

## ESEA IMPLEMENTATION CONSIDERATIONS

*S.1177 Every Student Succeeds Act*

*Dec. 14, 2015*

Topic:	TEACHERS
Subtopic:	<b>Teacher Evaluation</b>
<b>Description of the issue</b>	Provisions related to requirements and allowable use of funds for teacher evaluation systems.
<b>S.1177 Every Student Succeeds Act</b>	<p>Maintains the provisions from the Senate and House bills which allow for the development and implementation of teacher and principal evaluation systems, if a State wishes.</p> <p>Eliminates requirements for highly qualified teachers.</p> <p>Permits the SEA to reserve:</p> <ul style="list-style-type: none"> <li>• 1% for administration;</li> <li>• Remaining state-level funds, which would be capped at 5% total, except as described below for additional state-level activities – 21 activities authorized (reform of certification, licensure and tenure systems; development and implementation of teacher evaluation and support systems; residency programs, etc.) Note: Not more than 2% of the State's 5% allotment may be used to establish or expand teacher, principal or other school leader preparation academies if it is allowable under state law, candidates are eligible for state financial aid to the same extent as participants in other state-approved teacher or principal preparation programs, and the state enables teachers, principals and other school leaders to teach and work in the state while enrolled in the preparation academy.</li> <li>• Up to an additional 3% for additional state activities for principals and other school leaders.</li> </ul> <p>Maintains a separate Teacher Incentive Fund-like competitive program to support innovative evaluation practices at the state and local levels.</p>
Subtopic:	<b>Teacher Equity</b>
<b>Description of the issue</b>	Provisions related to the accessibility of effective teachers to low-income and minority students.
<b>S.1177 Every Student Succeeds Act</b>	As part of the state plan, states describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field and inexperienced teachers, principals or other school leaders. States describe the measures they will use to evaluate and publicly report on this requirement.

	<p>Local Title II subgrant activities must be based on objective assessment of data on the need to increase the number of effective educators and ensure that low-income and minority students have access to effective educators and a high-quality instructional program.</p> <p>Grantees under the Teacher and School Leader Incentive Fund can conduct several activities with grant funds, including improving recruitment, selection and placement of effective teachers and school leaders.</p>
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