

EVERY STUDENT SUCCEEDS ACT



WHAT: Governor's ESSA Team Meeting

WHEN: THURSDAY, APRIL 28, 2016

WHERE: STATE CAPITOL

WHO: ESSA TEAM MEMBERS

WHY: EVERYONE WHO CARES ABOUT PUBLIC EDUCATION NEEDS TO LEARN ABOUT THE "EVERY STUDENT SUCCEEDS ACT" - A NEW FEDERAL LAW THAT REPLACES "NO CHILD LEFT BEHIND" & RACE TO THE TOP. THIS LAW EMPOWERS STATES TO COME UP WITH A NEW PLAN FOR PUBLIC EDUCATION.

"This is a Christmas miracle! We often forced schools and school districts into cookie-cutter reforms that didn't always produce the kinds of results that we wanted to see. This will relieve undue stress for educators and students."

President Barack Obama, December 10, 2015

AS A NATION, DID WE TAKE A WRONG TURN?

“We often forced schools and school districts into cookie-cutter reforms that didn’t always produce the kinds of results that we wanted to see.”

President Barack Obama, December 10, 2015

In his first major speech, the acting U.S. Secretary of Education John King apologized to the nation’s teachers, “ ... teachers and principals, at times, have felt attacked and unfairly blamed for the challenges our nation faces ... all of us — have to take responsibility for the climate that exists...”

Acting Secretary of Education John King, February 7, 2016 in USA Today

“What I believe is that when we take the handcuffs off, we’ll unleash a whole flood of innovation and ingenuity classroom by classroom, state by state, that will benefit children.”

Senator Lamar Alexander, “architect” of ESSA

“The largest devolution of federal control to the states in a quarter century” Wall Street Journal

“ESSA eliminates the federal requirement for a teacher evaluation system. Under ESSA, we have a new vision. One that allows a more flexible approach to testing. Be innovative, be bold. The possibilities are endless.”

Stephen Parker, National Governors Association, March 16, 2016 at Hawaii State Capitol

“This officially marks the end of nearly 14 years of the failed policies of No Child Left.”

Lily Eskelson Garcia, President of the National Education Association

“There is reason for hope, Congress has just passed legislation affecting our nation’s public schools ... It is an opportunity to shift our mindset from “The feds are making us do it” to “What can we do that will be most meaningful for our students?”

Catherine Payne, Chairperson of the Hawaii Charter School Commission,
award winning principal from Farrington High School and Olomana School, January 24, 2016

“ESSA gives us the opportunity to start with a clean sheet of paper and really think about what’s important in our public school system.”

Governor David Ige, ESSA Team Meeting on April 28, 2016

Our Call To Action

“We have the opportunity to create the best school system in the country and I’m committed to doing that.

ESSA gives us the opportunity to start with a clean sheet of paper and really think about what’s important in our public school system.

The limitations are only those we place on the system.

It’s about believing and doing what we need to do to really deliver the public education system that our students deserve.

When I spoke to Senator Lamar Alexander, the author of this law, his advice to me personally was,

*“Don’t wait for direction from the feds, just take responsibility and go for it.
Don’t ask for permission.”*

We want to be able to challenge everything that we do and make sure we are really doing the things that make a difference in the classroom. I think that over the past years we’ve been doing too much stuff that doesn’t really count when you get right down to it.”

Governor David Ige’s Address
to ESSA Team Meeting on April 28, 2016

A prediction that came true

“In 2010, international change adviser Michael Fullan predicts that President Obama’s Race to the Top strategy ... will end in failure. Fullan says the strategy pays little or no attention to developing the capacity of leaders and teachers to improve together ... is based on a failed theory that teacher quality can be increased by a system of competitive rewards ... rests on a badly flawed model of management...”

Pasi Sahlberg

From the American Dream to the American Nightmare

“For most of the last century, U.S. education played a vital role in the American Dream. Today, our education system has become the American Nightmare. Our education policy-makers lack vision and perspective, and prioritize the need for an outdated version of accountability ... not the interests of our children.”

Tony Wagner

Think About It

If our nation did NOT take a “wrong turn”... would a historic new law – the Every Student Succeeds Act - be needed?

If the education policies of the past 15 years were successful ... wouldn't we instead be passing a new law to continue those policies?

If you think about the future of public education in Hawaii, should Hawaii's public education system be based on failed national policies? Or are major changes needed for education in Hawaii?

SURVEY CONDUCTED by WARD RESEARCH - Statewide Education Survey in February 2016

Question: Congress has just passed a new law that provides greater flexibility for each state to set its own direction for public education. For Hawai'i, should we continue in the same direction we have been headed in the past 5 years under Race to the Top, or should we change the direction we are heading?

- | | |
|----------------------------------|------------|
| - Continue in the same direction | 28% |
| - Change direction | 60% |
| - Don't know / no opinion | 11% |

SURVEY CONDUCTED by Education Institute of Hawaii after the 2016 School Empowerment Conference on January 24, 2016

QUESTION: What do you feel the Governor, Board of Education, and the Department of Education should do as a result of the new Every Student Succeeds Act?

- | | |
|---|------------|
| - Take an approach that no change is necessary - to continue in the same direction we are presently following. | 1% |
| - Take an approach that minor change is needed - to continue in the same direction but with minor changes to comply with the law. | 12% |
| - Take an approach that major changes are needed - not to continue in the same direction and make major changes in current education practices. | 72% |
| - Not sure / no opinion | 6% |
| - Other | 9% |

Inside the new Every Student Succeeds Act (ESSA)

SOURCES: Every Student Succeeds Act, Education Week

The year-end passage and signing of the Every Student Succeeds Act represents more than just a rare bipartisan agreement on the part of the nation's chronically polarized policymakers. For the first time in more than a decade—and a half-century after enactment of the country's main K-12 law—Congress has redefined the federal role in elementary and secondary education. And it's done so in a way that aims to enhance the authority of states and school districts that had long chafed at the strictures of ESSA's predecessor, the No Child Left Behind Act.

Now comes the really hard part: implementation. This special report on ESSA looks at what the law will mean for virtually every aspect of public schooling when it takes full effect in the 2017-18 academic year. Topics include accountability and testing, teacher quality, research, regulation, funding, early-childhood education, and thorny issues involving student groups that often lag behind their peers.

The Every Student Succeeds Act: Explained

The latest reauthorization of the Elementary and Secondary Education Act, signed into law Dec. 10, is in many ways a U-turn from its predecessor, the No Child Left Behind Act. Under the Every Student Succeeds Act, states get significant leeway in a wide range of areas, with the U.S. Department of Education seeing its hands-on role in accountability scaled back considerably. Among the key highlights:

Accountability Plans

- States still have to submit accountability plans to the Education Department. These new ESSA plans will start in the 2017-18 school year. The names of peer-reviewers have to be made public. A state can get a hearing if the department turns down its plan.

Accountability Goals

- States can pick their own goals, both a big long-term goal, and smaller, interim goals. These goals must address: proficiency on tests, English-language proficiency, and graduation rates.
- Goals have to set an expectation that all groups that are furthest behind close gaps in achievement and graduation rates.

Accountability Systems

Elementary and Middle Schools

- States need to incorporate at least four indicators into their accountability systems. The menu includes three academic indicators: proficiency on state tests, English-language proficiency, plus some other academic factor that can be broken out by subgroup, which could be growth on state tests.
- States are required to add at least one additional indicator of a very different kind. Possibilities include: student engagement, educator engagement, access to and completion of advanced coursework, postsecondary readiness, school climate/safety, or whatever else the state thinks makes sense.
- States have to figure in participation rates on state tests. (Schools with less than 95 percent participation are supposed to have that included, somehow.) But participation rate is a stand-alone factor, not a separate indicator on its own.

High Schools

- High schools will be judged by basically the same set of indicators, except that graduation rates will have to be part of the mix. They could take the place of a second academic indicator.

Weighting the Indicators

- It will be up to the states to decide how much the individual indicators will count, although the academic factors (tests, graduation rates, etc.) will have to count "much" more as a group than the indicators that get at students' opportunity to learn and post-secondary readiness.

Low-Performing Schools

- States have to identify and intervene in the bottom 5 percent of performers. These schools have to be identified at least once every three years.
- States have to identify and intervene in high schools where the graduation rate is 67 percent or less.
- States, with districts, have to identify schools where subgroups of students are struggling.

School Interventions

For the bottom 5 percent of schools and for high schools with high dropout rates:

- Districts will work with teachers and school staff to come up with an evidence-based plan.
- States will monitor the turnaround effort.
- If schools continue to founder, after no more than four years the state will be required to step in with its own plan. A state could take over the school if it wanted, or fire the principal, or turn the school into a charter.
- Districts could also allow for public school choice out of seriously low-performing schools, but they have to give priority to the students who need it most.

For schools where subgroups students are struggling:

- Schools have to come up with an evidence-based plan to help the particular group of students who are falling behind, such as minority students or those in special education.
- Districts must monitor these plans. If the school continues to fall short, the district would step in, though there's no specified timeline.
- Importantly, there's also a provision calling for states and districts to come up with a "comprehensive improvement plan" in schools where subgroups are chronically underperforming, despite local interventions.
- The School Improvement Grant program is consolidated into the bigger Title I pot, which helps districts educate students in poverty. States could set aside up to 7 percent of all their Title I funds for school improvement, up from 4 percent in current law.

Tests

- States still have to test students in reading and math in grades 3 through 8 and once in high school, and break out the data for whole schools, plus different "subgroups" of students (English-learners, students in special education, racial minorities, those in poverty). ESSA maintains the federal requirement for 95 percent participation in tests.
- States are prohibited from combining different sets of students into so-called "super subgroups" for accountability purposes.
- Up to seven states can apply to try out local tests for a limited time, with the permission of the U.S. Department of Education.
- Districts can use local, nationally recognized tests at the high school level, with state permission, such as the SAT or ACT.

- States can create their own testing opt-out laws, and states decide what should happen in schools that miss targets.

Standards

- States are required to adopt “challenging” academic standards. That could be the Common Core State Standards, but doesn’t have to be.
- The U.S. Secretary of Education is expressly prohibited from forcing or even encouraging states to pick a particular set of standards (including the common core).

Transition from the No Child Left Behind Act

- Waivers from the NCLB law are null and void on Aug. 1, 2016, but states still have to continue supporting their lowest-performing schools ("priority schools") and schools with big achievement gaps ("focus schools") until their new ESSA plans kicked in.
- In general, ESSA applies to any competitive federal grants given out after Oct. 1, 2016, so most grants are still under the NCLB version of the law for the rest of this school year.

English-Language Learners

- Accountability for English-language learners moves from Title III (the English-language acquisition section of the ESEA) to Title I (where everyone else’s accountability is). The idea is to make accountability for those students a priority.
- States can include English-language learners’ test scores after they have been in the country a year, as under current law.
- During that first year, those students’ test scores won’t count toward a school’s rating, but ELLs will need to take both of the assessments, and have the results publicly reported. In the second year, the state has to incorporate ELLs’ results for both reading and math, using some measure of growth. And in their third year in the country, the proficiency scores of newly arrived ELLs will be treated just like any other students’.

Students in Special Education

- Only 1 percent of students overall can be given alternative tests. (That’s about 10 percent of students in special education.)

Programs

Block Grant

- A new \$1.6 billion block grant consolidates dozens of programs, including some involving physical education, Advanced Placement, school counseling, and education technology.
- Districts that get more than \$30,000 have to spend at least 20 percent of their funding on at least one activity that helps students become well-rounded, and another 20 percent on at least one activity that helps students be safe and healthy. And part of the money can be spent on technology.
- Some programs live on as separate line items, including the 21st Century Community Learning Centers.

New or Existing

- The ESSA enshrines the Preschool Development Grant program in law and focuses it on program coordination, quality, and broadening access to early-childhood education. But the program is housed at the Department of Health and Human Services, jointly administered by the Education Department.
- A new, evidence-based research and innovation program is created, described by some as similar to the Obama administration's Investing in Innovation program.
- Other highlights include a standalone program for parent engagement, along with reservations for arts education, gifted and talented education, and Ready to Learn television.

Weighted Student Funding

- A pilot program will let 50 districts try out a weighted student-funding formula, combining state, local, and federal funds to better serve low-income students and those with special needs.

Teachers

- States will no longer have to do teacher evaluation through student outcomes, as they did under NCLB waivers.
- The NCLB law's "highly qualified teacher" requirement is officially a thing of the past.
- The former Teacher Incentive Fund—now called the Teacher and School Leader Innovation Program—will provide grants to districts that want to try out performance

pay and other teacher-quality improvement measures. ESSA also includes resources for helping train teachers on literacy and STEM.

Funding and Other Issues

- The current Title I funding formula remains intact, but there are some changes to the Title II formula (which funds teacher quality) that will be a boon to rural states.
- Maintenance of effort will remain in place, requiring states to keep up their own spending at a particular level in order to tap federal funds.

SOURCES: Every Student Succeeds Act, Education Week

Websites of Information for ESSA

<i>Title</i>	<i>Website</i>
How Finland Broke Every Rule and Created a Top School System	http://hechingerreport.org/how-finland-broke-every-rule-and-created-a-top-school-system/
The Finland Phenomenon	https://www.youtube.com/watch?v=VhH78NnRpp0&list=PLzsi_E489-gUXFVuciYEgO3AyrPMVAjxP
2016 Texas Superintendent of the Year Mary Ann Whitaker	https://vimeo.com/153732722 https://www.youtube.com/watch?v=leFOXK11gHI
ESSA is law! Message from Lily Eskelsen Garcia of NEA	https://www.youtube.com/watch?v=_AdWmkdYUS8
President Obama Signs the Every Student Succeeds Act	https://www.youtube.com/watch?v=ZINwnEPhiFM
Senator Lamar Alexander Encourages All Senators To Vote In Support of ESSA	https://www.youtube.com/watch?v=3zGURbClrYQ
Transitioning to the "Every Student Succeeds Act" (ESSA) by NAESP	https://www.youtube.com/watch?v=LcZ3A7sZ4hw
Hawaii DOE website	http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/ESSA.aspx?hq_e=el&hq_m=978615&hq_l=2&hq_v=7f649eef13
Oregon DOE Website	http://www.ode.state.or.us/home/
National school Boards Association	https://www.nsba.org/advocacy/federal-legislative-priorities/every-student-succeeds-act-essa
U.S. Department of Education	http://www.ed.gov/essa