

The Every Student Succeeds
Act (ESSA):
Implementation for
Positive and Inclusive School Climates



Annual Membership Meeting
April 22, 2016



Agenda

- ESEA: History and Legacy
- Key Provisions of ESSA
- Advocacy Opportunities to Promote Equity and Positive and Inclusive School Climates
- Q and A



Road to ESEA

- **1896: Plessy v. Ferguson:**
 - “Separate, but Equal”
- **1954: Brown v. Board of Education**
- **1955: Brown II:**
 - “All Deliberate Speed”
- **Massive Resistance**
 - Cooper v. Aaron (1958); Green v. County School Board (1968); Swann v. Charlotte-Mecklenburg (1971):
 - “Root and Branch”
- **1964: Civil Rights Act**
- **1965: Elementary and Secondary Education Act (ESEA)**

Elementary and Secondary Education Act (ESEA) of 1965

- Signed into law by President Lyndon Johnson as part of the “War on Poverty” in 1965
- Established Title I program to provide federal \$ to districts serving high numbers of low-income students
 - Currently provides \$14 Billion in Title I funds
 - Programs designed to address effects of concentrated poverty
- Law has been reauthorized several times

The Every Student Succeeds Act (ESSA)

- Signed into law Dec. 10, 2015 (Public Law 114-95)
- Replaces No Child Left Behind (NCLB)(which expired in 2007) and waivers that 41 states and D.C. are currently receiving (waivers expire August 1, 2016)
- States set “challenging academic standards”: and identify schools beginning in **2017-2018 (and every 3 years)** “in need of improvement”
- States must draft State plans outlining accountability indicators that they will use to measure school quality and student success and improvement

ESSA Implementation Timeline

January 2016 Public Hearings and Comment Period

**March/April
2016**

Negotiated Rulemaking Committee

Aug 1, 2016 **Waivers under No Child Left Behind
Expire**

2016-2017

Transition Year

2017

**Once state plans are submitted, ED will
convene Multi-Disciplinary Teams to
review them**

2017-2018

New Accountability Systems Take Effect

DSC Position on ESSA

DSC opposed ESSA because we believe that it places unnecessary restrictions on the federal role in education.

But, more state oversight of education does NOT mean less responsibility to honor the civil rights of all students. Federal civil rights laws (the Civil Rights Act of 1964) remain in effect.

DSC priorities for reauthorization :

- Comprehensive School Discipline Data
- Accountability for states-including fed. oversight
- Parent and community stakeholder engagement
- Funding what works-alternative school discipline practices
- School climate as a measure of school quality and student success

The next step is ensuring **meaningful DSC member involvement** in implementation of the law . . .



Key Opportunities for School Climate and Discipline Reform in ESSA

- **State Plans**
- **Accountability Indicators: Optional Indicator measuring School Climate and Safety**
- **Parent and Family Engagement**
- **Funding of Discipline Alternatives**

How Can We Shape State ESSA Implementation?:

1. Participate in your State Plan team (drafting plan)
2. Communicate to state what school climate and safety indicator should look like
3. Participate in Multi-Disciplinary Peer Review teams to review submitted state plans
4. Influence district-level needs assessments and implementation (ensure that interventions for low-performing schools are targeted and promote positive and inclusive school climates)
5. Advocate for states and districts to fund discipline alternatives (i.e. peer mediation)

Advocacy Opportunities

State Plan Drafting: Find out who is working on your state plan

- State Superintendents/Chiefs
- Search the Council of Chief State School Officers (CCSSO) Directory: http://www.ccsso.org/Who_We_Are/Meet_the_Chiefs.html?State=Alabama%20Department%20of%20Education



1. Help Draft Your State Plan: Indicators of School Quality and Student Success:

(p. 85)

States can choose 5 indicators to measure school quality and student success:

1. Performance on annual tests
2. Four-year high school graduation rates
3. Progress of English language proficiency
4. Optional, may include:
 1. Student engagement
 2. Educator engagement
 3. Student access to and completion of advanced coursework
 4. Post-secondary readiness
- 5. School Climate and Safety**
5. Another indicator of the state's choosing

We want to push states to choose School Climate and Safety and to help define how states will measure the indicator. Schools cannot succeed if students are pushed out.

School Climate and Safety Indicator:

DSC is working to develop a list of recommended indicators a state would use to measure school climate and safety. We want to ensure that states choose positive indicators and not punitive indicators, such as the presence of school police.

Which 3 measures of school climate would you prioritize (choose top 3)?

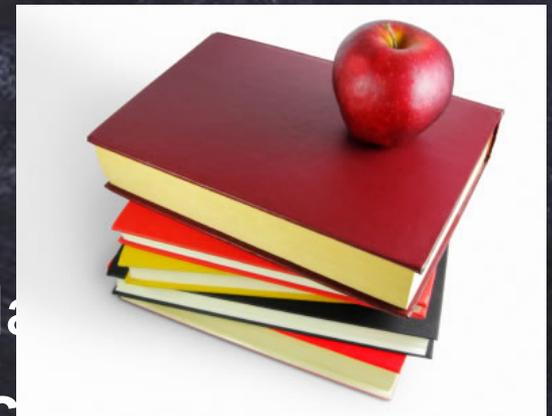
- Reductions in suspensions, expulsions, arrests, tickets
- Reductions in disparities along race, gender, disability, etc.
- Monitoring in-school suspensions and alternative schools (for quality education)
- Use of positive interventions (RJ, mediation, SWPBIS, trauma-informed care)
- Student surveys (inc. students who experience discipline)
- Parent surveys
- Engaging and culturally relevant curriculum and teaching
- Welcoming environment in schools (inc. for LGBTQ students)

2. AFTER State plans are drafted: Opportunity to Review State Plans

Department of Education must establish Multi-disciplinary Peer Review teams to review state plans. (p. 40, ESSA)

These teams will:

- Review state plans and provide guidance.
- Consist of: **parents, teachers, principals, other school leaders, and community stakeholders.**
- Ensure meaningful involvement of stakeholders.



3. Urge your states to Fund Discipline Alternatives

(p. 477)

- School-based mental health services
- Ongoing Professional development
- Trauma-informed practices
- Bullying and Harassment prevention
- Partnerships with Community-based services
- Effective classroom management
- Crisis management and conflict resolution
- Funding to reduce the use of exclusionary discipline practices
- Schoolwide positive behavioral interventions and supports (SWPBIS)

Throughout the Process:
Ensure Parent and Family Engagement

(p. 174)

- Local Education Agencies (LEAs—i.e. districts) must examine barriers to parent and family engagement
- Parents and Families must be involved in evaluating parent and family engagement policies
- (p. 580) Financial assistance to develop and strengthen family engagement policies
- (p. 582) Establishment of **Statewide Family Engagement Centers**

Another Opportunity: Serve as a Site Resource Coordinator

(p. 484)

The law includes funding (again, this is an optional use of funds, so your state must choose this option) to establish Site Resource Coordinators for schools or LEAs that provide services like:

- Strengthening relationships between schools and communities
- Setting up partnerships with the community to provide resources and supports for schools
- Ensuring that all service and community partners are aligned with the academic expectations of a school

You can urge your school or LEA to use this funding or this position and volunteer to serve as a Site Resource Coordinator.

Provisions to Ensure that Youth in JJ get quality Education

(Part D, p. 262)

The State Educational Agency (SEA) must establish procedures for the timely re-enrollment of system-involved youth in secondary school or re-entry program.

The SEA must also ensure:

- That program leads to credits that are transferable
- That the student is able to earn a regular high school diploma
- That coursework in facilities must be aligned with state's academic standards

This is important for our work because many students end up in the juvenile justice system because of overly punitive disciplinary responses (often for minor offenses).

Questions????



Resources

- DSC Information on ESEA Reauthorization: <http://www.dignityinschools.org/resources/esea-reauthorization-2016>
- DSC Federal Toolkit: <http://www.dignityinschools.org/resources/federal-legislative-toolkit>
- Dept. of Education: ed.gov/essa
 - E-mail any questions to: essaquestions@ed.gov
- Education Week (Inside the ESSA): <http://www.edweek.org/ew/collections/inside-essa-the-new-federal-education-law/>