which can breakdown silos between titles and consider how funding streams can be braided together with the students’ needs at the center.

