

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

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*This summary should be viewed as a draft, subject to revisions and clarifications as new information becomes available.*

## 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.
- In high schools, nationally recognized assessments are allowed in lieu of state assessments if approved by the State. States develop the technical criteria and a process for approval of assessments.
- 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 and interim goals for: academic achievement on state tests, graduation rates, and English language proficiency for English learners (EL).
- Indicators must include:
  - (1) Academic Indicators: State tests; Student growth or other statewide academic indicator; Graduation rates for high schools; and English language proficiency.
  - (2) Measure of School Quality and Student Success: At least one indicator, determined by the state, e.g. student engagement, access to advanced coursework, school climate, others.
- Academic indicators are weighted “much more” than other indicators.
- States determine how the 95% test participation on state assessments is to be factored into the accountability system.

- States must “meaningfully differentiate” schools based on these indicators.
- Moves accountability for English language proficiency for English learners from Title III to Title I.

### School Improvement

- At least once every 3 years, states must identify and intervene in bottom 5% of lowest performing schools, high schools where grad rate <67%, and schools with underperforming subgroups.
- District develops **Comprehensive Support and Improvement plan** approved and monitored by state
- 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 evidence-based activities, with no specific models or interventions.
- States may reserve up to 3% for **direct student services** such as credit recovery, Advanced Placement (AP), tutoring, and transportation to allow a student to transfer to another public school.

### Report Cards

- Current structure of State and local report cards remain. Includes a description of the state accountability system, schools identified for improvement, student performance disaggregated by subgroups,

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professional qualifications of teachers, and other data and information.

**Flexibility for Equitable Per-Pupil Funding**

- Up to 50 LEAs may enter into demonstration agreements with USED to consolidate federal, state, and local education funding 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 (*note: state legislation, SB 290, remains in effect*) and the Highly Qualified Teacher (HQT) requirements. ESSA requires that teachers meet state licensure and certification requirements.
- 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 LEA subgrant funds for principal and other school leader support grants.
- Authorizes grants funded directly through USED, including: Teacher and School Leader Incentive Fund, Literacy Education for All, Results for the Nation (LEARN), American History and Civics Education, Programs of National Significance.

**TITLE IV**

- Authorizes states to provide **Student Supports and Academic Enrichment Grants** to support districts in providing programs for:
  - (1) Well-Rounded Educational Opportunities (e.g. AP and IB tests fee reimbursement, STEM, music and arts, computer science, others);
  - (2) Safe and Healthy Schools; and
  - (3) Effective Use of Technology

- Authorizes **21<sup>st</sup> 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 grants funded directly through USED for **National Activities** including: Education Innovation and Research, Community Support for School Success, School Safety, Academic Enrichment.

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

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

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

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**Timelines:**

- **ESEA waiver will expire on August 1, 2016.**
  - But states continue supporting “priority” and “focus” Schools in 2016-17.
- **School ratings and interventions start with school year 2017-18.**
- **Formula programs\***
- **Competitive programs effective 10/1/2016.**

*\*Note: The Omnibus Spending Bill signed 12/18/15 includes a general provision that formula grant programs for the 2016-17 SY are to be administered under the provisions in effect prior to the reauthorization of the ESEA.*

**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.**