DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Summary of Fiscal Changes made by the Every Student Succeeds Act (ESSA)
Elementary and Secondary Education Act (ESEA) Title II – Part A
Identifying Changes in Allocations, Reporting, and Use of Funds for State and School Districts

Title	Title II, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders		
Part	Part A – Supporting Effective Instruction		
Funding Streams / Programs Under this Part	List all grants programs under this part	State Allocation (Yes/No)	LEA Allocation (Yes/No)
	Supporting Effective Instruction	Yes	Yes
	Note: Nonpublic schools receive a "proportionate share" of funds.		
Purpose(s)	The purpose of this Title is to provide grants to state educational agencies and subgrants to local educational agencies to: - Increase student achievement consistent with the challenging state academic standards; - Improve the quality and effectiveness of teachers, principals, and other school leaders; - Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and - Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.		

Title II Part A, Section 2101, Supporting Effective Instruction (State)

State or LEA grant?	State
Name of funding stream/program	**Supporting Effective Instruction**

Allocation amount and distribution (according to law)	**Authorized level:**
	Total of $2,295,830,000 for each of fiscal years 2017 through 2020, split up thus:
	• 1% for US territories and the Bureau of Indian Education
	• 99% to state allocations
	
	Note that Congress may not always appropriate the full authorized level.
	
	State allotments must be split up thus:
	• Up to 1% for direct admin
	• Up to 4% for SEA activities
	• At least 95% to LEA sub-grants
	   o Up to 3% of the 95% reserved for LEAs may be redirected to support state-level principal and other school leader activities (optional).
	Change in SEA allotments over next 5 years
	• Base allocation (based on hold harmless at the 2001 allocation) reduced to $0
	• "Excess funds":
	   o % allotted based on student population decreases by 5% annually (from 35% to 20%)
	   o % allotted based on students living in poverty increases 5% annually (from 65% to 80%)
	• From 2021 on there will be no base allocation; instead:
	   o 20% of total allocation distributed based on student population, and
	   o 80% of total allocation distributed based on population of students living in poverty.

Title II Part A, Section 2101, Supporting Effective Instruction (State)

Name of funding stream/program	Supporting Effective Instruction
Who/how eligible?	All SEAs eligible for funds under this part if application is approved by the Secretary (see 2101(d)). The SEA application must be developed with meaningful consultation with stakeholders (i.e., teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title). In developing the application, the SEA must also coordinate the state's activities under this part with other related strategies, programs, and activities being conducted in the state.
Reporting/program evaluation requirements	States must annually report to the Secretary with the following: • A description of how funds were used to meet the purpose of this title and how the chosen activities improved teacher and school leader effectiveness; • If funds were used to improve equitable access for low-income and minority students, how funds were used to improve such access; • A broad evaluation of results of teacher, principal, or other school leader evaluation and support systems without revealing personally identifiable information (if funds were used for this activity); and • Calculate annual retention rates of effective and ineffective teachers, principals, or other school leaders, where available. States must make reports and information provided by SEA readily available to the public.
Other relevant information re: this grant program	States may implement activities in conjunction with a State agency of higher education and carried out through a grant or contract with a for-profit or nonprofit entity, including an institution of higher education. Prohibition: Federal government is not authorized to mandate, direct or control a teacher and school leader evaluation system, the definition of teacher or school leader effectiveness, or teacher or school leader professional standards, certification, or licensing.

State Use of Funds

Note that **bold type** in this section indicates changes made by ESSA

State funding may be used for the following:
A. Reforming teacher, principal, or *other school leader* certification or *tenure systems* or **preparation program standards and approval processes** to ensure that—
  i. teachers have the necessary subject-matter knowledge and teaching skills, **as demonstrated through measures determined by the state, which may include teacher performance assessments**, in the academic subjects that the teachers teach;
  ii. principals **or other school leaders** have the instructional leadership skills to help teachers teach and to help students *meet standards*; and
  iii. teacher certification requirements are aligned with state academic standards
B. Developing, improving, or providing assistance to LEAs to support the design and implementation of teacher, principal, or other school leader **evaluation and support systems** that are **based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance** and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, that may include the following:
  i. developing and disseminating high-quality evaluation tools, such as classroom observation rubrics and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results;
  ii. developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and
  iii. developing a system for auditing the quality of evaluation and support systems.
C. **Improving equitable access to effective teachers.**
D. Carrying out programs that establish, expand, or improve alternative routes for state certification of teachers (especially for teachers of **children with disabilities, English learners**, science, technology, engineering, mathematics, **or other areas where the state experiences a shortage of educators**), principals, or *other school leaders*, for—
  i. individuals with a baccalaureate or master's degree, or other advanced degree;
  ii. mid-career professionals from other occupations;
  iii. paraprofessionals;
  iv. former military personnel; and
  v. recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders.
E. Developing, **improving**, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders **who are effective in improving student academic achievement, including effective teachers from under-represented minority groups and teachers with disabilities**, such as through—
  i. opportunities for effective teachers to lead **evidence-based** (to the extent the state determines that such evidence is reasonably available) professional development for the peers of such **effective** teachers;
  ii. providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams; and
  iii. fulfilling the state educational agency's responsibilities concerning proper and efficient administration and monitoring of the programs carried

out under this part, including provision of technical assistance to local educational agencies.

F. Developing, or assisting local educational agencies in developing:
  i.   career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring which include hybrid roles that allow instructional coaching and mentoring while remaining in the classroom, and school leadership and involvement with school improvement and support;
  ii. strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems; and
  iii. new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the state determines that such evidence is reasonably available, evidence-based, and designed to:
    1.   improve classroom instruction and student learning and achievement, including through improving school leadership programs; and
    2.   increase the retention of effective teachers, principals, or other school leaders.

G. Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging state academic standards.

H. Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing **blended learning** (as defined in section 4102(1)) projects.

I.   Providing training, technical assistance, and capacity-building to local educational agencies that receive a subgrant under this part.

J.   Reforming or improving teacher, principal, or other school leader preparation programs, such as through **establishing teacher residency programs and school leader residency** programs.

K. **Establishing or expanding teacher, principal, or other school leader preparation academies**, with an amount of the funds described in subparagraph (A) that is not more than two percent of the state's allotment, if—
  i.   allowable under state law;
  ii. the state enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for state financial aid to the same extent as participants in other state-approved teacher or principal preparation programs, including alternative certification, and licensure or credential programs; and
  iii. The state enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the state while enrolled in a teacher, principal, or other school leader preparation academy;

L. **Supporting the instructional services provided by effective school library programs**;

M. Developing or assisting local educational agencies in developing strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in **postsecondary education coursework** through **early college high school or dual or concurrent enrollment programs;**

N. Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding **how to prevent and recognize child sexual abuse;**

O. Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in **science, technology, engineering, and mathematics subjects, including computer science**;

P. Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand **state and regional workforce needs and transitions to postsecondary education and the workforce;**

Q. Enabling states, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating state to teach in other participating states without completing additional licensure or certification requirements, except that nothing in this clause can be construed to allow the Secretary to exercise any direction, supervision, or control over state teacher licensing or certification requirements;.

R. Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected as required by section 444 of the *General Education Provisions Act* (commonly known as the '*Family Educational Rights and Privacy Act of 1974*') (20 U.S.C. 1232g) and in accordance with state student privacy laws and local educational agency student privacy and technology use policies; and

S. Supporting other activities identified by the state that are, to the extent the state determines that such evidence is reasonably available, evidence-based and that meet the purpose of this Title.

Title II Part A, Section 2101, Supporting Effective Instruction (State)
Changes from NCLB to ESSA

	Changes from NCLB
Eligibility	All SEAs will still be eligible; allocation will be different because of shift toward allocating more to students living in poverty
Allocation amount and distribution	(see tables below)

Funding breakout	NCLB	ESSA
Admin	1% of total allocation split between state activities and higher ed (SAHE) discretionary activities	1% of total allocation max
Remainder of Funds AFTER 1% Admin is Removed		
Remainder of funds		(1) 95% to LEA subgrants or
New option under ESSA for the remainder of funds	95% to LEA sub-grants	(2) Up to 3% for principals and other school leaders program with remainder to LEA sub-grants
State-level activities	2.5%	5%
SAHE	2.5%	Discretionary grants not funded

Distribution over next several years:

Year	Allocation based on Student Pop.	Allocation based on Student Pop. in Poverty
FY17	35%	65%
FY18	30%	70%
FY19	25%	75%
FY20	20%	80%

NCLB	ESSA

NCLB State-Level Activities not in ESSA:
• General PD allowed, including for student services personnel.
• Developing systems to measure the effectiveness of specific professional development programs and strategies,
• Developing or assisting LEAs with proven, innovative strategies to deliver intensive professional development programs that are cost-effective and easily accessible, including delivery through the use of technology, peer networks, and distance learning.
• Assisting teachers to become highly qualified.
• Supporting activities that ensure teachers can use state academic content standards and student academic achievement standards, and state assessments to improve instructional practices and improve student academic achievement.
• Funding projects and carrying out programs to encourage men to become elementary school teachers.
• Establishing and operating a center that
  o serves as a statewide center for recruitment and placement of K-12 teachers; and
  o establishes and carries out programs to improve teacher recruitment and retention.
	Note: Requires evidence of academic benefit before allowing use of funds for class size reduction.
	New activities explicitly allowed in ESSA:
	• Reforming tenure or prep program approval processes.
	• Mentions performance assessments as means to ensure teachers have necessary teaching skills.
	• Developing, implementing, supporting evaluation and support systems, which must include multiple measures and may include student achievement and growth.
	• Improving equitable access to effective educators.
	• Requests focus of support for alternate route programs be on preparing educators to teach students with disabilities and English learners or to fill shortage areas.
	• Improving LEA recruitment instead of just developing and implementing:
	  o Requests recruitment focus to be on educators who are effective at improving student academic achievement, including teachers from under-represented minorities and teachers of students with disabilities.
	• Establishing teacher and leader residency programs.
	• Establishing or expanding teacher or school leader preparation academies.
	• Supporting the instructional services provided by effective school library programs.
	• Training to provide post-secondary coursework (AP and early college-level).
	• Training to prevent and recognize child sexual abuse.
	• Developing and providing PD and other systems of support for educators to promote high-quality instruction in STEM, including computer science.
	• CTE-related training on understanding state and regional workforce needs and transitions to post-secondary education and the workforce.

Use
Have the allowed uses of this grant expanded, contracted, or stayed the same? If expanded or contracted, how?

Title II Part A, Section 2101, Supporting Effective Instruction (State) continued

Changes from NCLB to ESSA

	NCLB	ESSA
Reporting/program evaluation? Have reporting or program evaluation requirements for this grant changed? If so, how?	n/a	Newly required: • If funds are used under this part to improve equitable access to teachers for low-income and minority students, a description of how funds were used.
Other relevant information re: this grant program Changes are BOLD	State application must now also include the following: • A description of how state will use funds to improve equitable access to effective educators, if using funds for this purpose. • A description of how SEA will work with LEAs to develop or implement state or local teacher, principal, or other school leader evaluation and support systems. • An assurance that the SEA will monitor the implementation of activities under this part and provide technical assistance. • An assurance that the SEA will promote collaboration among stakeholder groups to promote the readiness of new educators entering the profession. • A description of how the SEA will encourage opportunities for increased autonomy and flexibility for teachers, principals, or other school leaders, such as by establishing innovation schools.	

Title II, Part A, Sections 2102-2104, Supporting Effective Instruction (LEA)

State grant or LEA grant?	LEA
Name of funding stream/program	**Supporting Effective Instruction**
Allocation amount and distribution *(according to law)*	95% of SEA allocation reallocated to LEAs, as follows: $$\frac{\#\text{ students in poverty (LEA)}}{\#\text{ students in poverty (SEA)}} \times .8(\text{total \$}) + \frac{\#\text{ of students (LEA)}}{\#\text{ of students (SEA)}} \times .2(\text{total \$})$$
Who/how eligible?	LEA must submit an application that must include the following: • A description of the activities to be carried out by the LEA and how these activities will be aligned with state standards. • A description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop teacher leadership. • A description of how the LEA will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities. • A description of how the LEA will use data and ongoing stakeholder consultation to continually update and improve activities supported under this part. • An assurance that the LEA will comply with section 8501 regarding participation by private schools. • An assurance that the LEA will coordinate professional development activities authorized under this part with professional development activities provided through other federal, state, and local programs. • Evidence the LEA, in developing the application described, meaningfully consulted with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this Title and sought advice from such stakeholders regarding how best to improve the local educational agency's activities to meet the purpose of this Title. The LEA application must be developed with meaningful consultation with stakeholders (i.e., teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title). In developing the application, the LEA must also coordinate the LEA's activities under this part with other related strategies, programs, and activities being conducted by the LEA.

Name of funding stream/program	Supporting Effective Instruction
Reporting/program evaluation requirements	**LEA Reports:** Each LEA receiving funds under this part must submit to the SEA such information as the SEA requires, which includes how funds were used to: • Meet the purpose of this title; • Provide equitable access to teachers for low-income and minority students (if used for this activity); • Conduct a broad evaluation of results of teacher, principal, or other school leader evaluation and support systems (if used for this activity); and • Calculate annual retention rates of effective and ineffective teachers, principals, or other school leaders, where available.
Other relevant information re: this grant program	

An LEA **must use** funds to address the learning needs of all students, including students with disabilities, English learners, and gifted and talented students and **may** implement the activities through a grant or contract with a for-profit or nonprofit entity or in partnership with an institution of higher education or an Indian tribe or tribal organization. Funds may be used for the following activities:

A. Develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that includes multiple measures and is based in part on evidence of student achievement, which may include student growth;

B. Develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of low-performing students, to improve within-district equity in the distribution of teachers, through initiatives that provide:

   i. expert help in screening candidates and enabling early hiring;

   ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;

   iii. teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;

   iv. new teacher, principal, or other school leader induction and mentoring programs that are designed to—

     1. improve classroom instruction and student learning and achievement; and

     2. increase the retention of effective teachers, principals, or other school leaders.

   v. Develop and provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and

   vi. a system for auditing the quality of evaluation and support systems.

C. Recruit qualified individuals from other fields to become teachers, principals, or other school leaders;

Name of funding stream/program	Supporting Effective Instruction

An LEA **must use** funds to address the learning needs of all students including students with disabilities English learners, and gifted and talented students and **may use** funds to do the following (continued):

 D. Reduce class size to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers;

 E. Provide high-quality, personalized professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, and leaders to—

  i. effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);

  ii. use data to improve student achievement and understand how to ensure individual student privacy is protected in the use of such data;

  iii. effectively engage parents, families, and community partners, and coordinate services between school and community;

  iv. help all students develop the skills essential for learning readiness and academic success;

  v. develop policy with school, local educational agency, community, or state leaders; and

  vi. participate in opportunities for experiential learning through observation.

 F. Develop programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports;

 G. Provide programs and activities to increase—

  i. the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and

  ii. the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

 H. Provide training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data;

 I. Carry out in-service training for school personnel in—

  i. the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;

  ii. the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;

  iii. forming partnerships between school-based mental health programs and public or private mental health organizations; and

  iv. addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

 J. Support the instructional services provided by effective school library programs;

K. Provide training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—
   i. early entrance to kindergarten;
   ii. enrichment, acceleration, and curriculum compacting activities; and
   iii. dual or concurrent enrollment programs in secondary school and postsecondary education.
L. Provide training for all school personnel regarding how to prevent and recognize child sexual abuse;
M. Develop and provide professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
N. Develop feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
O. Provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce;
P. Carry out other activities that are evidence-based, to the extent the state -- in consultation with local educational agencies in the state -- determines that such evidence is reasonably available and identified by the local educational agency as meeting the purpose of this Title.

Title II, Part A, Sections 2102-2104, Supporting Effective Instruction (LEA)
Changes from NCLB to ESSA

	NCLB	ESSA
Eligibility		
Allocation amount and distribution	• "Hold-harmless" based on 2001 allocation, so no LEA receives significantly and suddenly less than 2001; • Required "needs assessment" to inform application; • **Note:** "additional funds" for LEAs were allocated 80/20 favoring students in poverty under NCLB, so no change in ESSA.	• Removes hold-harmless, so some LEAs may see immediate cuts • Requires stakeholder consultation, not needs assessment; • Nonpublic schools must receive a "proportional share" of total funds received by the LEA.
Use Have the allowed uses of this grant expanded, contracted, or stayed the same? If expanded or contracted, how?	• Allows for class size reduction	• Allows for class size reduction only to a level that is "evidence-based."
Reporting/program evaluation? Have reporting or program evaluation requirements for this grant changed? If so, how?	No mention of ensuring personally identifiable data is not shared	Requires any data shared to be done so in a way that does not reveal personally identifiable data.