New Law, New Requirements Assignments

Charles Titus

Grand Canyon University: EDL – 812

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 An educator has to be aware of many things that can affect them in the classroom setting. One of the things that educators have to be aware of is the many laws that could affect them and how they carry out their jobs. One act that educators need to be aware of is the Every Student Succeeds Act and how it can affect them in the classroom setting. By being aware of this act it can better prepare teachers for what is expected of them within the education system, and to ensure that they are working to meet the needs of all of the students that they teach.

 When looking at the Every Student Succeeds Act one needs to have an understanding of the main law that came before it, which was the Elementary and Secondary Education Act of 1965 (ESEA). The ESES was a law that helped put a large emphasis on education and to require an equal and quality education to all of the students at public schools across the United States (Casalaspi, 2017). The ESEA was set up and was put into place to fund the grade levels of kindergarten up to twelfth grade (Casalaspi, 2017). With the funding that was put into place it put a large emphasis on schools being held to a high standard and being held accountable for the education that students were receiving at the schools in which they attend. The ESEA set up funds to be spend on professional development, material and resources for students, and even for getting parents involved in education (Casalaspi, 2017). The act originally was put into place in the year of 1965 and has been reauthorized numerous times over the years. The most recent authorization of the act was the Every Student Succeeds Act which went into place in the year of 2015. Any law that is reauthorized it is easy to see that it is done because it has shown that it is working and is needed for some reason, and in this case it is needed to help protect students in regards to getting an equal education. When looking at the various reauthorizing of the ESEA over the years it is important to understand if the intended student outcomes adequately are considered during the process. When looking at the original law of ESEA the original law was meant to provide a full educational responsibility to all students as one major goal of the country (U.S. Department of Education, n.d). The law that was put into place with the Every Student Succeeds Act keeps a large emphasis on every student being given an equal education (U.S. Department of Education, n.d). The main purpose of the Every Student Succeeds Act being put into place is based upon data that has shown that the ESEA was working and some changes needed to be made to it to better assist students in today’s time. The way that this law can be proven to keep an equal education for every student is that the Every Student Succeeds Act put into place the requirement that schools be held accountable and be able to identify the ones that are not and are underperforming (U.S. Department of Education, n.d). The major critique of the process to reauthorize a federal law involving education is that in some cases one political party might place more of an emphasis on an issue that might not be a main concern. However, in the end of the process the reauthorizations that have been made have been done in a manner that helps support student growth and outcomes. As the most recent law gave more power for educational decisions to the state government instead of the federal government (Shoffner, 2016). Giving individual states more power allows for them to better assist the students within that state.

 The Every Student Succeeds Act gave more power to the individual states in regards to making various decisions that impact students within the individual states (Sharp, 2016). States have to identify schools that are underperforming and if the schools do not improve with the plans that have been put in place locally then the states will be required to step in and take over and try and turn around the school that is underperforming (Sharp, 2016). In the state of South Carolina there have been two districts that have been fully taken over by the State Department of Education in order to turn around the low performing schools in those districts. With that said, it is important to understand some of the priorities of ESSA regarding accountability for student outcomes. One of the large priorities is the requirement to identify and monitor low performing schools (Sharp, 2016). This is a huge priority that puts a lot of emphasis on schools meeting the needs and performing and giving a good and equal education to students. A second major priority of the ESSA goes hand in hand with monitoring the schools performance, and that is the state taking over constantly low performing schools (Sharp, 2016). The way that this requirement works is if the schools do not improve over a number of years, then the state is to step in and take over and put plans in place to improve student outcomes (Sharp, 2016). Another priority of the ESSA is the requirement of testing that is in place (Sharp, 2016). Schools and states still have to monitor student growth by testing students in both reading and math. This data allows schools to see if they are indeed meeting the needs of students and educating them properly. A main priority of the ESSA is the requirement for states to have challenging educational standards in place (Sharp, 2016). However, it is up to the individual states to determine which standards that will be used, as there is not a set requirement for a state to use one set of standards over another (Sharp, 2016).

 When looking at the ESSA it is important to have a clear understanding of the funding and resources available under the ESSA. The ESSA actually allows for funding for states and school districts to put money towards personalized, blended, and online learning (Jacobs, 2016). By having funds set up for allowing personalized and blended learning can help school districts ensure that they are meeting the needs of each individual student. By doing this it will allow schools to ensure that they are not low performing and being worried about being taken over by the state if it is low performing. Students that have more personalized learning or taught in a manner that is best for them are shown to do better in regards to learning in the education system (Jacobs, 2016). Funding is also offered to states for testing students to monitor their progress via testing (Sharp, 2016). This is allowing schools to see the results and see if they are educating the students, and if not then make changes to the way that they are being taught. Funding is also in place to ensure that the proper standards are in place that meet federal requirements. If proper standards are in place and school districts are aware of the standards, then it will ensure that the districts are hiring the right people to teach the classes. Thus meaning that the school districts should be meeting the needs of all of the students in the district.

 Under the ESEA it gives more power to the individual states, and as a result more power to the individual school districts within the state. Under the ESSA the way that the state and local leaders have more power is in regards to lower performing schools (Sharp, 2016). The state and districts have the power to determine how to address the low performing schools. After so many years, if the school or schools are still performing low then the state is to step in and put steps they feel are necessary in place to address the low performing school (Sharp, 2016). In other words, under the ESSA School leaders get to determine how to address low performing schools. However, if it is not corrected within a certain amount of time, then the state will step in to address it. With the ESSA the main difference for leaders is that it gives them more power to make decisions regards the education of students within each state. There are not as many requirements in place that have to be followed. In other words, leaders have a little more freedom to do what they feel is necessary for students to succeed.

 An educator has to be aware of many different things to be successful. One of the things that educators really need to have a clear understanding of is the laws that are in place that affect the education field. One law that educators should be aware of is the Every Student Succeeds Act due to the amount of ways that it can affect an educator. By being aware of the laws that are in place can allow an educator to ensure that they are meeting all of the needs of the students and to ensure that they are working within the law.

**References**

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