### Changes in Title Programs Under the Every Student Succeeds Act (ESSA)

<table>
<thead>
<tr>
<th>Title number, title, and purpose</th>
<th>Brief description of changes within ESSA</th>
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</table>
| **Title I**                      | **State plans** must be developed with timely and meaningful consultation with governors, members of the state legislature, and state board of education, local education agencies (LEA), American Indian tribes, teachers, principals, and parents.  

**“Challenging state academic standards”** must be adopted but cannot be specified by federal government.  

**Maintains state testing** in reading and math annually in grades 3-8 and once in high school.  

- Allows for states to use a single annual summative assessment or multiple statewide interim assessments  
- Allows districts to use other nationally recognized tests (such as SAT, ACT) for high schools with state permission  
- Allows states to limit the aggregate amount of time spent on assessments for each grade  
- Maintains requirement that assessments be administered to at least 95 percent 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  

Each state must have a statewide **accountability system** that establishes long-term goals and includes indicators of:  

- Academic achievement as measured by proficiency on annual assessments  
- For high schools, a measure of the graduation rate  
- For elementary, intermediary, middle and other schools, another indicator of academic achievement other than graduation rate  
- Progress of English learners in achieving English language proficiency  
- At least one indicator of school quality and student success (“Opportunity Indicator”)  

Identification of **schools in need of improvement** to include lowest performing 5 percent of Title I schools and any high school failing to graduate less than 2/3 of students.  

For schools identified for improvement, the LEA will work with educators and other stakeholders to develop and implement a plan to improve student outcomes that is informed by all the indicators.  

Annual state **report cards** must collect and report on all indicators in its accountability system, disaggregated by student subgroup.  

Grants are available for states to **audit state assessment systems** and ensure that LEAs audit local assessments to eliminate duplicative/low-quality testing.  

Seven states can participate in an **innovative assessment pilot program.**
**Title II**

**Preparing, Training and Recruiting Teachers, Principals or Other School Leaders**

*Purpose:* To promote recruitment, retention, learning and development of educators.

- ESSA ends the federal mandate that teacher evaluation systems be based on standardized test scores. If Title II funds are used to create or change evaluation systems, these must be based “in part” on student achievement and on multiple measures.
- ESSA eliminates the “highly qualified teacher” requirement.
- Definition of professional development to include ongoing, job-embedded activities and expands professional development to teachers beyond core subjects.
- Creates new teacher, principal, and school leader academies.

**Competitive Grants**

- Teacher and Leader Incentive Program (performance-based compensation programs)
- Literacy for All (comprehensive literacy programs including support for school libraries)
- Alternative Preparation Programs for Teachers
- Support for American History and Civics Education
- STEM Master Teacher Corps (support STEM teacher professional development programs)

**Title III**

**English Learners and Immigrant Students**

*Purpose:* To provide funds to improve the education of limited English proficient and immigrant children by assisting the acquisition of English and meeting challenging state academic content and achievement standards.

- Accountability measures for English language learners (ELLs) are moved from Title III to Title I accountability.
- Greater focus on identifying English learners through standardized statewide entrance and exit procedures, providing educator training and professional development, and monitoring and evaluating the effectiveness of programs.
- Students exiting English learner programs now tracked for four years instead of two.
- Competitive grants under the National Professional Development Project have been expanded to include private schools and now allow funds to be used to support community engagement.
### Title IV

**21st Century Schools**

*Purpose:* To provide all students with access to a well-rounded education and to improve school conditions for student learning.

- Collapses much of previous Titles IV and V into Title IV, **eliminating several small grant programs** but creating a smaller number of more flexible programs that include many of same activities.
- **Grant programs** include:
  - ✔ Student Support and Academic Enrichment (well-rounded education)
  - ✔ 21st Century Community Learning Centers (expand community centers to provide services during nonschool hours)
  - ✔ Charter Schools
    - Eliminates Voluntary Public School Choice Programs
    - Early childhood charter schools eligible for funding
    - Eligible entities expanded to include charter school boards, governors, and nonprofit, nongovernmental charter school support organizations
    - Authorized local uses of charter school funds expanded
  - ✔ Magnet Schools
  - ✔ Family Engagement in Education Programs
  - ✔ National Activities (creates four new grants incorporating aspects of NCLB Titles IV and V)
    - Education Innovation and Research program (entrepreneurial evidence-based field initiated innovation to improve student achievement for high-needs students)
    - Community Support for School Success program to be used to establish community schools
    - National Activities for School Safety program
    - Academic Enrichment program promoting arts education for disadvantaged and disabled students

### Title V

**State Innovation and Local Flexibility**

*Purpose:* To allow state and local flexibility aimed at improving student outcomes.

- ESSA allows 100 percent **transferability of funding** from state allotments from “Supporting Effective Instruction,” “Student Support and Academic Enrichment,” and “Community Learning Centers” to most parts of Title I and also to Title III.

### Title VI

**Indian, Native American, and Alaska American Programs**

*Purpose:* To authorize programs to support education of Indian and Native American children.

- ESSA includes a new program to support **Indian and Alaska Native immersion schools**.
- Greater emphasis on **coordination among schools and community groups** serving Native American children/families.
<table>
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<tr>
<th><strong>Title VII</strong></th>
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<tr>
<td><strong>Impact Aid</strong></td>
<td><strong>Maintains current program providing funding for districts in which property tax capacity is adversely impacted by proximity to military facilities, federal lands, and Indian reservations.</strong></td>
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**Purpose:** To authorize funding for schools located on federal property not generating tax revenue.

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<th><strong>Title VIII</strong></th>
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| **General Provisions** | **Redefines/adds definitions** for key terms including “early childhood education program,” “evidence-based,” “pay for success initiative,” and “multi-tier system of supports.”

**Secretarial prohibitions** intended to emphasize state and local control. |

**Purpose:** Provides definitions of terms, outlines the use of administrative funding, and details secretarial prohibitions.

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<tr>
<th><strong>Title IX</strong></th>
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| **Homeless and Miscellaneous** | **Use of funding to identify and support homeless students** broadened.

**Adds privacy provision** to protect homeless students’ status.

**Creates Preschool Development Grants** program. |

**Purpose:** To authorize funding for homeless children and preschool programs.