Welcome
ESSA 101 for Educators

Agents for Learning

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Learning Forward
Overview

- NCTAF & Learning Forward hosting competition to amplify teacher voice in ESSA implementation
- Teacher teams will share insights & plans for using ESSA funds to support the PL they need.
- Finalist teams will travel to Chicago in July to present plans to a panel.
ESSA 101 FOR EDUCATORS: What Teachers Need to Know about the Every Student Succeeds Act

Agents for Learning Webinar
Learning Forward - NCTAF - Center for American Progress - Teach Plus
Alice Johnson Cain and Steve Robinson
Teach Plus
April 27, 2016
Objectives

By the end of this session, you should be able to explain the following:

1) What ESSA is
2) Key provisions of the law and how teachers shaped them
3) Next steps in implementation
4) How teachers can get involved
5) Provisions of the law where teachers can help shape implementation
Every Student Succeeds Act (ESSA)

- Signed into law on December 10, 2015
- Many provisions take effect August 1, 2016 (when waivers expire)
- Other provisions – such as new accountability systems – take effect during the 2017-2018 school year or later
What are the parts (titles) of ESSA?

- **Title I:** *Improving Basic Programs by State and Local Educational Agencies* (formula grants; assessment, accountability, family literacy)
- **Title II:** *Preparing, Training and Recruiting High-Quality Teachers, Principals, or Other School Leaders* (includes professional development, incentives, school leaders)
- **Title III:** *Language Instruction for English Learners and Immigrant Students*
- **Title IV:** *21st Century Schools* (includes afterschool and enrichment activities, charter schools, magnet schools, family engagement)
- **Title V:** *Flexibility and Accountability* (rural education; funding transferability authority)
- **Title VI:** *Indian, Native Hawaiian & Alaska Native Education*
- **Title VII:** *Impact Aid* (schools on military bases)
- **Title VIII:** *General Provisions*
ESSA Highlights

- High academic standards for all students
- State-designed accountability to identify when students fall behind.
- Interventions focused on the lowest-performing schools, high schools with high dropout rates, and schools with significant achievement gaps.
- Retains annual assessments (grades 3-8 and once in high school) and supports state and district audits to reducing unnecessary and redundant testing.
- Protects students from low-income families and students of color from being taught at disproportionate rates by inexperienced, out-of-field or ineffective teachers.
- Maintains standards-based reforms of NCLB, but moves more authority regarding design and implementation from the federal level back toward states and districts.
ESSA Funding of Key Provisions

• Authorizes funding for Title I schools at the following levels:
  o FY2017: $15,012,317,605
  o FY2018: $15,457,459,042
  o FY2019: $15,897,371,442
  o FY2020: $16,182,344,591

• Revamped Teacher Quality provisions that include $470 million - $490 million per year for:
  o School leader and teacher incentive programs, including career ladders
  o Literacy education
  o American history and civics education
  o School leader training and recruitment
  o State-led STEM master teacher corps
What’s Next?

After a bill becomes law...

...it is translated into rules and guidance for states, districts, and schools to implement.
Multiple Levels of Education Policy

Federal: Congress and the President
State: Governors, state legislators, state boards of education
Local: School Boards
School: Principal
Classroom: Teacher
What are the Next Steps?

• Department of Education Regulations
  ED will create regulations to implement the new law. The regulatory process includes public feedback, which will likely be accepted this summer.

• State accountability (and other) plans
  ESSA leaves accountability to the states. They must create plans that include feedback from various stakeholders, including teachers.
How can teachers get involved?

ESSA specifically mentions “stakeholders” over a dozen times.

EDUCATORS ARE STAKEHOLDERS

- N-size (subgroup accountability)
- School improvement and support
- Assessment audits
- Innovative assessments
- Flexibility for per-pupil funding
- English language acquisition
- ...and more
Federal Rulemaking

1. Congress passes a bill
2. Department of Education proposes and publishes rules
3. The public comments on the proposed rules
4. Department of Education responds to comments, then revises the rules
5. Office of Management and Budget reviews revisions from the Department
6. Final rules are published in the Federal Register
7. States and districts follow the rules, applying the law
Federal Rulemaking

Congress passes a bill

Department of Education proposes and publishes rules

Already:
1. Public hearings in January in DC and Los Angeles
2. RFI asking for comments from the public – 369 comments received – including a letter from Teach Plus
3. Negotiated rulemaking
Federal Rulemaking

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This must be completed by May or June, so that the White House can review and publish the rules, so they are not be overturned by the next administration and Congress under the Congressional Review Act.
Assessment: What’s the Same?

• Maintains annual statewide assessment in grades 3-8, once in high school

• Maintains the requirement that data be reported by subgroup:
  - Racial and ethnic group
  - Economically disadvantaged
  - Children with disabilities
  - ELLs
  - Gender
  - Migrant status
Assessment: What’s Different?

• **High School Alternative Assessment:** Districts may choose to administer a nationally-recognized high school assessment approved by the state in place of a required statewide assessment
  
  o **OPPORTUNITY:** There is danger of developing a dual track where high-achieving students take the ACT and other students take another assessment, so teachers could advocate to ensure high expectations for all students

• **Assessment Audits:** Creates grants for states to audit testing systems and reduce tests; requires that teachers to be consulted in decisions
  
  o **OPPORTUNITY:** Teachers can be involved in the state and local planning for audits.
Accountability

• Eliminates the NCLB federal accountability system and federally-prescribed interventions

• Requires states to build new accountability systems
  o Metrics must be set by the state and must include multiple measures "indicator of school quality or student success", not just test scores.

• Requires states to intervene in:
  o Lowest-performing 5% of schools
  o Schools where subgroups of students are falling behind
  o High schools with low graduation rates

• OPPORTUNITY: Get educators at the table to advise on metrics and interventions in a new state accountability systems
Accountability

• Requires annual **state report cards** that are accessible online to parents and the public and must be disseminated widely. The report card should include:
  - A description of the state’s new accountability system, including its long-term goals and progress to date
  - State’s new system for differentiating among all public schools, including what information was considered
  - A list of the number and names of all schools identified for improvement
  - Exit criteria for no longer being identified for improvement
  - Teacher qualifications
  - Per pupil expenditures
  - State NAEP data
  - Other, as determined by each state

• **OPPORTUNITY:** Teach Plus is considering hosting a design competition for report cards so teachers can develop models of what the new report cards should look like and what information they should contain.
Resource Equity

• ESSA increases a focus on equity by including a requirement that states report on inequities in resources among schools and create plans to improve equity.

• OPPORTUNITY: In developing new accountability systems, teachers can encourage their state and district to:
  1. Improve transparency and
  2. Use data to redirect resources to the schools that need them most
Teacher Leadership

• ESSA provides funding to every state that *can be* used to:
  o Create opportunities for effective teachers to lead evidence-based PD for their peers
  o Support teacher leaders who are part of instructional leadership teams
  o Assist school districts in building career paths for teachers, including through hybrid roles that allow teachers to be in the classroom part-time and taking on other leadership roles part-time

• Follow the money: Title II is >$2billion to states, with at least 95% passed on to districts.

• **OPPORTUNITY:** These are *allowable* but not *required* – and 16 uses of funds are allowed.

Meet with decisionmakers, and help connect the dots for them on how teacher leadership will lead to better results.
How can teachers get involved?

At a recent White House briefing on education, Patrick McAlister (from Teach Plus-Indianapolis) asked top ED Department officials:

“You mentioned that ESSA has lots of opportunities for stakeholder feedback. I’m wondering, in your opinion, what is the best way for teachers to engage in that feedback?”
How can teachers get involved?

“...what is the best way for teachers to engage in that feedback?”

1. “THIS IS GOING TO BE A CONVERSATION IN FIFTY STATES AND IT’S GOING TO START NOW. So, teachers need to find out what their states are going to do around implementation. ...THERE WILL LIKELY BE MULTIPLE ADVISORY BOARDS. SO, ASAP, FIND OUT WHAT THOSE ARE AND GET YOURSELVES ON THEM.”

2. “...We’re going to be calling in NEW STATE PLANS. There has to be parent engagement, and teacher engagement, and stakeholder engagement.... STATE PLANS WILL LEAD TO DISTRICT PLANS AND THOSE WILL LEAD TO YOUR SCHOOL’S TITLE I PLANS.

3. “...the third thing is about relationships. WHO ARE THE PEOPLE at your school – maybe it’s your principal - at the district – it may be the Title I director, it may be you Title II director – that are actually going to be making decisions about how this works? BUILD A RELATIONSHIP WITH THEM...WHO IS GOING TO BE MAKING THOSE DECISIONS THAT YOU CARE ABOUT?”
Timeline

- **January**: Public meetings on Title I in DC and Los Angeles. Written comments submitted to USED on ESSA implementation.
- **February**: First in a series of Congressional hearings scheduled. Nominations for negotiated rulemaking panels submitted.
- **March-April**: Negotiated rulemaking panels met.
- **June-July**: Proposed regulations out for public comment.
- **August**: State waivers under NCLB expire.
- **September-November**: USED formally responds to public comments on proposed rules.
- **December 10th**: Deadline for federal regulations to be finalized.
Timeline

THROUGHOUT 2016: State and local policy makers will be developing state and local Title I plans, including stakeholder engagement required by the new law.

2017-2018 school year: State accountability plans take effect. State plans will lead to district plans and those will lead to YOUR school’s Title I plans.

OPPORTUNITIES:
- Testimony
- Comments
- Meetings with policymakers
- Op-ed
Questions?

ESSA questions@teachplus.org

Want to learn more about policy?

Register [here](#) for the free Teach Plus online policy course for teachers, launching July 7, 2016!

See a preview of the course [here](#).
Competition Timeline

May 11, 6 pm ET: Webinar – Using ESSA to support PL

May 25, 6 pm ET: Virtual Q & A

June 10, 8 pm ET: Applications due

June 21: Finalists notified

July 21-22: Coaching & presentations in Chicago for finalist teams
Resources

Visit learningforward.org/get-involved/agents-for-learning-competition

- Application and details
- FAQs
- ESSA resources
- Archived webinars
Next webinars

“A Deep Dive into Professional Learning for ESSA”
May 11, 2016, 6 pm ET

“A Webchat for Contest Participants – Have Your Questions Answered”
May 25, 2016, 6 pm ET
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Questions?

Send email questions to teacheragencycompetition@learningforward.org