



## THE EVERY STUDENT SUCCEEDS ACT: Implications for Equity in Illinois

June 2016

**The Every Student Succeeds Act** (ESSA) is legislation that rewrites the *Elementary and Secondary Education Act* and replaces the *No Child Left Behind Act* (NCLB). The new law represents new opportunities for shaping education policy and recasts the federal, state, and local roles in ensuring educational equity. **Input and support from a broad and politically inclusive set of stakeholders is critical to the successful development, implementation, and ultimate sustainability of ESSA in the states.**


ESSA represents a shift in roles and responsibilities through a redistribution of centralized control toward more localized input and planning. The law's increased flexibility poses significant risks for communities where

there is little engagement or political will to make meaningful improvements on behalf of underserved students and schools. However, it also presents great opportunities for state-based civil rights and equity communities and local education leaders to develop and strengthen a comprehensive system of accountability and improvement based on local context and with support from local stakeholders: **civil rights organizations, family and community groups, teachers and educator groups, organized labor and education personnel, researchers and advocacy organizations, elected officials, student groups, teacher educators and others from higher education, school boards, and the business community.**

Broadly speaking, in collaboration with stakeholders, states and districts will be required to:

- **set long-term goals for their schools and students**, including student achievement and rates of high school graduation;
- **measure performance and progress** via indicators based on student academic achievement, graduation rates, student growth, English language proficiency, and through an additional indicator (or indicators) of school quality or student success;
- **identify schools in need of additional support** based on the above indicators for all students and by subgroup;
- **write plans for intervention** in schools with the lowest performance and the highest need; and
- **determine how funds will be distributed and effectively used** to support these interventions and supports.

The law also includes some key shifts in how states and districts will address early education, English language proficiency, educator equity, and at-risk students. For more in-depth information about these and other requirements and opportunities within ESSA, please refer to the list of referenced resources on the last page of this document.

Throughout this document, **new requirements and opportunities for potential decision points within ESSA are indicated with an arrow:**  **Each of these potential decision points represents an opportunity for Illinois to design and implement an effective and equitable education system to best meet the needs of all students.**

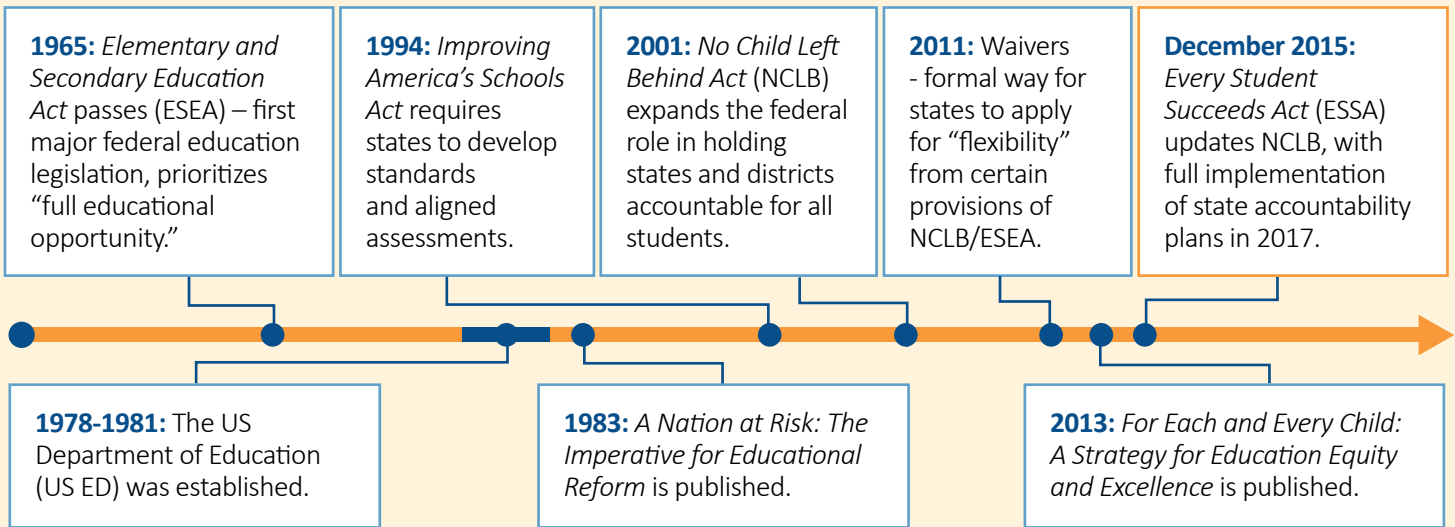


To support SEAs as they engage state stakeholders in the process of aligning current policy with ESSA, Partners *for* (in collaboration with several members of our Network and others) has put together a *Handbook for Meaningful Stakeholder Engagement*. The final version of this document will be available on June 16th, 2016. A draft version of the *Handbook*, along with a companion brief, "*In Consultation With... The Case for Meaningful Stakeholder Engagement*," are available here:

[Download the Handbook \(DRAFT\)](#)

[Download the Case \(DRAFT\)](#)

## The Development of ESEA, in Brief:



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## Goals for Student Achievement\*†

**NCLB:** A federally set goal of 100% “proficiency” in math and English language arts (ELA) by 2014. States determine annual targets to get there.

**Waivers:** States set annual goals that either:

- reduce by half the percentage of students who are not proficient within 6 years;
- are set in annual equal increments toward the goal of having 100 % proficiency by 2020; or
- are ambitious but achievable and must be approved by the US Department of Education (US ED).

**PDP** **ESSA:** States must set long-term goals with measurements of interim progress for student achievement in ELA and math (as measured by proficiency); high school graduation rates; and English language proficiency.

The goals and interim progress measures must take into account the improvement to make significant progress in closing proficiency and graduation rate gaps.

**Currently in IL:** The state has set two overarching performance goals:

- To reduce by half the percentage of all students who are not meeting proficiency levels within 6 years
- Reduce by half the state’s achievement gaps within 6 years

Schools will be required to cut their gaps by half within 6 years as well. IL achievement gap reduction goals are set both overall and for 4 specific subgroups:

- Racial and ethnic minorities (defined as Black, Hispanic, and Native-American) and a control group defined as White, Asian and Pacific Islander, and Bi-Racial Students
- Low-income students
- English language learners (ELLs)
- Students with disabilities

**Moving Forward:** IL will need to align these goals with ESSA, and engage with **IL stakeholders** around their student achievement goals

## Goals for High School Graduation Rates\*†

**NCLB:** States must set a long-term high school graduation rate goal and annual targets for meeting that long-term goal that are “continuous and substantial” (as defined in federal regulation).

**Waiver:** Same as NCLB.

**ESSA:** States must set a long-term goal for 4-year high school graduation rates with measurements of interim progress.

In addition, states **may** set goals for extended-year high school graduation rates, but those goals must be higher than the 4-year graduation rate goal.

**Currently in IL:** IL measures both a 4- and 5-year cohort graduation rate. Graduation rate targets are set for all students (90% for 4-year, 95% for 5-year).

These targets differ by school and are reported for traditional ESEA subgroups, the high needs group (students with disabilities, ELL and low-income students), and former ELLs. Schools and districts not reaching that target must reduce the gap between their current rate and target by 50% within 6 years.

**Moving Forward:** IL will need to ensure that its graduation goals are aligned with ESSA.

**Accountability Indicators\***

**NCLB:** For elementary and middle schools indicators must include:

- achievement on annual assessments (grades 3-8, in math and ELA); and
- 1 indicator selected by the state.

High schools must:

- include achievement on annual assessments (at least once, in math and ELA); and
- track graduation rates.

**Waivers:** Multiple indicators are permitted.

**ESSA:** ESSA requires states to utilize a multiple-indicator accountability system that includes the performance of all students and each student subgroup in each indicator. The required accountability indicators are:

**For elementary, middle and high schools:**

- Achievement in ELA and math as measured by proficiency on statewide assessments\*
- English language proficiency rates\*
- *At least 1 additional indicator of school quality or student success that allows for meaningful differentiation among school performance, can be disaggregated, and is valid, reliable, statewide, comparable (e.g., rates of school discipline, chronic absenteeism) (See page 5 for more)*

**For elementary and middle schools:**

- A measure of student growth or other academic indicator that allows for meaningful differentiation in school performance\*

**For high schools:**

- 4-year graduation rate (in addition, states may use an extended-year graduation rate)\*

\* This indicator must carry “substantial” weight. In the aggregate, these indicators must carry “much greater weight” than the indicator(s) of school quality or student success.

**Currently in IL:** IL is implementing a multiple measures accountability system based on the following four components:

- **Outcomes** (high schools only)- Progress toward graduation rate goals (Targets differ by school and are reported for traditional ESEA subgroups, the high needs group and former ELLs. Points are allocated based on whether schools meet the target, improve but are below the target, or have no change or decline in relation to the target)
- **Achievement**- Performance by students on state assessments, including percent reaching minimum standards, percent exceeding standards, and achievement gap reduction for multiple subgroups
- **Progress**- Growth in “Content Proficiency” measured by annual PARCC assessment each year, grades 9-11 (high school); growth on PARCC (Grades 4–8) in math and ELA
- **Context** (Bonus)- “Excellent” rating on various other categories, including the percentage of students receiving a 3 or higher on AP or IB exams (high school); percentage of students taking honors or dual credit classes (high school); percentage of students receiving recognized credentials (high school); and a school rating of excellent on a culture and climate survey.

**Moving Forward:** IL will need to make annual determinations and report on the indicators outlined in ESSA.

Specifically, IL must ensure that its academic indicators carry substantial weight as decisions about additional indicators are considered (see page 5) within its accountability system.

## Additional Accountability Indicators and N-Size\*

**NCLB:** States must set the minimum number of students from a subgroup needed for reporting and accountability purposes.

**Waivers:** Multiple indicators are permitted.

States must set the minimum number of students from a subgroup needed for reporting and accountability purposes.

**PDP** **ESSA:** For all schools, states must include at least 1 additional indicator of school quality or success that allows for meaningful differentiation among student groups (e.g., school discipline, chronic absenteeism).

**PDP** States must set the minimum number of students from a subgroup needed for reporting and accountability purposes. The N-size must be the same for all subgroups and for all indicators.

**PDP** Note: states may include **more than one** additional indicator of school quality or success so long as that indicator is measured for all students and subgroups.

**Currently in IL:** IL has a bonus “Context” component in its accountability system that provides additional recognition for schools that “establish a learning environment and support systems to prepare their students to be college and career ready” (see page 4).

Schools do not receive an accountability score for context. Instead, they are designated as having “met” or “not met” context targets, which count as bonus points for IL’s recognition and rewards system.

N-size for subgroup reporting is 10, except for “high needs” and formerly ELLs, for which N-size is 30. IL disaggregates achievement by subgroup, including major racial/ethnic groups, gender, students with disabilities, and low-income students.

**Moving Forward:** IL’s context measure and its various components serve as an indicator of school quality and student success for the state’s schools. The state disaggregates this information by all students, high needs students (see page 3), and former ELLs.

IL’s context measure might be used as the additional indicator required by ESSA. However, it is currently a “bonus” indicator and might be enhanced by scoring beyond “met/not met.”

IL should further consider:

- how schools and districts will measure and report EL proficiency; and
- adding nonacademic measures like chronic absenteeism.

IL will also need to determine appropriate weights for all indicators, with academic indicators receiving “substantial weight” individually, and collectively making up a “much greater weight” than the additional indicator(s) of school quality or student success.

These considerations provide an opportunity for **IL stakeholders** to be involved in the design and implementation of the appropriate additional indicator(s) for the state’s system, as well as N-size for subgroup accountability.

## Report Cards and Data Reporting<sup>1\*\*</sup>

**NCLB:** Annual state and district report cards are required, including:

- performance on academic assessments;
- graduation rates;
- an additional indicator for all students; and
- information on teacher qualifications.

All data must be disaggregated by subgroup.

**Waivers:** Annual state and district report cards are required.

**ESSA:** Annual state and district report cards are required. The following are a subset of the information required by ESSA to be included on the state and district report cards:

- PDP** • Long-term goals, measures of interim progress for all students and subgroups, on all accountability indicators;
- PDP** • Minimum number of students for subgroups (N-size);
- PDP** • The system used to meaningfully differentiate among schools (including indicators and their specific weights, methodology for differentiating schools, and schools identified for *Support & Improvement* and respective exit criteria) (see page 7);
- Performance on annual assessments (See page 11) disaggregated by: economic disadvantage; each major racial and ethnic group; gender; disability, English learner (EL) and migrant status; homeless; foster care; and military-connection.
- PDP** • Educator Equity: professional qualifications of teachers overall and in high-poverty schools compared to low-poverty schools, including the percentage of teachers who are inexperienced, teaching with emergency or provisional credentials, or who are not teaching in the field they are certified;
- PDP** • Measures of school quality, climate, and safety, which may include data reported as part of US ED’s Office for Civil Rights Data Collection; and

**Currently in IL:** IL’s annual report card includes the following:

- Students - including demographics
- Instructional Setting - including family engagement; student-staff ratios; class size; and teacher retention
- District Finances - including teacher/administrator salaries; expenditures, etc.
- Academic Performance - including performance on ACT; college enrollment; high school graduation rates; 9th grade students on track to graduation
- Performance on State Assessments - grades 3-8 and high school on PARCC in ELA and math
- 12- and 16-month enrollment statistics for high school students in 2-year and 4-year colleges

The IL Longitudinal Data System (ILDS) supports interagency data sharing around early childhood, high school to college success, community college feedback, career pathways, and college/career certificate completion.

**Moving Forward:** IL will need include subgroups required under ESSA, including homeless, foster, and ELL Students, and will be required to determine appropriate N-size for each and collaborate with **IL stakeholders** in determining the minimum number.

IL report cards will also need to include distribution of teachers. The state is well-positioned to do so given that it currently reports on teacher demographics, years of experience, academic credentials, retention rates, etc. However, IL will specifically need to report on the rates of inexperienced, out-of-field, and unqualified teachers, disaggregated by subgroup. IL will also need to include civil rights and early childhood data in its system.

Finally, IL will need to ensure that its state report card is presented in an understandable and uniform format that is developed in consultation with **parent and family stakeholders**, and

## Report Cards and Data Reporting - *Continued*

- PDP** • Early Childhood Data: percent of students enrolled in preschool programs.

in a language parents and families can understand.

The ILDS plans to enhance ISBE data collection and analytical ability to support teachers, administrators, agency staff, parents, and policymakers in making informed, efficient, and effective data-driven decisions that are aligned with the Board’s mission and goals.

## Schools Identified for Comprehensive Reform Based on *Performance of All Students\**

**NCLB:** No requirement for states to differentiate between schools based on performance or levels of need.

**Waivers:** States must classify the lowest performing 5% of Title I schools as *Priority* schools.

States must classify Title I high schools with a graduation rate below 60% as *Priority* or *Focus* schools.

**ESSA:** States must identify schools for *Comprehensive Support & Improvement*, at least once every 3 years:

- the lowest performing 5% of Title I schools; and
- all high schools with a graduation rate at or below 67%.

**PDP** **Note:** *Targeted Support and Improvement* schools (see page 8) that are consistently underperforming over a period of time, and that fail to achieve state determined “**exit criteria**,” must be reclassified by the state as *Comprehensive Support & Improvement* schools.

**Currently in IL:** *Priority* schools are schools that have been identified as among the lowest performing 5% of Title I schools in the state (measured by 3-year average), and that demonstrate lack of progress; or any Title I participating or eligible high school that has an average graduation rate of less than 60% over the last 3 years.

Districts are responsible for implementing interventions in *Priority* schools for a minimum of 3 years.

**Moving Forward:** IL will have to reclassify schools identified for *Support & Improvement* based on all of the annual accountability indicators.

For each *Comprehensive* school identified by the state, and **in partnership with stakeholders**, each LEA shall locally develop and implement a *Comprehensive Support & Improvement* plan for the school to improve student outcomes.

The Statewide System of Support (SSOS, see page 8) may be a starting place for developing these plans. Plans must include evidence-based interventions, a school-level needs assessment, and an identification of resource inequities – all areas of opportunity for **IL stakeholder engagement**.

## Schools Identified for Targeted Reform Based on *Subgroup Performance*\*

**NCLB:** Any school that misses a performance target for any subgroup for 2 or more consecutive years is identified for improvement.

**Waivers:** States must classify 10% of Title I schools with the largest achievement gaps as *Focus* schools.

**ESSA:** States must identify, annually, any school with a subgroup of students that is consistently underperforming based on all of the indicators in the state accountability system for *Targeted Support & Improvement*.

States must also identify schools where the performance of any subgroup of students is at or below the level used to identify Title I schools for the bottom 5% in the state for *Targeted Support & Improvement*. If these schools fail to meet “**exit criteria**,” (state-defined and for a state-determined period of time) they will be reclassified as *Comprehensive Support & Improvement* schools.



**Currently in IL:** *Focus* schools are identified from the pool of Title I schools with 3-year average student composite scores less than 45% (ELA, Math) not previously identified as *Priority*. Of this group, schools where subgroups of students (N-size >30) are performing in the bottom 10% of statewide subgroup performance (or a greater percentage that allows for the minimum number of schools to be identified) are identified as *Focus* schools, as well as Title I-participating high schools with graduation rates less than 60% that are not identified as *Priority*.

*Focus* schools will remain designated as such until the school meets the exit criteria. If a *Focus* school does not make progress after 3 years, the school receive further, targeted assistance.

**Moving Forward:** IL will have to reclassify schools identified for *Targeted* and *Additional Targeted Support & Improvement* based on all of the annual accountability indicators.

Each *Targeted* and *Additional Targeted* school will need to implement school-level plans that address all indicators that must be approved by the district, and that must include evidence-based interventions and an identification of resource inequities – areas of opportunity for **IL stakeholder engagement**.

## Interventions and Supports for Struggling Schools\*

**NCLB:** Interventions escalate based on the number of years a school is identified for improvement. Interventions include:

- public school choice;
- supplemental educational services (e.g., tutoring);
- corrective action; and
- restructuring.

**Waivers:** *Priority* schools must implement comprehensive interventions that incorporate seven turnaround principles:

### **ESSA: 1. Comprehensive Support & Improvement Schools**

At least once every 3 years, states must identify the lowest-performing 5% of Title I schools and high schools with graduation rates at or below 67% for *comprehensive*, locally-determined, evidence-based intervention.

Districts have the responsibility of developing improvement plans which must:

**Currently in IL:** IL has established a Statewide System of Support (SSoS) as a way to supply research-based support, services, and resources designed to improve student outcomes for all IL districts and schools. Services are differentiated based on the needs of each school district, and IL utilizes a regional delivery system to provide direct assistance to districts and their schools. The state leverages partnerships with the IL Principals Association (IPA) and the IL Association of School Boards (IASB) to further support the SSoS.

**Priority schools:** Once a school has been identified as a *Priority* school, districts



## Interventions and Supports for Struggling Schools - *Continued*

- strong leadership;
- effective teaching;
- redesigning school time;
- strengthening instructional program;
- using data to strengthen instruction;
- strengthening school climate; and
- family and community engagement.

*Focus* schools must implement interventions determined by the school district.

- be informed by all of the accountability indicators;
- be evidence-based;
- be based on a school-level needs assessment;
- be approved by the school, district, and state;
- be monitored and periodically reviewed by the state; and
- identify resource inequities to be addressed.

### 2. Targeted Support & Improvement Schools:

Annually, states must identify any school with any student subgroup that is “consistently underperforming” based on all indicators in the state accountability system. Those schools must receive targeted, locally-determined, evidence-based intervention. Schools have the responsibility of developing improvement plans which must:

- be informed by accountability indicators;
- be evidence-based;
- be approved and monitored by the district; and
- result in additional action for underperformance over a period of time determined by the district.



### 3. Additional Targeted Support Schools:

A school with a subgroup performing at the level of the lowest-performing 5% of all Title I schools must also be identified. These schools must identify resource inequities to address through the implementation of its improvement plan in addition to meeting the requirements described above.

are required to submit a detailed school transformation plan that addresses a variety of elements, including teacher professional development, increasing learning time, improving learning outcomes, etc. Plans must be approved by local stakeholders and the state superintendent. Once approved, schools must select a partner from a pre-approved list to lead improvement in SIG funded schools, or the IL Center for School Improvement (CSI) will provide a district assistance team.

For interventions in districts that have priority schools, ISBE, through the IL CSI, assigns a district assistance team. The team includes a turnaround specialist, school coach(es) with expertise in working with ELLs, low-income students, racial and ethnic minority students, or students with disabilities, depending on the identified need, and content specialists whose skill sets align with the needs identified via the comprehensive audit.

**Focus schools:** IL leverages its SSoS to support improvement practices with its *Focus* schools. In 2015-16, SSoS coaches will be replaced by a district assistance team that support *Focus* schools as they implement the targeted intervention strategies that address achievement gaps.

**Moving Forward:** IL should align *Priority* and *Focus* school interventions and supports under its SSoS system with those required for ESSA's *Comprehensive*, *Targeted*, and *Additional Targeted* schools. See pages 7-8 for more information about how these schools must be identified. ESSA also only requires districts to submit improvement plans for their *Comprehensive* schools, without specific implications for district level changes. IL's existing differentiated intervention guidance and support system for districts could serve as an important capacity-building infrastructure that strengthens IL's approach to continuous Improvement.

State and districts must locally develop plans for interventions and supports for *Comprehensive*, *Targeted*, and *Additional Targeted* schools in consultation with **IL stakeholders**.

## Intervention Timeline\*

**NCLB:** Schools must meet increasingly rigorous targets each year or implement interventions that escalate annually toward 100% proficiency in 2014.

**Waivers:** *Priority* schools must implement interventions for at least 3 years.

States set criteria to enable schools to exit *Priority* status.

States must identify *Focus* schools annually and set criteria to enable schools to exit *Focus* status.



**ESSA:** *Comprehensive Support & Improvement* schools have 4 years to meet state-set criteria that allow them to exit the *Comprehensive* intervention status. If they do not meet these criteria, they must implement more rigorous **state-determined interventions**, which may include school-level operations.



Any school with a subgroup performing at the level of the lowest-performing 5% of all Title I-receiving schools and implementing *Targeted* interventions must reach state-set "**exit criteria**" by a state-set **time period** or the school will be identified for *Comprehensive Support & Improvement*.

**Currently in IL:** For *Priority* schools, a district assistance team/partner will be designated to support the school for at least 3 years after a school is designated as *Priority*, even if the school subsequently transitions out of *Priority* status within 3 years.

*Focus* schools remain so designated until the school meets the exit criteria. If a *Focus* school does not make progress after 3 years, the school receives further, targeted assistance.

**Moving Forward:** IL will need to determine a timeline for intervention that aligns with the requirements under ESSA. Determining both the timeline and the required interventions are opportunities for **IL stakeholder engagement**.

## School Improvement Funding\*

**NCLB:** A separate federal funding stream is authorized for school improvement. States are required to implement specific intervention models to receive funding.

**Waivers:** States can be eligible for *School Improvement Grants (SIG)* to support school improvement activity.



**ESSA:** States must use 7% of Title I allocations for school improvement activities. States will determine if these funds are distributed by formula or competitive grants.

States **may** use 3% of Title I allocations for "direct student services," in consultation with districts, including:

- Advanced Placement (AP), International Baccalaureate (IB), and other advanced coursework; career and technical education that leads to an industry-recognized credential;
- credit recovery programs;
- personalized learning; and
- transportation from *Comprehensive Support & Improvement* schools to higher performing schools.

**Currently in IL:** Schools that are funded through the *SIG* are required to implement turnaround, transformation, restart or closure, and are required to work with a pre-approved lead partner to implement the selected intervention model. Additionally, the CSI provides coordination and coherence to all of the state's regional delivery systems for school improvement and support.

Title II funds are being used for professional development specifically around the learning standards and teacher/principal evaluation; all schools have access. Title I 1003(a) funds are used for professional development for the services provided by the SSoS and CSI. Title I 1003(g) funds are used for CSI to cover the district liaisons who provide technical assistance.

**Moving Forward:** In order to receive ESSA's Title I school improvement resources, ISBE and local districts must develop implementation plans with input from **IL stakeholders**: policy makers, district leadership, representatives

**School Improvement Funding - Continued**

of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, parents and families. The CSI may be in a good position to play a role in engaging **IL stakeholders** in this process.

In addition, IL might consider the strategic opportunity of using Title II professional learning funds to support professional learning in high-poverty schools.

**Standards\***

**NCLB:** States must adopt challenging academic standards.

**Waivers:** States must adopt federally-approved college and career ready standards.

**ESSA:** States must demonstrate that their challenging academic standards are aligned with entry-level course requirements in the state’s public system of higher education and the state’s career and technical education standards.

**Note:** The US Secretary of Education cannot mandate, direct, control, coerce, or exercise any direction or supervision over standards adopted or implemented by the state.

**Currently in IL:** IL adopted common core standards in 2010, and continues to train teachers and make sure districts have the capacity to implement standards.

**Moving Forward:** IL will need to demonstrate that the Common Core State Standards are “challenging” and aligned to the IL public system of higher education standards.

**Student Assessment\*\*†**

**NCLB:** States must assess at least 95% of all students annually in grades 3-8, and at least once in high school, in math and ELA.

Science assessments are also required at least once in each grade span (3-5; 6-9; 10-12).

**Waivers:** Innovative assessments allowed on a limited basis.



**ESSA:** States must:

- assess at least 95% of all students and include participation rates in the state accountability system;
- assess students annually in grades 3-8, and at least once in high school, in math and ELA, with science assessments required at least once in each grade span (3-5; 6-9; 10-12);
- not assess more than 1 % of students using an alternate assessment

**Currently in IL:** IL administers annual PARCC assessments grades 3-11 in ELA and math. IL ensures at least 95% participation on assessments.

IL does offer alternative assessment (Dynamic Learning Map assessment) for students with the most severe cognitive disabilities.

In early 2015, IL’s community college presidents approved a policy to use PARCC assessment results to place students directly into credit-bearing college classes, helping to both serve as an indicator of college and career readiness and reduce the potential need for remediation at the college level.

Student Assessment - *Continued*

for students with the most significant cognitive disabilities; and

- make “every effort” to develop assessments in languages other than English that are present to a “significant extent” in its participating student population.

States **may**:

- PDP** • use computer adaptive assessments, interim assessments that result in a single summative score, and/or complementary assessments that use projects, portfolios, and extended performance tasks.
- PDP** • allow districts to use a locally-selected, nationally-recognized high school assessment in place of the required statewide high school assessment;
- PDP** • apply to implement an *innovative assessment and accountability pilot*, which may include the use of competency- or performance-based assessments that may be used in place of the annual statewide assessments (flexibility will only be afforded to up to 7 states, and a consortia not to exceed 4 states); and
- PDP** • set a target limit on the aggregate amount of time spent on assessments.
- PDP** • *Assessment Audit Grants* are available for states to audit the number and quality of assessments statewide and by district; and to provide district subgrants to improve assessment systems and capacity to use results to improve teaching and learning.

Computer assessments are offered electronically for both the PARCC and the ELL Proficiency tests (ACCESS for ELLs 2.0, for more see page 15 below). However, neither is adaptive.

**Moving Forward:** IL is working toward administering a science assessment in grades 5, 8 and once in high school. The assessment is aligned to the IL Learning Standards for Science, incorporating the Next Generation Science Standards (NGSS) (adopted 2014). IL will also need to ensure compliance with the subset of students participating in alternative assessments.

IL will need to consider the opportunity to apply for specific assessment audit grants. IL will need to provide a structured process to get feedback from **school-level stakeholders** on the supports they will need to better use assessment data to improve instruction and how data can be regularly provided to communicate effectively with and build understanding among **all IL stakeholders**.

If IL applies for the *Innovative Assessment/Accountability* pilot, the design and implementation plans should be developed in consultation with **IL stakeholders** representing students with disabilities, ELLs, and other vulnerable children. IL will need to specify how parents can learn about the system at the beginning of each year of implementation, and engage and support teachers in developing and scoring assessments that are part of the innovative assessments system.

## Educator Equity<sup>2</sup>

**NCLB:** States must define Highly Qualified Teachers (HQT) and ensure their equitable distribution.

States must develop plans describing how they will identify and address any disparities that result in poor and minority students being taught by ineffective, inexperienced, unqualified, or out-of-field teachers at higher rates than other students.

**Waivers:** Same as NCLB.

**ESSA:** States no longer need to define and track Highly Qualified Teachers (HQTs), but states must develop, report and share plans describing how they will identify and address educator equity disparities that result in poor and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students.

**PDP** States must collect and publicly report data on these disparities and describe the metrics used to determine the disparities. States must also report on, where available, the annual retention rates of effective and ineffective teachers, principals, and other school leaders.

**PDP** States *may* use federal professional development funds to increase access to effective teachers for students from low-income families and students of color.

**PDP** Districts must describe how they will identify and address educator equity, and must have mechanisms to notify parents regarding the professional qualifications of their child's teacher.

**Currently in IL:** The IL Educator Equity Program Development Grant (competitive grant program) is used for Title I participating *Priority* districts, with:

- enrollments under 10,000 students;
- 3-year average teacher retention rate of less than 80%;
- average graduation rate of less than 60% over the last 3 years;
- the highest quartile of IL school districts for percentage of high poverty students AND the highest quartile for percentage of minority students.

Grants can support programming development and implementation; data collection, analysis and reporting; sharing best or promising practices on program structure, implementation and efficacy, related to educator recruitment and retention; teacher leaders; and family and community engagement.

**Moving Forward:** Data from 2011-12 shows that school districts with high percentages of minority and low-income students have higher percentages of first-year and uncertified teachers. The IL competitive grant program, while small, is well-aligned with ESSA's emphasis on continuous improvement and support, particularly for high-poverty and high-minority schools. Lessons from the 1st year of funding can be instructive to scaling up funding.

Title II funding allocations, specifically meant to support recruiting, preparing, and developing high-quality teachers and principals, require state and local districts to work with stakeholders (e.g., teachers, school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, and community partners) to assess, develop, and refine strategies to meet the state's goals around high quality teachers and school leaders.

## Teacher and Leader Evaluation Systems\*

**NCLB:** States are not required to have teacher and leader evaluation systems.

**Waivers:** States are required to have and/or reform teacher and leader evaluation systems.



**ESSA:** States are not required to have teacher and leader evaluation systems.

States **may** use federal professional development funds and Teacher and School Leader Incentive Fund competitive grants to implement teacher and leader evaluation systems based on student achievement, growth, and multiple measures of performance, and to inform professional development.

**Currently in IL:** IL is currently rolling out the teacher evaluation system based on the *Performance Evaluation Reform Act* (PERA) (2010). This act includes a set of guidelines that districts must use to implement their own plans for evaluation which include:

- a 4-category rating system;
- multiple measures of student growth (at least 25% of rating);
- annual evaluation for untenured and biannual for tenured teachers; and
- remediation and/or professional development for struggling teachers.

**Moving Forward:** IL may decide to use federal professional development funds and/or *Teacher and School Leader Incentive Fund* grant funds to support the ongoing implementation of its system, and to continue to inform professional development. These decisions are important opportunities for **IL stakeholder engagement**.

## Early Childhood Education<sup>3\*\*</sup>

**NCLB:** Targeted resources are available for early childhood education. Services for children birth to school entry are an allowable use of Title I and Title II funds if districts choose to use funds in that way.

**Waivers:** Through a competitive process jointly administered by US ED and Health and Human Services (HHS), the *Race to the Top Early Learning Challenge Grants* provide new funds to states to invest in systems of quality, create and expand high quality opportunities for infants, toddlers and preschoolers, and improve coordination across the early childhood system.

*Preschool Development* grants are funded through annual appropriations (outside of NCLB structure).



**ESSA:** ESSA's provisions aim to promote:

- early learning coordination within communities;
- greater alignment with the early elementary grades; and
- early childhood education focused on capacity building for teachers, leaders, and other staff serving young children.

ESSA includes a birth to 12th grade literacy initiative, and also includes early childhood as a component of education and interventions for Native American and Alaskan Native students, dual language learners, and children experiencing homelessness.



A new authorization has been created for a *Preschool Development Grant* (PDG) program:

**Currently in IL:** The Preschool for All (PFA) program (2007) is a competitive grant program that offers preschool for children ages 3-5 who are not eligible for kindergarten, and who are determined by multiple, weighed risk factors. PFA program curricula must be aligned with IL Early Learning and Development Standards (IELDS), and must provide for active and continuous participation of families.

IL's Preschool Development Grant – Expansion Grant (PDG/EG) is part of a 4-year federal grant (2015-19) to enhance infrastructure to provide high-quality preschool programs, and to expand full day preschool programs for 4-year-olds in high-need communities.

IL has been piloting its Kindergarten Individual Development Survey (KIDS) initiative in some of its districts. The purpose of this initiative is to capture statewide data on the school readiness of kindergartners. KIDS will serve as a tool for parents, districts, local communities,

**Early Childhood Education - Continued**

Authorized at \$250M for FYs 2017-20, the PDG is administered by the Department of Health and Human Services (HHS) jointly with US ED. Funds can be used to develop, update, or implement a plan to increase collaboration or coordination among existing early childhood programs and participation of children from low-income families in high quality early childhood programs. Secretaries of HHS and US ED are restricted from prescribing early learning development guidelines, standards, specific assessments, and specific measures or indicators of quality early learning and care.

In addition to the stakeholder engagement required in the development and implementation of PDGs, school districts will need to determine whether they plan to use Title I funds for early childhood education more broadly. If so, their plans must describe the district strategy to support participating students' transition to local elementary schools. These decisions should be made with engagement of stakeholders, especially local early childhood and childcare experts.

and the state to develop responsive policies to support school readiness. It will also be integrated into existing instruction, assessment, and reporting systems to inform instruction and meet other local purposes.

The current plan is to begin requiring all districts to report to ISBE on 14 key readiness measures within the KIDS instrument by the 2017-18 school year. The reporting is currently within the KIDSTech data system, but a current project will be adding fields in the Student Information System so the data become part of a longitudinal record.

**Moving Forward:** IL will need to determine if they will use Title I funds for early childhood education. If so, their plans must further develop and describe the district's existing and/or new strategy to support participating students' transition to local elementary schools. These decisions should be made with engagement of **IL stakeholders**, especially local early childhood and childcare experts.

**English Learners<sup>††</sup>**

**NCLB:** ELs are not a reported subgroup within the Title I accountability provisions.

Title III funds and programs are to "ensure that Limited English Proficient (LEP) students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement



**ESSA:** Accountability for ELs is shifted to Title I, which increases funding opportunities and visibility for ELs. States must:

- include English proficiency as an indicator in their accountability systems;
- annually assess and report English proficiency, and students who have not attained English proficiency

**Currently in IL:** ELLs are identified using a home survey and assessed annually using the ACCESS assessments (ACCESS for ELLs 2.0). Screening tools and assessments are differentiated by grade level, and alternate assessments are offered for students with significant cognitive disabilities. IL measures ELL progress as part of their accountability ratings for schools (N-size>30) and also includes former ELLs in a separate category in their accountability system to track outcomes after reclassification.

English Learners - *Continued*

standards as all children are expected to meet.” States have flexibility to define the LEP/EL subgroup, as well as standards of EL proficiency and must annually assess and report on student performance on English proficiency for ELs.

**Waivers:** Some waivers asked to give ELs more than 1 year in a US school before integrating their ELA/math scores into Adequate Yearly Progress (AYP).

**Note:** Most English language testing flexibility requests were denied; Florida was approved to 1) count ELs after 2 years, and 2) substitute growth on reading assessments for proficiency.



States have two options regarding timing for testing ELs:

- clarify a standardized process for classifying ELs and re-designating students as English proficient; and disaggregate ELs with a disability from ELs in general.
- Include test scores after they have been in the country 1 year (consistent with current law); OR
- Refrain from counting EL test scores in a school’s rating in their first year, but require ELs to take both math and ELA assessments and publicly report the results.

In order to receive Title III funding to support EL programs, state and district plans must explicitly include parent, family, and community stakeholder engagement as part of their EL strategy, and develop implementation plans with all state stakeholders.

within 5 years of identification as an EL;

This past school year, the Department of English Language Learners (DELL) launched an innovative Professional Learning cohort to build districts’ internal EL training capacity, using a training-of-trainers model. DELL also supported nearly 50 school districts with enhanced technical assistance over a 2-year period. To begin closing gaps early, DELL coordinated with the Division of Early Childhood to support the delivery of services to preschool ELs by adopting revised Early English Language Development Standards, initiating district-level program planning, and launching 3 cohort projects with the Regional Offices of Education.

In an effort to promote college and career-level mastery in 2 or more languages, IL recently became one of the first states in the country to award a State Seal of Biliteracy for students who demonstrate a high level of proficiency in one or more languages, in addition to English.

ISBE also supported legislation that requires charter schools to comply with federal and state laws and regulations for the provision of services to English learners. The agency has also begun working with charter school networks to develop the supports and infrastructure needed to serve ELs in charter schools.

DELL staff has also assisted with the development of new preparation standards for teachers who are endorsed to teach bilingual and English as a second language (ESL) to improve the quality and consistency of teacher preparation programs.

**Moving Forward:** IL has invested in robust data collection, assessment and accountability practices for ELs. Areas for further development might include:

- ensuring more immediate assessment of ELLs upon enrollment (current time period 30 days); and
- including family or student interviews as part of initial language proficiency assessments.



**At-Risk Students<sup>4,5</sup>**

**NCLB:** NCLB establishes the High School Graduation Initiative (HSGI) – the only program dedicated to dropout prevention and recovery.

**Waivers:** HSGI is maintained under waivers.

**PDP** **ESSA:** HSGI is eliminated, but a new funding program, the Student Support and Academic Enrichment Grant, authorizes formula grants to states for three purposes: (1) provide students a well-rounded education; (2) improve school conditions; and (3) improve the use of technology to support digital literacy. These funds may be used to support dropout prevention and re-entry programs.

**Currently in IL:** IL does not currently have statewide programming for high school dropout prevention or recovery. 3 IL districts were awarded HSGI grants in 2010, focused on comprehensive dropout prevention and reentry program strategies, including collaboration with community organizations, police and probation, and health services.

In Chicago, the Department of Dropout Prevention and Recovery has implemented district-wide programming targeting 9th grade course completion and success and credit recovery for students in 10th-12th grade.

**Moving Forward:** IL now has the opportunity to take advantage of the *Student Support and Academic Enrichment Grant* program (see left), and would need to determine which student supports to implement with this new funding. These decisions should be made in consultation with local **IL stakeholders**.

**Funding<sup>\*†</sup>**

**NCLB:** States and local school districts receive more federal funding than ever before for all programs. A large portion of these funds are provided through grants under Title I awarded to states and local education agencies to help states and school districts improve the education of disadvantaged students; turn around low-performing schools; improve teacher quality; and increase choices for parents.

The grant formula includes a 65% weight on poverty.

**Waivers:** Like NCLB, states are required to “supplement not supplant” federal funds for support. States are also required to follow Maintenance of Effort (MOE) provisions that requires them to maintain “fiscal effort” to districts.

**ESSA:** The new law includes some funding provisions that include:

- Supplement not supplant requirements are maintained.
- Maintenance of Effort requirements for K-12 remain in place.
- PDP** • A school with at least 40% poverty is eligible for Schoolwide Title I programs.
- The Title II formula shifts to a more significant weight on poverty (80% of the formula by 2020).
- PDP** • *Weighted Student Funding (WSF) pilot:* 50 school districts working to improve school finance systems, including system evaluation.

**Currently in IL:** IL uses a two-part formula for school funding that includes:

- Main Funding General State Aid, which is calculated according to varying formulas based on a set “foundation level”; and
- funding according to the District Concentration Ratio (DCR), which is the percentage of low-income students (increased funding per pupil as DCR goes up).

Note: IL’s base level of state funding is \$6,119 per pupil annually, but has never been fully funded by the state, and therefore this minimum has not been met.

**Moving Forward:** A full assessment should be conducted, with the input and engagement of multiple **IL stakeholder groups**, as to whether applying for the *WSF* pilot is feasible. Districts who apply should develop their proposals with the input of **IL stakeholders** (e.g., teachers, principals, other school leaders,

**Funding - Continued**

Title II funding formula places a 65% weight on poverty.

administrators of federal programs impacted by the agreement, parents, and community leaders).

**Rural Schools<sup>6</sup>**

**NCLB:** The Rural Education Achievement Program (REAP) initiatives are designed to help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants and that often receive grant allocations too small to be effective.

The Alternative Uses of Funds Authority is a flexibility provision that allows eligible rural districts to maximize rural grant programs, including the *Small Rural School Achievement Program (SRSA)* and *Rural and Low Income School (RLIS)* funds.

**Waivers:** N/A

**PDP** **ESSA:** Spending flexibility of *SRSA*- and *RLIS*-directed funds is expanded to best meet the needs of underperforming students and schools.

These funds can be used to support teacher recruitment and retention, teacher professional development, increasing access to educational technology, family engagement, ELL support, as well as partnerships that increase access to student enrichment, during and after the school day.

**Currently in IL:** IL has one of the largest absolute rural student enrollments. Rural schools in IL have high rates of students qualifying for special education services, and over 25% qualify for free or reduced priced lunch.

Rural schools in IL rank near the bottom on state revenue per local dollar with a per pupil instructional expenditure of \$5,645, in comparison to the state average of approximately \$7,000 per pupil.

298 districts are currently eligible for either *SRSA* or *RLIS* funds (2015-16).

**Moving Forward:** IL should determine if they will utilize *SRSA* and *RLIS* funding, whether they will use these funds for increasing access to student enrichment, which is another opportunity for **IL stakeholder engagement**.

**Charter Schools<sup>7</sup>**

**NCLB:** Charter schools are subject to state and district accountability, in accordance with state charter school law.

The charter authorizer is primarily responsible for holding charter schools accountable under Title I, including determining whether individual schools make AYP.

Charter schools must conduct the same reporting and intervention activities (e.g., steps after Program Improvement), and are also eligible to receive Title I funds, specifically for the purpose

**ESSA:** All public schools are included in the state's accountability system, including charter schools. States must:

- PDP** • establish charter school authorization standards, which may include approving, monitoring and re-approving or revoking the authority of an authorized public chartering agency based on charter school performance in the areas of student achievement, student safety, financial and

**Currently in IL:** Districts manage authorization of charter programs and oversight of charter school performance. The IL State Charter School Commission considers appeals and renewals for charters that have been turned down by districts, and provides general technical assistance to IL districts.

Charter schools are included in the IL accountability system. There is a cap of 75 charter programs in the city of Chicago, and 45 statewide. Over 90% of charter school students in IL are served in Chicago.

**Moving Forward:** IL will have to ensure annual reporting on indicators used for charter schools under the revised

Charter Schools - *Continued*

of carrying out the state and local accountability-related responsibilities, including activities to assist schools identified for improvement responsibilities, including activities to assist schools identified for improvement.

Districts may list charter schools under their jurisdiction that have not been identified for improvement, corrective action, or restructuring as choice options. Similarly, if a charter school is identified for improvement, families must be notified of its status.

**Waivers:** Charter schools are part of the state’s system of differentiated accountability, recognition, and support, including using college and career ready standards and assessments, applying annual goals and identifying *Reward*, *Priority*, and *Focus* school (and associated interventions).

If a charter school is identified as a *Priority* or a *Focus* school, it may face revocation of its charter by its authorizer. Charter schools must develop and implement teacher and principal evaluation and support systems consistent with state guidelines and meet all of the elements of the waiver.

operational management, and compliance with all applicable statutes and regulations;

- ensure charter school annual reports include academic measures that are part of the state accountability system (4 academic, 1 additional indicator), as well as adjusted 4-year and extended cohort graduation rates, disaggregated by subgroups, including plans for intervention and supports; and
- provide assurance of equitable distribution of effective educators.

state accountability system, and ensure equitable distribution of teachers.

## Mitigating the Effects of Poverty<sup>8†</sup>

**NCLB:** NCLB transfers administration of the *21st Century Community Learning Centers grant (21st CCLC)* from US ED to states, based on its share of Title I funding for low-income students.

NCLB also narrows the focus of *21st CCLC* from a community learning center model to an afterschool program model.

Services are provided to students attending high-poverty, low-performing schools, including academic enrichment activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs. Literacy and related educational development services are available to families of children who are served in the program.

**Waivers:** N/A

**PDP** **ESSA:** Funds include competitive grants for supportive programs, such as *Full-Service Community Schools*, *Promise Neighborhoods* and *21st Century Community Learning Centers*. These grants are intended to expand equitable access to comprehensive student enrichment and supports, including integrated community partnerships and professional development for educators to work effectively with families and communities.

**Currently in IL:** 87 21st CCLC awards were granted (2014-15) to nearly 400 sites, serving over 47,000 students, grades k-12. Goals for the state grant program emphasize academic, arts, and social emotional enrichment opportunities and programs designed and delivered in partnership with families and community organizations.

3 *Full-Service Community Schools* grants have been awarded to initiatives in Chicago and West Chicago (1 in 2014, and 2 in 2015), with expected grant funds totaling over \$7M, to support and strengthen community school strategies. The Woodlawn Children’s Promise Community, focused on a neighborhood on Chicago’s Southside, partners with 11 public elementary and high schools to serve as a hub of resources, programs, and supports that directly impact children and families.

Such growing school and community efforts have benefited from deep school and community partnerships with local colleges and universities, as well as local networks such as the IL Federation for Community Schools, founded in 2006, which seeks to connect, develop and champion community schools work across the state.

**Moving Forward:** IL’s community school accomplishments have generally focused on the urban and suburban areas of Chicago. The lessons learned from these efforts could guide and support state-wide policy and funding efforts to expand strong and sustainable partnerships, particularly in more rural, less resourced areas of the state.

## notes

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1. From Illinois Report Card site: <http://www.illinoisreportcard.com/>
  2. From the Illinois Educator Equity Plan
  3. From the Preschool for All Implementation Manual (ISBE)
  4. From US ED: <http://www2.ed.gov/programs/dropout/2010awards.html>
  5. From <http://www.ewa.org/blog-educated-reporter/chicagos-dropout-prevention-initiative-targets-ninth-graders>
  6. Information drawn from the Rural School and Community Trust and US ED: <http://www2.ed.gov/programs/reaprlisp/eligibility.html>
  7. From <http://www.isbe.net/scsc/>
  8. From US ED site: <http://www2.ed.gov/programs/communityschools/awards.html> ; the Illinois Federation for Community Schools site: <http://www.ilcommunityschools.org/> ; and the Woodland Promise site: [http://woodlawnpromise.org/?page\\_id=2](http://woodlawnpromise.org/?page_id=2)
- \* **From Illinois Flexibility Waiver**
- † **From Illinois School Board of Education's Strategic Plan**
- ‡ **From Illinois State Board of Education Website**

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Columns 1 and 2 in the table above have been adapted with permission from the following organization's materials: Alliance for Excellent Education (<http://all4ed.org/essa/>); EducationCounsel (<http://educationcounsel.com/?publication=summary-analysis-every-student-succeeds-act>); First Five Years Fund (<http://ffyf.org/resources/>).

### The ESSA sections below highlight specific opportunities for engagement with various stakeholders in the state:

#### Title I, Section 1111 – State Plans

- *Development*: Requirement that to receive grant funds plan must be developed by SEA with timely and meaningful consultation with the Governor, members of the State legislature and the State board of education, LEAs, representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents (Sec. 1111(a)(1)(A)).
- *Public Comment*: Requirement that each state shall make the State plan publicly available for comment for no less than 30 days. Must be available electronically in an easily accessible format. Must happen before submission of the plan to the Secretary. Assurances must be provided in the plan that this has taken place.
- *Determining ‘N’ size*: States must demonstrate how it determined N size, including how it collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining the minimum number (Sec. 1111(c)(3)(A)(ii)).
- *Comprehensive Support and Improvement Plans*: For each Comprehensive school identified by the state, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders) locally develop and implement a Comprehensive plan for the school to improve student outcomes (Sec. 1111(d)(1)(B)).
- *Targeted Support and Improvement Plans*: For each Targeted school identified by the district, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders), shall develop and implement school-level Targeted plans (Sec. 1111(d)(2)(B)).
- *Assurances – Parent/Family Engagement*: Each SEA plan shall include assurances that the SEA will support the collection and dissemination to LEAs and schools of effective parent and family engagement strategies, including those in the parent and family engagement policy under section 1116 (Sec. 1111(g)(2)(F)).
- *State Report Card*: Must be presented in an understandable and uniform format that is developed in consultation with parents, and to the extent practicable, in a language parents can understand (Sec. 1111(h)(1)(B)(ii)).

#### Title I, Section 1112 – LEA Plans

- *LEA subgrants*: May only be received by the LEA if it has on file with the SEA an SEA-approved plan that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and charter school leaders, administrators, other appropriate school personnel, and with parents of children in Title I schools (Sec. 1112(a)(1)(A)).
- *LEA plans*: In its plan, each LEA shall describe the strategy it will use to implement effective parent and family engagement under section 1116 ... and how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of Title I services (Sec. 1112 (b)(9)).

#### Title I, Section 1202 – State Option to Conduct Assessment System Audit

- *Application:* Applications for state assessment audit grants must include information on the stakeholder feedback the State will seek in designing the audit (Sec. 1202(d)(1)(B)).
- *State assessment system audit:* Each State assessment system audit shall include feedback on the system from stakeholders including, for example- how teachers, principals, other school leaders, and administrators use assessment data to improve and differentiate instruction; the timing of release of assessment data; the extent to which assessment data is presented in an accessible and understandable format for all stakeholders (Sec. 1202(e)(3)(C)).

#### **Title I, Section 1204 – Innovative Assessment and Accountability Demonstration Authority**

- *Application:* Applications for innovative assessments must demonstrate that the innovative assessment system will be developed in collaboration with stakeholders representing the interests of children with disabilities, English learners, and other vulnerable children; teachers, principals, and other school leaders; LEAs; parents; and civil rights organizations in the State (Sec. 1204(e)(2)(A)(v)). The application shall also include a description of how the SEA will inform parents about the system at the beginning of each year of implementation (Sec. 1204(e)(2)(B)(v)), and engage and support teachers in developing and scoring assessments that are part of the innovative assessment system (Sec. 1204(e)(2)(B)(v)).

#### **Title I, Section 1501 – Flexibility for Equitable Per-Pupil Funding**

- *Assurances:* LEAs interested in applying for the weighted student funding flexibility pilot shall include in the application an assurance that the LEA developed and will implement the pilot in collaboration with teachers, principals, other school leaders, administrators of Federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders (Sec.1501(d)(1)(G)).

#### **Title II, Section 2101 – Formula Grants to States**

- *Application:* Each SEA shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instruction support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise, and seek advice regarding how to best improve the State’s activities to meet the purpose of this title (Sec.2101(d)(3)(A)).

#### **Title II, Section 2102 – Subgrants to LEAs**

- *Application:* In developing the application LEAs shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise and seek advice regarding how to best improve the State’s activities to meet the purpose of this title (Sec. 2102(b)(3)).

#### **Title III, Section 3102 – English Language Acquisition, Language Enhancement, and Academic Achievement**

- *Assurances:* SEA and specifically qualified agency plans must provide an assurance that the plan has been developed in consultation with LEAs, teachers, administrators of programs implemented under this subpart, parents of English learners, and other relevant stakeholders.

#### **Title III, Section 3115 – Subgrants to Eligible Entities**

- *Local Plans:* Local grants must describe how the eligible entity will promote parent, family, and

community engagement in the education of English learners and contain assurances that the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education in developing the plan.

### **Title III, Section 3131 – National Professional Development Project**

- Grant use: Grants awarded under this section may be used to support strategies that strengthen and increase parent, family and community member engagement in the education of English learners (Sec. 3131(3)).

### **Title IV, Section 4106 – LEA Applications**

- *Applications*: an LEA, or consortium of LEAs, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community based organizations, local government representatives (including law enforcement, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations, charter school teachers, principals, and other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. The LEA or consortium shall engage in continued consultation with the entities described above (Sec 4106(c)(1)).

### **Title IV, Section 4203 – State Application**

- *Applications*: SEAs shall submit an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school programs and activities, heads of the State health and mental health agencies or their designees, statewide after-school networks and representatives of teachers, LEAs, and community based organizations and a description of any other representatives of teachers, parents, students, or the business community that the State has selected to assist in the development of the application if applicable (Sec. 4203(a)(13)).

### **Title IV, Section 4624 – Promise Neighborhoods**

- *Application*: Eligible entities desiring a grant under this part must include in their application an analysis of the needs assets of the neighborhood identified including a description of the process through which the needs analysis was produced including a description of how parents, families, and community members were engaged (Sec. 4624(a)(4)(B)), and an explanation of the process the eligible entity will use to establish and maintain family and community engagement including how a representative of the members of such neighborhood will be involved in the planning and implementation of the activities of each award granted (Sec. 4624(a)(9)(A)).

### **Title IV, Section 4625 – Full Service Community Schools**

- *Grant awards*: in awarding grants under this subpart, the Secretary shall prioritize eligible entities that are consortiums comprised of a broad representation of stakeholders or consortiums demonstrating a history of effectiveness (Sec.4625(b)(2)).



## APPENDIX B: Resources for Further Information about ESSA

**The following are overviews and analyses of ESSA** from *Partners for Network* partners and others who have contributed to the national and local conversations about ESSA implementation. This list is not exhaustive, and will be updated as resources become available. We welcome your input on expanding and revising this list.

**The Alliance for Excellent Education** (The Alliance) is a nonpartisan policy and advocacy non-profit that focuses on high school transformation and policy implementation recommendations. They have produced valuable summary materials - both print and video - summarizing ESSA's implications for **accountability, assessments, high schools, teachers and school leaders, and Linked Learning**. These materials and more can be found at [all4ed.org/essa](http://all4ed.org/essa). The Alliance is part of the *Partners for* advisory group, leading our national issue-based group in governance and accountability.

**The American Federation of Teachers** (AFT) is a national teachers union that represents 1.6 million members nationwide. AFT resources on ESSA can be found at [aft.org/position/every-student-succeeds-act](http://aft.org/position/every-student-succeeds-act). The AFT is a member of the *Partners for* advisory group focused on teaching, leading and learning.

**The Council of Chief State School Officers** (CCSSO) is a nonpartisan nonprofit organization of public officials who head departments of elementary and secondary education in the states. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. They have produced several materials, including a [FAQ on ESSA](http://ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html), which can be found at [ccsso.org/Resources/Programs/Every Student Succeeds Act.html](http://ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html). CCSSO is working with *Partners for* on ESSA implementation efforts in several states.

**EducationCounsel** (EdCounsel) is an education consulting firm that focuses on policy strategy, research, and implementation at the national level for all students. In December 2015, EdCounsel produced a [Summary Analysis of the Every Student Succeeds Act](http://educationcounsel.com) immediately following the passage of the law, and has since produced an analysis of the Law's [opportunities and risks](http://educationcounsel.com). These and more can be found at [educationcounsel.com](http://educationcounsel.com). EdCounsel is working with *Partners for* on analysis of federal policy, and is part of our advisory group focused on early childhood education.

**Education Trust** (EdTrust) is a national non-profit advocacy organization that promotes high academic achievement for all students at all levels, particularly for students of color and low-income students. EdTrust has many resources that can be found at [edtrust.org/issue/the-every-student-succeeds-act-of-2015/](http://edtrust.org/issue/the-every-student-succeeds-act-of-2015/), including an [overview](http://edtrust.org/issue/the-every-student-succeeds-act-of-2015/) of the law as it relates to Equity.

**The National Education Association** (NEA) is a national teachers union representing 3 million members nationwide. NEA's resources on ESSA can be found at [nea.org/essabegins](http://nea.org/essabegins). The NEA is a member of the *Partners for* advisory groups focused on teaching, leading and learning, and governance and accountability.

**National Council of La Raza** (NCLR) is a nonpartisan voice for Latinos, leading research, policy analysis, and state and national advocacy efforts in communities nationwide. NCLR's resources on ESSA can be found at [nclr.org](http://nclr.org), and include a webinar focused on [what the ESSA means for the Latino community](http://nclr.org), and an [article](http://nclr.org) on the same topic.

**The Thomas B. Fordham Institute** (The Fordham Institute) is a national non-profit research organization that aims to challenge and frame the educational debate, specifically around standards, school quality and choice, and capacity-strengthening for more effective, efficient, and equitable education. The Fordham Institute put together a video panel about ESSA called [Implementing ESSA: What to expect in 2016](http://edexcellence.net). This and other resources can be found at [edexcellence.net](http://edexcellence.net).

**The National Urban League** (NUL) is a national non-profit focused on research and advocacy efforts that are grounded by the direct service and program experience of over 90 affiliates nationwide. The NUL produced a [series of webinars](http://nul.iamempowered.com) focused on ESSA that includes an [Overview of ESSA](http://nul.iamempowered.com). These and other resources can be found at [nul.iamempowered.com](http://nul.iamempowered.com).

**The U.S. Department of Education** (US ED) produced a [set of FAQs on ESSA](http://ed.gov/essa). This and other US ED resources can be found at [ed.gov/essa](http://ed.gov/essa).

These resources and More can be found at the  
Partners for Each and Every Child website ([Click Here!](#))