

Overview of Every Student Succeeds Act

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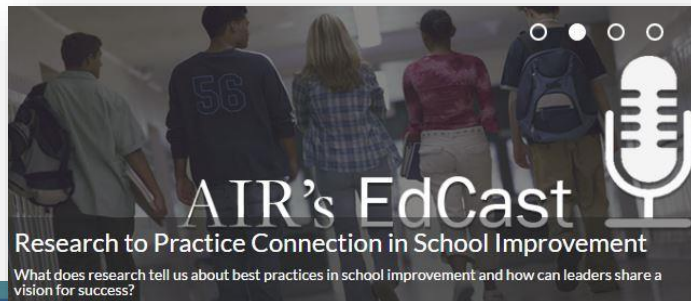
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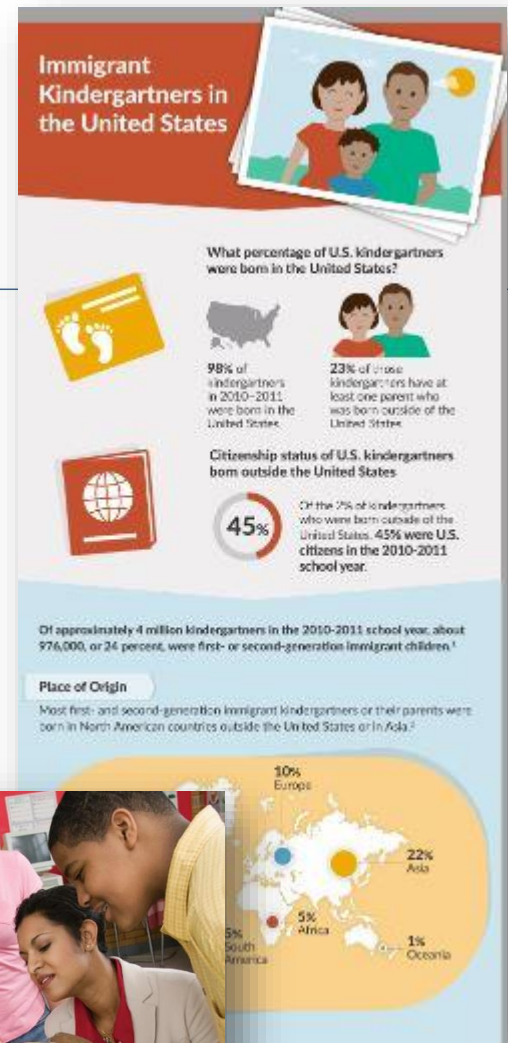
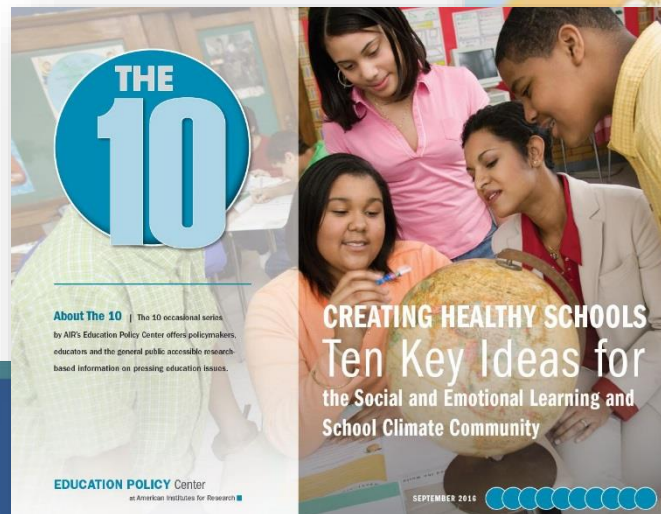
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Vision 2026 Sets Course for the Future of STEM BLOG

What do experts think the future of STEM education should look like in ten years?



Three Studies Show Impact of Deeper Learning BLOG

How does deeper learning change high school graduation and college attendance rates? Our latest study offers key insights.

New Opportunities & Challenges

- Potential to provide robust mental health support to students and professional development for educators
 - MTSS, positive behavior interventions
 - Universal mental and health screenings for early intervention
 - Access to comprehensive school mental and behavioral health services
 - Improve family engagement and school community mental health partnerships
- But state and districts leaders will be making the decisions
- And Congress needs to provide sufficient funding

Every Student Succeeds Act (ESSA) Basics



- Signed into law December 10, 2015.
- Reauthorized the Elementary and Secondary Education Act (ESEA).
- Replaced the No Child Left Behind Act (NCLB).
- Reduced the federal role in K–12 education.
- Resulted from a bipartisan effort.
- Endorsed by key stakeholder groups.

Changing the Federal Role

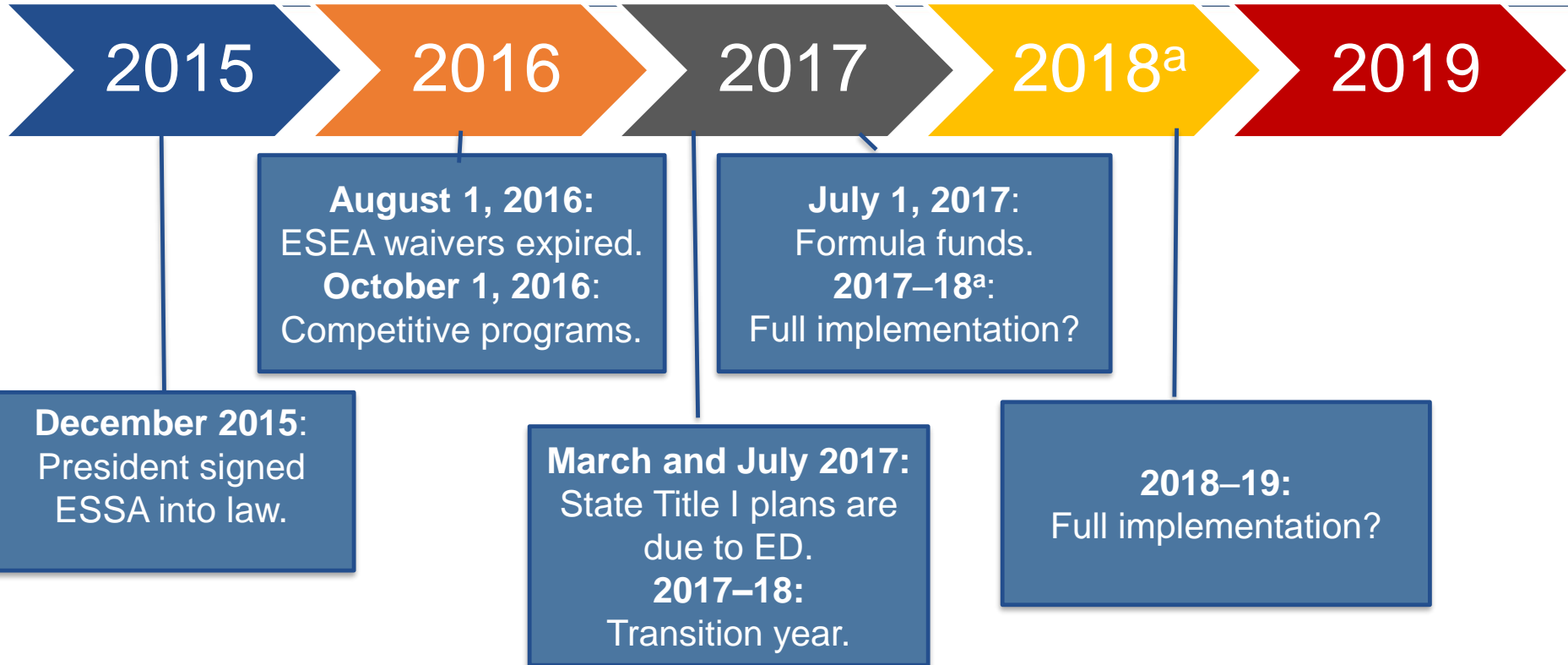
- Explicit language incorporated to reduce federal authority.
- U.S. Department of Education (ED) cannot
 - Prescribe or incentivize the use of particular standards or assessments,
 - Set particular goals for student achievement, or
 - Require anything of states with regard to educator evaluation.



What Must States Do?

- Administer annual assessments in Grades 3–8 and once in high school in mathematics and reading (and science once per grade band).
- Set “challenging academic standards.”
- Make annual accountability determinations.
- Disaggregate data by subgroups.
- Intervene in lowest-performing 5% of all schools and high schools failing to graduate one third or more of students.
- Submit state plans to ED and publicly report progress in annual report cards (and require plans and report cards from local education agencies [LEAs]).

Timeline



^aED is under pressure to move start date from the 2017–18 to the 2018–19 school year.

ESSA: Regulations and Guidance

ED has issued regulations on

- Title I: Accountability and State Plans (comments closed August 1, 2016)
- Title I: Improving the Academic Achievement of the Disadvantaged—Academic Assessments: Negotiated Rulemaking (comments closed September 9, 2016)
- Title I: Part B: Innovative Assessment Demonstration Authority (Pilot) (comments closed September 9, 2016)
- Title I: Improving the Academic Achievement of the Disadvantaged—Supplement Not Supplant (comments due November 7, 2016)

ESSA: Regulations and Guidance

- ED has issued nonregulatory guidance and may issue more
 - Students in foster care (published)
 - Titles II, III, and IV
 - Homeless students (published)
 - Early Learning
 - Title III, part A (published Sept. 26, 2016)
 - Title II, part A (published Sept. 27, 2016)

No Child Left Behind

- Title I: Improving the Academic Achievement of the Disadvantaged
- Title II: Preparing, Training, and Recruiting High-Quality Teachers and Principals
- Title III: Language Instruction for Limited English Proficient and Immigrant Students
- Title IV: 21st Century Schools
- ~~Title V: Promoting Informed Parental Choice and Innovative Programs~~
- ~~Title VI: Flexibility and Accountability~~
- Title VII: Indian, Native Hawaiian, and Alaska Native Education
- Title VIII: Impact Aid
- Title IX: General Provisions

Every Student Succeeds Act

- Title I: **Improving Basic Programs Operated by State and Local Education Agencies**
- Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, **or Other School Leaders**
- Title III: Language Instruction for English Learners and Immigrant Students
- Title IV: 21st Century Schools
- Title V: **State Innovation and Local Flexibility**
- Title VI: Indian, Native Hawaiian, and Alaska Native Education
- Title VII: Impact Aid
- Title VIII: General Provisions
- Title IX: **Education for the Homeless and Other Laws**

Major Shifts From NCLB and Waivers

- Eliminates Adequate Yearly Progress (AYP) and Highly Qualified Teacher (HQT).
- Eliminates requirement for teacher evaluation systems and/or linking results to student test scores.
- Eliminates prescribed interventions in identified schools.
- Eliminates School Improvement Grant funds and requirements.

Major Shifts From NCLB and Waivers

- Migrates Title III language proficiency accountability requirements to Title I.
- Makes funds more flexible (e.g., Title II and Title IV transferable).
- Reduces secretarial authority.

ESSA: At a Glance

Standards : Assessments : Accountability : Intervention

- State education agencies (SEAs) must set challenging academic standards.
- SEAs must set language proficiency standards aligned with academic standards.
- SEAs must assess 95% of all students and 95% of each subgroup in Grades 3–8 in math and reading, once in high school.
- SEAs must assess students in science (once per three grade bands).

ESSA: At a Glance

- SEAs must develop an accountability system and make determinations.
- SEAs must assure districts and schools intervene in the lowest-performing schools and high schools.
- SEAs must report data by schools and districts.
- ESSA is a huge shift that moves more authority regarding design of these systems from federal level to states and districts.

Title I: Improving Basic Programs Operated by State and Local Education Agencies

Focus on Standards and Reporting

ESSA: Standards

- States *must* adopt challenging standards in mathematics, English language arts (ELA) and reading, and science.
- States *may* have standards in any other subject determined by the state.
- Statute versus regulations debate: SEAs provide “evidence” they have adopted challenging academic standards...versus providing an “assurance.”

ESSA Standards

- Standards ***must***

- Apply to all public schools and all public school children.
- Align with higher education institution entrance requirements without the need for remediation.
- Align with the relevant state career and technical education standards.
- Adopt language proficiency standards for English learners (ELs).
- Allow for alternate academic standards for students with the most significant cognitive disabilities, aligned to challenging state standards.

Title I: Standards for ELs

- States must adopt language proficiency standards that
 - Are derived from the domains of speaking, listening, reading, and writing;
 - Address the different proficiency levels of ELs; and
 - Are aligned with the state's academic standards.

ESSA: Report Cards

- Under ESSA, report cards must include the following:
 - An overview explaining the assessments given and in which grades, accountability indicators, how the ACGR works for calculating graduation
 - Per-pupil expenditures (federal, state, and local)
 - The number and percentage of students enrolled in preschool
 - School's level of performance on each indicator
 - Subgroup data (same) plus include gender, homeless students, students in foster care, and students with a parent who is a member of the armed forces
 - The number and percentage of ELs achieving proficiency
 - The number of recently arrived ELs who are not assessed in reading

ESSA: Report Cards

- Under ESSA, report cards must include the following:
 - A list of all local education agencies (LEAs) and schools receiving funds under 1003, including the amount each school received and types of strategies each school implemented
 - An explanation of how the 95% participation rate requirement factors into accountability system (REGS)
 - The rate of graduates enrolled in postsecondary education programs (REGS)
 - The percentage of students by subgroup for charters compared with the percentage for LEA(s) from which the school draws its students, charter location (REGS)

ESSA: Report Cards

- Under ESSA, report cards must include the following:
 - The school's summative rating (REGS)
 - Comparative data on rate of low-income and minority students being taught by inexperienced or out of field teachers. See Supplement Not Supplant. (REGS)
- Under ESSA, report cards must be
 - Concise, understandable, and in a uniform format
 - Presented in a language parents can understand
 - Widely accessible to public
 - Developed with parents

Note. As of September 15, 2016, the regulations are not yet final.

Title I: Improving Basic Programs Operated by State and Local Education Agencies

Focus on Assessment—Statute and Draft Regulations

Title I: Assessment

States *must*

- Conduct statewide, annual assessments.
- Assess 95% of all students and 95% of each subgroup.
- SEA cap on alternate assessment at 1% of all students, by subject. No cap on LEA. (NEW)
- Identify and develop assessments for ELs. (NEW)
- Report on gender and for homeless child, child in foster care, and having [active] parent in the armed forces. (NEW)
- Universal design (NEW)

Title I: Assessment

States *may*

- Exempt advanced eighth graders from math test to take state-determined high school assessment. (NEW: Regs)
- Develop computer adaptive tests. (NEW: Regs)
- Allow LEAs to use a nationally recognized high school assessment in lieu of state assessment. (NEW: Regs)
- Allow LEAs to develop Innovative Assessments under the Innovative Assessment Pilot. (NEW: Regs)

***On Opt-Out:** Nothing in Title I preempts state or local law with respect to a parental decision on assessment participation.

Title I: Assessment for Language Proficiency

- Currently, 35 states use WIDA assessment and 10 states use ELPA 21 assessment.
- Other states, including California, Florida, New York, and Texas, use other English language proficiency (ELP) assessments.

Title I: Assessment for Language Proficiency

- States ***must*** identify and assess all ELs' proficiency in English with an annual assessment aligned with the state's ELP standards.
- States ***may*** exclude ELs from one administration of ELA assessment or exclude the assessment results for accountability purposes for one year.
- States' implementation challenge:
 - Current ELP assessments are not aligned to most updated standards.

Title I: Assessment for Academic Content

States must also do the following:

- Assess ELs in ELA, mathematics, and science just like other subgroups.
- Use appropriate accommodations (including assessments in the language and form most likely to yield accurate information on what those students know and can do in the content area assessed).

Assessment NPRM: Title I, Part A (Highlights)

- Negotiated rulemaking—agreed upon by stakeholders, guidance was published. Comments were due Sept. 9, 2016, waiting for ED action.

Assessment NPRM: Title I, Part A (Highlights)

- Nationally recognized high school assessment in lieu of state assessment (e.g., SAT/ACT)
 - Must be given in all district high schools (hotly debated).
 - Defines “nationally recognized high school academic assessment”: an assessment of high school students’ knowledge and skills that is administered in multiple states and is recognized by institutions of higher education in those or other states for the purposes of entrance or placement into credit-bearing courses in postsecondary education or training programs.
 - Clarifies students with disabilities must have the same opportunity as all other students to participate in and is not denied the benefits of the assessment, including benefits such as a college-reportable score.

Assessment NPRM: Title I, Part A

- **Computer-adaptive assessments.** May include items above or below a student's grade level and the assessment must result in a proficiency determination for the student's enrolled grade.
- **Growth and portfolios.** May measure student growth; use portfolios, projects, or extended performance tasks as part of assessment system; may administer multiple interim or modular assessments through the year; or may offer a summative assessment.

Assessment NPRM: Title I, Part A

- **Exemption from ELA assessments.** Clarifies Native American students are exempt until the student is in Grade 8.

Assessment NPRM: Title I, Part A

- **Students With Disabilities and ELs**
 - **Assistive technology devices:** Assessments must be accessible consistent with nationally recognized standards to provide interoperability with, and ability to use [device(s)].
 - **Training:** States must train teachers to give assessments and select and provide accommodations.
 - **Alternate assessments:** State guidelines [for Individualized Education Program teams] must include minimum criteria so students are not arbitrarily assigned based on cognitive ability or adaptive behavior, on low achievement, disability category, need for accommodation, or EL status.
 - **EL assessment:** States must assess ELs in the language most likely to yield accurate data on what students know and can do in academic content areas, to the extent practicable. States must provide a definition for “languages that are present” to a significant extent.

Assessment NPRM: Title I, Part B (Pilot)

- Draft regulations published. Comments due September 9, 2016. Waiting for ED action.
- **Purpose:** SEA or consortium of SEAs that meets requirements may establish, operate, and evaluate an innovative assessment system, and use the innovative assessment system for purposes of school accountability and reporting in its LEAs, or a subset of its LEAs or schools, instead of the applicable statewide assessment.

Assessment NPRM: Title I, Part B (Pilot)

- Available to seven states, for up to five years with option to extend for two years.
- Can implement pilot for all ESSA assessments in all grades or subset.
- Must meet requirements except be statewide.
 - Assessments such as: cumulative year-end, competency based, instructionally embedded, interim, performance based, or another innovative assessment design that meets the requirements.
- Public consultation required. Peer review required.
- Application requirements defined.

Title I: Improving Basic Programs Operated by State and Local Education Agencies

Focus on Accountability and Intervention

ESSA: Accountability System

- States define a single system that includes the following:
 - Long-term goals that measure interim progress of student subgroups on
 - Improved academic achievement on state assessments;
 - Graduation rates; and
 - Progress in achieving ELP.
 - Annual meaningful differentiation of schools



ESSA: Accountability System

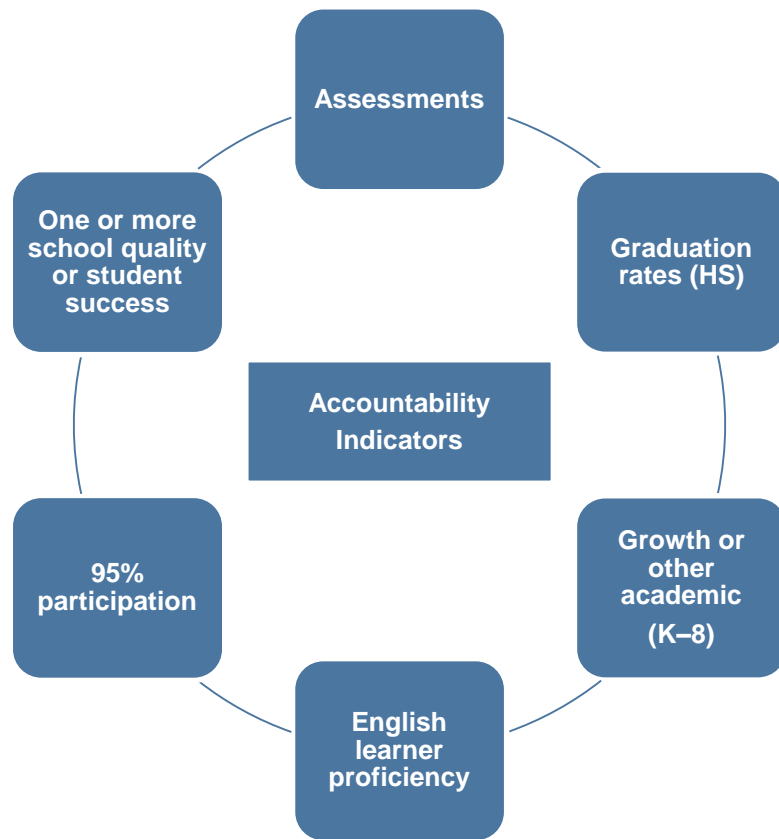
- Statewide indicators must include the following:
 1. Annual assessment,
 2. Graduation rate for high schools,
 3. A measure of student growth or other academic indicator (K–8) (NEW!),
 4. EL proficiency (NEW!), and
 5. At least one additional measure of school quality and student success (NEW!).

Note. Indicators 1–4 must have “greater weight,” and together, these indicators must “have a much greater weight” than indicator 5, the “additional” indicator(s).

Title I: Accountability System for ELs

- States have three options for including EL newcomers in accountability system.
- States may
 - Exclude a student who has been in U.S. schools less than 12 months from one administration of the ELA test and may exclude from the accountability system any or all of the ELA and math for one year.
 - Assess and report on ELA and math for the first year a student is enrolled but not include in accountability system.
 - In the second year, compare first and second year scores to establish a measure of growth and include in accountability system.
 - In the third year, include in accountability system like all EL students.
 - Include newcomers in accountability systems the same as all students.

ESSA: Accountability System Indicators



- Indicators must be valid, comparable, reliable, and statewide.
- Indicators must meaningfully differentiate schools.
- The school rating must be based on all indicators for each subgroup.

Indicators: Statute Versus Regulations

- Draft regulations debate the following items:
 - Requiring states to expect greater rates of improvement for lower performing subgroups in Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools vs. state discretion in use of long-term goals and measurement(s)
 - Summative rating vs. dashboard to rank or rate schools
 - Requiring 95% participation and school-level sanction vs. letting states decide
 - Meaningful differentiation = bottom schools not having similar scores on indicator(s) to top schools vs. letting states decide
 - *N* size: A ceiling of 30 vs. no ceiling vs. a lowered ceiling (e.g., $N = 10$)

Accountability and Intervention: New Terms

- Comprehensive support and improvement
- Targeted support and improvement
- Consistently underperforming

Draft regulations debate:

- ESSA allows states too much flexibility in use of indicator(s) to determine consistent underperformance vs. allowing states to define indicators.

ESSA: Accountability and Intervention

- States must identify schools for comprehensive support and improvement every three years.
 - Schools in the bottom 5% for all students.
 - High schools graduating fewer than 67% of students.
 - Schools consistently underperforming for any subgroup (i.e., no improvement after SEA-defined number of years).
- SEA establishes the number of years, exit criteria, reviews after four years.
- LEA determines the plan.

CSI Schools

- The SEA identifies CSI schools via an accountability system.
- The LEA develops plan(s) that are
 - Based on a school-level needs assessment,
 - Consist of evidence-based interventions, and
 - Identify needs to be addressed.
- The SEA approves, monitors, reviews, and decides exit criteria (with a four-year backstop).
- Funding is available via Title I (statute).

CSI Schools

Draft regulations debate:

- List examples of potential interventions vs. silence.
- Exit criteria prescribed to “improve student outcomes and no longer meet the identification criteria w/in number of years, not to exceed four years...” vs. silence.
 - Exit criteria are state defined.
- Requiring LEAs to apply for 1003 funds for CSI before TSI vs. no requirement on priority.

ESSA: Accountability and Intervention

- States must identify schools for targeted support and improvement.
 - Schools that are low performing for one or more subgroups (as low as the bottom 5%)
- LEA determines timing and oversees intervention except if the school is defined as “consistently underperforming.”

TSI Schools

- The LEA identifies schools and oversees plan(s) that
 - Are based on school level needs assessment
 - Consist of evidence-based interventions
 - Identify needs to be addressed
- The LEA approves and monitors schools.
- Statute is silent on timing, except that some schools may [eventually] be identified as consistently underperforming, triggering SEA oversight.
- Funding is available via 1003 (statute).

TSI Schools

Draft regulations debate:

- Exit criteria are described as “having no longer met the identification criteria and has improved student outcomes, including for each subgroup identified...” vs. silence.

Title I: Improving Basic Programs Operated by State and Local Education Agencies

Focus on Funding—Supplement Not
Supplant, and Major Provisions

ESSA: Title I—School Improvement Funding

- **Statute:** Beginning in FY2017, under Title I: Part A, states must reserve the greater of
 - Seven percent of Title I: Part A funds, or
 - The amount the state reserved under Title I-A for school improvement in FY2016 plus the amount the state received under the School Improvement Grants program for school improvement.

Note. ESSA prohibits any LEA from receiving less Title I: Part A funding than it did the previous year as a result of the State reservation for school improvement beginning in FY2018.

Source: ESEA Title I-A Formulas: In Brief, 3/2016, CRS.

ESSA: Supplement Not Supplant— Regulation

- SEAs must (calculating Supplement not Supplant)
 - Statute: Use a methodology to allocate state and local funds to Title I schools that ensures they receive the funds it would otherwise receive.
 - Regulation: Districts choose a formula that
 - Provides additional resources for students with characteristics associated with educational disadvantage;
 - Allocates resources including staff positions and nonpersonnel directly to schools, and Title I schools get funding measured by sum of: (1) the number of personnel multiplied by the district's average salaries for each staff category, and (2) the number of students multiplied by the district's average per-pupil expenditures for nonpersonnel resources;
 - Is a funds-based test developed by the state and approved by peer reviewers; or
 - Is selected by the district and ensures the per-pupil funding in Title I schools is at least as much as the average per-pupil funding in non-Title I schools within the district.

Note. As of September 15, 2016, the regulations are not yet final.

ESSA: Supplement Not Supplant— Regulation

- SEAs must

- Define the following, with criteria about educator equity and disproportionality rates:
 - “Ineffective teacher” or statewide guidelines for LEA definitions of “ineffective teacher” that differentiates between categories of teachers
 - “Out-of-field teacher”
 - “Inexperienced teacher”
 - “Low-income student”
 - “Minority student” consistent with the Civil Rights Act of 1964

ESSA: Supplement Not Supplant— Regulation

- SEAs must
 - Calculate and report the rate of Title I low-income and minority students being taught by [these] teachers compared with students who are not low income.
 - Describe how they will address inequities.
 - SEA may direct an LEA to use Title II funds to address inequity(ies).

Note. As of September 15, 2016, the regulations are not yet final.

ESSA: Supplement Not Supplant— Regulation

- For schools identified as CSI or TSI (School Improvement), LEAs must work with the SEA and its schools to
 - Identify and address resource inequities, including:
 - Disproportionate assignment of ineffective, out-of-field, or inexperienced teachers; and
 - Possible inequities related to the per-pupil expenditures of federal, state, and local funds.
 - Conduct root-cause analysis.
 - Incorporate use of Title II funds.
- LEA CSI and TSI plans may be denied if they fail to address disproportionality and meet other requirements of Title I and Title II.

Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

States in the Driver's Seat

- ESSA specifies that ED cannot require anything of states with regard to educator evaluation (i.e., as condition of approval of/waiver to required state plans).
- Title II of ESSA includes a range of allowable uses of funds.
- ESEA flexibility plans in effect until August 1, 2016, including Principle 3 (ED will provide technical assistance and support to states around Principle 3 but will not prioritize monitoring).
- Regardless of federal policy changes, state laws and regulations related to educator effectiveness remain in effect.

Highly Qualified Teachers, Equity, and Effectiveness

- Highly Qualified Teachers (HQT) is not part of ESSA (and states are not required to report HQT data effective in 2016–17 school year).
- Current equity plans remain in effect for the 2015–16 and 2016–17 school years.

Highly Qualified Teachers, Equity, and Effectiveness

- State report cards under ESSA must include information about teacher qualifications—in the aggregate and disaggregated by high- and low-poverty schools.
- State plans under ESSA must describe how low-income and minority children in Title I schools “are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers” (and the measures the state will use to track progress).

Title II, Part A

- Gradual changes to funding formula (phasing out base guarantee and changing how poverty and population are weighted) will result in shifts in funding.
- Most of funding to states will be passed through to LEAs (LEAs must apply to state for funds).

Title II, Part A

- Reserved funding may be used by SEAs and their partners for any number of allowable uses—21 separate categories of allowed uses listed (up from 18), some with caveats, including a catch-all “other activities” provision.
- State application for funding requires descriptions, assurances, consultation, and reporting.

Title II, Part B— National Activities Fund

- Teacher and School Leader Incentive Fund
- Literacy Education for All, Results for the National American History and Civics Education
- Programs of national significance
 - Supporting Effective Educator Development
 - School Leader Recruitment and Support
 - STEM Master Teaching Corps

Title II: Teachers and Principals

- The purpose of Title II
 - Increase student academic achievement by training and recruiting high-quality and effective teachers, principals, and other school leaders.
- Three major items were changed in Title II from NCLB.
 - Funding formula was changed, teacher evaluation systems are no longer mandatory, and HQT was eliminated.
- Title II is divided into three parts:
 1. Supporting Effective Instruction
 2. National Activities
 3. General Provisions

Title II: Funding

Title II: Preparing, training and recruiting teachers, principals or other school leaders (about \$2.3 billion)

- Part A—State grants

- New formula weights states' population less and poverty more.
- A minimum award amount is guaranteed to each state eliminated.
- Gradual phase-in from FY2017 through 2023: 35/65 in FY2017, 30/70 in FY2018, 25/75 in FY2019, and 20/80 in FY2020 and succeeding years.
- A [Congressional Research Service](#) analysis projected that, by 2023, the following states' and territories' annual allocation will decrease by \$10 million or more from FY2016 grant: IL, LA, MA, MI, NY, PA, and Puerto Rico.
- States that will see an increase of \$10 million more from FY2016 are CA, FL, GA, NC, TN, and TX.

Title II: Funding

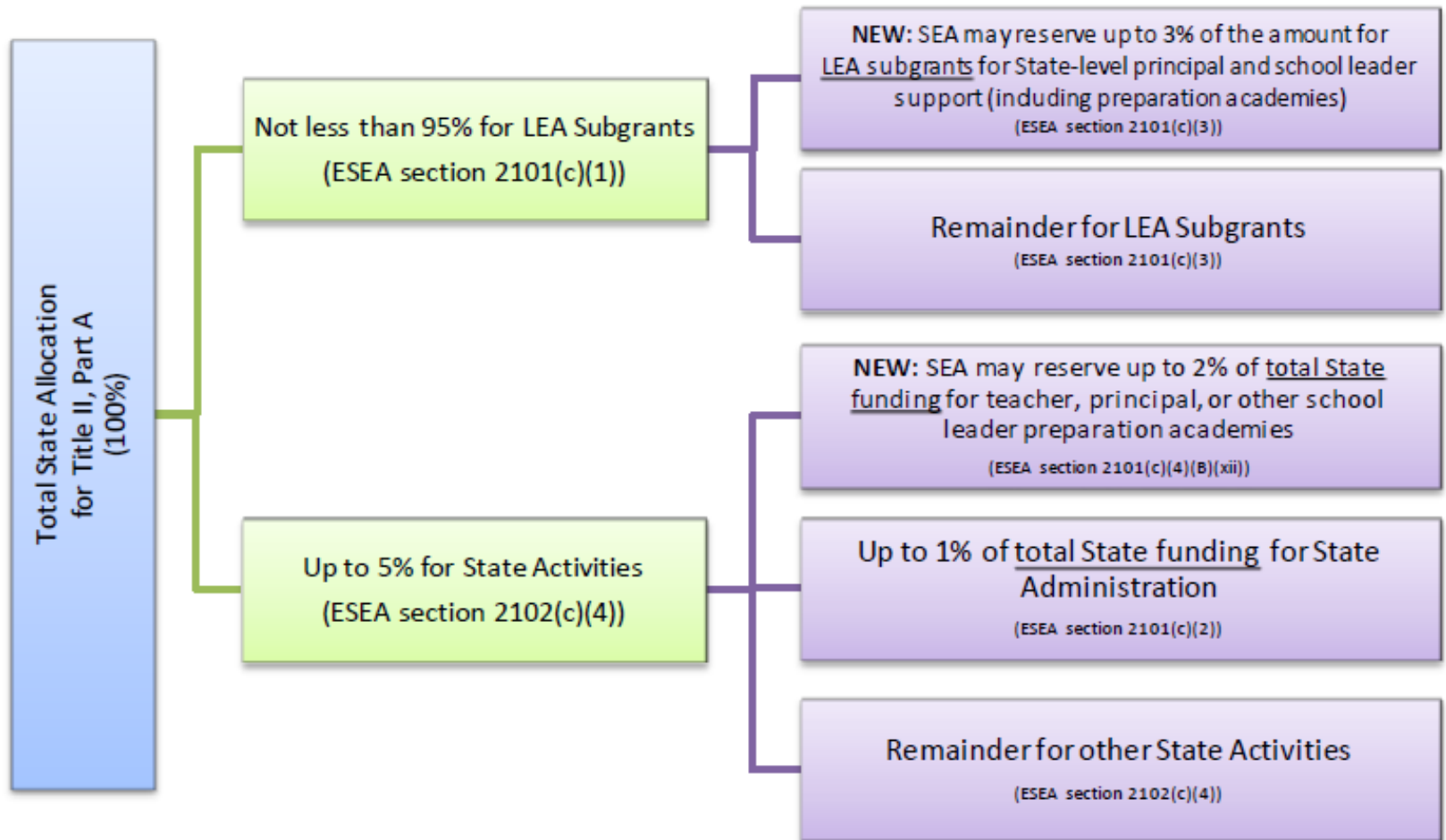
■ Part A—State grants

- State uses of funds: 5% of allotment
 - State may use not more than 1% for administrative costs.
 - There are 21 allowable uses of funds for state activities.
- LEA activities: 95% of the allotment
 - Subgrants are based on population (20%) and poverty (80%).
 - There are 16 allowable uses of funds for the LEAs to choose from, which are different from those for the state activities.
 - SEA may use not more than 3% of the amount reserved for subgrants to LEAs for one or more SEA activities specifically for principals or other school leaders.

Title II: Funding

- Part B contains all national activities and is split into four subparts funded through reservations (\$470–\$490 million).
 - Subpart 1—Teacher and School Leader Incentive Program (2017–2019: 49.1%, 2020: 47%)
 - Subpart 2—Literacy Education for All, Results for the Nation (2017–2019: 34.1%, 2020: 36.8%)
 - Subpart 3—American History and Civics Education (2017–2020: 1.4%)
 - Subpart 4—Programs of National Significance (2017–2019: 15.4%, 2020: 14.8%)
 - Supporting Effective Educator Development (not less than 74% of the subpart 4 allocation)
 - School Leader Recruitment and Support (not less than 22% of the subpart 4 allocation)
 - Technical assistance (not less than 2% of the subpart 4 allocation)
 - STEM Master Teacher Corps (not more than 2% of the subpart 4 allocation)

The Flow of Title II, Part A Funding



Note that Title II, Part A also reserves .5% for schools operated or funded by the Bureau of Indian Education and .5% for Outlying Areas from the total authorization of Title II, Part A appropriations, which are not displayed here.

Title II: Evaluation Systems

- States are not required to implement teacher evaluation systems and/or to link results to student test scores.
- An allowable use of funds for teacher, principal, and other school leaders evaluation and support systems may be based “in part on student academic achievement.”
- Evaluations must include
 - Multiple measures, and
 - “Clear, timely and useful” feedback.

Title II: HQT Provision

- HQT provision was eliminated.
- State must show that Title I teachers are certified by a state's licensing requirements.
- State report cards must show qualifications of educators.
- Secretarial authority explicitly prohibits
 - Teacher and school leader evaluation systems;
 - Definition of teachers or other school leaders; and
 - Professional standards, certification, and licensure for teachers and school leaders.

Allowable Uses of Funds by SEA

- **State must submit application to ED and describe**
 - How activities are aligned with state standards.
 - How teacher and principal skills to identify students with specific learning needs.
 - How data will be used.
 - How the SEA will encourage increased autonomy and flexibility of teachers and principals.
 - Actions that the SEA may take to improve teacher preparation programs.
- **If the state plans to use funds to improve equitable access to effective teachers, then a description of plan must be submitted.**

Allowable Uses of Funds by SEA

- State must submit application to ED and describe
 - If the state plans to use funds to work with LEA to develop and implement evaluation system, then a description of the plan must be submitted.
 - Assurance SEA will monitor implementation of activities and provide TA to LEAs.
 - Assurance SEA will work with entity responsible for certification and licensure.
- SEAs must “meaningfully consult with teachers, principals, paraprofessionals, charter school leaders, parents, community partners, etc.”

Allowable Uses of Funds LEA

- State must submit application to SEA and describe
 - How activities are aligned with state standards;
 - LEA's systems of growth and improvement for teachers, principals, etc.;
 - How LEA will prioritize funds to schools identified in need of improvement and highest percentage of low-performing kids;
 - How LEA will use data to improve activities;
 - Assurance that all professional development (PD) activities will be coordinated with other PD activities funded by other federal laws like IDEA.
- LEAs must “meaningfully consult with teachers, principals, paraprofessionals, charter school leaders, parents, community partners, etc.”

Title IV: 21st Century Schools

Title IV: 21st Century Schools

- **Title IV, Part A: Student Support and Academic Enrichment Grants**
 - Consolidates the number of programs into new block grant.
 - Purports to improve students' academic achievement by “increasing the capacity of states, LEAs, schools, and communities to provide students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology.”
 - Distributes funds by formula to each state.
 - Requires states to subgrant 95% to LEAs.
 - Comprehensive school-based mental health services and supports and staff development for school and community based personnel working in the school

Title IV: 21st Century Schools

- LEAs *must*

- Spend not less than 20% of funds on activities to support “well-rounded” education such as school counseling, music and arts programs, STEM programs and accelerated learning programs;
- Spend not less than 20% of funds on activities to support “safe and healthy” students such as social-emotional learning, violence prevention, school-based mental health services, bullying prevention and Youth PROMISE Plans; and
- Use portion of funds to support effective use of technology.

Title IV: 21st Century Schools

- **Title IV, Part B: 21st Century Community Learning Centers**
 - Preserves separate funding stream for afterschool, before school, and summer learning.
 - Includes expanded learning time activities that provide afterschool-like enrichment activities.

Title IV: 21st Century Schools

- **Title IV, Part E: Family Engagement in Educational Programs**
 - Authorizes Statewide Family Engagement Centers program to provide states and LEAs with the capacity to support effective implementation and enhancement of family engagement policies and initiatives.
- **Title IV, Part F: National Activities**
 - Authorizes Education Innovation and Research grants, which are similar to current Investing in Innovation program.
 - Authorizes Promise Neighborhoods discretionary grant program.
 - Authorizes Full Service Community School discretionary grant program.
 - Authorizes Project School Emergency Response to Violence program.

Title V: State Innovation and Local Flexibility

Title IX: Education for the Homeless and Other Laws

Title V: Rural Education

■ Title V, Part B

- Gives rural LEAs more opportunity to receive funds and more flexibility in use of Small, Rural School Achievement (SRSA) and Rural and Low-Income Schools (RLIS) funds.
- Updates dual eligibility: LEAs that qualify for both SRSA funds and the RLIS funds would have ability to apply for the program that meets their needs.
- Increases flexibility in LEA use of RLIS funds across ESEA titles—Title I Part A, Title II Part A, Title III, Title IV Part A or B.
- Changes locale codes per National Center for Education Statistics 2006 guidelines.
 - This may have a larger effect on the number of LEAs that receive SRSA funding, as eligibility for this program is based on rurality and population density.

Title IX: Education for the Homeless

■ Homeless Youth

- The bill authorizes \$85M in 2017–2020
- A 21% increase over the previously authorized level of \$70 million, and a 31% increase over the currently appropriated level of \$65 million.

■ Title I, Part A (State and Local Plans)

- Must describe the plans and services to ensure the identification, enrollment, attendance, and school stability of homeless children and youth.
- All LEAs that receive Title I, Part A funds must reserve funds to support homeless students based on total allocation and needs assessment.
- State report cards must include disaggregated information on graduation rates and academic achievement of homeless children and youth, and children and youth in foster care.

Title IX: Education for the Homeless

■ Part A: McKinney-Vento

- Requires establishment of a statewide Office of the Coordinator for Education of Homeless Children and Youths that must do the following:
 - Publish an annually updated list of liaisons on SEA website.
 - Post the number of homeless children and youth on the SEA website annually.
 - Monitor, develop, and implement PD for LEAs and local liaisons to improve awareness of federal law, ability to identify homeless youth, and capacity to respond.
 - Disseminate public notices of rights in to parents, guardians, and unaccompanied youth, in a manner and form understandable to parents, guardians, and youth.
 - Ensure direct PD on McKinney-Vento, special education, and U.S. Department of Housing and Urban Development homeless assistance services are provided.

Title IX: Preschool Development Block Grants

■ Part B

- Authorizes new competitive grant program for states to develop, update, or implement a plan to increase collaboration among existing early childhood programs and to increase participation of children from low-income families in high-quality early childhood programs.
- Provides states with initial one-year grant to assist with development and coordination activities.
- Followed by three-year competitive renewal grant.
 - States can then award subgrants to increase access to high-quality services in a mixed-delivery system.
 - Grants cannot be renewed at the end of three years.

Flexibility of Funding

Opportunity or Challenge?

SEAs and LEAs have flexibility

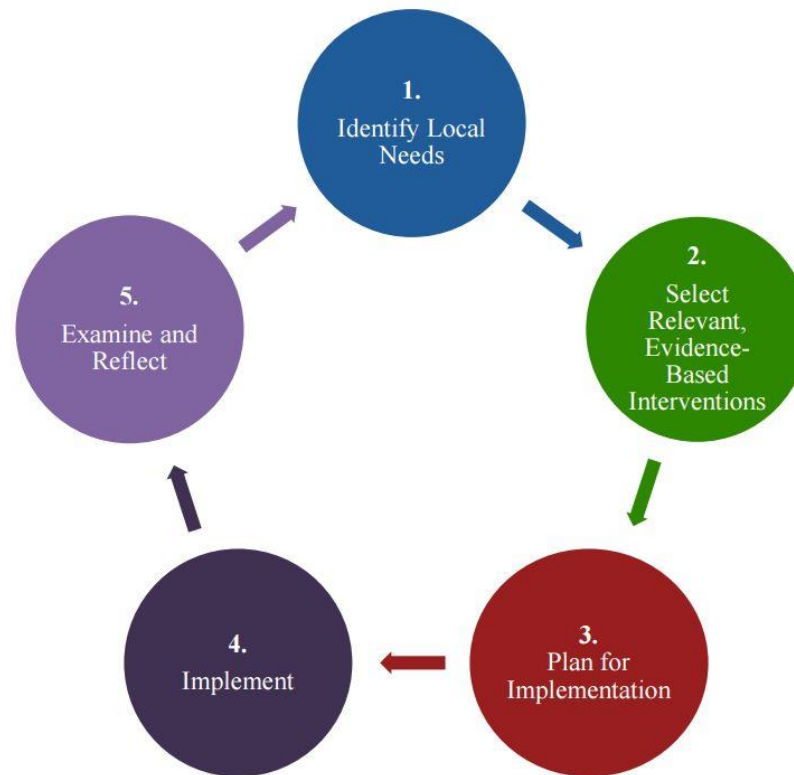
- At the SEA level, the State can transfer any amount (up to 100%) of a program's share of funds between:
 - Title II (teacher and other school leaders),
 - Student Support and Academic Enrichment grant (Title IV, Part A), and
 - 21st Century Community Learning Centers State level activities (Section 4202(c)(3)).
- At the LEA level, LEAs can transfer any amount of the LEA portion of funds from programs between:
 - Title II, (teacher and other school leaders)
 - Student Support and Academic Enrichment grant (Title IV, Part A)

SEAs and LEAs have flexibility

- States and LEAs may transfer funds into but not out of, the following programs:
 - Title I, Part A,
 - Migrant Education,
 - Neglected and Delinquent,
 - English Language Learner State Grants and
 - Rural Education.

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

Part I: Five Step Process for Effective Decision Making



Part II. Defining “Evidence-Based”

Table 1. Summary of Recommended Study Criteria for Each Evidence Level

	Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrates a Rationale
Study Design	Experimental study	Quasi-experimental study	Correlational study with statistical controls for selection bias	Provides a well-specified logic model informed by research or evaluation
WWC Standard	Meets WWC Evidence Standards <u>without</u> reservations (or is the equivalent quality)	Meets WWC Evidence Standards <u>with</u> or <u>without</u> reservations (or is the equivalent quality)	N/A	N/A
Favorable Effects	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome

Part II. Defining “Evidence-Based”

	Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrates a Rationale
Other Effects	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere
Sample Size and Overlap	Includes a large sample and a multi-site sample, overlapping with populations <u>and</u> settings proposed to receive the intervention	Includes a large sample and a multi-site sample, overlapping with populations <u>or</u> settings proposed to receive the intervention	N/A	N/A



Questions and Discussion

References

Civil Rights Act of 1964, Pub. L. 88–352, 78 Stat. 241 (1964).

Elementary and Secondary Education Act (ESEA) of 1965, Pub. L. No. 89–10, 79 Stat. 27 (1965).

Every Student Succeeds Act of 2015 (ESSA), Pub. L. No. 114–95 (2015).

Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §612 (2004).

No Child Left Behind Act of 2001 (NCLB), Pub. L. No. 107–110, 115 Stat. 1425 (2002).

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