

## **Questions and Answers about the Every Student Succeeds Act (ESSA)**

### **Q: What is the ESSA?**

The Every Student Succeeds Act (ESSA) is the name of the 2015 legislation that revised and reauthorized the federal K-12 education law known as the Elementary and Secondary Education Act of 1965 (ESEA). Prior to passage of ESSA, the law was referred to by the moniker No Child Left Behind.

ESSA/ESEA is the source of most federal K-12 education initiatives, such as Title I schools, accountability for student achievement, programs for English language learners, math-science partnerships, and Title II professional development. Approximately \$21 billion in federal funds under ESEA is distributed to the states and school districts each year through complex formulas based on student population and poverty and through individual grant programs.

### **Q: Is there anything in ESSA relevant to gifted and talented students?**

Yes. ESSA retained the Javits Gifted and Talented Students Education Program, which was part of the prior ESEA, and added new provisions that address data collection and reporting, use of professional development funds, use of Title I funds, and computer adaptive assessments.

### **Q: Is anything required of states related to gifted and talented students?**

Yes. There are two new requirements:

- On the state report cards: States must include student achievement data at each achievement level that is disaggregated by student subgroup (e.g., low-income, race, English learners, gender, and students with disabilities). Previously, states provided detailed information for students performing at the proficient level and below. Now, states also will have to include information on students achieving at the advanced level.
- In applying for Title II professional development funds, states must include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students' needs.

## **Q:** Is anything required of districts related to gifted and talented students?

Yes. There are two new requirements:

- Districts (“local education agencies” in ESSA) must collect, disaggregate, and report their student achievement data at each achievement level, as the states are required to do.
- Districts that receive Title II professional development funds must use the money to address the learning needs of all students. ESSA specifically says that “all students” includes gifted and talented students.

## **Q:** What about the Javits program?

The Javits program, which has been operating since 1988, was retained in ESSA. The program focuses grant funds on identifying and serving students who are traditionally underrepresented in gifted and talented programs, particularly minority, economically disadvantaged, English language learners, and children with disabilities in order to help reduce gaps in achievement and to encourage the establishment of equal educational opportunities for all students. In addition, the Javits program funds a national research center on gifted education and when funding permits, also funds grants to states to improve the ability of elementary and secondary schools to meet the special educational needs of gifted and talented students. As with other grant programs, Congress must provide funding for the Javits program each year. Information about the current group of grantees is available on the NAGC website.

## **Q:** What else is noteworthy in ESSA?

There are several other provisions in ESSA that support gifted and talented students:

- For the first time, ESSA specifically notes that districts may use Title I funds to identify and serve gifted and talented students.
- ESSA now allows states to use computer adaptive assessments as the format for state assessments used for accountability purposes and authorizes grant funding to states to develop such assessments.
- Districts may use their Title II professional development funds to provide training on gifted education-specific instructional practices, such as enrichment, acceleration, and curriculum compacting.

## **Q:** When do the new provisions go into effect?

The 2016-2017 school year is a big transition year. Applications for Title I and other formula grants will begin July 1, 2016; other federal grant programs will go into effect in October 2016. State accountability plans will go into effect in the 2017-2018 school year.

*For more information on ESSA, visit the legislation update section of the NAGC website. Contact Jane Clarenbach, NAGC Director of Public Education, with questions. [janec@nagc.org](mailto:janec@nagc.org) or 202-785-4268.*