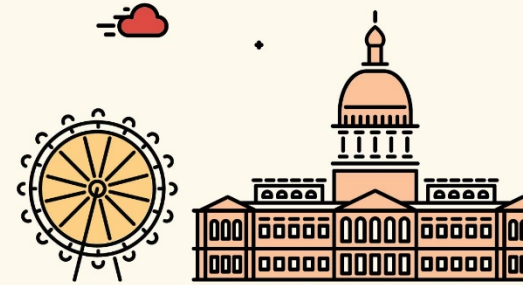


# THE EVERY STUDENT SUCCEEDS ACT

**POLICY, PRACTICE, PARTNERS**



#NACSAcon

## Workshop Goals

1. Foundational knowledge of ESSA policy and process
2. Techniques to address accountability issues that arise with the ESSA transition
3. Tools to talk about ESSA with stakeholders

# THREE PARTS, THREE TIMES THE FUN

1. Policy Boot Camp (30 mins)
2. Practices: (60 mins)
  - Scenario
  - Bringing It Home
3. Partners (45 mins)
  - Talking about ESSA
  - State Huddles

What You Have At Your Table

Table Facilitator

The ESSA Transition: An Authorizer's Planning Guide

Workbook

#NACSAcon

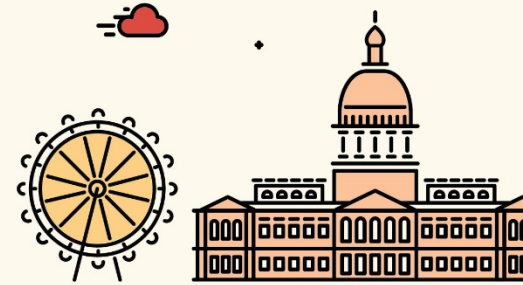
# POLICY BOOT CAMP

**TWO TRUTHS AND A LIE**

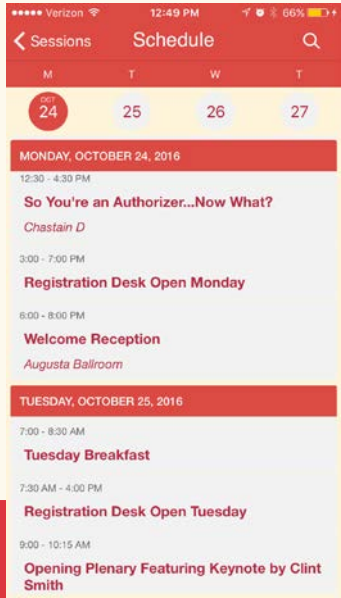
WITH

**AMANDA FENTON, NACSA**

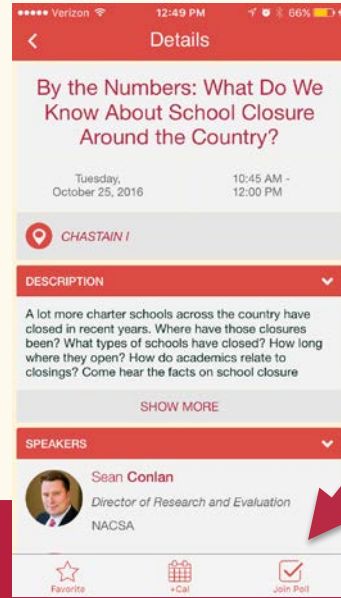
**KELLY MCMANUS, EDUCATION TRUST**



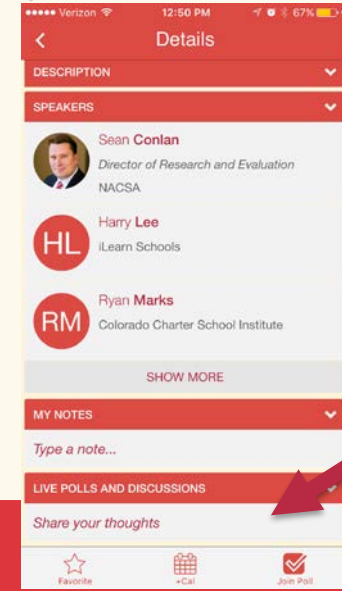
#NACSAcon



FIND YOUR  
SESSION



CLICK JOIN POLL  
TO PARTICIPATE



SCROLL DOWN  
TO ADD TO THE  
DISCUSSION

JOIN YOUR SESSION'S POLLING AND  
DISCUSSION

#NACSAcon

# BOOT CAMP GOALS AND TOPICS

## Goals

1. Review highlights of ESSA and how it impacts charter authorizers.
2. Correct common misunderstandings about the law.
3. Give authorizers a sense of what decisions will be made and how they should be involved.

## Topics

1. Assessments
2. Accountability
3. Transparency
4. Equity
5. The Transition
6. Charter School Program

*For more resources on these and other topics, see Page 6 of your Transition Guide.*

# WHERE ARE WE?

**WE ARE  
HERE**

And just a  
little bit here

**FEDERAL  
REGULATIONS**

**STATE PLANS**

**STATE  
REGULATIONS**

## **IN FULL EFFECT**

December 2015: Law passed.

August 2016: Waivers expired.

**School Year 2016-17: Transition Year**

December 2016: Federal regulations must be completed

March, July 2017: State Title I plans due to US ED

**School Year 2017-18: New state plans go into effect**

December 2017: Deadline for first new state report cards

**#NACSAcon**

# QUICK TIPS



## USE NEW TOOLS

ESSA requires reporting new data on schools and school performance. Understand what the data helps you do...and what it might make murky.

#NACSAcon



## COORDINATE

Think comprehensively. ESSA encourages holistic plans, coordinated systems, and meaningful stakeholder engagement.



## KNOW THE NEW AUTONOMIES

LEAs especially can have significant new autonomies. Funding, school improvement, assessments, local planning, etc. This flexibility comes with new responsibilities.



# WHICH STATEMENT ABOUT ASSESSMENTS IS FALSE?



POLL OPEN

1. All students must take annual assessments in the same topics, and on the same schedule, as under NCLB.



2. All students must take the same annual assessment, aligned with Common Core standards, in the same grade level.



3. Schools and districts that do not achieve a 95% participation rate will face consequences.



ESSA permits assessment flexibilities in specific circumstances, such as:




- LEAs wishing to use a nationally recognized high school assessment (like SAT or ACT) if the state allows.
- Alternate assessments for students with the most significant cognitive disabilities
- Letting 8<sup>th</sup> grade students in advanced mathematics courses take that assessment instead of the regular 8<sup>th</sup> grade test

**ESSA DOES NOT require the adoption of the Common Core standards**

# WHICH STATEMENT ABOUT ACCOUNTABILITY IS FALSE?



POLL  
OPEN

1. Charter schools must be treated the same as traditional public schools for Title I accountability.  
 42.86% (6)
2. States must identify a set of schools for intervention and/or support. This includes those in the bottom 5% of state accountability system, high schools with less than 67% graduation rate, and schools where any group of students is consistently underperforming.  
 14.29% (2)
3. Converting a school into a charter school is an allowable intervention method.  
 42.86% (6)

Charter schools must be included in Title I accountability systems, but ESSA contains a specific provision to make state charter school law the primary mechanism for oversight of charter school accountability. 1111(c)(5)




*Title I accountability should support, not get in the way of, charter accountability.*

*Please educate your state stakeholders.*



POLL  
OPEN

# WHICH STATEMENT ABOUT TRANSPARENCY IS FALSE?




1. State report cards may require new authorizer and charter specific data.  
 50% (2)
2. All schools must report new subgroup data, including homeless/foster youth and military-connected children.  
 25% (1)
3. State and school report cards must report per pupil expenditures by funding source (federal, state and local).  
 25% (1)

ALL TRUE






POLL  
OPEN

# WHICH STATEMENT ABOUT EQUITY IS FALSE?

1. School and LEA level Title I plans (like school improvement) can be put together without stakeholder engagement.  
 39.39% (13)
2. States will have to demonstrate how they ensure an equitable distribution of effective teachers.  
 33.33% (11)
3. How schools and LEAs demonstrate compliance with federal spending rules, including funds for students targeted through the Titles, could change.  
 27.27% (9)

ESSA has many requirements around stakeholder engagement. This extends to the LEA and, in some cases, the school level. This varies by title, but generally must be meaningful, timely, and include charter leaders, parents, teachers, and other community members.

# WHICH STATEMENT ABOUT THE TRANSITION IS FALSE?

1. The ESSA accountability systems will likely use data collected during the 16/17 school year.  
 20%
2. There may be incomplete and/or missing data from the 14/15 and 15/16 school years.  
 40%
3. Traditional public schools will not be held accountable during the transition years.  
 40%

Traditional public schools will still be held accountable during the transition year.




- Currently Priority lists are frozen, and interventions still have to be taking place.
- States must identify schools for comprehensive support in the 17/18 school year. For targeted support in the 18/19 school year.

*Push your state to provide an equivalency comparison– or “crosswalk” –of the accountability systems.*

# WHICH STATEMENT ABOUT THE CHARTER SCHOOL PROGRAM IS FALSE?



POLL  
OPEN

1. ICBs are eligible state grantees.  
 50% (2)
2. States must have a system to revoke the authority of charter school authorizers to be eligible.  
 25% (1)
3. States must use at least 7% of grant funds for statewide quality initiatives, including efforts to support quality authorizing.  
 25% (1)

Authorizer sanctions are NOT required under the new CSP. A state must describe how it will oversee authorizers and ensure better authorizing. This can include systems to better support authorizers, like technical assistance and training.

There is specific funding to support those state-level responsibilities.

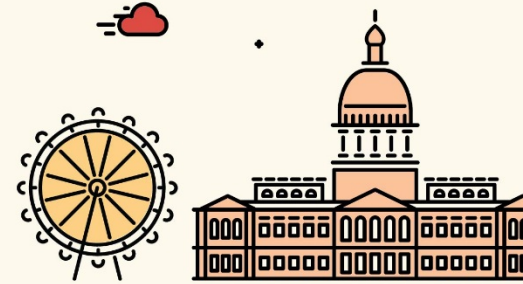
## NEXT STEPS

1. It's too late. States are wrapping up their Title I plan development processes.
2. Other stakeholders will speak up for the charter and authorizing sectors.
3. I should wait until all state systems are finalized before taking any actions to examine my practices.

**ALL FALSE**

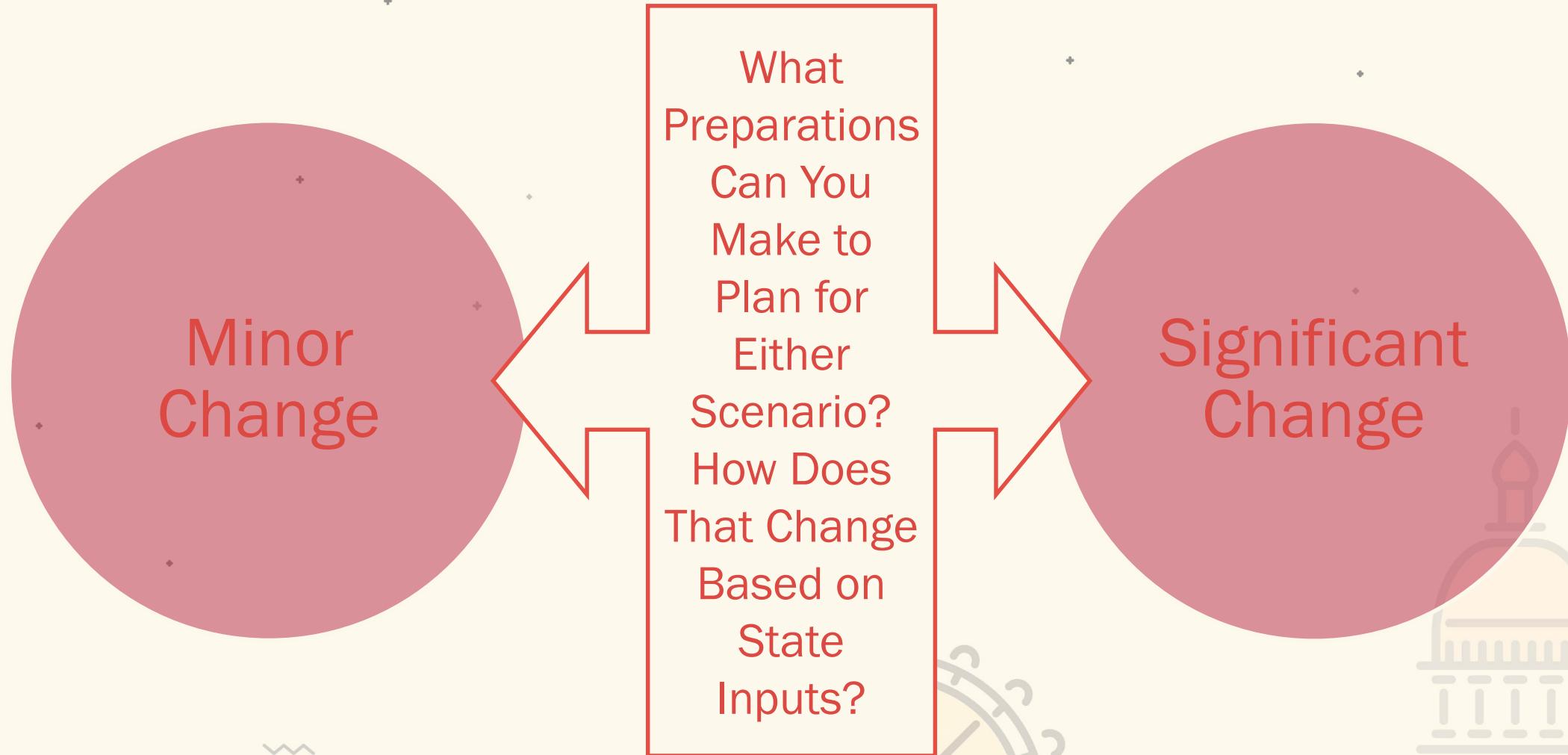
# PRACTICE: RENEWAL

**ALISON BAGG, MA DOE  
DAWNLYNNE KACER, SCHOOL  
DISTRICT OF PHILADELPHIA**





# SETTING UP FOR UNKNOWN CHANGE



# FROM THE FIELD: TWO GREEN MASCOTS, TWO APPROACHES

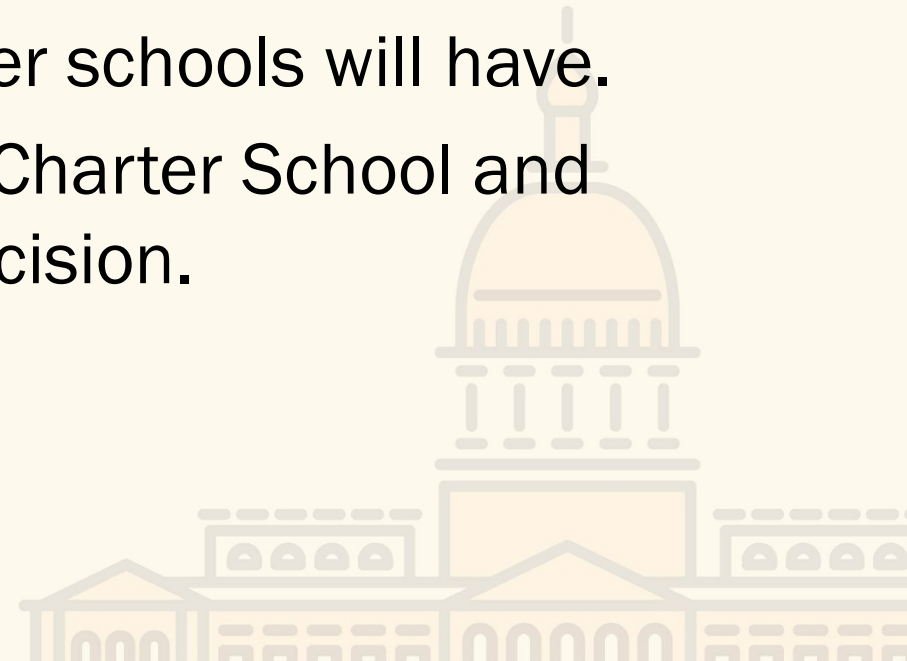


# RENEWAL SCENARIO

## Part A (20 minutes)

**Group Activity: Decide on a renewal protocol to use during the 16/17 and 17/18 school years.**

1. Determine what (if any) additional information you will collect and consider, or what existing information you will reweight.
2. Determine what (if any) choices the charter schools will have.
3. Make a recommendation for Main Street Charter School and list the factors that contributed to your decision.



# RENEWAL SCENARIO

Part B (25 minutes)

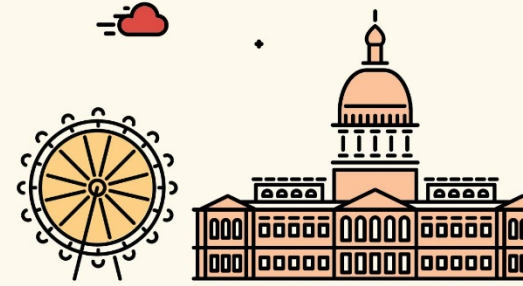
## Discussion

1. What from this scenario resonates with your portfolio? What approaches will you consider?
2. How could your tools (like annual reports, or your performance framework) better help you get through this transition?



LET'S TALK ABOUT IT!

**MARK MODRCIN, TULSA PUBLIC  
SCHOOLS**



#NACSAcon

# WHAT ARE THE ESSA MESSAGES OUT THERE RIGHT NOW?



## NON-PUNITIVE

“Continuous Improvement” cycle

Less test-based, more non-academic

#NACSAcon



## ACCOUNTABILITY “RESTART” OR “PAUSE”

Traditional schools will be “off the hook” during the transition period, partially because of policy, partially because of data gaps.



## LOCAL FLEXIBILITY, LOCAL CONTROL, LOCAL CONSEQUENCES

Local solutions to local challenges.  
Regulations infringe on that local control ethos.

# TIPS ON DEVELOPING A MESSAGE: PAC-IT



PURPOSE

AUDIENCE

CHANNEL

**MESSAGE**

Does your message inspire the action you want (purpose), resonate with your audience, and is conveyed through the right channel?

*Back to our renewal discussion...PAC-It*

Part C: (15 mins)

What are the messages I want to get across about ESSA? Are there messages I need to get ahead of?

To whom?

Why?





Part D (10 minutes)

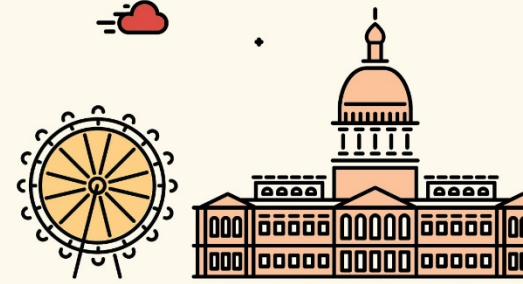
What partners can help me get my message across?

How can I engage them effectively?

Will my approach need to be different?



# I FOUND A PARTNER! STATE GROUPS



#NACSAcon

# KEEP IN TOUCH

**Amanda Fenton**

*Director of Federal and State Policy,  
NACSA*

[amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)

510-612-3244

@ahelenfenton

#NACSAcon

## ESSA For Authorizers

<http://www.qualitycharters.org/research-policies/archive/essa-for-authorizers/>

Stay tuned for new tools  
this fall and winter!