

# Ask the Experts: Useful Tools and Resources

## **PLEASE NOTE:**

*The following resources do not all reflect the opinions or political stances of the authors or contributors of this document. In an effort to provide a robust list of resources that represent a diversity of opinion and relevance, this list includes resources from diverse sources.*

## **Assessing Need**

[Using Needs Assessments for School and District Improvement: A Tactical Guide](#) (Center on School Turnaround and the Council of Chief State School Officers)

Also See: [Worksheets — Using Needs Assessments for School and District Improvement](#)

[Using Needs Assessments to Connect Learning + Health](#) (Healthy Schools Campaign)

[National Commission on Social, Emotional, and Academic Development](#) (Aspen Institute)

[Assessing School-Level & District-Level Needs](#) (National Association of School Psychologists)

## **Examples from the Field**

North Carolina's [School Turnaround assessment](#) & [School Needs Assessment: Rubric](#)

North Dakota [Special Education Needs Assessment](#)

Texas' [Comprehensive Needs Assessment](#) & [Title I Capacity Building Initiative](#) (TEA; Region 10)

Oakland Unified School District [Impact Assessment—Community Engagement](#)

Michigan's Event Resources: [Follow the “Comprehensive Needs Assessment Road” to “Academic Success”](#) (Event by the National Title I Association)

Montana's [Comprehensive Needs Assessment Process](#)

California's CORE districts use [Panorama's Survey Instruments](#)

Georgia's [Comprehensive Needs Assessment Plan](#)

Delaware's [Needs Assessment and Continuous Improvement Process](#)

## **School Improvement Strategies**

[State Systems of Identification and Support under ESSA: A Focus on Designing and Revising Systems of School Identification](#) (CCSSO)

[Nine Elements of Effective School Community Partnerships to Address Student Mental Health, Physical Health, and Overall Wellness](#) (IEL, NASP)

[ESSA Leverage Points: 50-State Report on Promising Practices for Using Evidence to Improve Student Outcomes](#) (Results for America)

[Building Family and Community Demand for Dramatic Change in Schools](#) (Public Impact)

[Dual Capacity-Building Framework for Family-School Partnerships](#) (US ED)

[Best Practices for School Improvement Planning](#) (Hanover Research)

[Five Strategies for Creating a High-Growth School](#) (Battelle for Kids and SOAR Learning and Leading Collaborative)

[Implementing Change: Rethinking School Improvement Strategies and Funding Under ESSA](#) (Chiefs for Change)

[Answer Sheet: What Research Really Says About Closing Schools - And Why It's a Bad Idea for Kids](#) (NEPC)

[Seizing the Moment: A District Guide to Advance Equity Through ESSA](#) (Aspen Institute)

## **Whole Child**

The [Whole Child Approach](#) Resources (The Whole Child Approach) [Best Practices for School Improvement Planning](#) (Hanover Research)

[Five Strategies for Creating a High-Growth School](#) (Battelle for Kids; SOAR Learning and Leading Collaborative)

[Implementing Change: Rethinking School Improvement Strategies and Funding Under ESSA](#) (Chiefs for Change)

[Global Family Research Project — Resources](#)

[Data Systems & Reporting](#)

[Transparency for Families and Communities](#) (Data Quality Campaign)

[Rating States, Grading Schools: What Parents and Experts say States Should Consider to Make School Accountability Systems Meaningful](#) (Education Commission of the States)

[Data Security for Schools](#) (NSBA)

[Making Sense of it All: How to Incorporate Stakeholder Feedback](#) (CCSSO)

[Communicating Performance: A Best Practices Resource for Developing State Report Cards](#) (CCSSO)

[Data Equity Walk Toolkit](#) (The Education Trust)

[Building State Capacity for Powerful School Information: Results of the My School Information Design Challenge](#) (ExcelinEd)

## **Academic Assessments**

[Student Assessment Inventory for School Districts](#) (Achieve)

[Six Things Teachers and District Leaders Can Do To Support Formative Assessment](#) (NWEA)

[Developing and Measuring Higher Order Skills: Models for State Performance Assessment Systems](#) (CCSSO and the Learning Policy Institute)

[An Implementation Framework for the Locally-Selected, Nationally-Recognized High School Assessment Provision of the Every Student Succeeds Act](#) (CCSSO)

[Implementing the Locally-Selected, Nationally-Recognized High School Assessment Provision of the Every Student Succeeds Act: Key Questions and Considerations](#) (CCSSO)

## **Technology in the Classroom**

[ESSA, EdTech and the Future of Education](#) (Center for Digital Education)

[Who's Who: Edu Stakeholders and How to Find Them](#) (The Ed Tech Handbook)

## [Future Ready Schools—Resources](#)

[Blending Teaching and Technology: Simple Strategies for Improved Student Learning](#) (Future Ready Schools)

[Digital Learning Day 2017—Resources](#) (Alliance for Excellent Education)

[Guide to Choosing Digital Content and Curriculum](#) (Center for Digital Education)

[Dear Colleague Letter](#) (ESSA and Technology in Schools) (Office of Educational Technology, US ED)

## **Advanced Coursework**

[Advanced Coursework](#) (Education Trust)

[Help Low-Income Students Access the Promise of AP](#) (CollegeBoard)

[Expanding Equity: Leveraging the ESSA to provide Direct Student Services](#) (Chiefs for Change)

[New Federal Education Law Encourages Growth in Dual and Concurrent Enrollment Programs](#) (National Alliance of Concurrent Enrollment Partnerships)

[21<sup>st</sup> CCLC FAQ](#) (Afterschool Alliance)

## **After-School and Expanded Learning**

[Beyond the Bell: Turning Research into Action in Afterschool and Expanded Learning](#) (AIR)

[Opportunities for Afterschool in ESSA](#) (Afterschool Alliance)

[Tools and Resources](#) (National Center on Time & Learning)

[TutorWorks.org—Resources](#)

[The Every Student Succeeds Act And How It Affects Tutors](#) (Clark - tutoring software)

[Ready for Work? How Afterschool Programs Can Support Employability Through Social and Emotional Learning](#) (AIR)

[The In-School and Afterschool Social and Emotional Learning Connection: A Planning Tool](#) (AIR)

## **Promoting a Positive/Pro-social School Climate**

[Guiding Principles: A Resource Guide for Improving School Climate and Discipline](#) (US ED)

[National Center on Safe Supportive Learning Environments—Resources](#)

[School Climate and Bullying Prevention](#) (National School Climate Center)

[2015 National School Climate Survey: LGBTQ Students Experience Pervasive Harassment and Discrimination, But School-Based Supports Can Make a Difference](#) (GLSEN)

## **Behavior Support & Discipline Practices**

[School Discipline Provisions in ESSA](#) (LCCHR)

[Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports \(PBIS\)](#) (Positive Behavioral Interventions & Supports)

[The School Discipline Consensus Report](#) (Council of State Governments' Justice Center)

[ESSA Resources](#) (Dignity in Schools Campaign)

[Educational Exclusion: Drop Out, Push Out, and the School-to-Prison Pipeline among LGBTQ Youth](#) (GLSEN)

[Building Safe, Supportive and Restorative School Communities in New York City](#) (Teachers Unite)

[Position Statement: School Discipline](#) (NASSP)

[School Discipline Guidance and Students' Civil Rights](#) (The Leadership Conference Education Fund)

[School discipline data indicators: A guide for districts and schools](#) (Institute of Education Sciences, US ED)

[Stopping School Pushout for: Girls of Color](#) (National Women's Law Center)

[School-to-Prison Pipeline](#) (Disability Rights Education & Defense Fund)

## **Social and Emotional Learning**

[Social and Emotional Learning — Resources](#) (Robert Wood Johnson Foundation)

[Navigating Social and Emotional Learning from the Inside Out: Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers](#) (Wallace Foundation)

[SEL in Districts](#) (CASEL)

[Social Emotional Learning in Elementary School: Preparation for Success](#) (The Pennsylvania State University)

[Social and Emotional Learning Under ESSA](#) (NIEER)

[Student Social and Emotional Development and Accountability: Perspective of Teachers](#) (National Network of State Teachers of the Year)

[Encouraging Social and Emotional Learning In the Context of New Accountability](#) (Learning Policy Institute)

[Lessons learned from districts implementing Transforming Ed's Mindsets, Essential Skills and Habits \(MESH\) framework](#) (Transforming Education)

[Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports \(PBIS\)](#) (Positive Behavioral Interventions & Supports)

[Center for Restorative Process Resource Library](#) (Center for Restorative Process)

[ESSA Resources](#) (Dignity in Schools Campaign)

## **Addressing Bullying and Harassment**

[Bullying and School Climate](#) (American Psychological Association)

[School Climate and Bullying Prevention](#) (National School Climate Center)

[Every Student Succeeds Act \(ESSA\) and Bullying Prevention: GET INVOLVED](#) (International Bullying Prevention Association)

[Stop Bullying—Prevention Resources](#)

[Two Wrongs Don't Make a Right: Why Zero-Tolerance is Not the Solution to Bullying](#) (Advancement Project, Alliance for Education Justice, Gay-Straight Alliance Network)

[Ending Institutionalized Bullying In Our Schools](#) (Desis Rising Up and Moving)

[A Model Code on Education and Dignity](#) (Dignity in Schools Campaign)

## **Nutrition & Food Access**

[Food Hardship in America: Households with Children Especially Hard Hit](#) (Food Research & Action Center)

[ESSA Opportunities to Increase Access to Child Nutrition Programs](#) (FRAC)

[School Breakfast Program](#) overview (FRAC)

[Afterschool Meal Program](#) overview (FRAC)

[Summer Food Service Program](#) overview (FRAC)

[National School Lunch Program](#) overview (FRAC)

Research Briefs: [Breakfast for Health](#), [Breakfast for Learning](#) & [Breakfast for Behavior](#) (FRAC)

[Healthy Schools Campaign—Resources](#)

[ESSA Title IV and School Health: Frequently Asked Questions](#) (ASCD)

## **Early Childhood Education**

[What Early Learning in ESSA Can Look Like for States and Districts](#) (First Five years Fund)

[Opportunities in ESSA for Improving Early Education](#) (NASBE)

[Tracking Progress in Early Care and Education: Program, Staff, and Family Measure Tools](#) (Administration for Children & Families)

[ESSA Resources](#) (Center on Enhancing Early Learning Outcomes)

[Resources on Early Learning & ESSA](#) (Ounce of Prevention)

[Equity Starts Early: Addressing Racial Inequities in Child Care and Early Education Policy](#) (CLASP)

[How States Fund Pre-K: A Primer for Policymakers](#) (Child Care & Early Education, Research Connections)

[Policy Brief: The State of Early Learning in ESSA: Plans and Opportunities for Implementation](#) (CCSSO)

[Birth to Grade 3 Indicator Framework: Opportunities to Integrate Early Childhood in ESSA Toolkit](#) (CCSSO)

## **Working Across School Types**

[Charter School Accountability Under ESSA](#) (Education Commission of the States)

[ESSA Resources](#) (National Alliance for Public Charter Schools)

[ESSA Title IV Fact Sheet](#) (NASSP)

[District-Charter Collaboration Compacts](#) (The Center on Reinventing Public Education)

[The Charter-District Relationship: How Sharing Instructional Practices Can Pave the Way for More Collaboration](#) (The Center on Reinventing Public Education)

WEBINAR: [Science of Adolescent Learning: Using Public-Private Partnerships to Drive Secondary School Improvement](#) (Alliance for Excellent Education)

## **Reducing Chronic Absence**

[Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence](#) (Attendance Works)

[The Attendance Imperative: How States Can Advance Achievement by Reducing Chronic Absence](#) (Attendance Works)

[What states told Chalkbeat about how they will monitor their chronic absenteeism data](#) (ChalkBeat)

[Chronic Absenteeism](#) (Education Trust, Students Can't Wait)

[Chronic Absenteeism in the Nation's Schools: An unprecedented look at a hidden educational crisis](#) (US ED)

## **Increasing Access to The Arts**

[Arts Integration Creates Positive School Climates](#) (DC Arts & Humanities Education Collaborative)

[What School Leaders Can Do To Increase Arts Education](#) (Arts Education Partnership)

[ESSA: Mapping opportunities for the arts](#) (Arts Education Partnership, Education Commission of the States)

[Using the Arts to Turn Schools Around](#) (Harvard Graduate School of Education)

[ESSA and the Arts](#) (Arts Education Partnership, Education Commission of the States)

[K–12 Arts Education: Every Student, Every School, Every Year](#)—A report on Washington Schools (Arts Education Research Initiative)

## **Supporting English Learners**

[NCIIP: English Learners and the Every Student Succeeds Act \(ESSA\)](#) (Migration Policy Institute)

[English Learner Toolkit for State and Local Education Agencies \(SEAs and LEAs\)](#) (US ED)

[“All In” guide](#) for Educators (The National Education Association)

[5 Steps to ELL Advocacy](#) (The National Education Association)

[Tip sheet](#) (Advocates for Children)

[Unlocking Learning II: Math as a Lever for English Learner Equity](#) (The Education Trust—West)

[Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students](#) (CCSSO)

## **Supporting Students with Disabilities**

[ESSA Parent Advocacy Toolkit](#) (National Center for Learning Disabilities)

[ESSA: Key Provisions and Implications for Students with Disabilities](#) (CCSSO)

[Tools for ESSA & Students with Disabilities](#) (AIR)

[The Difference Between ESSA and NCLB](#) (Understood.org)

[CPIR Resource Library](#) (Center for Parent Information & Resources)

[Supporting Learners: K-12 & AEM](#) (National Center on Accessible Education Materials)

[National Association of State Directors of Special Education, Inc.—Resources](#)

[Wrights Law](#)—policy summary resources

State Toolkit for ESSA Implementation in [Colorado](#) & [Georgia](#): Focus on Students with Disabilities (Understood.org)

## **Supporting Students Experiencing Foster Care or Homelessness**

[Technical Assistance Tools](#) (National Association for the Education of Homeless Children and Youth)— includes sample foster care dispute resolution processes, LEA considerations for developing transportation procedures, and FAQs

[New requirements in ESSA Impacting the Education of Homeless Students](#) (AASA)

[Homeless Children and Youth in the “Every Student Succeeds Act of 2015”](#) (School House Connection)

[Homeless Liaison Toolkit | 2017 Edition](#) (NCHE)

[Foster Care Guidance document](#) (USED)

[Integrated Service Settings Open Doors for Youth Experiencing Homelessness](#) (SAMHSA)

## **Supporting Teachers and Leaders**

[Teacher Assessment and Evaluation: The National Education Association’s Framework for Transforming Education Systems to Support Effective Teaching and Improve Student Learning](#) (National Education Association)

[Teacher Professional Learning Diagnostic Assessment: Does your school system have the conditions and practices in place to support Connected Professional Learning?](#) (Education Resource Strategies)

[Reimagining Title II-A: A Resource for Creating and Improving State Plans and Working with LEAs](#) (CCSSO)

[What’s in the Every Student Succeeds Act?](#)—Teachers and School Leaders (The Education Trust)

[Shared-Content Teaching Teams: Best Practices Template](#) (Education Research Strategies)

[“ESSA Essentials for Educators”](#) (Association for Supervision and Curriculum Development)

[What’s the Cost of Teacher Turnover?](#) — interactive calculator for schools and districts (Learning Policy Institute)

[What Is a Professional Learning Community?](#) (Association for Supervision and Curriculum Development)

[ESSA and Professional Learning](#) (Learning Forward)

[Leveraging ESSA to Build Professional Learning Systems](#) (EducationCounsel, LLC; Learning Forward)

[Building Ranks for School Leaders: Professional Standards for Educational Leaders \(PSEL\) standards-based products](#) (NASSP)

Interactive State Map: [Examples of Initiatives Elevating the Teaching Profession](#) (Center for American Progress)

## **Other**

[Leveling the Playing Field for Rural Students](#) (AASA)

[Better Serving Those Who Serve: Improving the Educational Opportunities of Military-Connected Students](#) (Lexington Institute)

[Being Black Is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child](#) (National Black Child Development Institute)

## **Engaging with Stakeholders Around Resources**

[Budget Hold 'Em](#) (Education Resource Strategies)

[Transforming School Funding: A Guide to implementing Student-Based Budgeting](#) (Education Resource Strategies)

[Turnaround Schools Resource Guide: District Strategies for Success and Sustainability](#) (Education Resource Strategies)

[The Value Propositions Associated with Funding Research-Based K-12 Education Practices](#) (Center for Tax and Budget Accountability)

[Strategic Budgeting](#) (District Management Group)

[Evidence for ESSA: Proven Strategies](#) (Center for Research and Reform in Education)

[What's the Cost of Teacher Turnover?](#) — interactive calculator for schools and districts (Learning Policy Institute)

[How States Fund Pre-K: A Primer for Policymakers](#) (Child Care & Early Education, Research Connections)

[Funding Transparency Under ESSA](#) (Education Resource Strategies)

[Making Sense of it All: How to Incorporate Stakeholder Feedback](#) (CCSSO)

[Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change](#) (Center for Mental Health in Schools at UCLA, 2015)