

ESSA AND BEYOND:

Leveraging Policy to Support Building
Positive Conditions for Learning

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EducationCounsel
Policy | Strategy | Law | Advocacy

Agenda

- 1** Welcome
- 2** Background on ESSA
- 3** Opportunities under ESSA, Titles I, II, and IV

- 4** Opportunities Beyond ESSA
- 5** Q & A

Welcome

EDUCATIONCOUNSEL

Who we are and what we do

EducationCounsel is a mission-based education consulting firm that combines experience in policy, strategy, law, and advocacy to drive significant improvements in the U.S. education system.



Background on ESSA

The Every Student Succeeds Act (ESSA)

Background information

- Replaced No Child Left Behind as the federal law governing K-12 education in December 2015
- 2 overarching themes: 1) College and career readiness; 2) Equity



The Every Student Succeeds Act (ESSA)

Background information

- ESSA devolves authority toward states and districts
- Requires state/local action to be:
 - 1) aligned with CCR and equity goals;
 - 2) connected through research/evidence-based actions
 - 3) informed by stakeholder engagement
 - 4) continuously improved over time



The Every Student Succeeds Act (ESSA)

Background information

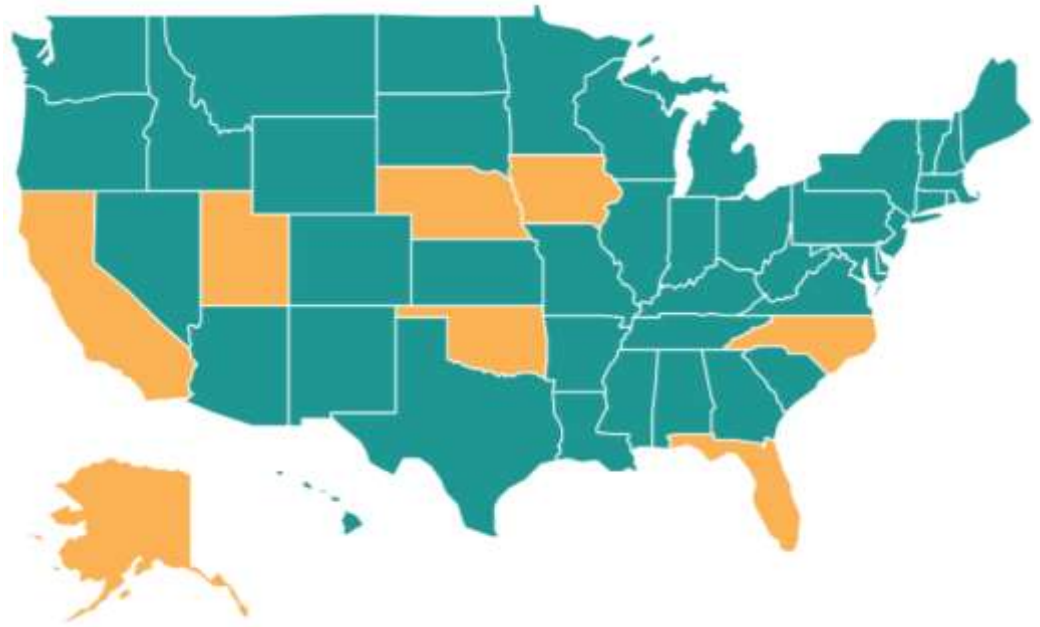
- Includes a certain federal guardrails aimed at ensuring all students and student groups have their needs met
- Requires every state to develop and submit a plan to USED explaining how they will implement the law and uphold these guardrails



The Every Student Succeeds Act (ESSA)

Background information

- USED has approved ESSA state plans from 46 states (including DC and PR)



Source: EdWeek http://blogs.edweek.org/edweek/campaign-k-12/2017/10/essa_plan_tracker_progress_betsy_devos_approved.html

Opportunities under ESSA

Leverage points to impact school climate and student success in Title I, Title II, and Title IV of the Every Student Succeeds Act

Opportunities under ESSA

Title I: Accountability Systems

- Every state developed an accountability system in its ESSA plan that allows for meaningful differentiation of schools based on a series of indicators
- Together, the score on each accountability indicator is calculated to determine a schools ranking (e.g., A-F, 1-5 stars, dashboard)



Opportunities under ESSA

Title I: Accountability Systems

Goals

Long term goals

Interim goals

Gap closure

Indicators

Academic

Other academic

Grad rate

ELP

SQSS

System of Differentiation

N-size

Weights

Different'n

Subgroups

School Identification

Definitions:
CSI, TSI, ATSI

Timelines

Exit criteria

Resource
allocation

Opportunities under ESSA

Title I: School Improvement

Category	Which Schools?	When First Identified?	How Often Identified?
Comprehensive Support and Improvement (CSI)	<ul style="list-style-type: none">Any high school with <67% graduation rateLowest-performing 5% of Title I schoolsNon-exiting ATS schools (Title I only)	SY18-19 <i>(based on SY17-18 data)</i> After state-determined # of years to exit ATSI status	At least every 3 years

Source: *Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems*, Council of Chief State School Officers (2018)

Opportunities under ESSA

Title I: School Improvement

Category	Which Schools?	When First Identified?	How Often Identified?
Targeted Support and Improvement (TSI)	<ul style="list-style-type: none">Schools with a “consistently underperforming” subgroup, as defined by the state	After state-determined # of years	Annually

Source: *Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems*,

Opportunities under ESSA

Title I: School Improvement

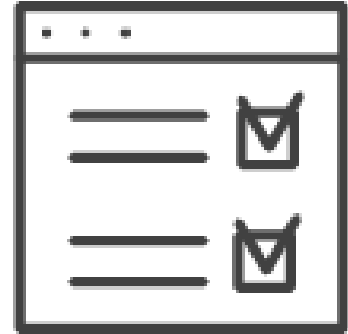
Category	Which Schools?	When First Identified?	How Often Identified?
Additional Targeted Support & Improvement (ATSI)	<ul style="list-style-type: none">• TSI schools with a subgroup that—if the subgroup were a separate school—would perform at the level of the bottom 5% of Title I schools	SY18-19*	State-Determined**

Source: *Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems*,

Opportunities under ESSA

Title I: School Improvement, Needs Assessment

- ESSA only requires schools identified as CSI to conduct a needs assessment
- Important to ensure the needs assessment is asking the questions relevant to the conditions for learning, particularly in areas that may be harder to measure in other ways



Opportunities under ESSA

Title I: School Improvement, School Improvement Plan

- Under ESSA, all schools identified for improvement are required to create an improvement plan
- All improvement plans must include at least one evidence-based intervention



Responsibilities for Support & Improvement

Category	Conducts Needs Assessment	Identifies Resource Inequities	Develops Improvement Plan	Approves & Monitors Plan	Awards Any Funding	Sets Exit Criteria	Takes Additional Action
Comprehensive Support & Improvement (CSI)	District	District	District	State	State	State	State
Targeted Support & Improvement (TSI)	N/A*	N/A	School	District	State	District**	District
Additional Targeted Support & Improvement (ATSI)	N/A*	School***	School	District	State	State	<u>Non-Title I:</u> District <u>Title I: Becomes</u> CSI

Opportunities under ESSA

Title II: Teachers & School Leaders

- Title II of ESSA includes funds to support professional learning for teachers and school leaders
- Funding can be used to support activities that build understanding and drive improved school climates and/or support students' social and emotional development



Opportunities under ESSA

Title IV: Student Support & Academic Enrichment Grants

- Title IV includes grants that focus on four activities, one of which is safe and healthy students
- Districts receiving \$30K or more must conduct needs assessment that includes assessing school conditions for student learning
- Assessing and improving school climate is one example of allowable uses of funds



Opportunities Beyond ESSA

Leverage points to impact school climate and student success in state, district, and school policy

Opportunities Beyond ESSA

Vision and Standards

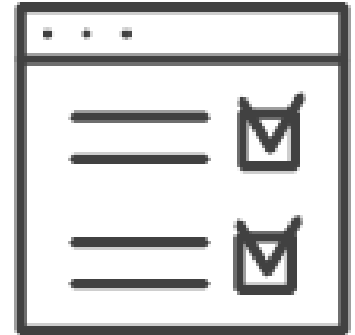
- Establish a vision or “North Star” of what the school climate or conditions for learning should be
- Adopt standards and/or guidelines of school climate or conditions for learning



Opportunities Beyond ESSA

Measures of School Climate/Conditions for Learning:

- Include school climate measures in diagnostic reviews
- Include school climate measures in data reporting



Opportunities Beyond ESSA

School Improvement/Strategic Plans:

- Include in district and school level plans for improvement (including strategic plans) the establishment of systems that will create positive conditions for learning



Opportunities Beyond ESSA

Build Capacity to Create Conditions for Learning:

- Ensure that school staff understand the research and science underlying the need for positive conditions for learning (e.g., impact of adversity, effect of developmental relationships, etc.)
- Ensure that educators have support to effectively implement systems of MTSS and PBIS and to create equitable learning environments that foster student social, emotional, and academic development



Q & A

THANK YOU

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