

ABC



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

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

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# The Big News: ESEA REAUTHORIZED

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- 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 tied funding to use of common standards and assessments, federally mandated policies

# The Big News: ESEA REAUTHORIZED

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- 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

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**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?

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

# Implementation Timeline

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- 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
- Continuing regulation and guidance from the U.S. Department of Education
  - You can ask the Department a question about ESSA at [essa.questions@ed.gov](mailto:essa.questions@ed.gov)
- Funding note: competitive funding for FY 2016 will flow under current law; FY 2017 dollars (2017-2018 school year) will flow through ESSA provisions

# State Accountability Systems

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- 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

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

# Which schools require intervention?

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- 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

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- 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?

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- New Student Support and Academic Enrichment Grants
- 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 (SSAE) Grants

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- 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
- Idaho
  - Estimated to receive \$8,003,000 in FY 2017 (source: FFIS)

# Other Title I Issues

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- 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

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- 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)
- Idaho
  - Estimated impact of formula, hold harmless change from FY 2017 to FY 2023
  - Increase of 4.0%
  - From \$10,867,000 in FY 2015 (actual) to \$ 11,303,000 in FY 2023 (estimated)

# Other Programs in ESSA

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- 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)

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

# Early Education Provisions

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- Preschool development grants-- \$250 million
- Literacy grants allowable use
- Other uses of Title I through IV funding for early education

# QUESTIONS? COMMENTS?

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