The Every Student Succeeds Act

A Presentation to the Connecticut General Assembly Education Committee

by the
Connecticut State Department of Education

Wednesday, November 30, 2016
Every Student Succeeds Act
Overview

• Strong bipartisan support: House 359 – 64; Senate 85-12
• Signed by the President: December 10, 2015
• Public Law 114-95
• Replaces the No Child Left Behind Act (NCLB) as the latest reauthorization of the Elementary and Secondary Education Act (ESEA)
Title I: Improving Basic Programs Operated by State and Local Educational Agencies

Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

Title III: Language Instruction For English Learners and Immigrant Students

Title IV: 21st Century Schools
Every Student Succeeds Act
School Improvement Plans

• A “School Improvement Plan” is required for each Title I school. Plans must explain how Title I - IV funds will be spent.

• Local Education Agencies (LEA) must describe how they will support and monitor their Title I schools’ progress.

• Per regulations, LEAs must:
  ✓ Engage families and communities in plan development.
  ✓ Complete a periodic “Needs Assessment”.
  ✓ Identify “Resource Inequities” between Title and non-Title schools in the district.
Every Student Succeeds Act
Consolidated State Plan

- Must identify long term performance goals and interim progress checks for the state (Academic achievement rates; Graduation rates; and English Language Proficiency rates)
- Must describe how the State Education Agency (SEA) will provide comprehensive or target supports to struggling Title schools
- Must include a plan for how LEAs are allowed to spend federal funds
- Must include the SEA plan for monitoring LEA school improvement plans, needs assessments, resource inequities and spending of federal funds
Every Student Succeeds Act
Differentiated Support to Low Performing Schools & Districts

**All Other LEAs**
- Broad spending and evidence-based practice guidance
- Standard support & monitoring

**Other Alliance Districts**
- Defined guidance and support on spending and evidence-based practices
- Alliance District network support

**Ed Reform Districts**
- Individualized guidance & support on spending and evidence-based practices
- CSDE intensive, cross-divisional team approach

**Identification of Low-Performing Schools occurred in 2016, and will occur every three years thereafter**