

#	Section	Excerpt from ESSA	Notes/Paraphrase	Type of Provision
1	Title I, Section 1002, Authorization of Appropriations	“(e) FEDERAL ACTIVITIES.—For the purpose of carrying out evaluation activities related to title I under section 8601, there are authorized to be appropriated \$710,000 for each of fiscal years 2017 through 2020.	Provides funds for Title I evaluation activities. No other funds may be used for Title I evaluation activities.	6 .Evaluation
2	Title I, Section 1003, School Improvement	“(B) may, with the approval of the local educational agency, directly provide for these activities or arrange for their provision through other entities such as school support teams, educational service agencies, or nonprofit or for-profit external providers with expertise in using evidence-based strategies to improve student achievement, instruction, and schools; and	The State may, with approval of SEA, provide for comprehensive or targeted support and improvement activities under section 1111(d) [State Plans, School Improvement Activities] via external providers with expertise in using evidence-based strategies, among other providers.	4. Formula Funds
3	Title I, Section 1111, State Plans	“(B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that— (i) is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals; “(ii) includes evidence-based interventions;	Comprehensive support and improvement plan must include evidence-based interventions.	4. Formula Funds
4	Title I, Section 1111, State Plans	“(C) STATE EDUCATIONAL AGENCY DISCRETION.—With respect to any high school in the State identified under subsection (c)(4)(D)(i)(II), the State educational agency may—“(i) permit differentiated improvement activities that utilize evidence-based interventions in the case of such a school that predominantly serves students—	Alternative high schools option: In high schools "failing to graduate one third or more of their students" which predominantly serve students who are far off track from graduation or are returning from dropping out, the SEA may permit differentiated improvement activities that utilize evidence-based interventions.	4. Formula Funds
5	Title I, Section 1111, State Plans	“(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.—Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that— “(i) is informed by all indicators described in subsection (c)(4)(B), including student performance against long-term goals; “(ii) includes evidence-based interventions;	Targeted support and improvement plans for schools with low-performing subgroups must include evidence-based interventions.	4. Formula Funds
6	Title I, Section 1111, State Plans	“(ii) consistent with State law, establish alternative evidence-based State determined strategies that can be used by local educational agencies to assist a school identified for comprehensive support and improvement under subsection (c)(4)(D)(i).	SEA may establish alternative evidence-based State determined strategies that can be used by LEAs to assist schools identified for comprehensive support.	4. Formula Funds
7	Title I, Section 1111, State Plans (Assurances)	“(H) the State educational agency will ensure that local educational agencies, in developing and implementing programs under this part, will, to the extent feasible, work in consultation with outside intermediary organizations (such as educational service agencies), or individuals, that have practical expertise in the development or use of evidence-based strategies and programs to improve teaching, learning, and schools;	LEA must - to the extent possible - consult with intermediaries with experience in the "development or use of evidence-based strategies and programs" as they implement Title I activities	4. Formula Funds
8	Title I, Section 1008, Schoolwide Programs	“(d) DELIVERY OF SERVICES.—The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.	Allows external providers to deliver services under the Title I schoolwide program if the providers have "expertise in using evidence-based strategies"	4. Formula Funds

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9	Title I, Section 1009, Targeted Assistance Schools	“(h) DELIVERY OF SERVICES.—The services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.”	Allows external providers to deliver services under the Title I targeted assistance program if the providers have "expertise in using evidence-based strategies"	4. Formula Funds
10	Title I, Section 1010, Parent and Family Engagement	“(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation... “(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and	LEA must describe how their parent and family engagement strategies and policies will be designed and revised based on an evaluation of these policies, that meets specific criteria.	4. Formula Funds
11	Title I, Section 1401, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.	“(20) describes how the State agency will, to the extent feasible— “(A) note when a youth has come into contact with both the child welfare and juvenile justice systems; and “(B) deliver services and interventions designed to keep such youth in school that are evidence-based (to the extent a State determines that such evidence is reasonably available).”;	State plan for Neglected and Delinquent program activities must describe how the State agency will deliver evidence-based services and interventions to keep youth in school.	4. Formula Funds
12	Title I, Section 1501, Flexibility for Equitable Per-Pupil Funding	“(j) PROGRAM EVALUATION.—From the amount reserved for evaluation activities under section 8601, the Secretary, acting through the Director of the Institute of Education Sciences, shall, in consultation with the relevant program office at the Department, evaluate— “(1) the implementation of the local flexibility demonstration agreements under this section; and “(2) the impact of such agreements on improving the equitable distribution of State and local funding and increasing student achievement.	Requires an IES evaluation of the funding flexibility 50-district pilot (which replaces Title I portability) to find impact on equitable distribution of funding in districts and student achievement.	6 .Evaluation
13	Title II, Section 2002, Definitions	SCHOOL LEADER RESIDENCY PROGRAM.-- “(A) for 1 academic year, engages in sustained and rigorous clinical learning with substantial leadership responsibilities and an opportunity to practice and be evaluated in an authentic school setting; and “(B) during that academic year— “(i) participates in evidence-based coursework, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available , that is integrated with the clinical residency experience; and	Under school leader residency programs, prospective school leaders must participate in evidence-based coursework, if state and LEAs determine evidence is available.	4. Formula Funds
14	Title II, Section 2101, Formula Grants to States	“(v) Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through— “(l) opportunities for effective teachers to lead evidence-based (to the extent the State determines that such evidence is reasonably available) professional development for the peers of such effective teachers; and	States may use Title II Part A formula funds to recruit and retain teachers, including through opportunities for teachers to lead evidence-based professional development for their peers.	4. Formula Funds
15	Title II, Section 2101, Formula Grants to States	“(III) new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available , evidence-based , and designed to “(aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and “(bb) increase the retention of effective teachers, principals, or other school leaders.	States may help LEAs develop induction and mentoring programs that are evidence-based. (i.e. if a state helps a district, the induction and mentoring programs must be evidence-based)	4. Formula Funds
16	Title II, Section 2101, Formula Grants to States	“(xxi) Supporting other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available , evidence-based and that meet the purpose of this title.	States may implement any activities not on this list as long as they are evidence-based (only if state determines evidence is available) and aligned to Title II purposes.	4. Formula Funds

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17	Title II, Section 2103, Local Uses of Funds	“(D) reducing class size to a level that is evidence-based , to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available , to improve student achievement through the recruiting and hiring of additional effective teachers;	Class size reduction must be to a ratio that is evidence-based (if state and district determine that evidence base is available)	4. Formula Funds
18	Title II, Section 2103, Local Uses of Funds	“(E) providing high-quality, personalized professional development that is evidence-based , to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available , for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—	LEAs may provide evidence-based prof. dev., if State and LEAs determine that evidence is available	4. Formula Funds
19	Title II, Section 2103, Local Uses of Funds	“(P) carrying out other activities that are evidence-based , to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available , and identified by the local educational agency that meet the purpose of this title.	LEAs may implement any activities not on this list as long as they are evidence-based (only if state determines evidence is available) and aligned to Title II purposes.	4. Formula Funds
20	Title II, Section 2212, Teacher and School Leader Incentive Fund Grants	“(c) APPLICATIONS.—An eligible entity desiring a grant under this subpart shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require. The application shall include— ... “(10) a description of—“(A) the rationale for the project; “(B) how the proposed activities are evidence-based ; and “(C) if applicable, the prior experience of the eligible entity in developing and implementing such activities; and “(11) a description of how activities funded under this subpart will be evaluated, monitored, and publically reported.	Applications for the Teacher and School Leader Incentive Fund grants require an explanation for how proposed activities are evidence-based.	5. Competitive Funds
21	Title II, Section 2313, Reports	TEACHER AND SCHOOL LEADER INCENTIVE FUND GRANTS.—“(1) RESERVATION OF FUNDS.—Of the total amount reserved for this subpart for a fiscal year, the Secretary may reserve for such fiscal year not more than 1 percent for the cost of the evaluation under paragraph (2) and for technical assistance in carrying out this subpart. “(2) EVALUATION.—From amounts reserved under paragraph (1), the Secretary, acting through the Director of the Institute of Education Sciences, shall carry out an independent evaluation to measure the effectiveness of the program assisted under this subpart. “(3) CONTENTS.—The evaluation under paragraph (2) shall measure— “(A) the effectiveness of the program in improving student academic achievement; “(B) the satisfaction of the participating teachers, principals, or other school leaders; and “(C) the extent to which the program assisted the eligible entities in recruiting and retaining high-quality teachers, principals, or other school leaders, especially in high-need subject areas.	Up to 1% reservation for IES to conduct an independent evaluation of Teacher and School Leader Incentive Fund program	6 .Evaluation program
22	Title II, Section 2221, Purposes; Definitions.	“(2) for States to provide targeted subgrants to early childhood education programs and local educational agencies and their public or private partners to implement evidence-based programs that ensure high-quality comprehensive literacy instruction for students most in need.	Comprehensive literacy instruction grants give priority to applications proposing evidence-based activities under the LEARN Act grants in Title II	5. Competitive Funds
23	Title II, Section 2222, Comprehensive Literacy State Development Grants	“(b) RESERVATION.—From the amounts reserved to carry out this subpart for a fiscal year, the Secretary shall reserve— “(1) not more than a total of 5 percent for national activities, including a national evaluation, technical assistance and training, data collection, and reporting;	Secretary must reserve up to 5% of LEARN Act funds for national activities, which includes a national evaluation of the program and data collection.	6 .Evaluation program

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24	Title II, Section 2222, Comprehensive Literacy State Development Grants	“(e) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to State educational agencies that will use the grant funds for evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).	Comprehensive literacy instruction grants give priority to applications proposing evidence-based activities under the LEARN Act grants in Title II using higher bar definition of top three tiers.	5. Competitive Funds
25	Title II, Section 2222, Comprehensive Literacy State Development Grants	“(B) Coordinating with institutions of higher education in the State to provide recommendations to strengthen and enhance preservice courses for students preparing to teach children from birth through grade 12 explicit, systematic, and intensive instruction in evidence-based literacy methods.	SEA may reserve up to 5% of LEARN Act grant for activities, including coordinating with IHEs preparing teachers to teach evidence-based literacy methods.	5. Competitive Funds
26	Title II, Section 2222, Comprehensive Literacy State Development Grants	“(3) ADDITIONAL USES.—After carrying out the activities described in paragraphs (1) and (2), a State educational agency may use any remaining amount to carry out 1 or more of the following activities: “(A) Developing literacy coach training programs and training literacy coaches. “(B) Administration and evaluation of activities carried out under this subpart.	SEAs may use any remaining grant funds to carry out an evaluation of activities under the grant	6 .Evaluation
27	Title II, Section 2223, Subgrants to Eligible Entities in Support of Birth Through Kindergarten Entry Literacy.	“(c) PRIORITY.—In awarding grants under this section, the State educational agency shall give priority to an eligible entity that will use the grant funds to implement evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).	Comprehensive literacy instruction grants give priority to applications proposing evidence-based activities under the LEARN Act grants in Title II- using higher-bar definition of strong, moderate, or promising evidence	5. Competitive Funds
28	Title II, Section 2223, Subgrants to Eligible Entities in Support of Birth Through Kindergarten Entry Literacy.	“(2) train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and	Eligible entities must use funds to train providers and personnell in evidence-based early literacy activities	5. Competitive Funds
29	Title II, Section 2224, Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy.	“(b) PRIORITY.—In awarding grants under this section, the State educational agency shall give priority to an eligible entity that will use funds under subsection (c) or (d) to implement evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).	Comprehensive literacy instruction grants give priority to applications proposing evidence-based activities under the LEARN Act grants in Title II- using higher-bar definition of strong, moderate, or promising evidence	5. Competitive Funds
30	Title II, Section 2224, Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy.	“(4) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.	eligible entities must use funds on teachers time to plan evidence-based adolescent lit instruction	5. Competitive Funds
31	Title II, Section 2225, National Evaluation and Information Dissemination	“(4) make publicly available, in a manner consistent with paragraph (2), best practices for implementing evidence-based activities under this subpart, including evidence-based activities, defined for the purpose of this paragraph as activities meeting the requirements of section 8101(21)(A)(i).	Secretary must make evidence-based best practices available, meeting the higher bar of strong, moderate, and promising evidence	5. Competitive Funds
32	Title II, Section 2225, National Evaluation and Information Dissemination	“(a) NATIONAL EVALUATION.—From funds reserved under section 2222(b)(1), the Director of the Institute of Education Sciences shall conduct a national evaluation of the grant and subgrant programs assisted under this subpart. Such evaluation shall include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the programs and shall directly coordinate with individual State evaluations of the programs’ implementation and impact.	IES set aside and required evaluation of LEARN Act programs, coordinated with state evaluations of the programs	6 .Evaluation

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33	Title II, Section 2233, National Activities	“(a) PURPOSE.—The purpose of this section is to promote new and existing evidence-based strategies to encourage innovative American history, civics and government, and geography instruction, learning strategies, and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low-income students and underserved populations.	Evidence-based strategies as purpose of civics grants national activities	4. Formula Funds
34	Title II, Section 2233, National Activities	“(b) IN GENERAL.—From the amounts reserved by 24 the Secretary under section 2231(b)(2), the Secretary 25 shall award grants, on a competitive basis, to eligible entities for the purposes of expanding, developing, implementing, evaluating, and disseminating for voluntary use, innovative, evidence-based approaches or professional development programs in American history, civics and government, and geography, which—	Reservation and national grant for evidence-based approaches and PD programs in civics education	5. Competitive Funds
35	Title II, Section 2233, National Activities	“(e) ELIGIBLE ENTITY.—In this section, the term ‘eligible entity’ means an institution of higher education or other nonprofit or for-profit organization with demonstrated expertise in the development of evidence-based approaches with the potential to improve the quality of American history, civics and government, or geography learning and teaching.	eligible entities have demonstrated expertise in developing evidence-based approaches	4. Formula Funds
36	Title II, Section 2242, Supporting Effective Educator Development	“(2) providing evidence-based professional development activities that address literacy, numeracy, remedial, or other needs of local educational agencies and the students the agencies serve;	use of SEED funds for evidence-based PD activities	4. Formula Funds
37	Title II, Section 2242, Supporting Effective Educator Development	“(5) providing teachers, principals, or other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential.	use of SEED funds for evidence-based PD activities	4. Formula Funds
38	Title II, Section 2242, Supporting Effective Educator Development	“(e) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to an eligible entity that will implement evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).	Priority for eligible entities implementing evidence-based activities	5. Competitive Funds
39	Title II, Section 2243, School Leader Recruitment and Support	“(6) other evidence-based programs or activities described in section 2101(c)(4) or section 18 2103(b)(3) focused on principals or other school leaders in high-need schools.	Use of school leader recruitment and support funds by eligible entities	4. Formula Funds
40	Title II, Section 2243, School Leader Recruitment and Support	“(e) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to an eligible entity—“(1) with a record of preparing or developing principals who—“(A) have improved school-level student outcomes;“(B) have become principals in high-need schools; and“(C) remain principals in high-need schools for multiple years; and“(2) who will implement evidence-based activities defined for the purpose of this paragraph as activities, meeting the requirements of section 8101(21)(A)(i).	Eligible entities receive priority for proposing to use funds for evidence-based activities, using higher bar of strong, moderate, or promising evidence.	7. Track Records

#	Section	Excerpt from ESSA	Notes/Paraphrase	Type of Provision
41	Title II, Section 2244, Technical Assistance and National Evaluation	<p>Purposes: “(1) identify or develop free or low-cost evidence-based assessment tools for identifying students at risk of not attaining full literacy skills due to a disability, including dyslexia impacting reading or writing, or developmental delay impacting reading, writing, language processing, comprehension, or executive functioning; “(2) identify evidence-based literacy instruction, strategies, and accommodations, including assistive technology, designed to meet the specific needs of such students; “(3) provide families of such students with information to assist such students; “(4) identify or develop evidence-based professional development for teachers, paraprofessionals, principals, other school leaders, and specialized instructional support personnel to—“(A) understand early indicators of students at risk of not attaining full literacy skills due to a disability, including dyslexia impacting reading or writing, or developmental delay impacting reading, writing, language processing, comprehension, or executive functioning; “(B) use evidence-based screening assessments for early identification of such students beginning not later than kindergarten; and “(C) implement evidence-based instruction designed to meet the specific needs of such students; and</p>	Comprehensive Center on Students with Disabilities in Literacy must identify and develop evidence-based professional development, tools, assessments, activities, and strategies.	4. Formula Funds
42	Title II, Technical Assistance and National Evaluation	“(B) carry out evaluations of activities by States and local educational agencies under this part, which shall be conducted by a third party or by the Institute of Education Sciences.	Allows the comprehensive center on students at risk of not attaining full literacy skills due to disability to carry out evaluations of activities.]	6 .Evaluation
43	Title IV, Section 4102, Definitions	“(A) with respect to drugs, prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence-based (to the extent a State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and		4. Formula Funds
44	Title IV, Section 4104, State Use of Funds	“(ii) supporting local educational agencies to “(I) implement mental health awareness training programs that are evidence-based (to the extent the State determines that such evidence is reasonably available) to provide education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health or the safe de-escalation of crisis situations involving a student with a mental illness; or		4. Formula Funds
45	Title IV, Section 4104, State Use of Funds	“(iii) providing local educational agencies with resources that are evidence-based (to the extent the State determines that such evidence is reasonably available) addressing ways to integrate health and safety practices into school or athletic programs; and		4. Formula Funds
46	Title IV, Section 4104, State Use of Funds	“(iii) developing or using strategies that are innovative or evidence-based (to the extent the State determines that such evidence is reasonably available) for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102));		4. Formula Funds
47	Title IV, Section 4108, Activities to Support Safe and Healthy Students	“(A) drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including—	from allocation under 4105(a)	4. Formula Funds

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48	Title IV, Section 4108, Activities to Support Safe and Healthy Students	“(II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are— “(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);		4. Formula Funds
49	Title IV, Section 4108, Activities to Support Safe and Healthy Students	“(F) designing and implementing a locallytailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— “(i) is consistent with best practices; “(ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and		4. Formula Funds
50	Title IV, Section 4202, Allotments to States (21st century learning centers)	“SEC. 4202. ALLOTMENTS TO STATES. “(a) RESERVATION.—From the funds appropriated under section 4206 for any fiscal year, the Secretary shall reserve— “(1) such amounts as may be necessary to make continuation awards to subgrant recipients under covered programs (under the terms of those grants); “(2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and		6 .Evaluation
51	Title IV, Section 4203, State Application (21st century learning centers)	“(6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development;		6 .Evaluation
52	Title IV, Section 4204, Local Competitive Subgrant Program	“(J) a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students;		5. Competitive Funds
53	Title IV, Section 4205, Local Activities	“(2) PERIODIC EVALUATION.— “(A) IN GENERAL.—The program or activity shall undergo a periodic evaluation in conjunction with the State educational agency’s overall evaluation plan as described in section 4203(a)(14), to assess the program’s progress toward achieving the goal of providing high quality opportunities for academic enrichment and overall student success.		6 .Evaluation
54	Title IV, Section 4302, Program Authorized (Part C Expanding Opportunity Through Charter Schools)	“(a) IN GENERAL.—The Secretary may carry out a charter school program that supports charter schools that serve early childhood, elementary school, or secondary school students by— ... “(C) the evaluation of the impact of the charter school program under this part on schools participating in such program;		6 .Evaluation
55	Title IV, Section 4304, Facilities Financing Assistance	“(B) EVALUATIONS; TECHNICAL ASSISTANCE; DISSEMINATION.—From the amount made available to a State through a grant under this subsection for a fiscal year, the State may reserve not more than 5 percent to carry out evaluations, to provide technical assistance, and to disseminate information.	per pupil facilities aid program	6 .Evaluation

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56	Title IV, Section 4401, Magnet Schools Assistance	“(A) carry out a new, evidence-based magnet school program; “(B) significantly revise an existing magnet school program, using evidence-based methods and practices, as available; or “(C) replicate an existing magnet school program that has a demonstrated record of success in increasing student academic achievement and reducing isolation of minority groups;		5. Competitive Funds
57	Title IV, Section 4503, Applications (Family Engagement in Education Programs)	“(G) use not less than 30 percent of the funds received under this part for each fiscal year to establish or expand technical assistance for evidence-based parent education programs;		4. Formula Funds
58	Title IV, Section 4503, Applications (Family Engagement in Education Programs)	“(c) PRIORITY.—In awarding grants for activities described in this part, the Secretary shall give priority to statewide family engagement centers that will use funds under section 4504 for evidence-based activities, which, for the purposes of this part is defined as activities meeting the requirements of section 8101(21)(A)(i).		5. Competitive Funds
59	Title IV, Section 4611, Grants for Education Innovation and Research (Education Innovation and Research)	“(1) IN GENERAL.—From funds reserved under section 4601(b)(2)(A), the Secretary shall make grants to eligible entities to enable the eligible entities to—“(A) create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and	i3-like program	1. EIR
60	Title IV, Section 4624, Promise Neighborhoods	“(E) Supporting evidence-based programs that assist students through school transitions, which may include expanding access to postsecondary education courses and postsecondary education enrollment aid or guidance, and other supports for at-risk youth.	application requirement for promise neighborhoods	5. Competitive Funds
61	Title IV, Section 4624, Promise Neighborhoods	“(b) PRIORITY.—In awarding grants for activities described in this section, the Secretary shall give priority to eligible entities that will use funds under subsection (d) for evidence-based activities, which, for purposes of this subsection, is defined as activities meeting the requirements of section 8101(21)(A)(i).		5. Competitive Funds
62	Title IV, Section 4624, Full-Service Community Schools	“(g) EVALUATIONS BY GRANTEES.—The Secretary shall require each eligible entity receiving a grant under this subpart for activities described in this section to— “(1) conduct annual evaluations of the progress achieved with the grant toward the purpose described in section 4621(2); “(2) use such evaluations to refine and improve activities carried out through the grant and the annual measurable performance objectives and outcomes under subsection (a)(4)(C); and “(3) make the results of such evaluations publicly available, including by providing public notice of such availability.		6. Evaluation

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63	Title IV, Section 4624, Promise Neighborhoods	Two related provisions: Application requirement: “(10) An explanation of how the eligible entity will continuously evaluate and improve the continuum of high-quality pipeline services to provide for continuous program improvement and potential expansion. Use of funds:“(3) continuously evaluate the success of the program and improve the program based on data and outcomes.		8. Continuous Improvement
64	Title IV, Section 4644, Supporting High-Ability Learners and Learning	“(a) PURPOSE.—The purpose of this section is to promote and initiate a coordinated program, to be known as the ‘Jacob K. Javits Gifted and Talented Students Education Program’, of evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs.		4. Formula Funds
65	Title IV, Section 4624, Promise Neighborhoods	“(i) EVALUATION.—The Secretary shall reserve not more than 5 percent of the funds made available under section 4601(b)(2)(A) to provide technical assistance and evaluate the implementation and impact of the activities funded under this section, in accordance with section 8601.	required evaluation of promise neighborhoods	6 .Evaluation
66	Title IV, Section 4644, Supporting High-Ability Learners and Learning	“(c) USES OF FUNDS.—Programs and projects assisted under this section may include any of the following: “(1) Conducting evidence-based research on methods and techniques for identifying and teaching gifted and talented students and for using gifted and talented programs and methods to identify and provide the opportunity for all students to be served, particularly low-income and at-risk students.		4. Formula Funds
67	Title IV, Section 4625, Full-Service Community Schools	“(b) PRIORITY...and (3) will use funds for evidence-based activities described in subsection (e), defined for purposes of this paragraph as activities meeting the requirements of section 8101(21)(A)(i).	higher evidence bar for activities under full service community schools	5. Competitive Funds
68	Title IV, Section 4644, Supporting High-Ability Learners and Learning	“(e) COORDINATION.— Evidence-based activities supported under this section“(1) shall be carried out in consultation with the Institute of Education Sciences to ensure that such activities are coordinated with and enhance the research and development activities supported by the Institute; and “(2) may include collaborative evidence-based activities that are jointly funded and carried out with such Institute.		4. Formula Funds
69	Title IV, Section 4624, Full-Service Community Schools	“(f) EVALUATIONS BY THE INSTITUTE OF EDUCATION SCIENCES.—The Secretary, acting through the Director of the Institute of Education Sciences, shall conduct evaluations of the effectiveness of grants under this subpart for activities described in this section in achieving the purpose described in section 4621(2).	full service comm. schools evaluation	6 .Evaluation
70	Title IV, Section 4644, Supporting High-Ability Learners and Learning	“(f) GENERAL PRIORITY.—In carrying out this section, the Secretary shall give highest priority to programs and projects designed to—“(1) develop new information...or “(2) implement evidence-based activities, defined in this paragraph as activities meeting the requirements of section 8101(21)(A)(i).		5. Competitive Funds
71	Title VI, Section 6121, Improvement of Educational Opportunities for Indian Children and Youth	(ii) in clause (iii), by striking “information demonstrating that the proposed program for the activities is a scientifically based research program” and inserting “information demonstrating that the proposed program is an evidence-based program”.		4. Formula Funds

#	Section	Excerpt from ESSA	Notes/Paraphrase	Type of Provision
72	Title VIII, Section 8002, Definitions	“(33) MULTI-TIER SYSTEM OF SUPPORTS.—The term ‘multi-tier system of supports’ means a comprehensive continuum of evidence-based , systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decisionmaking.”;		3. EB Definition
73	Title VIII, Section 8002, Definitions	“(21) EVIDENCE-BASED .—“(A) IN GENERAL.—Except as provided in subparagraph (B), the term ‘ evidence-based ’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that— “(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— “(I) strong evidence from at least 1 well-designed and well-implemented experimental study; “(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or “(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or “(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and“(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention. “(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT.—When used with respect to interventions or improvement activities or strategies funded under section 1003, the term ‘ evidence-based ’ means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).”	Allows for strong, moderate, or promising (correlational) evidence for School Improvement activities (Sec. 1003). Elsewhere, evidence-based can also mean a strategy, activity, or intervention that is based on high-quality research findings or positive evaluation that such activity is likely to improve outcomes and includes ongoing efforts to examine the effects of the activity.	3. EB Definition
74	Title VIII, Section 8002, Definitions	“(40) PAY FOR SUCCESS INITIATIVE .—The term ‘pay for success initiative’ means a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector. Such an initiative shall include— “(A) a feasibility study on the initiative describing how the proposed intervention is based on evidence of effectiveness; “(B) a rigorous, third-party evaluation that uses experimental or quasi-experimental design or other research methodologies that allow for the strongest possible causal inferences to determine whether the initiative has met its proposed outcomes; “(C) an annual, publicly available report on the progress of the initiative; and “(D) a requirement that payments are made to the recipient of a grant, contract, or cooperative agreement only when agreed upon outcomes are achieved, except that the entity may make payments to the third party conducting the evaluation described in subparagraph (B).”;	Defines Pay for Success Initiative as a grant/contract/agreement that must include a feasibility study, 3rd party evaluation using experimental or quasi-experimental design, annual public report on progress, and requirement that payments made to the agreement are made only upon achieving the agreed upon outcomes (doesn't include 3rd party evaluator).	2. PFS
75	Title VIII, Section 8002, Definitions	PROFESSIONAL DEVELOPMENT.--May include activities that: “(vi) advance teacher understanding of— “(I) effective instructional strategies that are evidence-based ; and “(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;	nested within definition of professional development	3. EB Definition

#	Section	Excerpt from ESSA	Notes/Paraphrase	Type of Provision
76	Title VII, Section 8601, Evaluations	[4 full pages]	Provides up to 0.5% reservation under each ESSA program for Secretary to carry out "comprehensive, high quality" evaluations of programs (primarily RCT or quasi-experimental designs); also allows for evaluation effects and cost efficiencies of programs under ESSA or education programs under other federal laws. Requires IES to submit an evaluation plan every two years, including the plan for next two years, and results for past 2 years.	6 .Evaluation
77	Title I, Section 1401, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (p. 101)	(4) in section 1415— (A) in subsection (a)— (i) in paragraph (1)(B), by striking "vocational or technical training" and inserting "career and technical education"; and (ii) in paragraph (2)— (I) by striking subparagraph (A) and inserting the following: "(A) may include— "(i) the acquisition of equipment; "(ii) pay-for-success initiatives ; or "(iii) providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system;"	PFS is an allowable use within Part D (Prevention and Intervention Programs...) subpart 1 (State Agency Programs).	2. PFS
78	Title I, Section 1401, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (p. 103)	(11) in section 1424— (A) in the matter before paragraph (1), by striking "Funds provided" and inserting the following: "(a) IN GENERAL.—Funds provided"; (B) in paragraph (2), by striking ", including" and all that follows through "gang members"; (C) in paragraph (4)— (i) by striking "vocational" and inserting "career"; and (ii) by striking "and" after the semicolon; and (D) in paragraph (5), by striking the period at the end and inserting a semicolon; (E) by inserting the following after paragraph (5): "(6) programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes; and "(7) pay for success initiatives. "; and	Funds provided in section 1424 may be used for pay for success initiatives.	2. PFS
79	Title IV, Section 4108, Activities to Support Safe and Healthy Students (p. 180)	"(H) designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as— "(i) establishing partnerships within the community to provide resources and support for schools; "(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and "(iii) strengthening relationships between schools and communities; or "(I) pay for success	PFS is an allowable use under Section 4108, Activities to Support Safe and Healthy Students. "Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that— ... may include designating a site resource coordinator who may choose to provide services such as pay for success.	2. PFS

#	Section	Excerpt from ESSA	Notes/Paraphrase	Type of Provision
80	Title I, Section 1111, State Plans (p. 22)	<p>“(6) DURATION OF THE PLAN.—</p> <p>“(A) IN GENERAL.—Each State plan shall—</p> <p>“(i) remain in effect for the duration of the State’s participation under this part; and</p> <p>“(ii) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State’s strategies and programs under this part.</p> <p>“(B) ADDITIONAL INFORMATION.—</p> <p>“(i) IN GENERAL.—If a State makes significant changes to its plan at any time, such as the adoption of new challenging State academic standards or new academic assessments under subsection (b), or changes to its accountability system under subsection (c), such information shall be submitted to the Secretary in the form of revisions or amendments to the State plan.</p> <p>“(ii) REVIEW OF REVISED PLANS.—The Secretary shall review the information submitted under clause (i) and approve changes to the State plan, or disapprove such changes in accordance with paragraph (4)(A)(vi), within 90 days, without undertaking the peer-review process under such paragraph.</p> <p>“(iii) SPECIAL RULE FOR STANDARDS.—If a State makes changes to its challenging State academic standards, the requirements of subsection (b)(1), including the requirement that such standards need not be submitted to the Secretary pursuant to subsection (b)(1)(A), shall still apply.</p>	<p>State plans shall be periodically reviewed and revised as necessary by the SEA to reflect changes to the State’s strategies and programs under this part.</p>	8. Continuous Improvement
81	Section 1111, State Plans (p. 22)	<p>“(7) FAILURE TO MEET REQUIREMENTS.—If a State fails to meet any of the requirements of this section, the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements. “(8) PUBLIC COMMENT.—Each State shall make the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval under this subsection. The State, in the plan it files under this subsection, shall provide an assurance that public comments were taken into account in the development of the State plan.</p>	<p>Each state must make their plan publicly available for review and provide an assurance that the public comments were taken into account in the development of the state plan.</p>	8. Continuous Improvement
82	Title I, Section 1111, State Plans (p. 38)	<p>“(B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—</p> <p>“(vi) upon approval and implementation, is monitored and periodically reviewed by the State educational agency.</p>	<p>LEA’s with schools identified for comprehensive support and improvement must develop a plan that, after approval and implementation, is periodically reviewed by the SEA.</p>	8. Continuous Improvement

#	Section	Excerpt from ESSA	Notes/Paraphrase	Type of Provision
83	Title I, Section 1111, State Plans (p. 40)	“(3) CONTINUED SUPPORT FOR SCHOOL AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT.—To ensure continued progress to improve student academic achievement and school success in the State, the State educational agency— “(A) shall— “(i) establish statewide exit criteria for—.... “(ii) periodically review resource allocation to support school improvement in each local educational agency in the State serving— “(I) a significant number of schools identified for comprehensive support and improvement under subsection (c)(4)(D)(i); and “(II) a significant number of schools implementing targeted support and improvement plans under paragraph (2); and “(iii) provide technical assistance to each local educational agency in the State serving a significant number of— “(I) schools implementing comprehensive support and improvement plans under paragraph (1); or “(II) schools implementing targeted support and improvement plans under paragraph (2); and “(B) may— “(i) take action to initiate additional improvement in any local educational agency with— “(I) a significant number of schools that are consistently identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) and not meeting exit criteria established by the State under subparagraph (A)(i)(I); or “(II) a significant number of schools implementing targeted support and improvement plans under paragraph (2); and “(ii) consistent with State law, establish alternative evidence-based State determined strategies that can be used by local educational agencies to assist a school identified for comprehensive support and improvement under subsection (c)(4)(D)(i).	SEAs shall periodically review resource allocation to support school improvement in each LEA with a significant number of schools identified for or implementing comprehensive or targeted support and improvement plans.	8. Continuous Improvement
84	Title I, Section 1111, State Plans (p. 20)	Peer Review Process (2 pages) Secretary shall establish a peer-review process to assist in the review of State plans; Secretary shall establish multidisciplinary peer-review teams; Secretary shall make available to the public the list of peer reviewers who have reviewed State plans under this section;.....	Federal peer review of SEA Title I plans	8. Continuous Improvement
85	Title I, Section 1112, Local Educational Agency Plans (p. 52)	“(5) REVIEW.—Each local educational agency shall periodically review and, as necessary, revise its plan.	Requires LEAs to periodically review and, as necessary, revise their plans.	8. Continuous Improvement
86	Title II, Section 2002, Local Uses of Funds	“(N) developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;	Improvement as an allowable activity for LEAs receiving a subgrant under Section 2102.	8. Continuous Improvement
87	Title IV, Section 4106, Local Educational Agency Applications (p. 175)	“(e) CONTENTS OF LOCAL APPLICATION.—Each application submitted under this section by a local educational agency, or a consortium of such agencies, shall include the following: “(1) DESCRIPTIONS.—A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of— “(E) the program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.	Requires inclusion of periodic evaluation of the effectiveness of activities proposed in applications under Section 4106 (promote well-rounded education, safe and healthy environments, and access to personalized, rigorous learning experiences supported by technology.)	8. Continuous Improvement

#	Section	Excerpt from ESSA	Notes/Paraphrase	Type of Provision
88	Title IV, Section 4205, Local Activities (p. 192)	“(2) PERIODIC EVALUATION.—“(A) IN GENERAL.—The program or activity shall undergo a periodic evaluation in conjunction with the State educational agency’s overall evaluation plan as described in section 4203(a)(14), to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. “(B) USE OF RESULTS.—The results of evaluations under subparagraph (A) shall be— “(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; “(ii) made available to the public upon request, with public notice of such availability provided; and “(iii) used by the State to determine whether a subgrant is eligible to be renewed under section 4204(j).	For entities receiving awards under section 4204 (supports broad array of activities advancing student achievement and supporting student success) the programs or activities shall undergo a periodic evaluation, with data-informed improvements required.	8. Continuous Improvement
89	Title IX, Section 9212, Preschool Development Grants (p. 354)	(f) USE OF FUNDS.—A State, acting through the State entity appointed under subsection (d)(1), that receives a grant under subsection (c)(1) shall use the grant funds for all of the following activities: (1) Conducting a periodic statewide needs assessment of— (A) the availability and quality of existing programs in the State, including such programs serving the most vulnerable or underserved populations and children in rural areas; (B) to the extent practicable, the unduplicated number of children being served in existing programs; and (C) to the extent practicable, the unduplicated number of children awaiting service in such programs. (2) Developing a strategic plan that recommends	Requires the entity appointed by the Governor responsible for the administration of the Preschool Development Grant to conduct a periodic statewide needs assessment of the availability and quality of existing programs in the state, the number of children being served, and the number of children awaiting service.	8. Continuous Improvement
90	Title IV, Section 4624, Promise Neighborhoods (p. 227)	“(10) An explanation of how the eligible entity will continuously evaluate and improve the continuum of high-quality pipeline services to provide for continuous program improvement and potential expansion.	In the Promise Neighborhoods application requirements, applying entities must explain how they will provide for continuous program improvement.	8. Continuous Improvement
91	Title IV, Section 4624, Promise Neighborhoods (p. 227)	“(d) USES OF FUNDS.—Each eligible entity that receives a grant under this subpart to carry out a program of activities described in this section shall use the grant funds to— “(1) support planning activities to develop and implement pipeline services; “(2) implement the pipeline services; and “(3) continuously evaluate the success of the program	Requires funds to be used to continuously evaluate the success of the programs by the entities receiving grants in this section.	8. Continuous Improvement
92	Title VI, Section 3604, Program Authorized (p. 270)	“(H) Education programs for at-risk urban Alaska Native students that are designed to improve academic proficiency and graduation rates, use strategies otherwise permissible under this part, and incorporate a strong data collection and continuous evaluation component.”	The Secretary is authorized to make grants or enter into contracts with education programs for at-risk Alaska Native students that incorporate a continuous evaluation component.	8. Continuous Improvement
93	Title VIII, Section 8013, Waivers of Statutory and Regulatory Requirements (p. 304)	Initial disapproval of such request shall be based on the determination of the Secretary that— “(i) the waiver request does not meet the requirements of this section; “(ii) the waiver is not permitted under subsection (c); “(iii) the description required under paragraph (1)(C) in the plan provides insufficient information to demonstrate that the waiving of such requirements will advance student academic achievement consistent with the purposes of this Act; or “(iv) the waiver request does not provide for adequate evaluation to ensure review and continuous improvement of the plan.	Secretary can disapprove of a waiver request if it does not provide for adequate evaluation or continuous improvement.	8. Continuous Improvement