“ESSA AND LOCAL GOVERNANCE: A NEW ERA IN PUBLIC EDUCATION”

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Who we are

The **essential, indispensable** member of any team addressing education policy.
What we do

We believe in the power of **learning from experience** and we know informed policymakers create **better education policy**.
How we do it

RESEARCH

REPORT

CONVENE

COUNSEL
ESEA to ESSA

- The Elementary and Secondary Education Act (ESEA) was first passed in 1965, emphasizing civil rights: equal access to education for all children.

- ESEA was last reauthorized in 2001 as the No Child Left Behind Act (NCLB), and had many prescriptive federal requirements.

- The 2015 reauthorization of ESEA, the Every Student Succeeds Act (ESSA), shifts authority from federal government to states.
  - State has authority over standards, assessments, accountability.
  - State is responsible for enforcing many requirements.
  - Shift is not absolute – some federal requirements remain.
Latinos Education Priorities & ESSA Opportunities

- **Priority Area: Culture**
  - Respect for Latino culture and traditions
  - Awareness of wide variety of Latino sub-populations
  - Support for Latino teachers and mentors
  - **ESSA Opportunity:** Well-Rounded Education, Effective Educators

- **Priority Area: Community**
  - Understanding of Latino community structure
  - Meaningful, sustained engagement of Latino community
  - Support for first generation parents and students
  - **ESSA Opportunity:** Family Engagement, School Improvement

- **Priority Area: English Language Learners**
  - Accurate measurement and reporting of ELL achievement and progress
  - Support for closing literacy and achievement gaps of ELLs
  - Development of teacher pipeline for highly effective ELL educators
  - **ESSA Opportunity:** Assessment, Accountability, Effective Educators

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Overview of ESSA Flexibility Provisions

- **New Flexibility: Standards & Assessments**
  - Standards
  - Assessments

- **New Flexibility: Accountability**
  - Measuring: Indicators/Rating System
  - Reporting: State/District Report Cards; ELLs
  - Intervening: School Support/Improvement

- **New Flexibility: Funding**
  - Supplement Not Supplant
  - Educator Effectiveness Provisions
  - School Based Budgeting and Programs
New Flexibility: Standards & Assessments
New Flexibility: Standards & Assessments

STANDARDS

States must:
- Adopt “challenging academic standards”
- Ensure standards are aligned with college and career readiness

Flexibility:
- SETTING STANDARDS: State has authority over standards
  - Secretary may not prescribe specific standards
  - Secretary may not provide incentives for or against certain standards
  - Secretary may not require state standards to be submitted for approval
- ALIGNMENT WITH CCR: State has authority to define how standards are aligned with college and career readiness

ECS Resource: ESSA: Quick Guides on Top Issues
New Flexibility: Standards & Assessments

ASSESSMENTS

States must:
- Implement assessments in English and Math (3-8; HS)
- Implement assessments in Science (once per grade band)
- Require 95% participation
- Disaggregate data by subgroups (including ELLs)

Flexibility:
- HIGH SCHOOL ASSESSMENT
- INTERIM vs. SUMMATIVE
- COMPUTER ADAPTIVE ASSESSMENT
- ASSESSMENT AUDITS

ECS Resource: Assessments 101: A Policymaker’s Guide
New Flexibility: Accountability
MEASURING: Indicators/Rating System

**States must:**
- Establish system to “meaningfully differentiate” schools
- Required Indicators:
  - **Academic:** Proficiency, Growth/Other, High School Graduation Rate, ELLs
  - **Non-Academic:** School Quality Student Success (SQSS)
- Give “substantial” weight to each indicator
- Give “much greater weight” to academic (first four) indicators

**Flexibility:**
- GROWTH: States can include both growth and proficiency
- WEIGHTING: States determine how to weight indicators
- SQSS: States choose non-academic indicator

ECS Resource: [Chronic Absenteeism: A Key Indicator of Student Success](#)
REPORTING: English Language Learners

- **States must:**
  - Use English language proficiency of ELLs as one of four required academic indicators of state accountability plans
  - proficiency, growth/other, high school graduation rate, ELLs
  - Report on academic proficiency and growth of all students
    - total and by specific subgroups (ELLs)
    - move ELL reporting from Title III to Title I

- **Flexibility:**
  - New assessment/reporting options for recently-arrived ELLs
  - Can include former ELLs up to 4 years after reclassified

ECS Resource: [50-State Comparison: English Language Learners](#)
REPORTING: State/District Report Cards

- **States must:**
  - Prepare and disseminate report card every year
  - At state and local levels, include:
    - Results on all **accountability indicators**
    - **Assessment participation** rates (95%)
    - Professional **qualifications of educators**
    - **Per-pupil expenditures**, by funding source (federal, state, local)
    - State National Assessment of Educational Progress (NAEP) **results**

- **Flexibility:**
  - **SUBGROUP SIZE:** States set the “N” for their subgroups
  - **SUMMATIVE RATINGS:** Overall school ratings vs. “dashboard”

ECS Resource: [50-State Comparison: School Report Cards](#)
INTERVENING: School Support/Improvement

- **States must:**
  - Establish “ambitious, state-designed long-term goals”
  - Identify schools for intervention:
    - Comprehensive support & improvement schools
      - lowest 5% of Title I schools; ALL schools with <2/3 HS graduation
    - Targeted support & intervention schools
      - underperforming subgroups in ALL schools
  - Use evidence-based interventions

- **Flexibility:**
  - INTERVENTIONS – States determine interventions for schools
  - TURNAROUND MODELS – No specified improvement models

ECS Resource: [Emerging State Turnaround Strategies](http://www.ecs.org)
New Flexibility: Funding
New Flexibility: Funding

SUPPLEMENT NOT SUPPLANT (Title I)

- **States must:**
  - Ensure that schools are getting their appropriate share of STATE AND LOCAL dollars (according to state formula)
  - Spend federal Title I dollars only on identified Title I schools

- **Flexibility:**
  - Title I funds are no longer restricted at the program level
  - If meet STATE AND LOCAL funding requirements (for SNS), relatively unrestricted in how FEDERAL dollars are spent to serve at-risk students in Title I schools

ECS Resource: [The Importance of At-Risk Funding](#)
EDUCATOR EFFECTIVENESS PROVISIONS (Title II)

- States must:
  - Ensure educators are licensed and “equitably distributed”
  - Receive funds by formula (base shift: population size to poverty)

- Flexibility:
  - Remove HQT and teacher evaluation requirements
  - Title II Funds may now be used to:
    - Provide professional development to all teachers/staff
    - Improve ELL teacher effectiveness
    - Ease teacher recruitment across state lines
    - Develop educator academies and residency programs
  - 100% of Title II funds may be used to support Title I activities

ECS Resource: Mitigating Teacher Shortages

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SCHOOL-BASED BUDGETING AND PROGRAMS

- **States must:**
  - Account for expenditures at the school level
  - Account for both personnel and non-personnel costs

- **Flexibility:**
  - **Title I – State Waivers for Schools**
    - Waivers allow schools to operate “schoolwide Title I programs”
    - Such programs are not restricted to at-risk students
  - **Title IV – Consolidated Grants to States**
    - “Student Support and Academic Enrichment Grants”
    - Well-Rounded Education, Safe and Healthy Schools, Technology
    - Replaces many specialized programs

ECS Resource: [Understanding State School Funding](#)
Strategic Considerations
Strategic Considerations: Vision and Purpose

- **State Vision**
  - Develop **FIRST**, with **ALL** stakeholders.
  - Let **VISION** drive funding, assessment, accountability.

- **Systems Change**
  - What is the **PURPOSE** of state’s accountability system?
  - How well are **Latino stakeholders** served by the system?

- **Civil Rights Spirit of the Law (ESEA)**
  - Federal funds were allocated to states to provide equitable educational opportunity for **ALL** children.
  - Need to keep this in the forefront!

ECS Resource: [ESSA Thinkers Meeting Insights](http://www.essathinkersmeetinginsights.com)
Strategic Considerations: Status of State Plans

- **State Plan Submissions and Approvals**
  - Submitted **May 2017, Pending** – 2 states
    - CO, MI
  - Submitted **May 2017, Approved** – 15 states
    - AZ, CT, DE, DC, IL, LA, ME, MA, NV, NJ, NM, ND, OR, TN, VT
  - Submitted **September/October 2017**
    - All “Ready for Review” – 34 states

- **Political battles continue in some states**
  - 5 Governors refused to sign off on state plans
    - LA, MD, MI, NC, WI
  - 6 State Chiefs resigned
    - AL, CO, HI, NM, OR, SD
  - 7 State Legislatures worked to limit SEA/Board power
    - DE, MD, MN, NC, OH, WA, WV
Strategic Considerations: Opportunities for Local Engagement

What Can I Do?

- **Develop a Local Implementation Strategy**
  - Collaborate with educators and school leaders
    - Implementation is local; develop plans to meet local student needs
  - Define local priorities around state vision
    - Measure against those priorities and set up systems for continuous improvement
  - Local determinations may include ...
    - curriculum and instruction, teacher preparation and evaluation, school improvement strategies, data collection and reporting, fund use, and more ...

- **Sustain Engagement at All Levels**
  - Engage with district leaders, school leaders and educators
    - develop plans to meet local needs
  - Engage with state policymakers
    - keep track of state progress and advocate for local needs
  - Engage with federal policymakers
    - provide key constituency input in future rulemaking

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ECS ESSA Resources:

**ESSA: Quick Guides on Top Issues**

**State Education Policy Checklist**

Website Issue Page: [https://www.ecs.org/issue/essa/](https://www.ecs.org/issue/essa/)

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