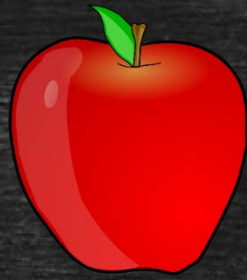


ABC



$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

The Every Student Succeeds Act (ESSA): A Briefing for Pennsylvania

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The Big News: ESEA REAUTHORIZED

- Last reauthorized as No Child Left Behind in 2002
- Problems with NCLB from a state perspective
 - Shifted a great deal of control to the federal government
 - Adequate Yearly Progress (AYP) metric, 100% proficiency, defined “highly qualified teachers”
 - States needed waivers to get out from under NCLB requirements
 - Race to the Top grants, waivers had their own requirements

The Big News: ESEA REAUTHORIZED

- House and Senate passed reauthorization bills this summer
- Conference committee adopted conference report 11/19 with only one dissenting vote
- House passage 12/2, 359-64
- Senate passage 12/9, 85-12
- Signed into law 12/10 as P.L. 114-95



Meet ESSA,
the Every Student Succeeds Act

THE WALL STREET JOURNAL.

“...the largest devolution of federal control
to the states in a quarter century.”

So...what's in the bill for states?

- Provision for state legislative involvement
- Prohibitions on Secretarial/federal authority
- New approach for accountability
 - No more AYP!

Implementation Timeline

- ESEA flexibility waivers end as of 8/1/2016
- New state plans are developed in the 2016-2017 school year
- Full implementation in the 2017-2018 school year
- Funding Note: FY 2017 formula dollars (2017-2018 school year) will flow through ESSA provisions
- Continuing regulation and guidance from the U.S. Department of Education; negotiated rulemaking begins in March

State Accountability Systems

- Required indicators
 - Academic achievement as measured by proficiency on annual assessments
 - Another measure of academic achievement
 - Progress of English Language Learners
 - A measure of school quality and student success
 - For high schools, graduation rates
- States must weigh the academic measures more heavily than the other indicators and will also need to incorporate test participation in their accountability system.

Assessments– new role, some flexibility

- Continues NCLB schedule of federally required statewide assessments; tests are less “high stakes” in the accountability system
- 95% participation rate; statement of parental right to opt out
- 1% cap on alternative assessments
- States can audit their assessments to look at overtesting
- New flexibility in assessment design
 - Use of nationally recognized high school assessment
 - Innovative assessment flexibility

Which schools require intervention?

- Schools that are in the bottom five percent
- Any high school failing to graduate $\frac{1}{3}$ or more of their students
- Any school in which a subgroup of students is consistently underperforming

Provisions Regarding Subgroups of Students

- States must continue to disaggregate data by student subgroup at the state, LEA, and school level.
- State accountability systems must identify any school in which a subgroup of students is consistently underperforming for targeted support and improvement. Those subgroups are:
 - Economically disadvantaged students
 - Students from major racial and ethnic groups
 - Children with disabilities
 - English learners

What kind of support do states have for school and student support?

- Increased amount of Title 1 funding to be used for school improvement (instead of the NCLB School Improvement Grants)
 - Set aside for school improvement is the greater of 7% of Title I grants to LEAs or the amount of SIG funding for FY 2016 plus 4% of Title I grants.
 - School improvement funds can be sent to LEAs by formula or through a competitive process.
- New Student Support and Academic Enrichment grants

New Student Support and Academic Enrichment (SSAE) Grants

- Purposes
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for student learning; and
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students
- Funding for Pennsylvania
 - Estimated to receive \$60,933,000 in FY 2017 (source: FFIS)

Other Title I Issues

- Portability...not in the bill, but there's a weighted student funding pilot that could allow some districts to experiment
- No formula change, but will study
- Accountability provisions for English Language Learners moved to Title I (previously Title III)

Title II Changes

- Formula for Part A (Supporting Effective Instruction) grants amended
 - Gradual shift from 65% based on share of children in poverty and 35% based on share of children overall
 - 80% based on share in poverty and 20% overall by FY 2020
- Gradually eliminates hold harmless allotment (by FY 2023)
- Pennsylvania
 - Estimated impact of formula, hold harmless change from FY 2017 to FY 2023
 - Decrease of 26.5%
 - From \$93,591,000 in FY 2015 (actual) to \$ 68,754,000 in FY 2023 (estimated)

Other Programs in ESSA

- Education of Migrant Children
- Education of Neglected, Homeless, or Delinquent Youth
- Language instruction for English Language Learners and Immigrant Students
- Impact Aid
- Rural Education

Other Programs in ESSA (continued)

- Indian, Native Hawaiian, and Alaska Native Education programs
- McKinney-Vento Education for Homeless Children and Youth
- 21st Century Schools/Promise Neighborhoods/Community Learning Centers
- Magnet Schools
- Charter Schools

Early Education Provisions

- Preschool development grants-- \$250 million
- Literacy grants allowable use
- Other permissive uses of funding for early education

QUESTIONS? COMMENTS?

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