

ESEA IMPLEMENTATION CONSIDERATIONS

S.1177 Every Student Succeeds Act

Dec. 14, 2015

Topic:	SCHOOL INTERVENTION
Subtopic:	
Description of the issue	Provisions regarding requirements for states to identify and improve low-performing schools as part of the accountability system.
S.1177 Every Student Succeeds Act	<p>Under the conference report, ESEA's identification for school improvement, corrective action, restructuring, public school choice and supplemental educational services is replaced with two categories:</p> <ol style="list-style-type: none"> 1. Comprehensive Support and Improvement and 2. Targeted Support and Improvement. <p>Identification for Comprehensive Support and Improvement – Beginning with school year 2017-2018 and at least once every 3 years, States identify schools for “comprehensive support and improvement.” States are also required to set exit criteria for schools that are identified to exit such status. Schools that meet the following criteria are required to be identified:</p> <ul style="list-style-type: none"> • The 5% lowest performing in the State (as determined by the index and differentiation process). • High schools that graduate less than two-thirds of their students. • Schools for which a subgroup is consistently underperforming in the same manner as a school under lowest 5% category for a State-determined number of years. <p>LEAs develop comprehensive support and improvement plans for schools identified. Plans are required to include evidence-based interventions, be based on a school-level needs assessment, identify resource inequities, be approved by the school, LEA and State Educational Agency (SEA), and be periodically monitored and reviewed by the SEA. LEAs can forgo implementation of the improvement activities for schools with less than 100 students enrolled. SEAs may allow differentiated improvement activities for high schools that predominantly serve students returning to education after dropping out who are significantly off-track to graduate from high school. LEAs may provide students with the option to transfer to another public school, including paying for transportation costs (up to 5% of their Title I allocation).</p> <p>After a state-determined period of years (not to exceed 4 years) the State takes a more rigorous state determined action if a school identified for comprehensive support and intervention has not met the exit criteria.</p> <p>Notification of Targeted Support and Improvement - In addition to identification for comprehensive support and improvement, the State annually notifies LEAs with schools which have “consistently underperforming” subgroups. Schools which are</p>

	<p>notified must develop and implement a “targeted support and improvement plan” to improve outcomes for subgroups which generated the notification. These plans include evidence-based interventions and are approved and monitored by the LEA. In addition, if the plan is not successfully implemented after a LEA determined number of years, additional action takes place. Schools for which plans are developed where subgroup performance, on its own, would lead to identification for comprehensive support and improvement as in the lowest 5% must also identify resource inequities to be addressed through plan implementation. As with other schools which are identified, notification for targeted support and improvement will begin with the 2017-2018 academic year.</p> <p>An LEA setaside for SES and public school choice is no longer required.</p>
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