

Every Student Succeeds Act (ESSA)

This document includes a summary of the Every Student Succeeds Act (ESSA) State Education Agency requirements. Each State Education Agency (SEA) must address these requirements in their State Consolidated Plan in order to receive the associated Federal funding. The full Utah Consolidated Plan can be found [here](#).

Title I: Improving Basic Programs Operated by State and Local Agencies (Low Income, Migrant, Neglected and Delinquent, School Accountability, Standards, and School Improvement)

This title program is the foundation of ESSA, supplementing state and local funding for low-achieving children in high-poverty schools, dictating how states must measure student success, and holding schools accountable. The requirements listed here are primarily found in **20 U.S.C. § 6311**.

- **State Plans:** Each state must develop and submit a comprehensive plan to the U.S. Department of Education that outlines how it will meet the goals of the law. This plan must be created with meaningful consultation with a range of stakeholders, including teachers, parents, and state leaders.
- **Academic Standards and Assessments:** States must adopt challenging academic standards in at least reading/language arts, math, and science. They are required to administer annual statewide assessments in these subjects for grades 3-8 and once in high school.

Note: this includes an expectation that at least 95% of the students participate in the associated assessments.

- **Accountability System:** States must create an accountability system that differentiates all public schools. This system must include:
 - **Academic Indicators:** Measures of student achievement on assessments, graduation rates (for high schools), and student academic growth (for elementary and middle schools).
 - **English Language Proficiency:** A measure of progress for English learners toward achieving proficiency.

- **School Quality or Student Success:** At least one non-academic indicator, such as student engagement, school climate, or chronic absenteeism.
- **Identifying Struggling Schools:** States must use their accountability system to identify the lowest-performing schools (the bottom 5% of Title I schools) and high schools with low graduation rates. These schools are required to implement evidence-based support and improvement plans.
- **Report Cards:** States and districts must publish annual report cards that include disaggregated data on student performance for various subgroups (e.g., race, poverty, disability, English learners) and per-pupil spending at each school.

Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

This title provides federal grants to states to improve the quality of their educational workforce. The requirements are primarily found in **20 U.S.C. § 6613**.

- **Professional Development:** States and districts must use these funds to provide high-quality professional learning for teachers and school leaders.
- **Equitable Teacher Distribution:** States are required to report on whether there are disparities in the distribution of experienced and effective teachers, particularly in high-poverty and high-minority schools, and create a plan to address any identified disparities.
 - **Citation:** 20 U.S.C. § 6611(b)(2)(C)

Title III: Language Instruction for English Learners and Immigrant Students

This section is dedicated to supporting English learners (ELs) and immigrant students. The requirements are primarily found in **20 U.S.C. § 6823**.

- **English Language Proficiency Assessments:** States must annually assess the English language proficiency of all identified ELs.
- **Accountability for ELs:** A state's accountability system must include a measure of progress for ELs in achieving English language proficiency.
- **Language Instruction Programs:** LEAs must provide high-quality language instruction programs and professional learning for teachers who work with ELs.

Title IV: 21st Century Schools (Student Support and Academic Enrichment Program and Afterschool Programs)

This title is a flexible block grant that allows states and districts to use federal funds for a variety of programs to meet student needs. The requirements are primarily found in **20 U.S.C. § 7114(a)**.

- **Well-Rounded Education:** Funds can be used to support subjects like music, art, and civics, and to provide access to advanced coursework like AP and IB classes.
- **Safe and Healthy Students:** This includes funding for programs that promote school safety, mental health services, and substance abuse prevention.
- **Effective Use of Technology:** Funds can be used to purchase and implement educational technology and to provide training for staff on its effective use.
- **21st Century Community Learning Centers:** Funds provide opportunities for academic enrichment, tutoring, and after school programs particularly for students who attend low-performing schools.

Title V: State Innovation and Local Flexibility (Rural Education Initiative)

This title is about giving states and school districts more flexibility in how they use federal funds.

- **Funding Transferability:** SEAs have the authority to transfer a certain amount of funds from some federal programs (like Title II, Part A and Title IV, Part A) to other programs, such as Title I, Part A. The SEA must first notify the Secretary of Education and the public of its intent to transfer funds.
- **Rural Education Achievement Program (REAP):** funding is provided to rural schools to offer various educational initiatives to support students and improve academic achievement.
 - **Citation:** 20 U.S.C. § 7305a

Title VI: Indian, Native Hawaiian, and Alaska Native Education

This title provides specific funding and programmatic support for Native American, Native Hawaiian, and Alaska Native students.

- **Consultation with Tribes:** SEAs and LEAs that receive federal funds for Indian education must engage in timely and meaningful consultation with Indian tribes and tribal organizations to ensure that services are coordinated and effective.
 - **Citation:** 20 U.S.C. § 7422

Title VII: Impact Aid (McKinney-Vento, Education for Children who are Homeless)

Title VII addresses the financial burden on LEAs located near federal lands or that serve students whose parents live or work on federal property.

- **No Reduction in State Aid:** A crucial requirement for SEAs is that they cannot reduce the amount of state aid to an LEA because that LEA is also receiving federal Impact Aid. This is to ensure that the federal funds supplement, rather than supplant, state funding.
- **McKinney-Vento Homeless Assistance Act:** Educational Rights for Homeless Students: This is a separate federal law that is not a title of ESSA. However, it is an essential part of federal education policy. The law ensures that homeless children and youth have the right to a free, appropriate public education. States must have a state coordinator for homeless education and school districts must have a local homeless education liaison to identify and support these students.
 - **Citation:** 42 U.S.C. § 11431 et seq.

Title VIII: General Provisions

This title contains a wide range of rules that apply to all programs under the ESEA, including ESSA. Many of these are cross-cutting requirements for SEAs.

- **Maintenance of Effort:** An SEA must maintain its state financial support for education at a level at least 90% of what it was in the previous fiscal year to be eligible to receive federal funds. This is to prevent states from reducing their own funding in response to federal aid.
 - **Citation:** 20 U.S.C. § 7801
- **Equitable Services to Private School Students:** While the details of this are often implemented at the LEA level, the SEA has a broad responsibility to ensure that services provided to eligible private school students and teachers are "equitable" and that there is meaningful and timely consultation with private school officials.
 - **Citation:** 20 U.S.C. § 7881