**Every Student Succeeds Act**

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|  **STANDARDS** |
| * Requires assurance that states adopt challenging academic content standards in reading, math, and science with three levels of achievement that are aligned with entrance requirements for credit- bearing coursework in the states’ higher education system as well as the state’s career and technical education standards.
* Prohibits the Secretary from having any authority over a state’s academic standards.
* Allows states to develop alternate academic achievement standards for students with the most significant cognitive disabilities using a documented and validated standards-setting process.
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| **ASSESSMENTS** |
| * Allows states to use a single annual summative assessment or multiple statewide interim assessments throughout the year that result in one summative score.
* Allows districts to use other tests for high schools with state permission.
* Allows states to develop and administer computer-adaptive assessments.
* Allows states to limit the aggregate amount of time spent on assessments for each grade.
* Prohibits the Secretary from specifying any aspect of assessments.
* Requires districts to publicly post information on all required assessments, including the amount of time students spend taking the assessments. Requires states to provide reasonable accommodations for students with disabilities.
* Allows states to administer alternate tests for students with the most significant cognitive disabilities; however, these alternate tests may be used by no more than 1% of the total number of students being assessed.
* Maintains requirement that assessments be administered to at least 95% of all students. Allows states to establish their own laws governing “opt-outs” and requires parents to be notified regarding their children’s participation rights in assessments. Consequences for schools that miss this threshold are determined by states and districts.
* Shifts accountability for English language learners into Title I; allows schools to phase in the use of English language learners’ test results for accountability purposes.
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| **ACCOUNTABILITY** |
| * Eliminates AYP and the 100% proficiency requirement.
* Prohibits the Secretary from prescribing any aspect of the accountability system, including indicators, weighting, and differentiation methodology.
* Requires state-developed accountability systems that:
* Include performance goals for each subgroup,
* Annually measure student performance based on state assessments.
* For high schools: annually measure graduation rates,
* For elementary and middle schools: annually measure student growth (or another valid and reliable statewide academic indicator),
* Include one other indicator of school quality or student success that allows for meaningful differentiation, such as student or educator engagement, or school climate and safety
* For all English language learners: measure English language proficiency annually in grades 3–8 and once in high school,
* Annually identify and differentiate schools based on all indicators,
* Differentiate schools in which any subgroup is consistently underperforming.
* Allows states to decide how much weight to give tests in their accountability systems and determine what consequences, if any, should attach to poor performance. Requires states to give more weight to academic factors than other factors.
* Three additional subgroups for data reporting only: homeless status (if statistically significant), students with parents in the military, and students in foster care.
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| **ACCOUNTABILITY (continued)** |
| * Requires publicly available annual state report card that includes
* A description of the state accountability system, including all indicators and the weights assigned by the state,
* Schools identified as in need of support and improvement,
* Student performance disaggregated by subgroup,
* NAEP results,
* Student participation rates in assessments,
* Student performance on other academic indicators,
* Graduation rates,
* Performance of English language learners,
* Data collected pursuant to the Civil Rights Data Collection survey,
* Teacher qualifications, including those with emergency or provisional status,
* Per-pupil expenditures of federal, state, and local funds,
* Number and percentages of students taking alternate assessments, and
* Postsecondary enrollment.
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| **SCHOOL IMPROVEMENT** |
| * Requires states, once every three years, to identify a category of schools for comprehensive support and improvement, including at least the lowest-performing 5% of Title I schools, high schools with a graduation rate of 67% or less, and schools where one or more subgroups of students are underperforming.
* Allows districts to provide students in underperforming schools with the opportunity to transfer to another public school in the district, if permitted by the state.
* Requires districts to develop evidence-based strategies for school improvement—in partnership with parents and school staff—that include all accountability indicators; requires districts to identify resource inequities.
* Eliminates the School Improvement Grant program but requires states to reserve 7% of Title I-A funds for school improvement activities, unless doing so results in a district receiving less Title I-A funding than in the previous year.
* Requires states to implement more rigorous actions for schools

 identified as needing improvement if the schools don’t meet the state’s improvement criteria within four years.* Prohibits the Secretary from prescribing any specific school supports or improvement strategies.
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| **TEACHER AND LEADER EFFECTIVENESS** |
| * Requires state plans to provide assurance that all teachers and paraprofessionals working in programs supported by Title I-A funds meet state certification and licensure requirements.
* Ensures equitable distribution of effective teachers
* Updates the definition of professional development to ensure personalized, ongoing, job-embedded activities that are
* Available to all school staff, including paraprofessionals,
* Part of broader school improvement plans,
* Collaborative and data driven,
* Developed with educator input, and
* Regularly evaluated.
* Creates new teacher, principal, and school leader academies to help meet the need for effective educators in high-need schools.
* Creates new teacher residency programs to enhance clinical training opportunities for teachers.
* Expands access to professional development under Title II to include teachers of all subjects, not just core subjects as under NCLB, as well as school leaders, administrators, and other school staff.
* Replaces the requirement that professional development programs and activities be scientifically based with a requirement that they be evidence based.
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| **TEACHER AND LEADER EFFECTIVENESS (continued)** |
| * Changes the Title II formula to 20% based on school-age population and 80% based on school-age population living in poverty, phased in over four years.
* Maintains Teacher Quality Partnership Grants and revises the Teacher Incentive Fund to include school leaders.
* Allows the use of Title II funds to reform certification systems; improve alternate routes to certification; and improve recruitment and retention of teachers, principals, and school leaders; among other activities.
* Does not require teacher evaluation systems, but if Title II funds are used to create or change school district evaluation systems, they must be based “in part” on student achievement and must be based on multiple measures.
* Precludes the Secretary from prescribing any aspect of educator evaluation systems or measures of effectiveness.
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| **WELL-ROUNDED EDUCATION** |
| * Creates a new block grant that provides funding to states by formula and then districts by formula and must fund at least one academic activity (see description of well-rounded education in the following box), one nonacademic activity (see description of safe and healthy students in the following box), and at least one activity expanding the use of technology. Additional activities may be funded based on a district’s needs assessment.
* Creates a new early childhood education program aimed at increasing access to child care.
* Maintains 21st Century Community Learning Centers to support after-school activities.
* Requires state plans to show how they are improving conditions for learning, including reducing bullying and harassment and addressing adverse behavioral interventions that compromise student health and safety.
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| **WELL-ROUNDED EDUCATION (continued)** |
| * Creates a clear definition of core academic subjects.
* Requires districts to allocate 20% of Title IV funds to programs that support a well-rounded education, which could include counseling, music and arts, accelerated learning, foreign languages, history, and environmental education, among other activities.
* Requires districts to allocate 20% of Title IV funds to programs that support safe and healthy students, which could include school-based mental health services, nutrition and physical education, bullying and harassment prevention, and school personnel crisis management training, among other activities.
* Allows districts to allocate the remaining 60% of Title IV funds based on assessed needs.
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**Elementary and Secondary Education Act (ESEA)**

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| **Title IA – Improving Basic Programs** |
| * The “purpose of Title I is to provide all children ‘significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.’”
* Responsibilities include:
* Develop and implement plans for low-performing schools identified by the state.
* Report student achievement and data to the SEA and the public.
* Notify parents about teacher qualifications, assessments, and English learner identification.
* Collaborate with child welfare agencies to support educational stability for foster children.
* Provide services to homeless students not attending Title I schools.
* Offer services to neglected and delinquent children in local institutions and community programs.
* Allocate Title I funds to eligible schools using a poverty-based ranking procedure.
* Develop policies and services to engage parents and families.
* Oversee Title I activities in Title I schools.
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| **Expanding Opportunities for Each Child** |
| * The Expanding Opportunities for Each Child grant program aims to enhance the participation of low-achieving students and those from low-income families in school improvement initiatives. This grant focuses on four key areas: advanced coursework, career pathways, personalized learning, and credit recovery and academic acceleration services. It presents districts and community schools with a distinctive chance to develop and extend programs that support Ohio's educational strategic plan.

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| **Title I, Part C – Migrant Education** |
| * Funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.
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| **Title I, Part D – Neglected and Delinquent** |
| * The Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to State educational agencies (SEAs) for supplementary education services for children and youths in state-run institutions. Juvenile facilities must offer 20 hours of instruction weekly, while adult institutions must offer 15. The Subpart 2 Local Education Agency Program reserves funds from Title I, Part A, to support dropout prevention programs for at-risk youths in locally operated correctional facilities.
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| **Title II, Part A – Supporting Effective Instruction** |
| **PURPOSE**Title II funds can enhance teacher, principal, and school leader quality and effectiveness through supplemental activities. The key purposes of Title II are to:* Boost student achievement in line with state standards
* Enhance the quality of teachers, principals, and school leaders
* Increase the effectiveness of educators in improving student academic performance
* Ensure that low-income and minority students have access to effective educators

**SUPPORTING EFFECTIVE INSTRUCTION WITH TITLE II FUNDS**School districts can utilize Title II funds for various activities to enhance the quality of teachers, principals, and school staff. These activities must:* Align with the goals of Title II as mentioned above
* Cater to the learning needs of all students, including those with disabilities, English learners, and gifted students

In Ohio, priority for Title II funds should be given to priority and focus schools, as well as schools with a high percentage of low-income students. |

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| **Title III – Language Instruction for English Learners and Immigrant Children and Youth** |
| * Individuals aged 3-21 who face challenges with the English language are supported under Title III. This initiative aims to improve their academic progress and social engagement. Title III funding plays a crucial role in enhancing English proficiency and ensuring academic success, providing equitable services for students in private schools. Funding allocation is based on enrollment figures.
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| **Title IV, Part A** |
| Title IV-A, known as Student Support and Academic Enrichment, provides federal funding through the U.S. Department of Education to state educational agencies (SEAs), which then distribute funds to Local Education Agencies (LEAs).**PURPOSE**The Title IV-A grant aims to enhance student academic achievement by strengthening the capabilities of states, LEAs, schools, and communities to:* Ensure all students have access to a well-rounded education.
* Improve school conditions for learning.
* Enhance technology use to boost academic success and digital literacy.

Key Considerations for LEAs* Stakeholder Consultation: LEAs must engage various stakeholders when designing and refining their Title IV-A programs.
* Needs Assessment: LEAs receiving $30,000 or more must conduct a comprehensive needs assessment every three years, focusing on:
* Access to well-rounded education.
* School conditions for a healthy learning environment.
* Personalized learning experiences supported by technology.

Funding Priorities: Title IV-A funds should prioritize schools with:* Greatest needs.
* High percentages of low-income students.
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| **Title IV, Part A (continued)** |
| * Comprehensive support requirements under Title I.
* Targeted support plans under Title I.
* Designation as persistently dangerous schools.

Funding Rules* Minimum Spending Requirements: LEAs receiving $30,000 or more must allocate:
* At least 20% for well-rounded education.
* At least 20% for safe and healthy students.
* Some funds for effective technology use (max 15% for infrastructure).

LEAs with less than $30,000 must meet at least one of these spending requirements.Administrative Cost Cap: No more than 2% of Title IV-A funds can be spent on direct administrative costs. |

**Additional Programs**

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| **INDIVIDUALS WITH DISABILITIES EDUCATON ACT (IDEA)** |
| The Individuals with Disabilities Education Act (IDEA) is a federal law that ensures eligible children with disabilities receive a free appropriate public education and access to special education and related services.IDEA outlines how states and public agencies must deliver early intervention, special education, and related services to over 8 million eligible infants, toddlers, children, and youth with disabilities as of the 2022-23 school year.Under IDEA Part C, infants and toddlers (birth to age 2) with disabilities and their families receive early intervention services. IDEA Part B provides special education and related services for children and youth ages 3 to 21. |

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| **FOR MORE INFORMATION**  |
| [Every Student Succeeds Act](https://www.ed.gov/essa)[Expanding Opportunities](https://education.ohio.gov/Topics/School-and-District-Improvement/Grant-Opportunities/Expanding-Opportunities-for-Each-Child-EOEC-A)[Ohio Department of Education and Workforce – Federal Programs Resource Guide](https://ccip.ode.state.oh.us/documentlibrary/ViewDocument.aspx?DocumentKey=85610) |