

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)
REAUTHORIZATION FRAMEWORK SUMMARY
~HIGHLIGHTS OF EVERY STUDENT SUCCEEDS ACT~

Drafted prior to federal legislation, this summary should be viewed as a draft, subject to revisions and clarifications.

TITLE I

Standards and Assessments

- States choose academic standards in Reading and Math aligned to higher education.
- Maintains current assessment requirements: Math and Reading/English Language Arts in grades 3 through 8 and once in high school; science once in elementary, middle, and high school.
- Permits locally-selected nationally recognized assessments in lieu of state assessments in high school.
- Maintains 1% cap for alternative assessments for students with severe cognitive disabilities.
- Requires 95% test participation by all students and subgroups. Allows states to create their own testing opt-out laws.

Accountability

- Replaces Adequate Yearly Progress (AYP) with a State-defined index system. States set long term goals for academic achievement, graduation rates, and English language proficiency.
- Indicators include: (1) Academic proficiency, (2) Measure of School Quality and Student Success, and (3) 95% participation by all students and subgroups of students on state assessments.
- States must “meaningfully differentiate” schools based on these indicators with academic indicators >51%.
- Moves accountability for English language proficiency for English learners from Title III to Title I.

School Improvement

- Every 3 years States must identify schools for **Comprehensive Support and Improvement** following criteria: (1) 5% lowest performing Title I schools, (2) high schools with <67% graduation rates, and (3) underperforming subgroups.

- State approves Local Education Agency (LEA) plan and monitors implementation.
- State sets exit criteria; more rigorous state determined action for schools that fail to reach criteria over specified time period.
- States must annually notify LEAs when one or more subgroups are consistently underperforming. Schools implement **Targeted Support and Improvement Plans** and must be approved and monitored by LEA.

SIG and Direct Student Services

- School Improvement Grants (SIG) eliminated but current 4% set-aside for school improvement is increased to 7% (95% to LEAs) to fund SIG-like activities, with no specific models or interventions (“evidence-based”).
- States may reserve up to 3% for direct student services such as credit recovery, Advanced Placement (AP), tutoring, and transportation for public school choice.

Limits the authority of the U.S. Secretary of Education over standards, assessments, and educator evaluations.

Report Cards

- Current structure of State and local report cards remain. Changes to specific items that must be reported, including: (1) information on differentiating schools, (2) Civil Rights data, (3) assessments and graduation rates for foster and homeless students, and (4) the professional qualifications of teachers (eliminates Highly Qualified Teacher reporting).

Flexibility for Equitable Per-Pupil Funding

- Up to 50 LEAs may enter into demonstration agreements to consolidate Federal, State, and local education funding

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for the purpose of allocating significant funds to school level and more funding for English learners and students from low-income families.

TITLE II

- Ends federal mandates on teacher evaluations and the Highly Qualified Teacher (HQT) requirements. *(Note: state legislation, SB 290, remains in effect).*
- Maintains current structure of Federal to State and State to local formula grants. Changes state grant formula to ensure states with higher number of students in poverty receive funding that is reflective of their student populations.
- States may reserve 3% of their State grant for principal and other school leader support grants to LEAs.
- National activities funded through reservations rather than separate authorization of appropriations, including: (1) Teacher and School Leader Incentive Fund, (2) Literacy Education for All, Results for the Nation (LEARN), (3) American History and Civics Education, and (4) Programs of National Significance, including: a) Supporting Effective Educator Engagement, b) School Leader Recruitment and Support, c) Technical Assistance and National Evaluation, and d) STEM Master Teacher Corps.

TITLE IV

- Authorizes **Student Supports and Academic Achievement Grants** in which States receive formula grants and allocate 95% to LEAs to target federal resources on local priorities to better serve disadvantaged students. LEAs must do a needs assessment and fund in each of three categories: (1) Well-Rounded Educational Opportunities (e.g. AP and IB tests fee reimbursement, STEM, arts, and computer science), (2) Safe

and Healthy Students, and (3) Effective Use of Technology.

- Authorizes **21st Century Community Learning Centers** as a stand-alone program.
- Maintains **Charter Schools** as a stand-alone program with increased accountability.
- Authorizes **Statewide Family Engagement Centers** program.
- Authorizes reservations for **National Activities** which are currently separately authorized programs, including: (1) Education Innovation and Research, (2) Community Support for School Success, (3) School Safety, (4) Academic Enrichment.

Other Provisions – Reauthorizes Title III, English Language Learners grant program, Magnet Schools program, Indian Education, Impact Aid and Title VII (Homeless Education) of the McKinney-Vento Act.

Preschool Development Grants – Funded through the Department of Health and Human Services and jointly administered by the Secretary of Education.

Authorization Period - FY2017 through FY2020, with specific funding levels authorized for each fiscal year.

New State plans go into effect in SY 2017-2018. The current law and ESEA waiver remain in effect until then.

This is a draft and will be updated as new information becomes available.

Some things may be pending state legislation if contrary to state law.