Every Student Succeeds Act

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), legislation to rewrite the Elementary and Secondary Education Act and replace the No Child Left Behind Act (NCLB). ESSA provides support to high schools where one-third or more of students do not graduate. It also provides support to schools with groups of traditionally underserved students who consistently demonstrate low performance. The law requires data on student achievement and graduation rates to be reported as well as action in response to that data. However, unlike NCLB, states, districts, and schools will determine what support and interventions are implemented.

Major Provisions:

• Standards
• Assessment
• Accountability
• Intervention

Key Issues:

• Advanced Coursework
• Parent and Community Engagement
• Reduced Incidents of Discipline
• Ensuring Every Student Matters
• Linked Learning
• Deeper Learning
• Digital Learning
• Personalized Learning
• Rural Schools
• High School Dropout Prevention
• American Indian, Alaska Native, Native Hawaiian Student
• Teacher Preparation
Ensuring Every Student Matters

The new federal education law, the Every Student Succeeds Act (ESSA) of 2015, requires states, districts, and schools to monitor and report the academic performance of historically underserved groups of students based on their racial/ethnic status, socioeconomic status, English-language ability, and disability status.

Direct Impact for Students with Disabilities

- Continues to include students with disabilities in state accountability and assessment systems; ensures students with disabilities will continue to have access to the general education curriculum; and, ensures that they have access to challenging academic content standards.
- Ensures accommodations for assessments for students with disabilities and that assessment results must be disaggregated so that we can see how these students compare to students without disabilities. The new bill goes even further than current law by requiring states to incorporate concepts of Universal Design for Learning so that all children can benefit from our modern understanding of how to provide access to diverse learners.
- Caps participation of students taking alternate assessments aligned with alternate academic achievement standards at one percent of all students; further directs that this does not preclude these students from attempting to meet the requirement for regular high school diploma; and, requires that schools explain to parents how participation in alternate assessments may impact a student’s ability to obtain a regular high school diploma.
- Requires districts to provide evidence-based interventions in schools with consistently underperforming subgroups, including students with disabilities; and, assures annual state reports must contain the method by which the state identifies consistently underperforming subgroups within a school and measures progress toward goals.
- Requires States to address how they will improve conditions for learning including reducing incidents of bullying and harassment in schools, overuse of discipline practices and reduce the use of aversive behavioral interventions (such as restraints and seclusion).

Excerpt from a letter of appreciation sent to Congress from the Consortium for Citizens with Disabilities: (to read the full letter visit http://www.c-c-d.org/fichiers/CCD-on-ESSA-following-House-passage-with-signatures.pdf)

Essential Resources

www.ed.gov
www.parentcenterhub.org
www.all4ed.org
http://www.c-c-d.org

For detailed information on Key Issues please visit http://all4ed.org/essa/