ESSA State Plans

- All states (and DC and Puerto Rico) have approved ESSA plans
- Plans contain details of states' accountability, school rating, and school identification systems, including how schools are identified for support and improvement
  - BUT … stay vigilant about implementation of these systems! At least 11 states have already filed amendments to their ESSA plans and some states are not following their ESSA plans (even if the state hasn't submitted an amendment.
- Plans DO NOT say very much about how identified schools will be supported and what resources those schools will receive

What are states doing now?

All states have:

- Released at least one year of school ratings based on their ESSA accountability system (2018-19 school year)

- Identified the first cohorts of schools for comprehensive and targeted support (identified in 2018-2019)
  - In 2019-20, identified schools may be in a planning year, or may begin implementing an improvement plan

States are now identifying schools for 2019-20 school year.

All4Ed Project (supported by Kellogg): Subgroup Inclusion in Implementation

Focus Questions:

- Do school ratings reflect achievement and outcomes for historically underserved subgroups of students?

- Did states adequately identify schools with struggling subgroups for support and improvement?

States in Analysis:

- AZ, CT, FL, IN, LA, MI, MS, NM, OH, and WA

Initial Findings about School Identification

- Proportion of schools identified for support varies WIDELY across states; in other words, zip code matters a LOT!

- In some states, schools with struggling students were overlooked for support

- "Students with disabilities" was the most common group of struggling students in targeted support schools

How Do We Know, What we Know?

* Initial lessons learned from the Cross State High School Collaborative is using ESSA to redesign high-needs high schools to support their communities in the 21st Century

Includes seven participating states:

- Illinois, Louisiana, Massachusetts, Mississippi, New Mexico, New York, and Ohio and

- The Everyone Graduates Center at JHU, CCSSO, CIVIC, with support from XQ Super Schools Institute

* 20 Years research to practice experience with High School reform

Remaining Low Performing High Schools- Are Challenging To Improve
Economically and Socially Isolated Communities, Schools & Students

- The **Low Performing high schools that remain and will be identified as in need of comprehensive improvement through ESSA** have some things **in common**:
  - **Located in** economically and socially challenged locales-30% in large cities, but most in inner-ring suburbs, struggling towns, and rural area
  - **Intense** concentrations of **student need**
  - **Limited organic capacity** to respond to that need and bring additional resources into their schools
  - **Have been constantly "reforming" but not succeeding,** notwithstanding pressure
  - **Proud History** -- many were and remain the center of their community with notable local alumni

CIVIC EVERYONE GRADUATES CENTER CCSSO Council of Chief State School Officers

A New Approach to HS Design is Needed

- Hopeful, positive, future-orientated frame-designing a school for the 21st century

- Goal is not a high school diploma, but strong pathways **through** high school **to** postsecondary and adult success for all students

- Evidence-based, but locally customized/orientated – there is a knowledge base we should build from but one size does not fit all

New Approach to HS Design cont.

- Redesigning alone is very difficult- break social isolation and share know-how via networks of schools engaged in similar work.

- Reclaim core purpose of neighborhood high schools- make redesigning high school's **the center of community development and social integration efforts**

Comprehensive Approach to School Redesign Focuses on Four Levers of Improvement that Schools Can Control/Influence

1. Organizing Adults and the School for Success

2. Improving Teaching and Learning

3. Better Supporting Students

4. Creating a Can-Do Culture which Provides Universal Access to Post-Secondary Experiences, Pathways, and Partners

CIVIC   EVERYONE GRADUATES CENTER   CCSSO Council of Chief State School Officers

In Each of These Areas

- Need to implement evidence-based practices and their supporting structures

- Also have to engineer key mind set shifts; otherwise new practices will not be sustained

- Balance the tensions between evidence-based practices and understand how they interact with your working realities.

To Redesign Our High Schools We Need to Examine our Current Beliefs

- We need to understand the our existing high schools in both obvious and subtle ways shape and limit our thinking of what is possible

- They provide our mental models of what teaching and learning look like, and how students, teachers, and administrators should act

- For example, they lead us to believe that human interactions should be determined by roles, rather than relationships

Teaching & Learning

Evidenced-Based Practices

Evidence-Based Instructional Program Aligned with College & Career Readiness with Accelerated Learning Supports for Students who Need Them

Creating Challenging AND Caring Classrooms

Follow the Evidence—Use the Learning Sciences

Formative Assessments to Tailor Instruction and Supports

Integrating Social, Emotional, and Academic Development

Supporting Structures

Professional Learning Communities

Instructional Coaches

Collaborative Planning During School Day

Standards-Based Grading and Competency-Based Learning

Personalized Learning Opportunities

Microcredentials

Experiential Learning for Teachers

Influencing Factors

Student Data, Student Needs, Student Voices

Teacher Capacities

Community Opportunity

Using ESSA to Redesign High Schools to Support Their Communities in the 21st Century

TEACHING & LEARNING

Supported, Engaged, and Challenged

from		to
"You're on your own"		Collective Efficacy
Mistake = BAD		Mistake = LEARNING
Assessment of Learning	Shifting to Evidence-Based Mindsets	Assessment for Learning
Behavioristic Approach		Learning Scientists & Activators
One Way for All		Choice, Autonomy, Purpose
Predetermined Professional Growth Pathways		Continual Professional Growth Pathways, Learning Community, Culture
Ritualized Performance		Competency, Attaining Something Worthwhile

www.hsredesign.com

Using ESSA to Redesign High Schools to Support Their Communities in the 21st Century

Students at the Center

Evidenced-Based Practices

Positive Developmental Relationships with Adults

Early Warning and Multi-Tiered Student Response Systems & Community Support

Building Hope, Purpose, and Agency & Social Emotional Learnings

Restorative Practices

Student Voice

Common Academic and Behavioral Expectations Classroom to Classroom

Supporting Structures

Rituals, Routines, Surveys, Student Advisory, Student Leadership

Academies, Student Cohorts

Interdisciplinary Teams, Common Practice Time

Report Card Conferences

Advisory, POD, Crew, PACK

Freshman Seminar

Success Mentors

Influencing Factors

Student Data, Student Needs, Student Voices

Teacher Capacities

Community Opportunity

Using ESSA to Redesign High Schools to Support Their Communities in the 21st Century

STUDENTS AT THE CENTER

Hope, Agency, Trust & Relationships

from		to
I am not a social worker!		How can I help?
"Those" People		We are the People
Data for Accountability	Shifting to Evidence-Based Mindsets	Data for Improvement
Punitive		Restorative
Deficit		Asset-Based
Fixed Mindset		Growth Mindset
Shame		Hope
"Half-Empty" Pessimism		"Half-Full" Optimism

CSHSC   CIVIC
www.hsredesign.com

Using ESSA to Redesign High Schools to Support Their Communities in the 21st Century

What should advocates do?

- **Understand the results of your school improvement system**
  - How many schools are identified for each type of support?
  - Are there poorly rated schools that aren't identified? Why?
- **Find out where your state is in the school improvement process**
  - Have the state/districts approved improvement plans?
  - Are identified schools implementing plans this year? Using a planning year?
  - How is the state distributing federal improvement resources?
- **Advocate to strengthen your state's system**
  - Use examples from other states that do it better! (Call All4Ed!)
  - Make a plan for legislative/budget sessions!

If you need help!

To view Alliance ESSA resources, please visit:

www.all4ed.org/essa

Questions?

plovell@all4ed.org

Equity in ESSA State Plans

National Urban League

In April 2019, the National Urban League published a report that tracked the equity commitments states made in their state plans under the Every Student Succeeds Act (ESSA), including their commitment to provide supports and interventions to schools in need of improvement.
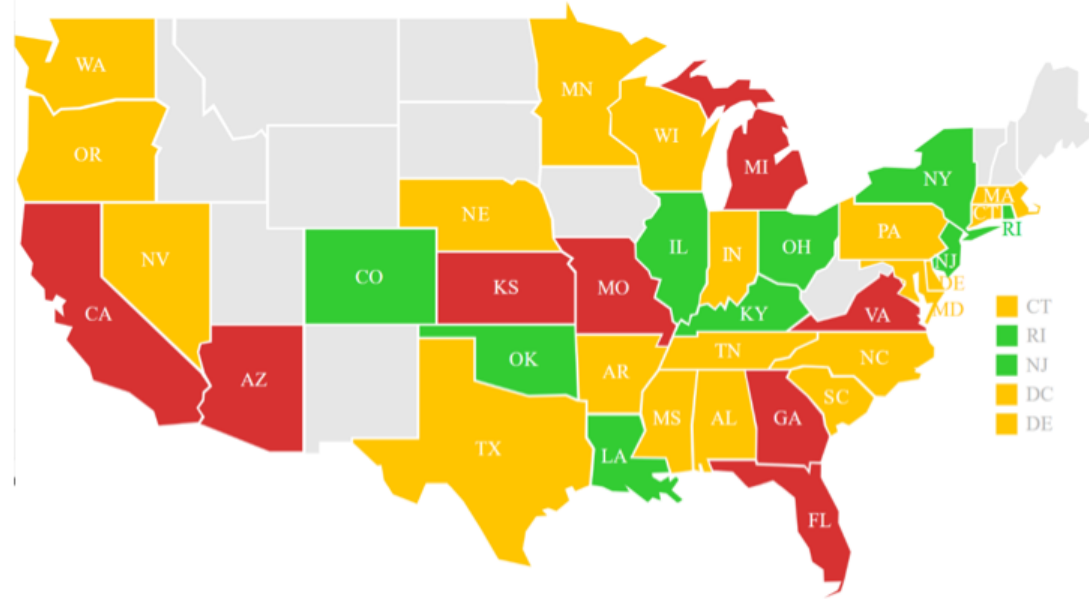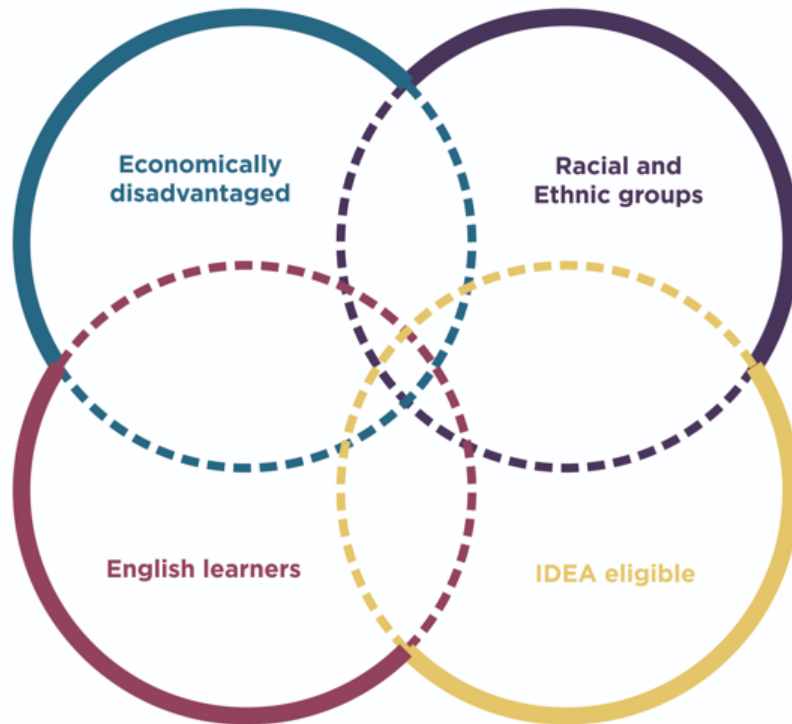
National
Urban League

ESSA requires that states:

1) set minimum performance standards for all students and subgroups of students

2) identify schools that are not meeting these standards

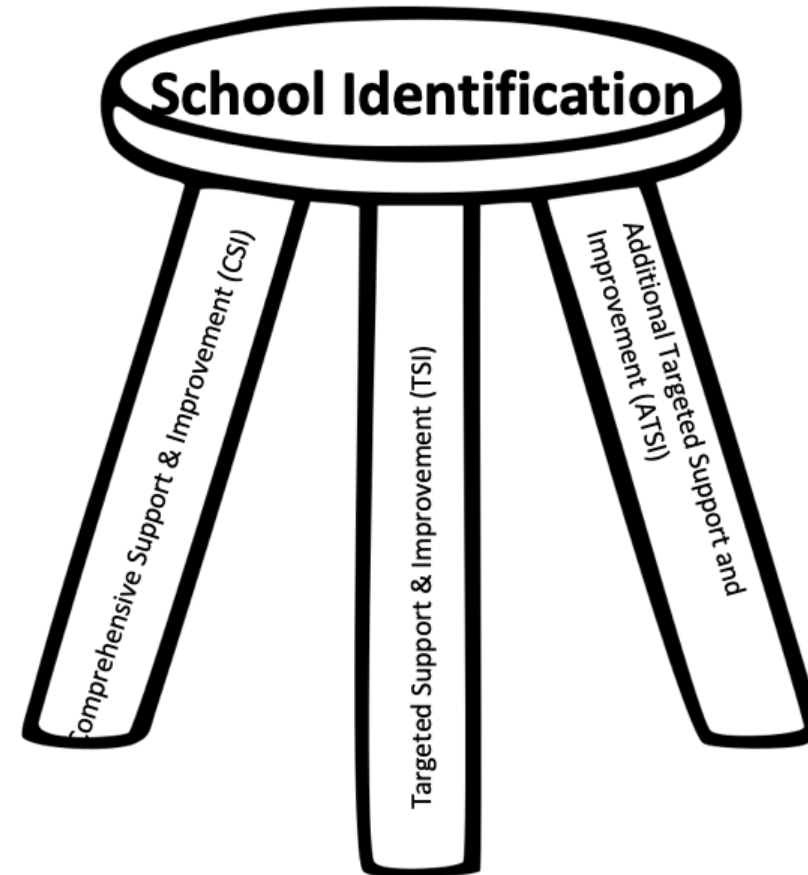3) provide appropriate supports and interventions for identified schools

National Urban League
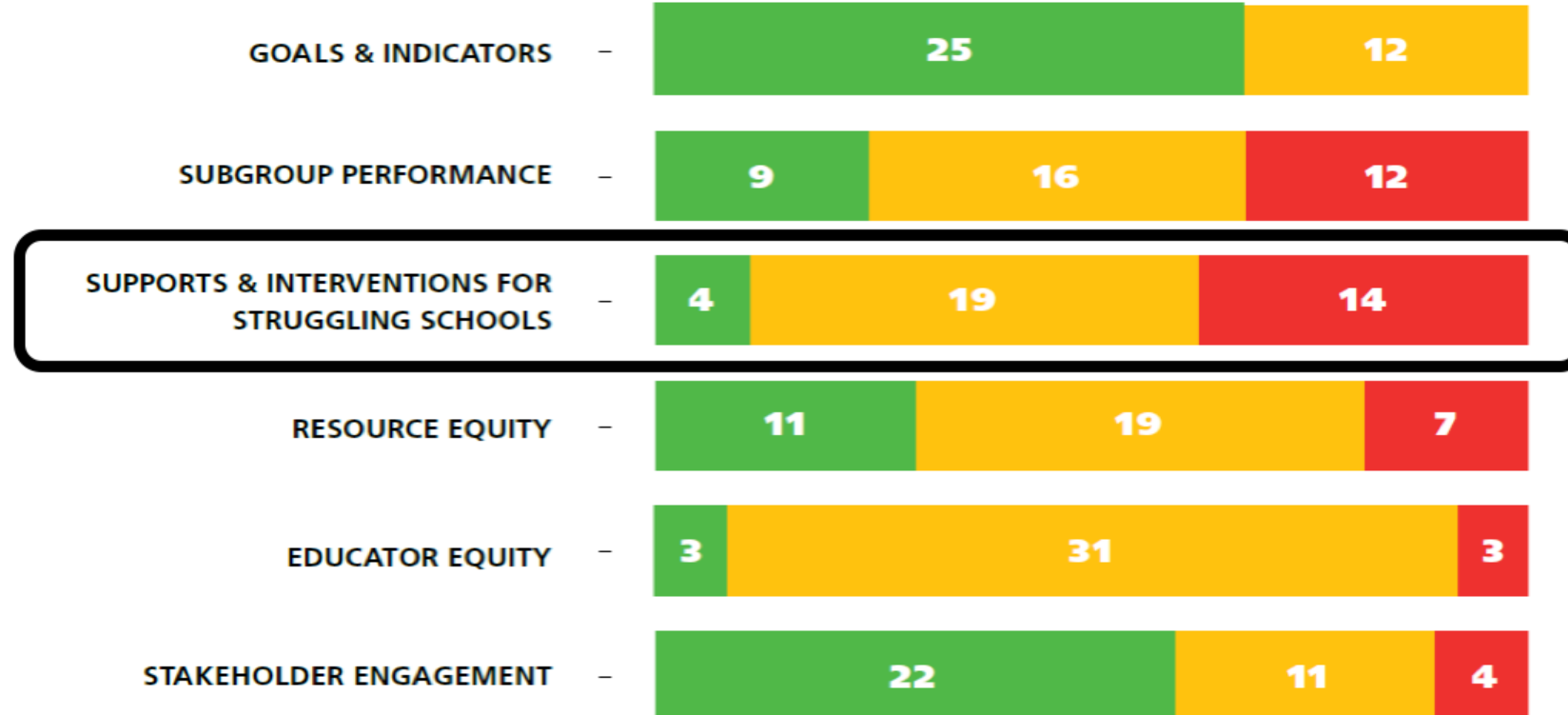
DISAGGREGATION

Each indicator of the state accountability system must be separately reported by these student subgroups:

Economically disadvantaged

Racial and Ethnic groups

English learners

IDEA eligible

Students are counted in every applicable subgroup.

School Identification

Comprehensive Support & Improvement (CSI)

Targeted Support & Improvement (TSI)

Additional Targeted Support and Improvement (ATSI)

National
Urban League

School or subgroup is not performing well

School is identified

School gets resources to improve

STEM

SCHOOL

2+2=4
4+4=8