A NEW ERA FOR ESEA

THE EVERY STUDENT SUCCEEDS ACT
The Every Student Succeeds Act, signed on December 10, 2015, builds on our progress and solidifies many of the reforms the Department has championed for the last seven years.
EVERY STUDENT SUCCEDES ACT

THE BIG PICTURE

The Every Student Succeeds Act ensures opportunity for all of America’s students:

- Holds all students to high college- and career-ready academic standards
- Provides more kids access to high-quality preschool
- Guarantees steps are taken to help students, and their schools, improve
- Reduces the burden of testing while maintaining annual information for parents and students
- Promotes local innovation and invests in what works
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STANDARDS AND ASSESSMENTS

- Requires, for the first time in law, that all students be taught to college- and career-ready standards
- Maintains annual assessments while supporting efforts to reduce the burden of unnecessary or ineffective testing
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ACCOUNTABILITY AND SCHOOL IMPROVEMENT

- Empowers State and local leaders to continue refining their own systems for school improvement
- Encourages multiple measures, such as AP access and completion, in measuring a school’s success, but maintains a strong focus on academic achievement
- Maintains the expectation for accountability and action in any school where students are struggling:
  - the lowest-performing 5% of Title I schools,
  - high schools where a third of students fail to graduate
  - schools where subgroups are consistently low-performing
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TEACHERS AND SCHOOL LEADERS

- Ensures that low-income and minority students are not being taught at disproportionate rates by ineffective teachers
- Supports improved teaching and learning through the implementation of human capital management systems that include sustainable performance-based compensation (like ED’s TIF program)
- Supports innovative and evidence-based approaches to teacher and leader recruitment, preparation, and development
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EQUITY AND STUDENT SUPPORT

Maintains dedicated **funding and protections** for groups of **vulnerable students** by:

- increasing the role of poverty in allocating Title II professional learning funds
- supporting States to provide high-quality educational and support programs for migratory children
- ensuring educational continuity for children in foster care and youth in state-operated institutions, including institutions for delinquent youth or adult correctional facilities
- ensuring educational stability for children in foster care
- ensuring that homeless children have access to free and appropriate education
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EQUITY AND STUDENT SUPPORT

- Increases transparency for critical equity data, such as:
  - reporting on actual per-pupil school-level spending
  - reporting on equity measures including rates of student discipline, chronic absenteeism, and access to preschool and advanced coursework

- Authorizes flexible funding to all States to increase access to a well-rounded education, improve conditions for learning, and improve the use of technology in the classroom

- Maintains 21st Century Community Learning Centers, focused on students in high-poverty and low-performing schools
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COMPETITIVE GRANT PROGRAMS

- Includes competitive grants similar to many of ED’s signature programs to promote local innovation and invest in what works.
- These include grants to provide continued support for:
  - high-performing charter schools for high-need students
  - comprehensive, place-based wraparound interventions, similar to the Promise Neighborhoods program
  - identification, replication and scaling of local innovation and evidence-based strategies to improve outcomes for high-need students, similar to the Investing In Innovation (i3) program
  - magnet schools that eliminate racial isolation and improve academic achievement under the Magnet Schools Assistance Program
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EARLY LEARNING

- Gives more kids access to high-quality preschool through the authorization of Preschool Development Grants
- Requires States to include, in their annual state report card, information from the state and districts on the number and percent of students enrolled in preschool programs
- Requires districts receiving Title I funds to develop agreements with Head Start and, if feasible, other early learning programs to provide for smoother transitions from preschool to elementary school.
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TRANSITION AND IMPLEMENTATION

- ESSA provides time and authority for ED to work with our State and local partners to ensure a smooth and orderly transition from NCLB and ESEA flexibility
- Funds under State formula grants will continue to be administered in the 2016-2017 school year in accordance with NCLB
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GUIDANCE

- ED has already issued guidance answering some of the most pressing questions regarding the transition to the new law, such as whether states need to submit consolidated state plans this summer *(No plans due this summer!)*
- We plan to issue guidance this year on the changes in the law in the following high priority areas:
  - Students in foster care *(published)*
  - Homeless students
  - Title III, English learners
- ED is still considering releasing guidance in other areas where states, districts, and other stakeholders have requested support.
- For more information on the guidance we have already released, visit: [http://www2.ed.gov/policy/elsec/leg/essa/index.html](http://www2.ed.gov/policy/elsec/leg/essa/index.html)
ED announced that we would regulate in the following areas this year (with no plans for additional regulations this year):

- Title I-A assessments
- The requirement that Title I, Part A funds be used to supplement, not supplant state and local funds
- Title I, Part B innovative assessment demonstration authority
- Accountability, including consolidated state plans and data reporting

**Negotiated rulemaking:** Title I, Part A assessments and supplement not supplant went through negotiated rulemaking this spring
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REGULATIONS OVERVIEW: STATUS & NEXT STEPS

Accountability, State Plans, Data Reporting
- Proposed regulations published May 31, comments due August 1

Title I, Part A assessments
- Negotiated rulemaking committee reached consensus on all assessment topics
- Proposed regulations that the committee agreed upon will be out for public comment this summer

Title I, Part B assessments
- Proposed regulations are being drafted, expected to be out for public comment this summer

Supplement, not supplant
- Negotiated rulemaking committee did not reach consensus
- The Department is taking the committee’s input into account and continues to seek input from other stakeholders as we move forward
Accountability Proposed Regulations

- Move beyond a one-size-fits-all approach
- Give states flexibility and support local solutions
- Guarantee a clear role for stakeholders
- Enhance equity and maintain civil rights protections
- Envision transitions to new systems by SY 2017-2018
  - Respond to input from stakeholders that states and communities are eager to move to new holistic, multi-measure systems.
- ED is accepting public comment on the proposed regulations through August 1
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PROPOSED REGULATION, CONTINUED

Consolidated State Plans Proposal
- Requires broad, robust, transparent engagement with stakeholders
- Reduces burden on each State
- Encourages States think comprehensively and leverage funding
- Helps remove “silos” between programs and funds

Data Reporting Proposal
- Clarifies new reporting requirements for States and districts
- Implements these requirements by:
  - Clarifying definitions
  - Streamlining and simplifying reporting requirements
  - Ensuring report cards are accessible and clear for parents

Note: Public comment period closes August 1, 2016!
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TECHNICAL ASSISTANCE

$10 million in technical assistance funds to help States and districts focus on low performing schools by creating a technical assistance network.

The goal of the network is to build the capacity of States and districts by:

- Scaling up effective systemic approaches and practices
- Facilitating the building of sustainable learning communities
- Identifying and sharing effective practices
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RESOURCES

Questions

- E-mail: ESSA.Questions@ed.gov
- Main ESSA Web Page: www.ED.gov/ESSA

Comments
