

# Every Student Succeeds Act

January 28, 2017

Diana Zaleski, Ph.D.

Instructional Resource and Professional Development Director



**ILLINOIS  
EDUCATION  
ASSOCIATION**  
[www.ieanea.org](http://www.ieanea.org)

# Every Student Succeeds Act

- On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) into law.
  - ESSA shifts greater authority for academic standards, school accountability, and education policy back to states and school districts creating a more balanced role for the federal government in education policy.

## What Remains?

- **Challenging Standards:** States must adopt standards in math, reading or language arts, and science that align with state college entrance requirements and career and technical education standards.
- **Disaggregation:** States must set accountability goals using data from subgroups of students to ensure achievement of all students.
- **Interventions:** Required for low-performing schools, but no rigid federally prescribed list.

# What Has Been Removed?

- Annual Yearly Progress (AYP) requirements.
- Federal punitive labels for schools.
- Federal requirements for teacher evaluation.
- Accountability systems based solely on standardized tests.

# Accountability

- Accountability systems at the state level cannot be based solely on standardized tests. Systems must include...
  - State-wide assessments (95% participation rate)
  - English language proficiency
  - High school graduation rates
  - At least one indicator of school quality or student success (e.g., student engagement, student access to and completion of advanced coursework, postsecondary readiness, or school climate and safety).

# Assessment

- States may set a limit on the aggregate amount of instructional time devoted to state-wide assessment.
  - Requires the use of multiple measures that assess higher-order thinking and understanding.
  - May be partially delivered in the form of portfolios, projects, or extended performance tasks.
- Support audits to reduce and improve state-wide assessments.
  - Allows high schools to petition the state to use nationally-recognized assessments (e.g., ACT or SAT) instead of state-wide assessments.

# School Improvement

- States must create a system to identify schools for comprehensive support and improvement.
  - Lowest performing 5% of schools.
  - High schools failing to graduate 1/3 or more of their students.
  - Schools with underperforming subgroups that do not improve after a state-determined number of years.
- Identified schools must develop and implement targeted support and improvement plans in partnership with teachers and parents.

# Teacher Evaluation

- Removes federal requirements for teacher evaluation and requires districts to develop evaluation plans that include evidence of student achievement which may include student growth.
- Supports ongoing professional development for teachers, specifically evidence-based professional development opportunities led by teachers.



# Additional Improvements

- Expanded collective bargaining - Now applies to Title II.
- New positive language about Restorative Justice.
  - [Ending the school to prison pipeline.](#)
- Improvements to charter school transparency and accountability.

## Focus On Locals

- Schools identified for “comprehensive support and improvement” must develop evidence-based plans addressing resource inequalities for approval by the district and state.
  - Districts must engage teachers, paraeducators, and parents in the planning process.

# Local Opportunities

- Opportunities for educators to drive teaching and learning decisions.
- Opportunities to strengthen partnerships with parents and communities to advocate for what students really need.
- Collaboration with partners to influence and support policy and implementation at the state and local levels.

## Next Steps

- All districts are required to submit local plans that include, for example, descriptions of how it will meet responsibilities related to school improvement and student achievement, support efforts to reduce the overuse of discipline practices that remove students from the classroom, and ensure that the district is following all federal laws. **Teachers and ESPs must be involved in this process.**

# Next Steps

## 1. Inform and Engage Local Members

- Inform your members about the opportunities and challenges provided by ESSA for their students and solicit their ideas.

## 2. Identify Your Team

- Identify members who are interested in serving as leaders at the district level. This team should include a diverse group of educators that represent all members including ESPs. You are in control of who sits at the table for your local.

## Next Steps

### 3. Claim Your Space

- ESSA requires that teachers and ESPs, as well as their union, are involved in the development of local ESSA implementation plans.
- Approach the district to inquire about their plans for an ESSA Implementation Team. Write a letter and send it to your school board and school administrators.

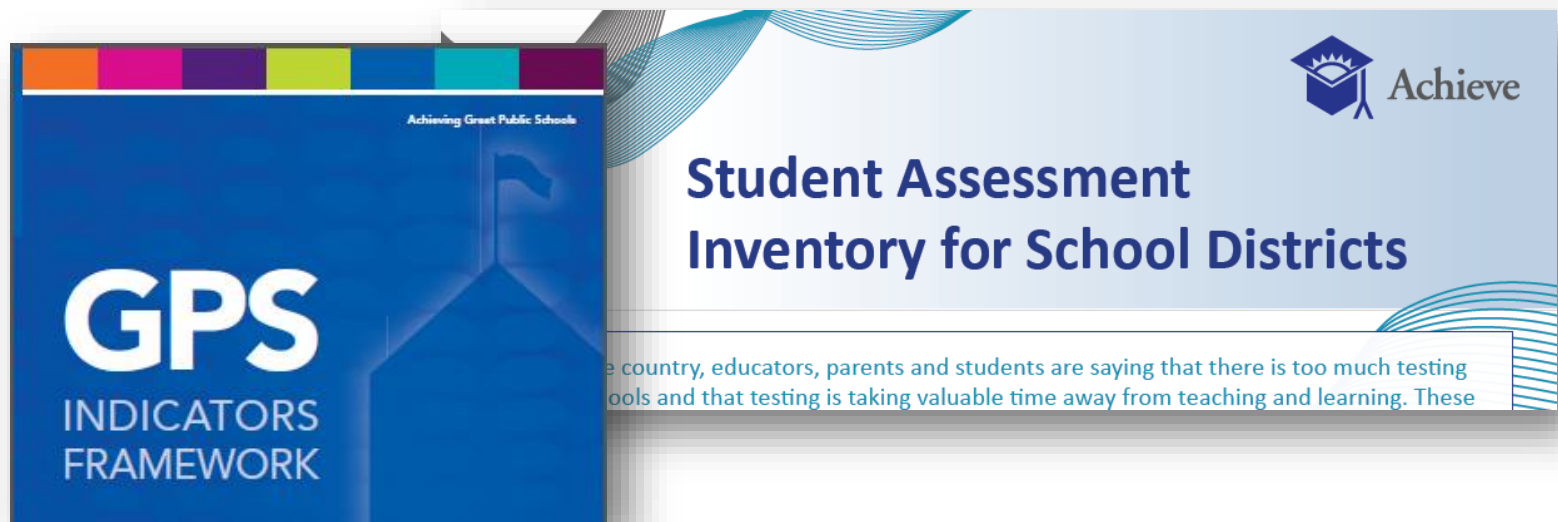
## Next Steps

### 4. Affect District Plans

- Work with your members to curate school-level input and develop district-wide priorities and solutions for students.
- Work with your team to ensure their readiness to represent identified priorities and solutions as members of the district ESSA implementation team that will work to develop and submit a plan to the state.

## Next Steps

- A great place to start is to utilize the Great Public Schools (GPS) Indicator Framework and the Student Assessment Inventory for School Districts to identify priorities and solutions.
  - [www.nea.org/home/gpsindicators.html](http://www.nea.org/home/gpsindicators.html)
  - [www.achieve.org/assessmentinventory](http://www.achieve.org/assessmentinventory)





## Next Steps

5. Secure the Right to Collaborate
  - ESSA expands collective bargaining opportunities that now include Title II funds that deal with preparing, training, and recruiting teachers and ESPs.
  - This is a great opportunity to include contract language or develop memorandum of understanding that require teachers and ESPs to be actively involved in the development and selection of future training and professional development opportunities.

## Additional Resources

- [www.getessaright.org](http://www.getessaright.org)
- [www.nea.org/ESSAbegins](http://www.nea.org/ESSAbegins)
- [www.isbe.net/essa](http://www.isbe.net/essa)
- [www.nea.org/gpsindicators](http://www.nea.org/gpsindicators)
- [www.achieve.org/assessmentinventory](http://www.achieve.org/assessmentinventory)

## Contact

- Email: [Diana.Zaleski@ieanea.org](mailto:Diana.Zaleski@ieanea.org)
- Twitter: [@DianaZaleski](https://twitter.com/DianaZaleski)