ESSA Regional Meetings
Every Student Succeeds Act

Reauthorizes the Elementary and Secondary Education Act to create a long-term, stable federal policy that *gives states additional flexibility and encourages innovation*, while at the same time holds them accountable for results.

(Myth: Not *complete* flexibility)
Student Academic Standards

• Requires standards that are aligned to college and career skills

• Reiterates state authority over its standards

• Prohibits the US Secretary of Education from requiring states to adopt specific standards or assessments
Assessments

• Still requires assessments in math, reading or language arts in grades 3-8 and once in high school and science assessments in designated grade bands

• States may allow districts to use a “nationally recognized high school assessment” as long as assessment is aligned to the standards (i.e. ACT, SAT)
Assessments

• Computer adaptive assessments are allowed and may measure proficiency above or below grade level and use scores in accountability system

• Allows, but does not require, states to set limits on amount of time devoted to testing in each grade
Accountability

Still required, and states must “meaningfully differentiate” schools using at least:

- Academic proficiency on state assessments;
- Graduation rates for high school;
- English language proficiency;
- Another statewide academic indicator for K-8 schools, which may be growth;
- At least one other state-set “non-academic indicator” of school quality or student success; and
- 95 percent assessment participation rate benchmark.
School Improvement

Low performing schools must still be identified and states must identify, at least, the following support levels:

**Comprehensive Support and Improvement**

– Lowest-performing 5 percent of Title I schools on state accountability index;
– High schools with <67 percent graduation rates; and
– Schools with underperforming subgroups that do not improve after a state-determined number of years.

**Targeted Support and Improvement**

– Schools with consistently underperforming subgroups, as defined by the state.
School Improvement

- Specific turnaround models are no longer required

- Locally selected models must be “evidenced based”

- Selected with broad stakeholder engagement at local level – parents, teachers, public, etc.
Teacher and Leader Quality

- ESSA no longer requires specific educator evaluation measures or methods, however state law still does.

- Allows the state, but does not require, use of Title II funds to implement teacher evaluations.

- Reauthorizes Teacher Incentive Fund – competitive grant for innovative teacher evaluations.
Teacher and Leader Quality

Authorizes new allowable federal funding for states to develop and implement:

- Teacher and School Leader Academies;
- Activities to support principals (new 3 percent Title II set-aside);
- Educator training on the use of technology and data privacy;
- Reform of state certification, licensure and tenure systems;
- Development and implementation of teacher evaluation and support systems; and
- Other state educator workforce priorities.
Equitable Access to Effective Educators

• Requires implementation of the state’s Teacher Equity Plan, developed prior to ESSA reauthorization, to ensure poor and minority students have equitable access to effective educators

• Allows Title II funds for attracting, preparing, supporting and retaining effective teachers and leaders to serve high-poverty and minority students
Now It Is Your Turn!

• Focused Conversations
• Share Thoughts and Ideas Specifically on ESSA State Plan Requirements
• Allow Everyone to Share
• Ideas Will be Recorded
• Parking Lot Issues
Let’s Get Started

• Introduce Yourselves

• Recorder at Each Table

• Time Reminders
Discussion Questions

Introductory Question

What is the most important issue facing our students and schools today?
Discussion Questions

Standards and Assessments

1. Are you familiar with Ohio’s student academic standards? What types of revisions, if any, would you recommend?

2. How are the results of state assessments used in your school or district?

3. What changes, if any, would make state assessment results more useful at the local level?

4. Should Ohio consider the use of nationally-recognized high school assessments (ACT/SAT) in place of the current high school state assessments?
Discussion Questions

Accountability

1. How could Ohio improve the existing school/district report card?

2. ESSA requires inclusion of a non-academic measure (i.e. student engagement, school culture, etc.) in our accountability system. What do you recommend Ohio use?

3. What factors should Ohio consider when establishing minimum group sizes for reporting and accountability purposes?

4. How might Ohio measure improvement in reducing achievement gaps?

5. What would you recommend for measuring the progress of English learners?
Discussion Questions

Educator Effectiveness

1. What do you think are the qualities of an effective teacher? How can Ohio and local districts ensure all students have effective teachers?

2. What state level professional development priorities would you recommend for further developing effective teachers?

3. Although not required in the ESSA state plan, how can our state improve the Ohio Teacher Evaluation System (OTES)?
Discussion Questions

School Improvement and Student Supports

1. What types of information and support do school districts need to better address the needs of students?

2. How can Ohio best assist schools and districts to improve outcomes for students and develop improvement plans?

3. What role should student support services (dental, mental health, etc.) play in school improvement?

4. What strategies do you think are the most effective for engaging parents and families?

5. What types of strategies would help reduce bullying and harassment and suspensions and expulsions?
THANK YOU!