

OPPORTUNITY+ACTION=
GREAT PUBLIC SCHOOLS FOR
EVERY STUDENT
Every Student Succeeds Act



The Every Student Succeeds Act

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ESSA Implementation = Opportunity

- After nearly 14 years of asking for less federal intrusion into the teaching and learning process, it is finally here!
 - Opportunity for educators to drive teaching and learning decisions to benefit students
 - Opportunity to strengthen partnerships with parents, communities, to advocate for what students really need
 - Must work together to defeat bad ideas and policies at the federal and state levels that do not benefit students



NEA's Core Goals for ESEA Reauthorization

- Promote equity through a new accountability system with an **Opportunity Dashboard** as its centerpiece
- Decouple **high-stakes testing** and accountability; promote less testing to give students **more time to learn**
- Ensure qualified educators, and **empower** them to LEAD!



HUGE Opportunity

Members Said They Want:

RESOURCES for their students in underserved schools

NETWORK of SUPPORT

VOICE

Opportunities from ESSA:

- ✓ **Opportunity Dashboard-** to ensure their students are getting what they need
- ✓ Pursue social justice for students (**equity & opportunity**)
- ✓ Build local **capacity and association-community power**
- ✓ **Provide value** to our affiliates & members
- ✓ Catalyze **new forms of collaboration** at local level
- ✓ **Educator-Driven Policies**

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What's gone?

- AYP is gone! No more 100-ways-to-fail!
- Federal punitive labels for schools are gone!
- Rigid, non-research based interventions are gone!
- No more Race to the Top, federally required teacher evaluations, based on standardized test scores!
- Accountability systems based solely on standardized tests are gone!

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What concepts remain in new law?

- **High Standards:** Every state must have college and career ready standards
- **Statewide Assessments:** Maintains testing in grades 3 – 8, once in HS for math and ELA, grade span for science.... **BUT**
 - Promotes state and local audits to eliminate duplicative or unnecessary tests
 - New option for HS assessments
 - New flexibility to create assessment systems that don't rely on statewide standardized tests
- **Disaggregation:** States still required to look at data from subgroups, so groups of students don't fall through cracks
- **Interventions:** Required for low-performing schools, but no rigid federally prescribed list; must be evidence-based

What's different about accountability?

Accountability systems at state level cannot be based solely on standardized tests!

Systems must include:

- Math, reading assessments
- Graduation rates
- Another statewide indicator for middle and elementary schools
- English Language Proficiency
- At least one indicator of student and school supports (**from our Opportunity Dashboard!*)

95% participation rate



What about school improvement?

- States will have to create a system to identify 2 types of schools:
 - **Subgroup schools** – identify schools that have consistently underperforming subgroups
 - Differentiation based on all indicators
 - Districts create the school improvement plan – must make progress in district-defined # of years
 - **Lowest performing schools** – identify bottom 5% of Title I schools, add high schools with lower than 67% grad rates and lowest subgroup schools
 - Must do a **resource equity plan**, district develops improvement plan
 - Improve within 4 years or state needs to do more

What about Educator Voice?



- Lots of engagement and specific mention of teachers, paraeducators, and specialized instructional support personnel (SISPs) in decision making
- Maintained paraprofessional qualifications from NCLB
- Committee of Practitioners
- Huge focus on teaching continuum: career ladders, mentoring, professional development

Other notable improvements:

- EXPANDED (yes, expanded) collective bargaining
 - Now applies to Title II
- NEW, positive language about **Restorative Justice**; ending the school-to-prison pipeline
- Continued, but greater clarity around **Opt Out** options for students
- Improvements to **charter school** transparency and accountability



What happens to NCLB Waivers?

- Built in transition to the new law
- Identifying subgroup schools begins 2016 – 2017
- Full new accountability plans take effect 2017 – 2018
- Waivers end in August 2016; USED already released guidance on transition



**So, everything's great - right?
Not quite.**



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If changes are not made...

The new draft regulations don't remove NCLB's emphasis on testing. They state that "robust action" – read: punitive action – must be taken against schools that don't test 95 percent of students.



If changes are not made...

If the proposed regulations are not changed, ESSA's emphasis on closing opportunity gaps would be undermined. Despite ESSA's statement that the U.S. Department of Education should not prescribe the weight of any measure or indicator used to identify or meaningfully differentiate schools, the proposed regulations would require evidence that states have limited the role of the Opportunity Indicators in the accountability system. As educators, we know that opportunity and quality indicators are critical to student success and lead to academic success—things like a menu of engaging electives, Advanced Placement classes, strong parent and family engagement, full time counselors, nurses and librarians, and early learning program



If changes are not made...

Despite ESSA's requirement that states use multiple measures for accountability purposes, the proposed regulations also would require that states "assign a comprehensive, summative rating for each school to provide a clear picture of its overall standing," like an A-F grade. If changes aren't made, the regulations would return to the damaging NCLB practice of labeling schools and ban the use of dashboards to tell the full story of school progress.

If changes are not made...

Now is the time to speak up. We have until August 1 to make our concerns heard on the ESSA regulations and make sure this new law becomes the game changer it promised to be.



Make Your Opinions Known NOW...

GO TO:

<http://getessaright.org>



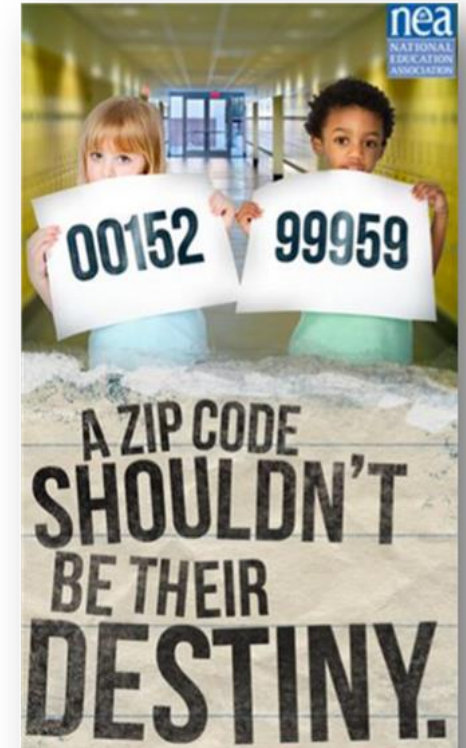
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Let's take advantage of this opportunity!

Let's join with parents and communities to create the schools our students deserve...

- ✓ More opportunities for a well-rounded education
- ✓ More time to learn and less time testing
- ✓ More supports for students and schools needing help
- ✓ Educators and communities driving decisions, not politicians



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So What's Next?

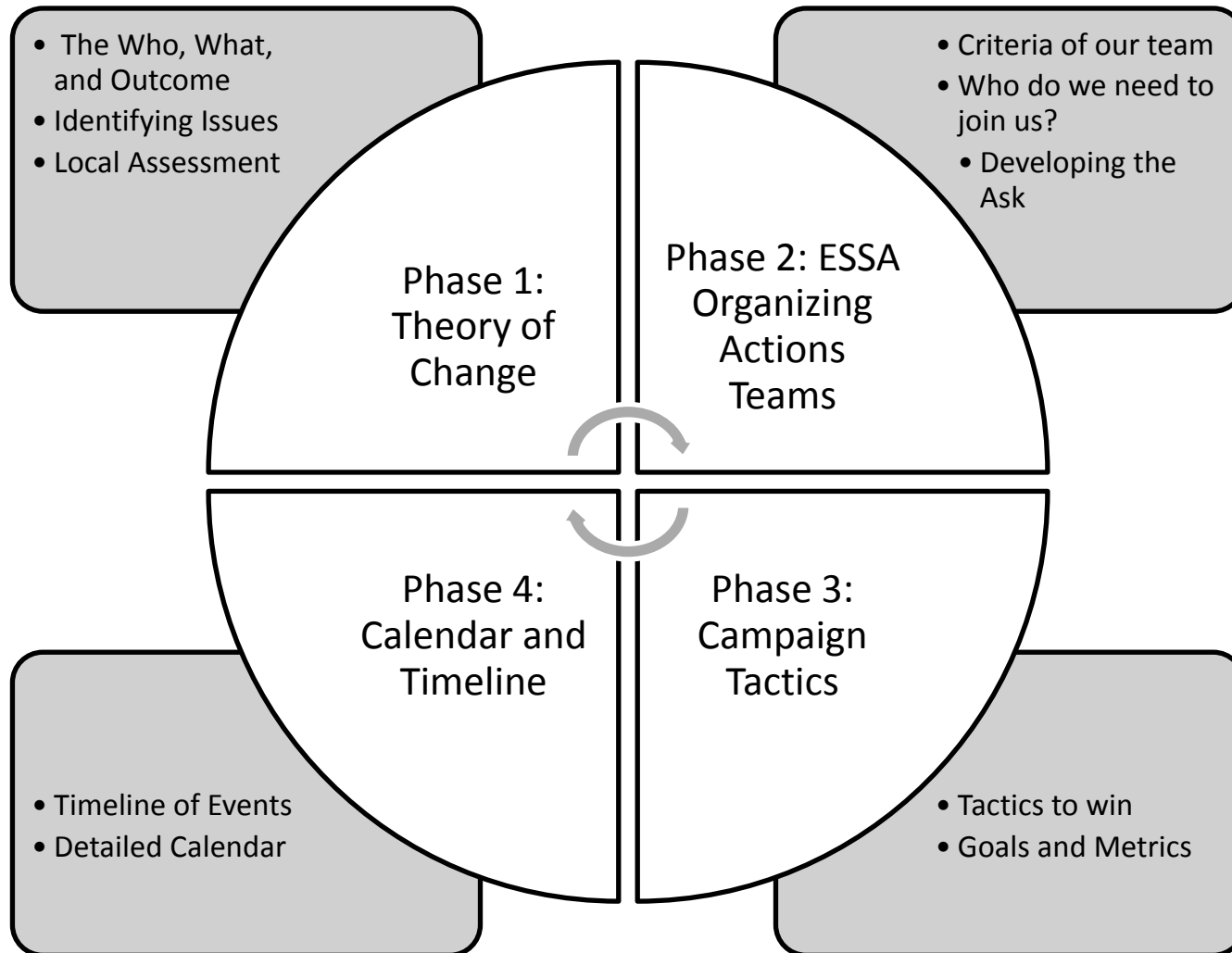
Hand off coming to states and locals...

Huge Opportunities to have a seat at the table and influence multiple decisions, such as:

- Components of state accountability plans (How much should tests count? What school or student supports should be included?)
- Opportunity for local assessment pilot
- What tests should be eliminated?
- Who will participate on committee of practitioners?
- How should needs assessments of schools be done?
- How should interventions be designed and by whom?
- and the list goes on.....



Basics of working locally...



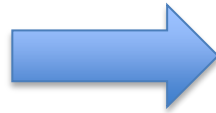
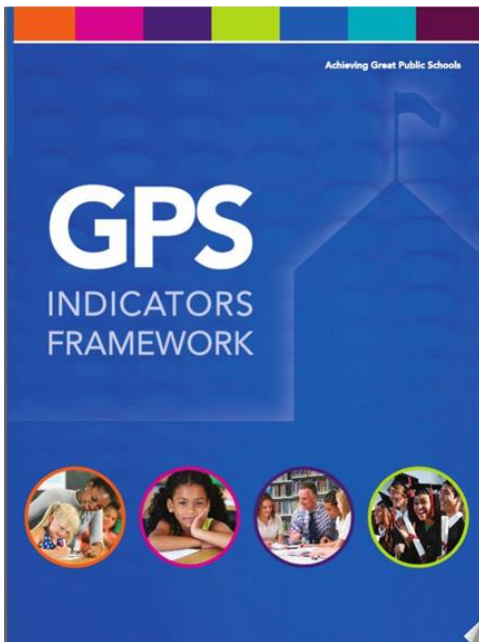
Powerful tactics to consider...

- Local ESSA Implementation Teams
- Parents as Partners
- Community Partnerships
- Community Schools
- Testing Audits
- Opportunity Audit using NEA GPS Indicators
- Professional Development Teams
- Bargaining strategies

and the list goes on.....

Great Public Schools

The Opportunity Dashboard



Opportunity Dashboard

STUDENT SUCCESS

- *Student attendance (elementary and middle school)
- **Graduation rate (high schools)
- *School climate index (such as bullying intervention and prevention, positive behavioral supports, parent and student surveys, and restorative justice practices)
- *School discipline policies and the disparate impact on students of color, students with disabilities, and students that identify as LGBT
- Appropriate assessment system
- *Students' success in advanced coursework (AP/IB, honors, dual enrollment, college gateway math, science classes)
- Students prepared for college or career technical education certification programs without need for remediation or learning support courses

QUALITY EDUCATORS

- *Students' access to fully qualified teachers, including Board-certified teachers
- *Students' access to qualified paraeducators
- *Students' access to optimal ratios of specialized instructional support personnel (school counselors, social workers, nurses, psychologists)
- Students' access to fully qualified school librarians/media specialists
- Quality professional development for all educators, including education support professionals
- Fully funded mentoring and induction support for educators
- Opportunities for job-embedded collaboration
- Percentage of teachers who are teaching outside of their field
- *Percentage of teachers who leave the profession within their first three years
- Educators empowered to make site-based decisions

QUALITY SCHOOLS

- Students' access to modern materials, facilities, technology, books, and libraries
- **Students' access to class sizes that allow for one-on-one attention
- Students' access to health and wellness programs, including social and emotional well-being
- *Students' access to high-quality early education programs
- *Students' access to full-day, five-day-a-week kindergarten
- Family and community engagement
- *Students' access to and success in advanced coursework (AP/IB, honors, dual enrollment)
- **Students' access to fine arts, foreign language, daily physical education, library/media studies, and career technical education

* Data is included in the Office of Civil Rights Civil Rights Data Collection now or will be soon.

** Data is included in a separate data system.

Implementation

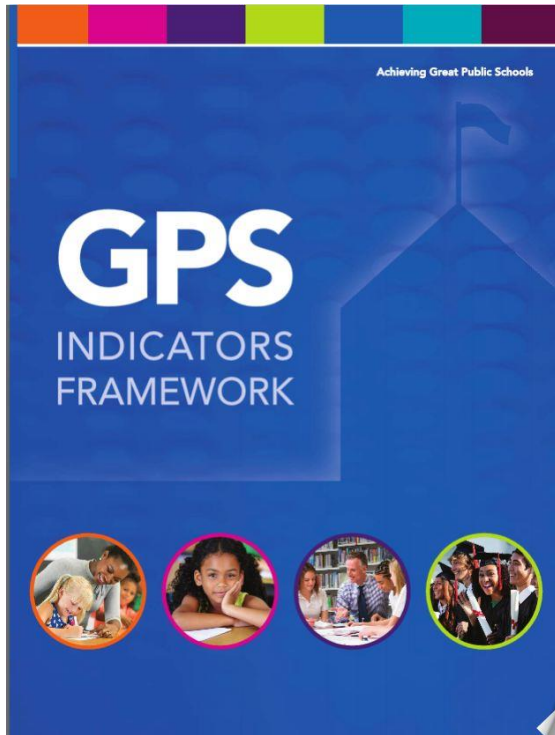
The local process

- Create ESSA Implementation team!
 - Team members should include partners
 - civil rights organizations
 - disability rights organizations
 - Parents (PTA, PTO)
 - community members
- Send letter to school board requesting a meeting on ESSA
- Draft a school board resolution requesting ESSA implementation collaboration
- Collaborate with state ESSA Implementation team, especially on opportunity audit**
- Host local ESSA community briefing
- Conduct local opportunity audit
- Influence local plan
- Continue collaboration with state ESSA team and continue to work with the district on a district plan

This is very important! Locals, you will need these partners when coming up with district plans and school improvement plans, as stakeholder must be involved in the planning process.

Opportunity Audit

What is it?



ESEA Reauthorization
Opportunity Dashboard

nea NATIONAL EDUCATION ASSOCIATION
Great Public Schools for Every Student

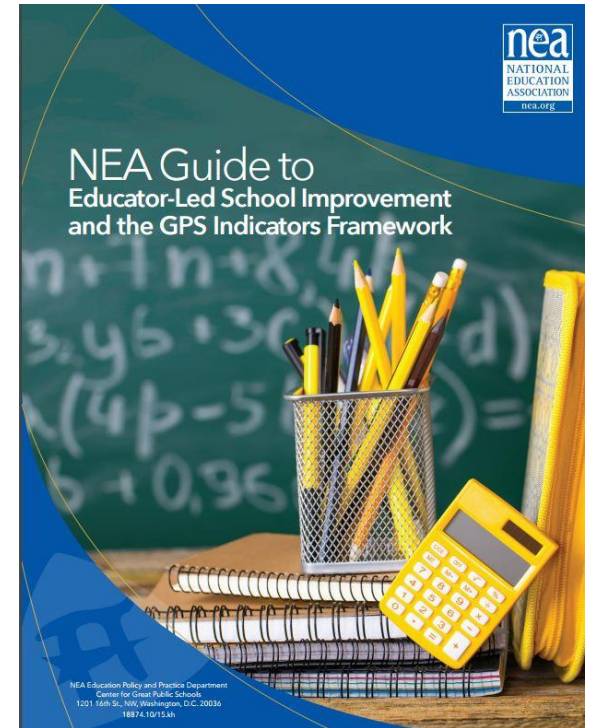
BACKGROUND

- ▶ No Child Left Behind (NCLB) attempted to measure student and school progress based almost exclusively on standardized test scores. These test scores provided only a narrow glimpse into student and school performance and, even worse, the NCLB regime did not drive additional resources to so-called “failing” schools, it used test scores to take resources away from our most vulnerable students and schools. Thirteen years later, the outcome is clear: too often and in too many places, a student’s zip code dictates the quality of education available.
- ▶ NEA is calling for the next version of ESEA to include an “Opportunity Dashboard.” The dashboard is comprised of a range of school quality indicators, which will allow leaders to quantify and track the things that really matter when it comes to student success. This will allow parents, educators, and leaders to hold states accountable for providing students with the resources and opportunities fundamental to their success.
- ▶ It is incumbent upon states to collect and report on these indicators, disaggregated by student subgroup, and quickly remedy any gaps in the resources, supports, and programs provided to students.

Opportunity Dashboard

STUDENT SUCCESS	QUALITY EDUCATORS	QUALITY SCHOOLS
<ul style="list-style-type: none"> • *Student attendance (elementary and middle school) • **Graduation rate (high schools) • *School climate index (such as bullying intervention and prevention, positive behavioral supports, parent and student surveys, and restorative justice practices) • *School discipline policies and the disparate impact on students of color, students with disabilities, and students that identify as LGBT • Appropriate assessment system • **Students’ success in advanced coursework (AP/IB, honors, dual enrollment, college gateway math, science classes) • *Students prepared for college or career technical education certification programs without need for remediation or learning support courses 	<ul style="list-style-type: none"> • *Students’ access to fully qualified teachers, including Board-certified teachers • *Students’ access to qualified paraeducators • *Students’ access to optimal ratios of specialized instructional support personnel (school counselors, social workers, nurses, psychologists) • Students’ access to fully qualified school librarians/media specialists • Quality professional development for all educators, including education support professionals • Fully funded mentoring and induction support for educators • Opportunities for job-embedded collaboration • Percentage of teachers who are teaching outside of their field • *Percentage of teachers who leave the profession within their first three years • Educators empowered to make site-based decisions 	<ul style="list-style-type: none"> • Students’ access to modern materials, facilities, technology, books, and libraries • **Students’ access to class sizes that allow for one-on-one attention • Students’ access to health and wellness programs, including social and emotional well-being • *Students’ access to high-quality early education programs • *Students’ access to full-day, five-day-a-week kindergarten • Family and community engagement • *Students’ access to and success in advanced coursework (AP/IB, honors, dual enrollment) • **Students’ access to fine arts, foreign language, daily physical education, library/media studies, and career technical education

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nea.org/gpsindicators



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Opportunity Audit

Example from the guide

Standards and Curriculum		ABC High School Audit	
Comprehensive Curriculum Content			
Resources	State provides funding to implement rigorous courses aligned with college- and career-ready standards for all districts.*	X	Our school has received funding for two Honors English courses, one AP English course, and one AP history course, only.
	State provides funding to all districts for fine arts education.	X	Our school does not have any fine arts courses.

Standards and Curriculum		ABC High School Audit	
Comprehensive Curriculum Content			
Outputs	Percentage of students enrolled in a Gifted and Talented education program.	X	0 percent-Our school does not have this program.
	Percentage of students enrolled in at least one AP course.	X	60 percent of our students are enrolled in at least one AP course.
	Percentage of high school seniors who have completed all college-preparatory courses in math and science.*	X	0 percent-Our school does not offer physics or calculus.
	Percentage of students enrolled in a fine arts course.	X	0 percent-Our school does not offer fine arts.
	Percentage of students enrolled in a P.E. course that meets NASPE standards.	X	0 percent-Our school does not offer P.E.
	Percentage of students participating in service learning and/or an afterschool program.	X	70 percent of our students participate in afterschool programs.
*College preparatory courses are algebra I, algebra II, geometry, trigonometry, calculus, biology, chemistry, and physics.			

Standards and Curriculum		ABC High School Audit	
Comprehensive Curriculum Content			
Policies & Practices	State developed a policy that requires alignment between curricular content and rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects.	X	Our school has rigorous standards for all students, but only has AP English and history courses.
	State policy recognizes the value of fine arts in curricula.	X	The state has no such policy. Our school has no policy stating the importance of fine arts.
	State policy recognizes physical education as a core subject.	X	The state recognizes P.E. as a core subject, but our school has no such policy.
	Schools align curriculum content to rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects.	X	Our school has rigorous standards for all students, but only has AP English and history courses.
	Schools offer fine arts education to their students.	X	Our school does not offer fine arts.
	Schools implement the National Association of Sport and Physical Education (NASPE) standards for physical education.*	X	Our school no longer offers P.E.
	Schools use the community as a contextualized learning environment.**	X	Our school does provide field trips but does not offer service learning, and we no longer have a school library.
*NASPE recommends 150 minutes of instructional physical education for elementary school students and 225 minutes for middle and high school students per week for the entire school year.			
**Connect education to community through public libraries, zoos, parks, work experience opportunities, service learning, the school library, and afterschool programs.			

Opportunity Audit

Example using the Dashboard

Opportunity Dashboard	New Jersey
Student enrollment and success in advanced coursework (AP/IB, honors, dual enrollment, college gateway math and science classes)	<ul style="list-style-type: none"> • 5.8% of African American students are enrolled in calculus • 13.1% of African American students are enrolled in Physics • 4.1% of African American students are enrolled in AP Foreign Language
Student enrollment in high-quality early education programs	<ul style="list-style-type: none"> • 20.9% of African American students are enrolled in early childhood or prekindergarten programs or services
Students' access to optimal ratios of specialized instructional support personnel (counselors, nurses, psychologists, social workers)	<ul style="list-style-type: none"> • 83.6% of high schools have a school counselor • Student to counselor ratio 359:1 should be (250:1)

Opportunity Dashboard	Paterson, New Jersey
	ENROLLMENT: 23, 564 African American: 28.2% Hispanic: 62%
Student enrollment and success in advanced coursework (AP/IB, honors, dual enrollment, college gateway math and science classes)	<ul style="list-style-type: none"> • 0% of the students enrolled in Gifted and Talented are African American students • 26.7% of the students enrolled in calculus are African American • 23.4% of the students enrolled in physics are African American
Student enrollment in high-quality early education programs	<ul style="list-style-type: none"> • 28.2% of the students enrolled in early childhood are African American
Students' access to optimal ratios of specialized instructional support personnel (counselors, nurses, psychologists, social workers)	<ul style="list-style-type: none"> • Total FTE of Counselors : 37.9

Resources to consider...

Alliance to Reclaim Our Schools (AROS)

<http://www.reclaimourschools.org/resources>

Center for Popular Democracy Community Schools

<https://populardemocracy.org/news/publications/community-schools-transforming-struggling-schools-thriving-schools>

Parents as Partners

<http://www.parentcenterhub.org/topics/eseaessa/>



The Every Student Succeeds Act



Find out more:

Full Draft ESSA Regulations

<http://www2.ed.gov/policy/elsec/leg/essa/nprmaccountabilitystateplans52016.pdf>

NEA's Front Line Webpage on ESSA

www.nea.org/ESSAbegins

Join the ESSA Implementation Group on edCommunities:

www.mynea360.org/login



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