The Every Student Succeeds Act
Key ESSA Education Issues
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 that benefit students
  - **Opportunity** to strengthen partnerships with parents and communities
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!
Where have we been? NCLB

- NCLB (2002) increased the federal test requirements to 17
- Required the one-size-fits-all AYP
- Caused massive over-identification of schools across the country
- US Dept of Ed created a patchwork of waiver relief
- Required school improvement models and teacher evaluation systems be based on state tests.
Major Areas of ESSA Implementation

- Assessments
- Accountability/School Improvement
- Teacher Effectiveness
- Organizing/Teacher Voice
Assessments

ESSA maintains the following test components:

- Requires annual assessments in reading and math for grades 3-8 and once in high school.
- Requires state testing in science annually in grade spans 3-5, 6-8, and 10-12.
- Assessments must be administered to at least 95% of all students and 95% of each subgroup.
ESSA allows for the following state flexibility:

- Set a cap on the aggregate amount of time spent on testing for each grade.
- Give local school districts the option to offer nationally-recognized assessments (SAT/ACT) instead of the state exam (at the high school level).
- Administer multiple, statewide interim assessments that result in a single summative score.
Assessment Changes

ESSA allows for the following state flexibility:

• Apply to participate in a pilot program to develop innovative assessments locally
• Use federal funds to conduct a state and local testing audit that examines:
  ✓ Test purpose
  ✓ Time spent on each test
  ✓ Test prep time
  ✓ Technology resources and personnel
  ✓ How tests inform instruction
  ✓ The training teachers receive to interpret test results
Accountability Changes

- Replaces “Adequate Yearly Progress” with state-designed accountability systems to identify low-performing schools.
- Accountability systems at state level will need to encompass factors beyond test scores.
- In crafting the state accountability plan, states are permitted to set the weight of various measures.
- Academic indicators must count for “much more” than additional indicators.
Accountability Plan

Academic Indicators (all indicators must be used)

- Test Scores
- Graduation Rates (high school only)
- English language proficiency
- Another academic factor that can be broken up by subgroup

Additional Indicators (at least one must be used)

- Student engagement
- Student access to and completion of advanced coursework
- Educator engagement
- Postsecondary readiness
- School climate and safety
- Other state-selected indicator
School Improvement/Interventions

Indicators are used by the State to establish a system for annual meaningful differentiation

Identify

- Any such school in which any subgroup of students is consistently underperforming
  - At least the lowest-performing 5% of Title I schools
  - All high schools with a graduation rate of 67% or less

Targeted Support and Improvement Schools

Comprehensive Support and Improvement Schools
Teacher Effectiveness – Evaluation

- States may continue to use their current teacher evaluation system but are no longer required to do so.
- Title II funds used to create or change school district evaluation systems must be based “in part” on student achievement and multiple measures.
- US ED is precluded from prescribing any aspect of educator evaluations or measures of effectiveness.
Teacher Effectiveness – Licensure

- Eliminates highly qualified teacher requirements
- Requires state plans to ensure teachers and paraprofessionals meet state certification and licensure requirements
- Maintains the equitable distribution of teachers requirement under NCLB
Teacher Effectiveness – Professional Development

Revised the definition of **professional development** to ensure activities that are:

- Available to all school staff
- Part of broader school improvement plans
- Collaborative and data driven
- Developed with educator input

- Expanded **access to professional development** under Title II to include teachers of all subjects
- Created **new teacher residency programs** to enhance clinical opportunities for students
ESSA Implementation Timeline

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

- Opportunities for engagement with specific mention of teachers and paraeducators in decision making

- Big focus on teaching continuum: mentoring and professional development
Organizing Opportunities – Educator Voice

Opportunities to influence multiple decisions

- 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?
- Participation on committee of practitioners
- How should needs assessments of schools be done?
- How should interventions be designed and by whom?
Local Organizing Options

- Start with education and awareness
  - Involve *ALL* educators in the implementation process
  - Determine knowledge of ESSA and gaps (surveys, Facebook, and twitter for poll questions)
- Form a local ESSA Implementation Committee or work group and seek out educators who are interested in professional and instructional issues
- Scan the community for organizations who share the same interests as you on ESSA
- Involve parents on local Implementation Committee
Organizing Outcomes

• Form an ESSA Implementation Committee and starting educating… *now*
• Issue a letter to the district requesting to collaborate on ESSA implementation
• Work with community partners and school board allies to introduce an ESSA school board resolution
• Pass a resolution to restore time for learning and request an audit of district-level assessments
• Work to implement standards for accountability and transparency for charter schools
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
Are We Ready???

- What support is needed from TEA?
- What materials will members need to help make ESSA work best for students and educators?
- Who will you call first? Which partner?
- Which new Opportunity Indicators are you interested in?
The Every Student Succeeds Act

OPPORTUNITY AWAITS!

FIND OUT MORE:

http://www.nea.org/essabegins
http://www.teateachers.org/essa
http://www.mynea360.org