

A Guide to ESSA: the EVERY STUDENT SUCCEEDS ACT

by PPEL: Power of Public Education Lafayette

"The goal of public education is to provide learning environments and experiences, at all stages of human development, that are humane, just and designed to promote excellence in order that every individual may be afforded an equal opportunity to develop to his full potential"

State Constitution of Louisiana

ESSA FACTS

- Replaces No Child Left Behind; ESSA passed Congress in 2015
- Requires a state accountability system to monitor the quality of education of all public school children
- Requires an ESSA state compliance plan that must be developed with parent, teacher and community input and participation

Opportunities for change that ESSA provides

- We can choose multiple indicators -not just state testing- to demonstrate school quality and student success.
- We can choose a better way to identify the strength of our schools. A single letter grade - A to F - doesn't communicate what parents and educators need to know.
- We can change our response to schools that struggle by involving parents, teachers and the community in determining interventions.
- We can protect parental choice for children to opt out of state tests without punitive measures for children or schools.
- We can eliminate the evaluation of teachers based on students' scores on state tests.

ESSA ACCOUNTABILITY REQUIREMENTS

- High Stakes Testing in 3rd thru 8th grades in English and Math, plus once in High School.

- High School Graduation Rates

- English Language Proficiency for English language learners

- An additional indicator for middle and elementary schools

- A minimum of one other indicator of school quality or student success that "allows for meaningful differentiation of school performance"

BE INFORMED

Learn about ESSA

[http://www.ncsl.org/
documents/educ/
ESSA_summary_NCSL.
pdf](http://www.ncsl.org/documents/educ/ESSA_summary_NCSL.pdf)

BE INVOLVED

ESSA compliance requires public input. Send your comments:

ESSALouisiana@la.gov

BE PUBLIC SCHOOLS

Let's work together.

www.ppelafayette.org

Indicators to Consider - samples excerpted from NEA's Opportunity Dashboard

Reference: <https://www.nea.org/assets/docs/NEA-Opportunity-Dashboard.pdf>

Student Success	Quality Indicators	Quality Schools
Student Attendance in elementary and middle schools	Student access to fully qualified teachers including Board certified and advanced degrees	Student access to small class size
Graduation rates in high schools	Student access to qualified paraeducators	Family and community engagement
School Climate Index including: bullying prevention, positive behavior support programs, parent and student surveys, restorative justice practices	Student access to support personnel including: school counselors, social workers, nurses, psychologists	Student access to high quality early education programs and high quality full-day kindergarten programs, five days per week
Student success in advanced coursework including: AP/IB, honors, dual enrollment, college gateway math and science classes	Percentage of teachers who are teaching outside their field	Student access to advanced coursework including: AP/IB, honors, dual enrollment, college gateway math and science classes
Appropriate assessment system	Educators empowered to make site-based decisions	Student access to individual excellence opportunities through fine arts, foreign language, daily physical education, library/media studies, career and technical education, etc...

BE ACTIVE, Ask questions

- Can we include multiple measures of success, like those in the Opportunity Dashboard?
- Can we eliminate the A - F letter grade system?
- What is the LDOE proposing for the statewide indicator for middle and elementary grades?
- Can we include a measure of access to subjects like social studies, science, foreign language, PE, fine arts, and recess, to help children reach their full potential?
- Can we remove the requirement on districts that ties 4th and 8th grade promotion to standardized tests?
- Can we remove the Value Added Model tying teacher evaluations to standardized tests?
- For schools not showing improvement, how can we ensure that parents, teachers and school leaders are involved in improvement planning?
- How can we respect the rights of parents who make the choice to opt their children out of high stakes testing, and how can we account for opt out in non-punitive ways?
- How can parents, teachers and educators remain involved in the ESSA compliance process?