



THE EVERY STUDENT SUCCEEDS ACT



The Every Student Succeeds Act, signed on December 10, 2015, builds on our progress and solidifies many of the reforms the Department has championed for the last seven years.

EVERY STUDENT SUCCEEDS ACT

THE BIG PICTURE

The Every Student Succeeds Act ensures opportunity for all of America's students:

- Holds all students to **high college- and career-ready academic standards.**
- Provides more kids access to **high-quality preschool**
- Guarantees steps are taken to **help students, and their schools, improve.**
- **Reduces the burden of testing** while maintaining annual information for parents and students.
- **Promotes local innovation and invests in what works.**



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STANDARDS

- Requires, for the first time in law, that all students be taught to **college- and career-ready standards.**



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ENGLISH LANGUAGE PROFICIENCY STANDARDS

ESSA and NCLB, a State is required to adopt ELP standards that correspond to the State's academic content standards.

ELP standards must.

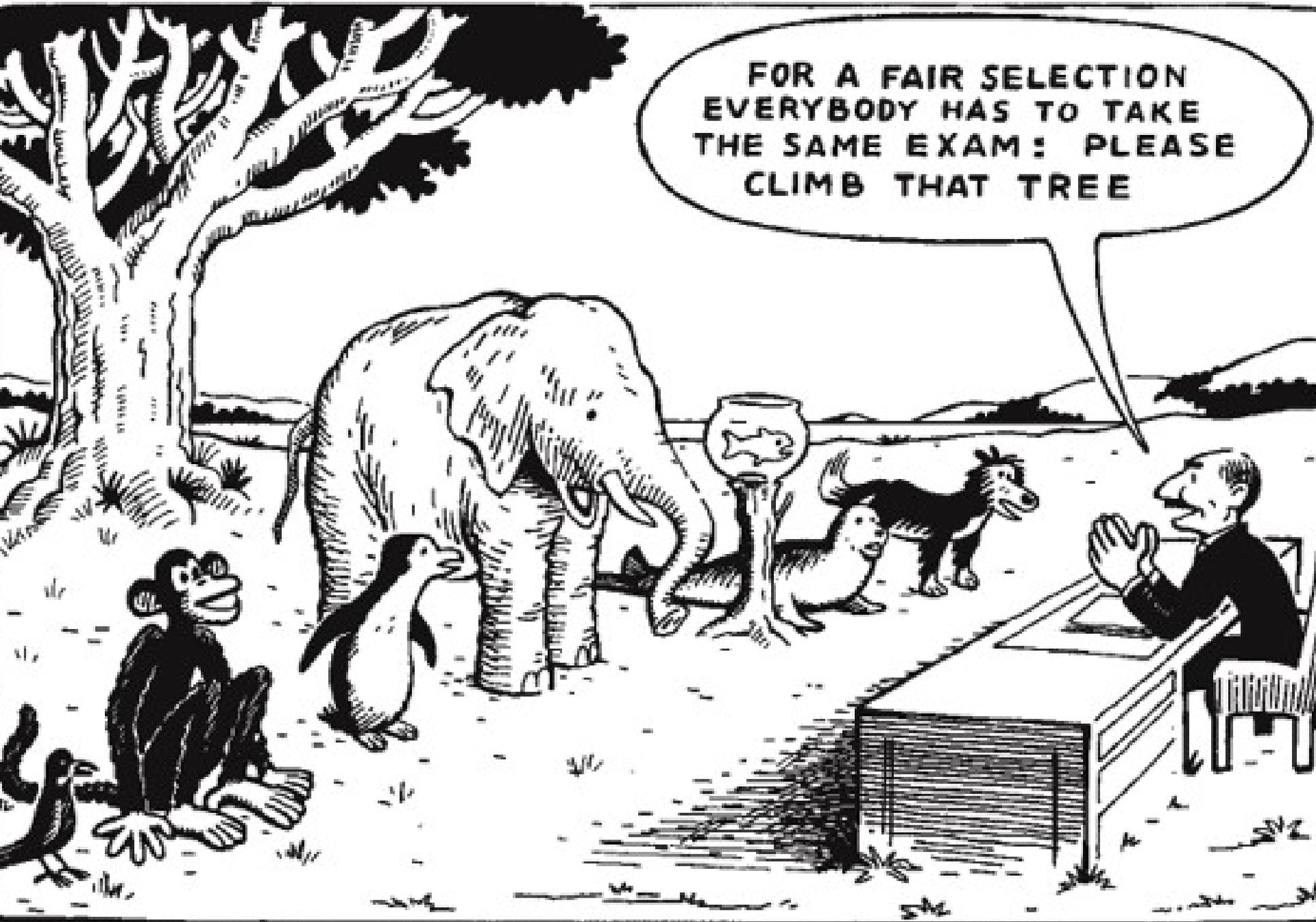
- Cover domains of speaking, listening, reading, and writing.
- Address different proficiency levels.
- Aligned with the state's academic content standards. (Section

1111(b)(1)(F))

A state must establish and implement, after timely and meaningful consultation with districts, standardized, statewide entrance and exit procedures for ELs. (Section 3102(d)(2))

Assessments

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



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ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

Each state must provide for an annual assessment of English proficiency of all K-12 English learners in schools in the state.

The ELP assessment must be aligned to the State's ELP standards and assess the language domains of reading, writing, speaking and listening

(Section 1111(b)(2)(G))

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RECENTLY ARRIVED ELS

“Recently arrived ELs” are students who have been enrolled in a school in the U.S. for less than 12 months.

A state may choose to—

- Exclude them from one administration of the reading/language arts assessment and exclude their results on math and ELP assessments from accountability determinations for their first year enrolled in U.S. schools; or
- Assess and report their performance on reading/language arts and math assessments in each year of enrollment but, for accountability purposes—
 - Exclude their results for their first year of enrollment;
 - Include a measure of student growth on the assessments in their second year of enrollment; and
 - Include proficiency on the assessments in their third year of enrollment.

Accountability

ESSA and English Learners

- ELP accountability for ELs has been moved from Title III to Title I.
- Allows states to include former ELs in the EL subgroup for academic content accountability up to four years after they have been reclassified.
- Requires Title I LEAs to conduct outreach, including regular meetings for parents of ELs.



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LONG-TERM GOALS AND INTERIM MEASURES

A state must establish long-term goals and interim measures of progress for all students and each subgroup of students for:

increases in the percentage of ELs making progress in achieving English language proficiency in grades 3 through 8 and once in high school on a state-determined timeline.

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UPDATES TO REPORTING REQUIREMENTS

Under ESSA	Under NCLB
Describe how programs and activities are supplemental	Describe the programs and activities conducted by the entity
Disaggregate ELs with a disability	Not a requirement
Report proficiency based on English language proficiency standards , and the number who exit LIEPs based on attainment of ELP	Report proficiency based on a valid and reliable ELP assessment
Report progress for ELs 4 years after receiving services	Report progress for ELs 2 years after receiving services
Report on long-term ELs	Not a requirement



EQUALITY



EQUITY

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TEACHERS AND SCHOOL LEADERS

- Ensures that **low-income and minority students are not being taught at disproportionate rates** by ineffective teachers.
- Supports improved teaching and learning through the implementation of **human capital management systems** that include sustainable performance-based compensation (like ED's TIF program).
- Supports innovative and evidence-based approaches to teacher and leader **recruitment, preparation, and development.**



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EARLY LEARNING

- Gives more kids access to **high-quality preschool** through the authorization of Preschool Development Grants.
- Requires States to include, in their **annual state report card**, information from the state and districts on the number and percent of students enrolled in preschool programs.
- NPD grant priority: supporting the early learning workforce and include these foundational professional learning at all levels of teaching.



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2017 NPD GRANTS

- Moving forward with 2017 NPD grants:
 - Expands eligible grantee to include public or private entities with relevant experiences and capacity.
 - Use the term *effective* preservice and includes in-service programs.
 - Adds use of grant awards for strengthening and increasing parent, family and community member engagement; and for developing, sharing and disseminating effective practices in the instruction of ELs; supporting strategies that promote school readiness of ELs and early childhood programs.



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TRANSITION AND IMPLEMENTATION

- ESSA provides time and authority for ED to work with our State and local partners to ensure a **smooth and orderly transition** from NCLB and ESEA flexibility.
- Funds under State formula grants will **continue to be administered in the 2016-2017 school year** in accordance with NCLB.



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GUIDANCE

- ED has guidance on Title III answering some of the most pressing questions regarding the transition to the new law
- For more information on guidance visit:
<http://www2.ed.gov/policy/elsec/leg/essa/index.html>



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RESOURCES

Questions

- E-mail: ESSA.Questions@ed.gov
- Main ESSA Web Page: www.ED.gov/ESSA
- ESSA Resources Web Page:
<http://www2.ed.gov/policy/elsec/leg/essa/index.html>



