



Every Student Succeeds Act (ESSA) and Title 1

The following is a snapshot breaking down the Title I component of the Every Student Succeeds Act (ESSA). To obtain a more comprehensive overview from National PTA, please visit <http://downloads.capta.org/edu/MEMO Title1Programs in ESSA summary.pdf>.

Title I is the largest program supporting elementary and secondary education in the ESSA. Public schools receive federal funding from their Local Education Agencies (LEA's) based on the number of students from low-income households that attend the schools in the district. Title I is Congress' attempt to provide all children with the opportunity to receive a fair, equitable and high-quality education, and to close the achievement gap.

ESSA divides Title I into five parts:

- 1) Improving Basic Programs Operated by LEA's
- 2) State Assessment Grants
- 3) Education of Migratory Children
- 4) Prevention & Intervention Programs for Children & Youth who are Neglected, Delinquent or At-Risk
- 5) Flexibility for Equitable Per-Pupil Funding.

Parents and families are a critical component to the successful implementation of ESSA and to the accountability aspect.

ESSA, which requires State Education Agency (SEA) plans and LEA plans are developed in consultation with many stakeholders and explicitly mentions parents in this process. LEA's are required to include a written parent and family engagement policy in their education plan that welcomes ALL families and seeks to strengthen the partnership between families, school and community with the goal to improve student outcomes. Section 1116 of ESSA requires the reservation of at least 1percent of an LEA's Title I-A funds and includes verbiage making it clear that **nothing prohibits an LEA from spending more than 1percent for parent and family engagement activities.**

State Education Agencies (SEA's) must submit their education plans to the U.S. Secretary of Education. Under ESSA, secretarial authority over state education plans has diminished in which the Secretary must submit reasoning to a SEA for disapproving their education plan and offer technical assistance to improve the plan. ESSA is explicit about limitations on the Secretary and prohibits from influencing, incentivizing or coercing states to adopt a certain set of standards, assessments and accountability systems.

Each state is required to provide assurance in their state plan that they have adopted challenging academic content standards that are aligned with academic achievement standards. The academic achievement standards must have at least three levels of achievement -- determined by the state -- and align with the challenging state academic standards with entrance requirements for coursework in the state public higher education system and relevant state career and technical education standards.

Annual academic assessments in ESSA remained the same from No Child Left Behind (NCLB); however, ESSA allows states to decide if the assessment is administered through a single summative assessment or through multiple interim assessments during the course of the year that result in a summative score. Alternative assessments that are aligned with challenging state academic standards for students with cognitive disabilities are allowed, verbiage regarding Assessments of English Language Proficiency is included in ESSA. LEA's, with the state's approval, can administer a nationally-recognized high school academic assessment instead of the state-designed academic assessment (but with certain requirements).

ESSA eliminated annual measurable objectives (AMO's) and adequate yearly progress (AYP) that were previously required; instead, states are to establish state-designed long-term goals and indicators for measuring the academic achievement of all students and each subgroup. In order to identify how well public schools are performing, states will create their own system of meaningful differentiation for all students and for each subgroup of students based on applying "substantial weight" to indicators.

Starting in school year 2017-2018, states must identify one statewide category of schools - at least once every three years -- for comprehensive support and improvement based on the outcomes of the state-based system for meaningful differentiation of students and subgroups of students in each school.

States must identify schools every year which have a consistently underperforming subgroup of students and must implement targeted intervention that are evidence-based and locally determined for a determined number of years.

ESSA did not retain the School Improvement Grant (SIG) program; but does require states to reserve up to 7percent of their Title I-A funds to provide grants to LEA's to serve schools implementing comprehensive support and improvement activities or targeted supports and improvement activities. States may also reserve up to 3percent of their Title I-A funds for direct student services.

ESSA eliminated the highly qualified teacher (HQT) provision but kept the parents right-to-know provision which allows parents to request the qualifications of their child's classroom teacher and be notified if their student is being taught by a teacher that does not meet the state certification or licensure at the grade level and subject they are teaching. LEA's are also responsible for making information on each assessment required by the federal government and other assessments required by the state to be publicly available to parents and families.

States are required to publicly disseminate a state report card annually that is concise, widely accessible and developed in consultation with parents. LEA's are required to publicly disseminate a local report card annually that is concise, widely accessible and developed in an understandable format.

A more complete overview of how the new law impacts Title I programs in the Every Student Succeeds Act can be accessed online at <http://capta.org/focus-areas/education/every-student-succeeds-act/>.