

ESSA

Boot Camp

July 28-29, 2016

Hyatt Regency Chicago
Chicago, Illinois

**People in this room are
united by one thing:**

**A belief in the capacity of
all children.**

There's not a person here who doesn't have a real sense of urgency about improving America's schools, especially their effectiveness in serving the needs of low-income students, students of color, English learners and students with disabilities.

We come at it, of course, through different routes and in sometimes very different ways...

- As parents who want the best not just for their own children, but for all children;
- As employers who want not just a better prepared workforce but a DIVERSE and better prepared workforce;
- As advocates for whom the deep inequities in American schools are simply intolerable.

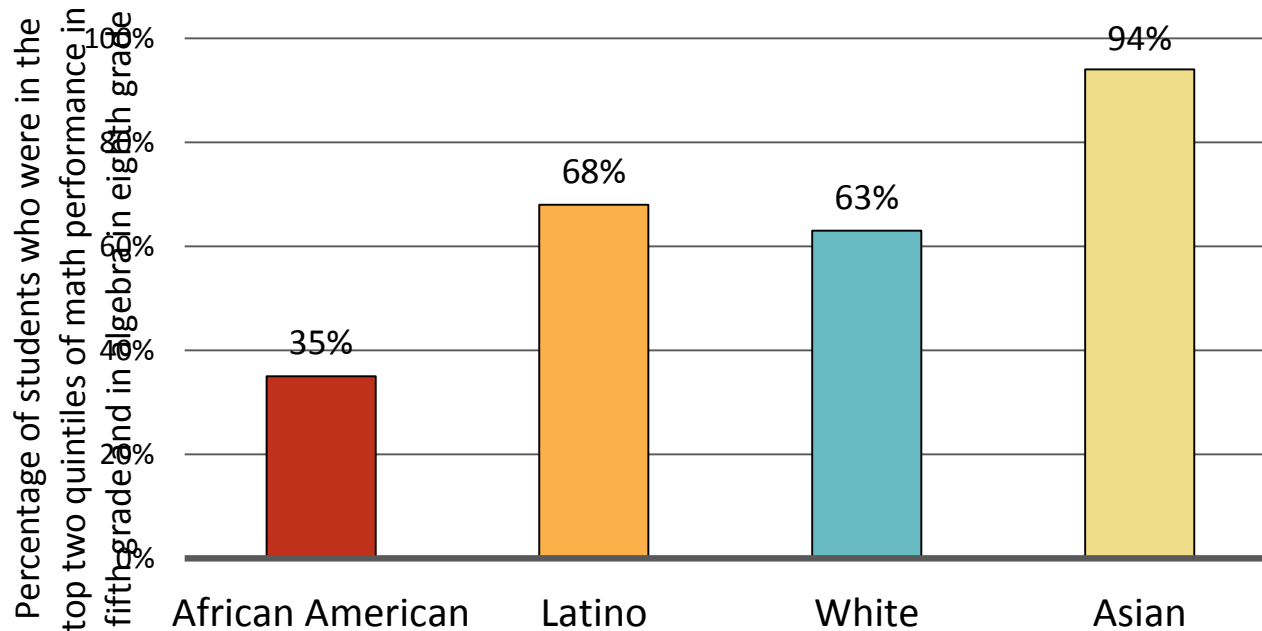
The numbers move us...

Ongoing Opportunity Gaps: National Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$1200 per student
High Minority vs. Low Minority Districts	-\$2,000 per student

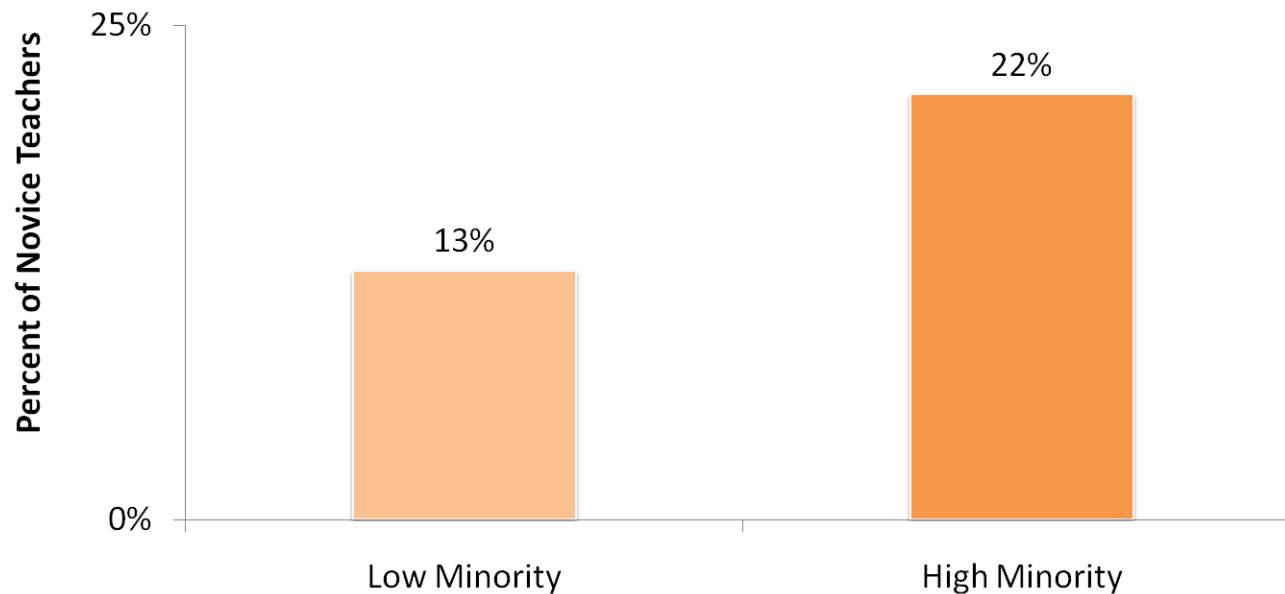
Education Trust analyses based on U.S. Dept of Education and U.S. Census Bureau data for 2010-12

Ongoing Opportunity Gaps:
Even African-American students with *high math performance* in fifth grade are unlikely to be placed in algebra in eighth grade



Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

Ongoing Opportunity Gaps: Students at high-minority schools more likely to be taught by novice* teachers.



Note: High minority school: 75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school: 10% or fewer of the students are non-White students. Novice teachers are those with three years or fewer experience.

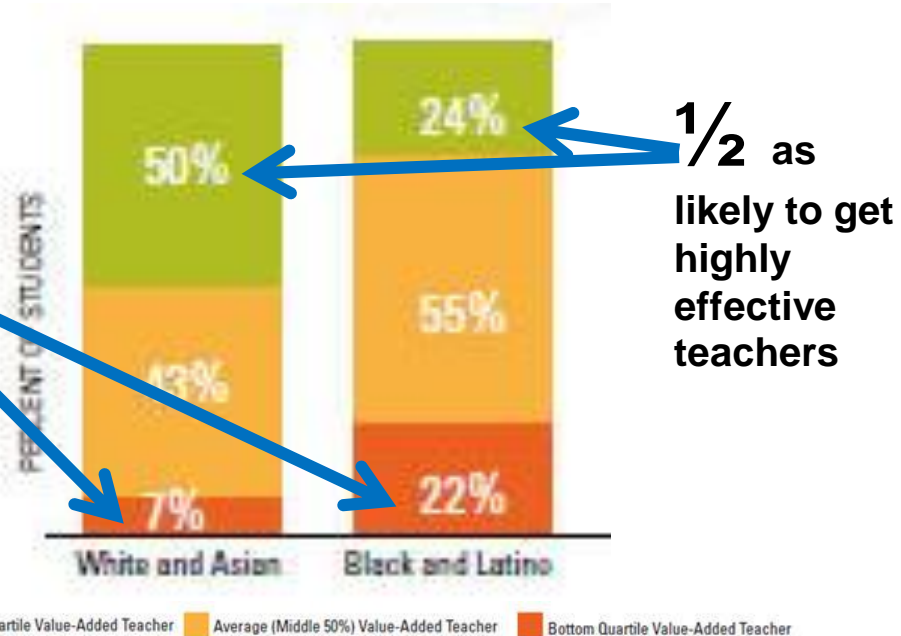
Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007.

Ongoing Opportunity Gaps: Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

Latino and black students are:

3X as likely to get low-effectiveness teachers

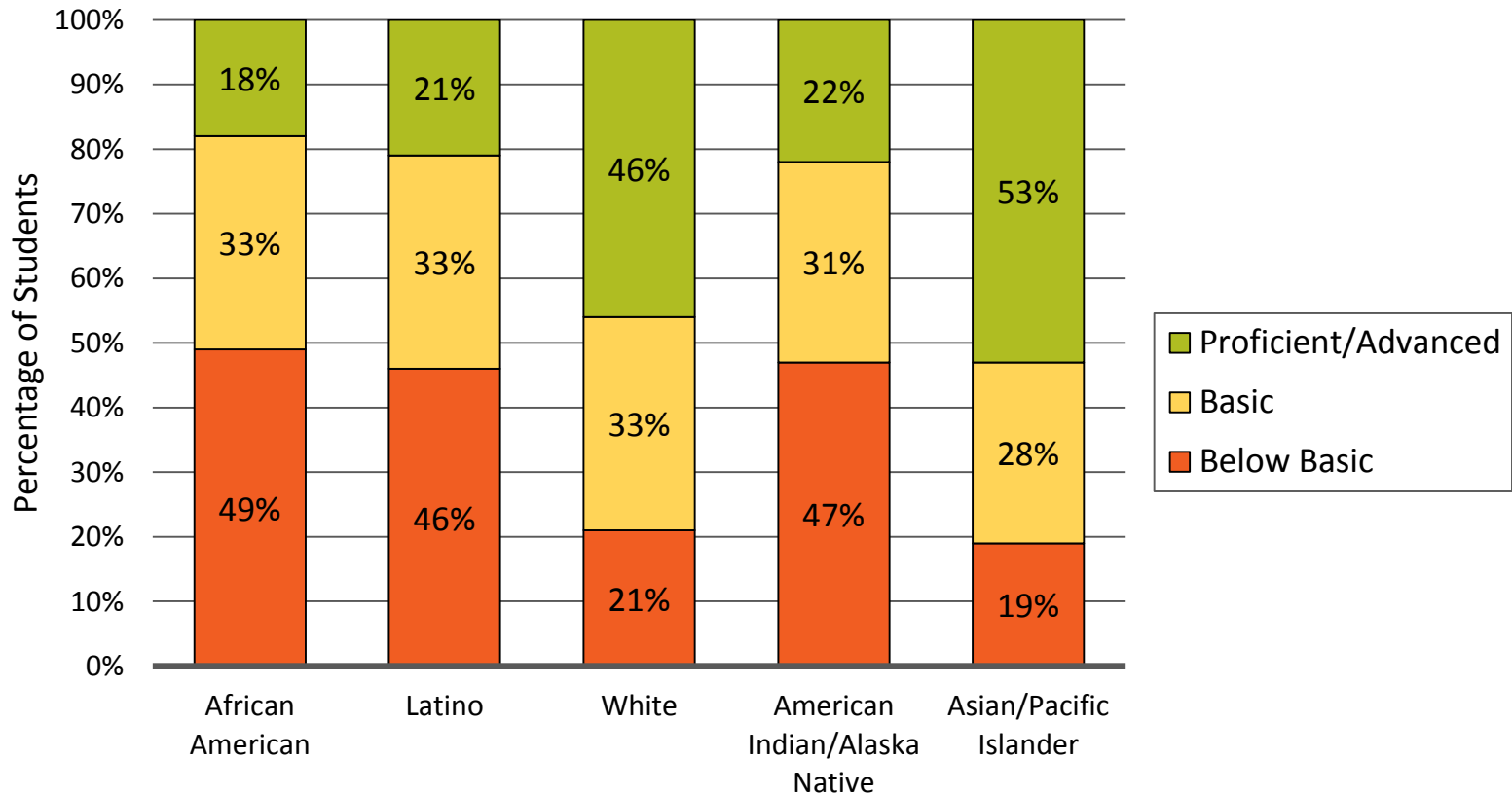
READING/LANGUAGE ARTS



Source: Education Trust—West, *Learning Denied*, 2012.

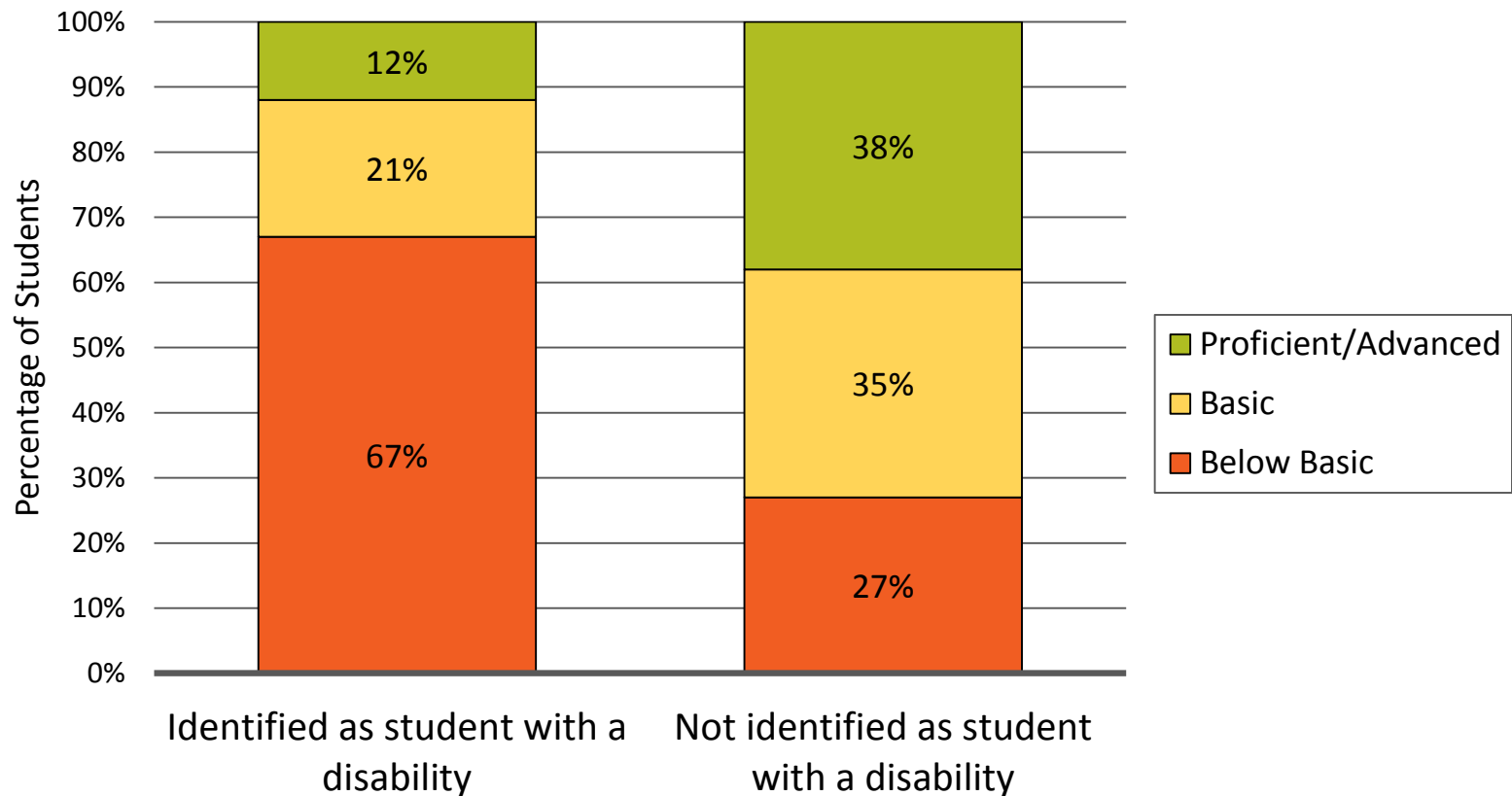
2015 NAEP Grade 4 Reading

By Race/Ethnicity – National Public



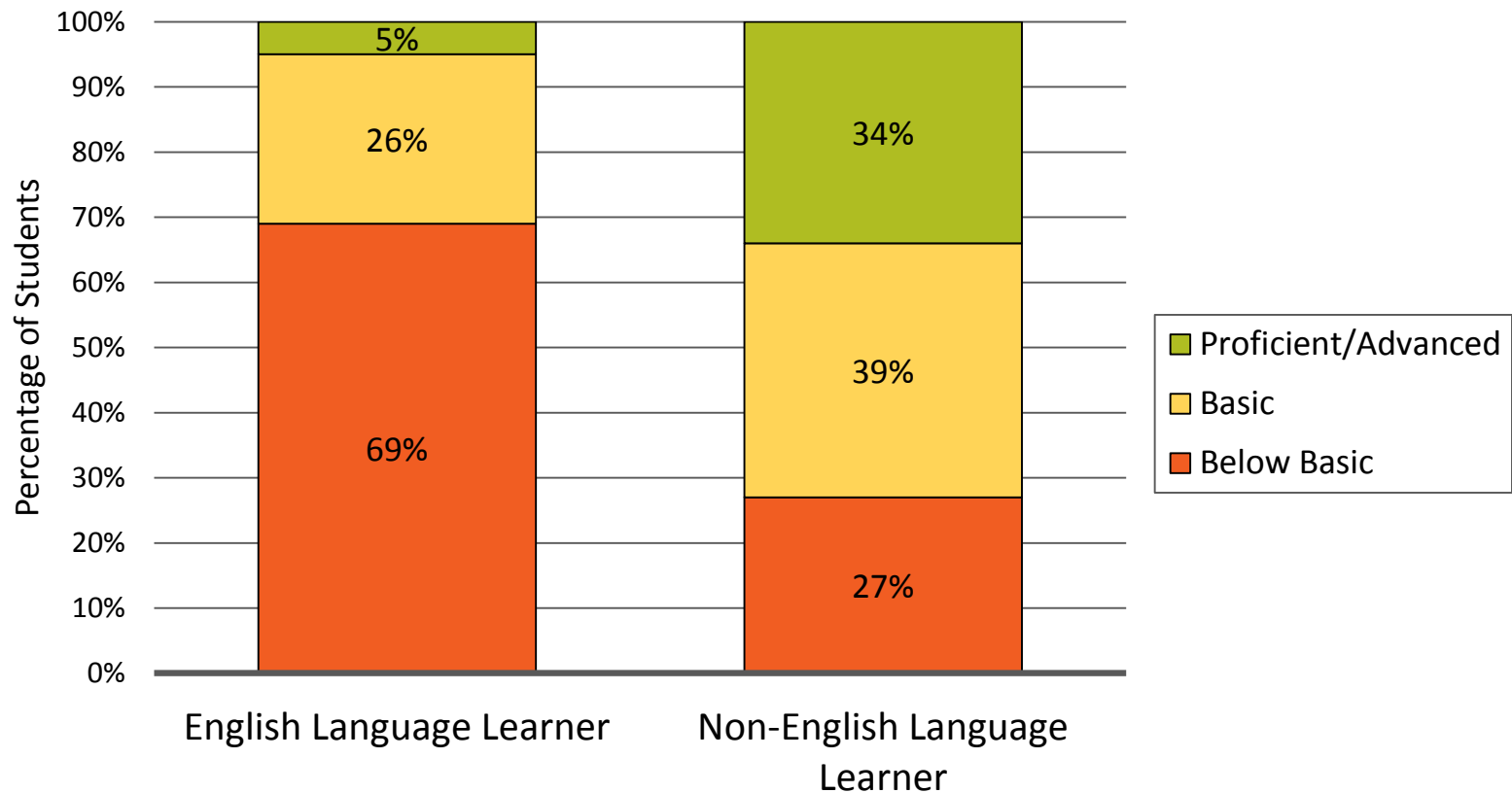
2015 NAEP Grade 4 Reading

By Special Education Status – National Public



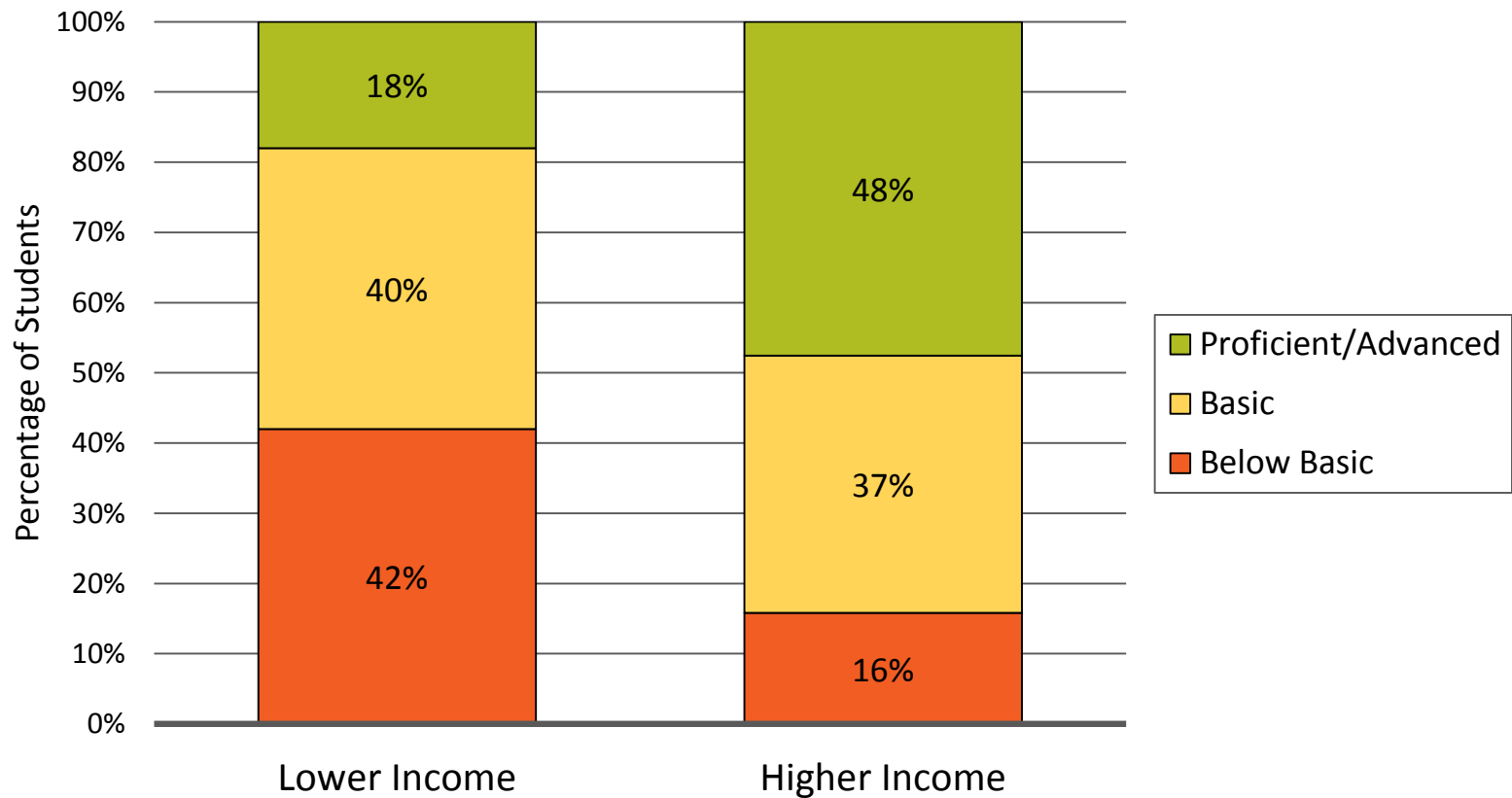
2015 NAEP Grade 8 Math

By English Learner Status – National Public



2015 NAEP Grade 8 Math

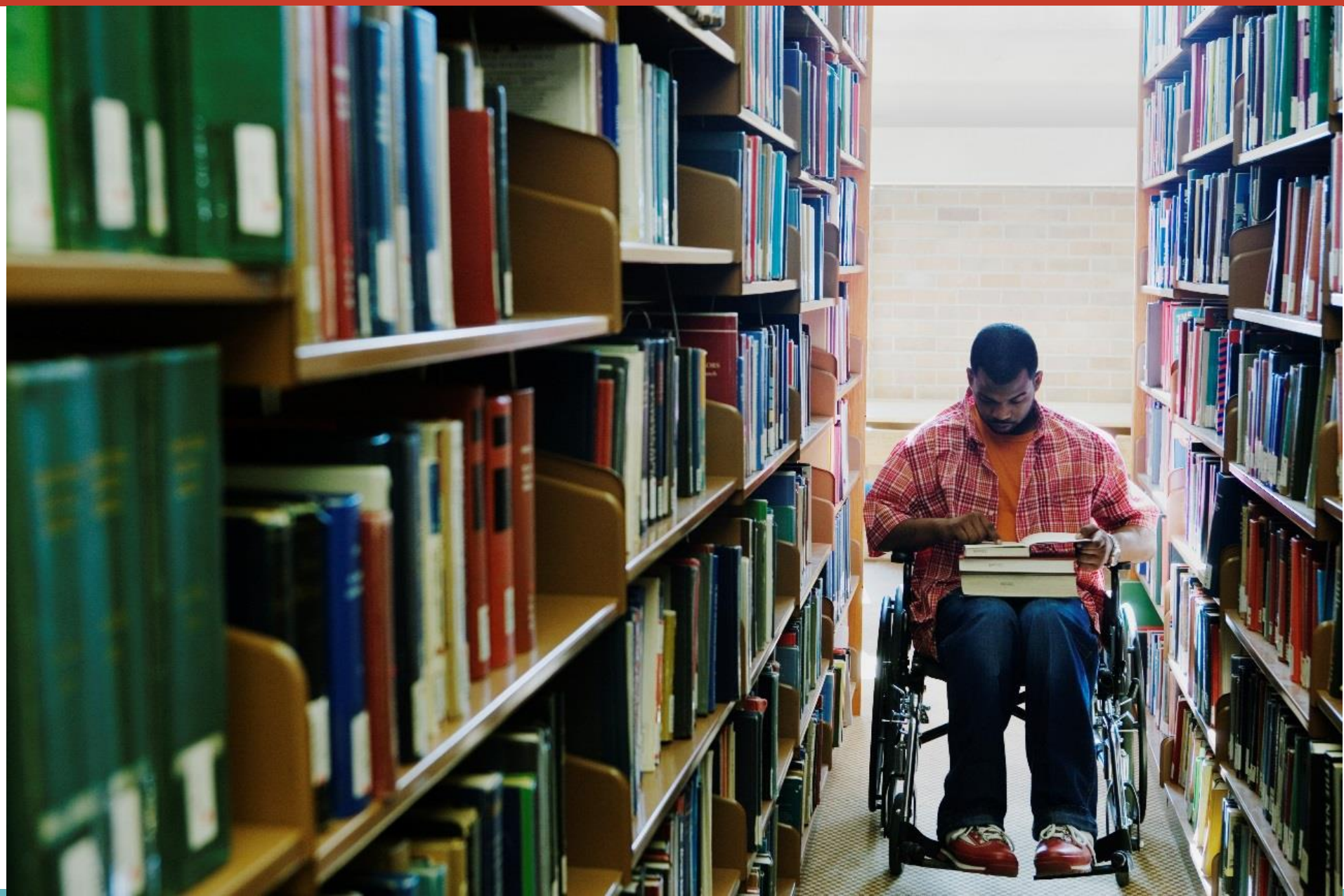
By Family Income – National Public



**But the children behind
those numbers move us
even more.**









**We are here because we feel
an enormous sense of
urgency about this continued
squandering of talent.**

And we want our schools to feel that same sense of urgency—and get the support they need to improve.
Now, not five years from now. Or ten.

Well, guess what?

When a school gets an “A” (or a “B”) rating on the state accountability system, even if the poor children, or the students with disabilities, or the English Learners or the students of color are lagging behind and not improving...

...there goes the urgency.

And if you have a whole lot of indicators on a giant dashboard, with nothing—and nobody—mattering very much...

...there goes the urgency.

**Yes, there's a lot of
research to back that up.**

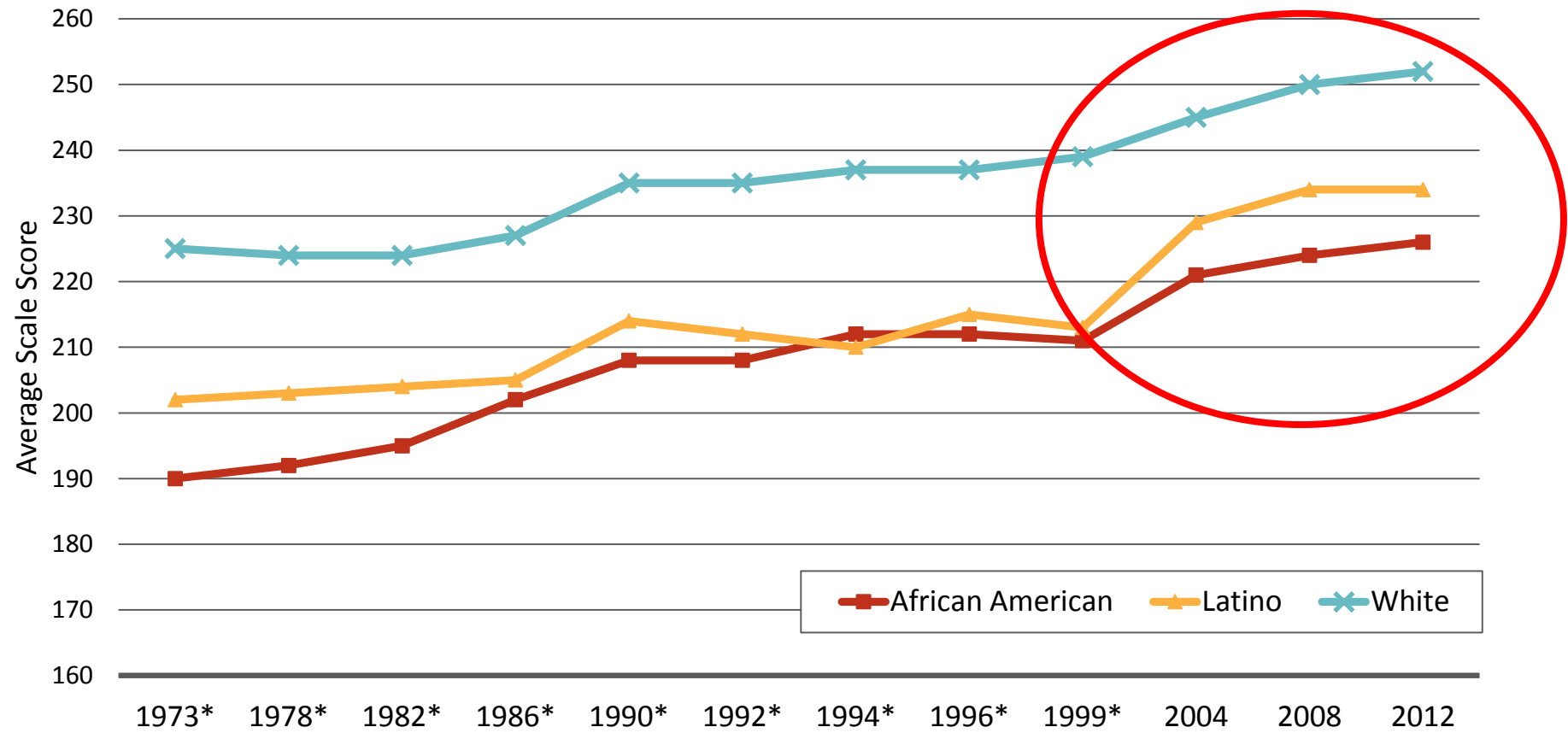
(see *Pacts Americana* for a nice summary)

But you don't have to be a rocket scientist to understand that.

Since we have had annual testing, robust public reporting, and strong accountability for every group of students, the gaps between groups that were mostly widening during the nineties...

Performance rising for all groups of students

9 Year Olds – NAEP Math

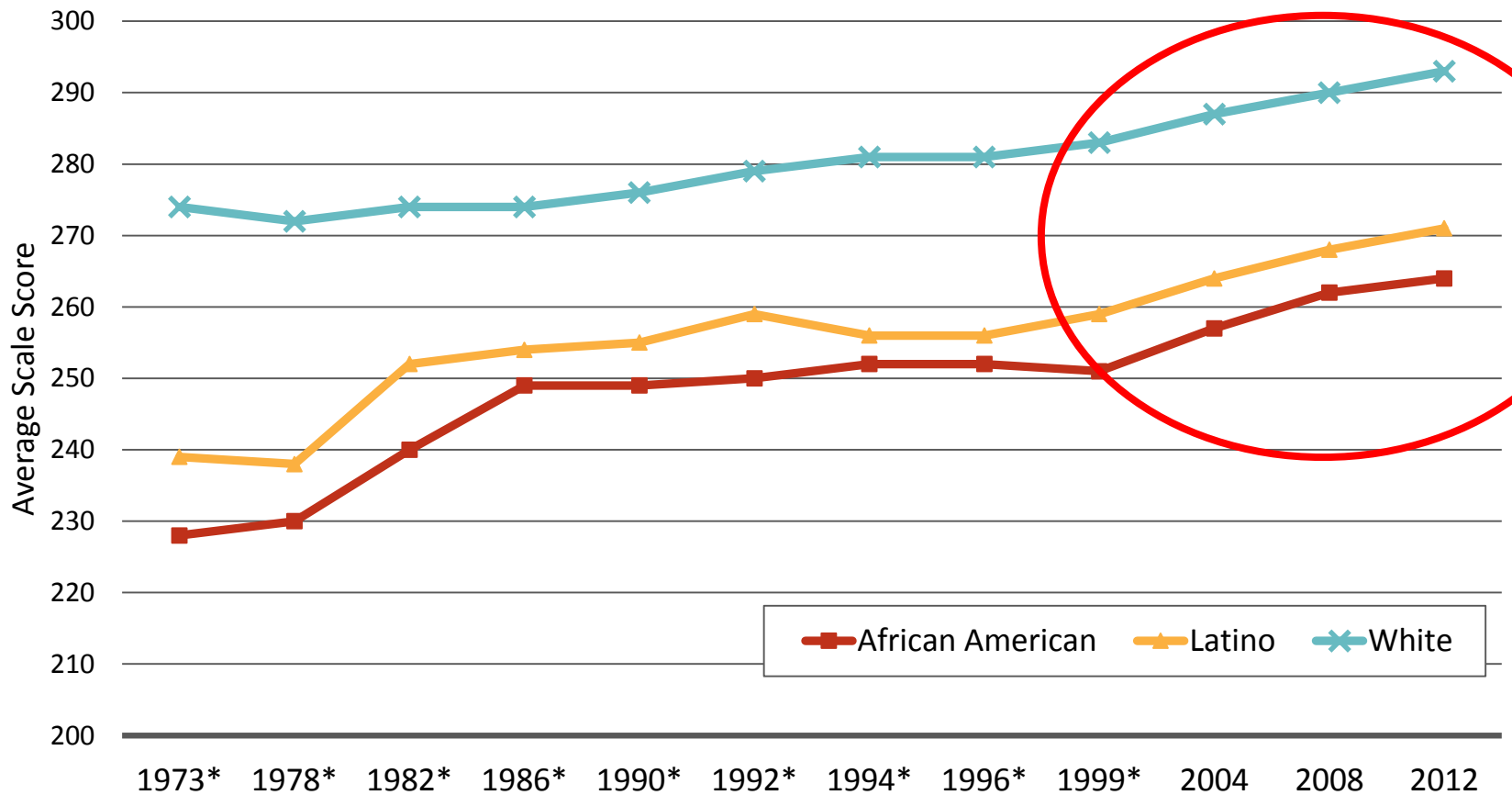


*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

Performance for all groups has risen dramatically

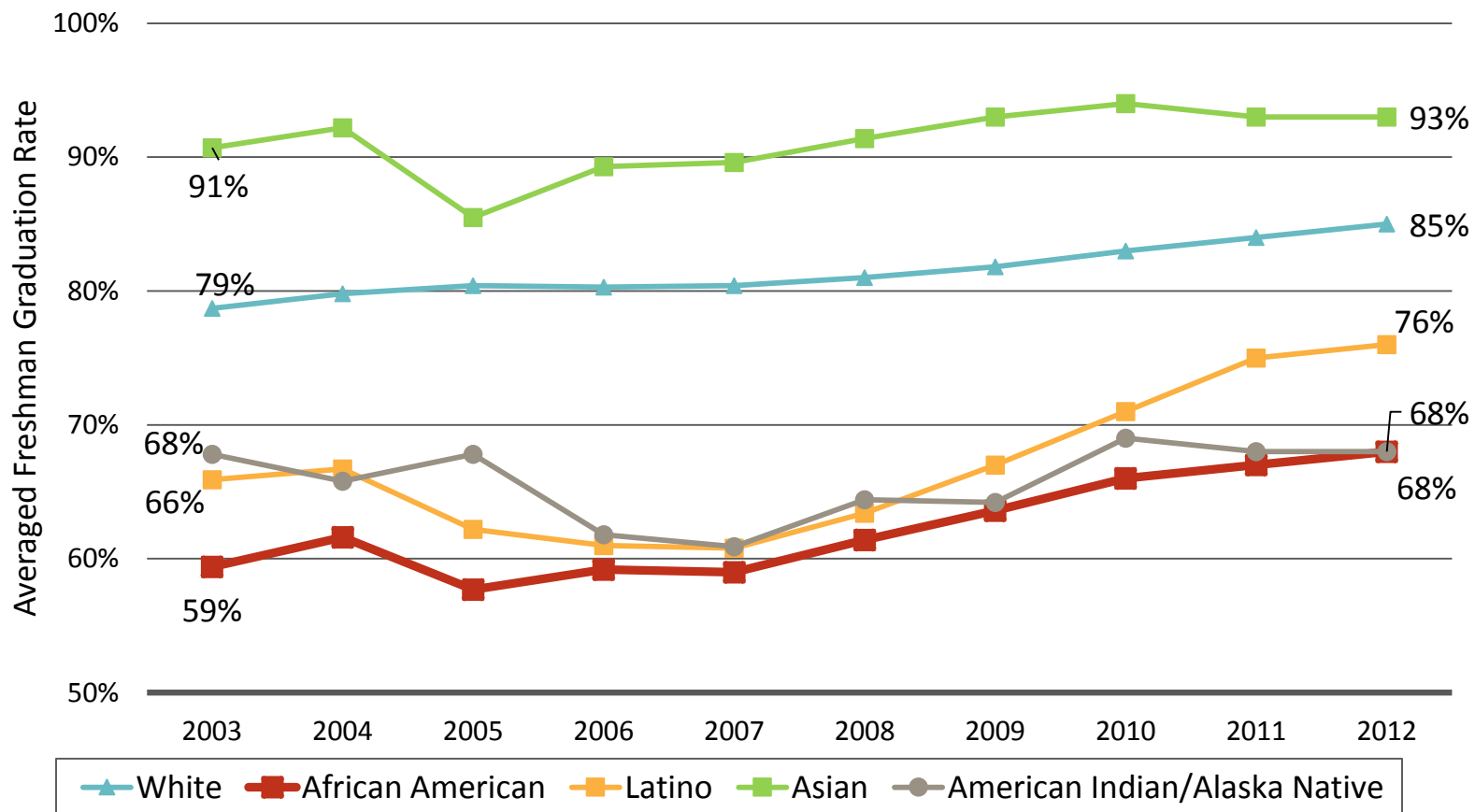
13 Year Olds – NAEP Math



*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

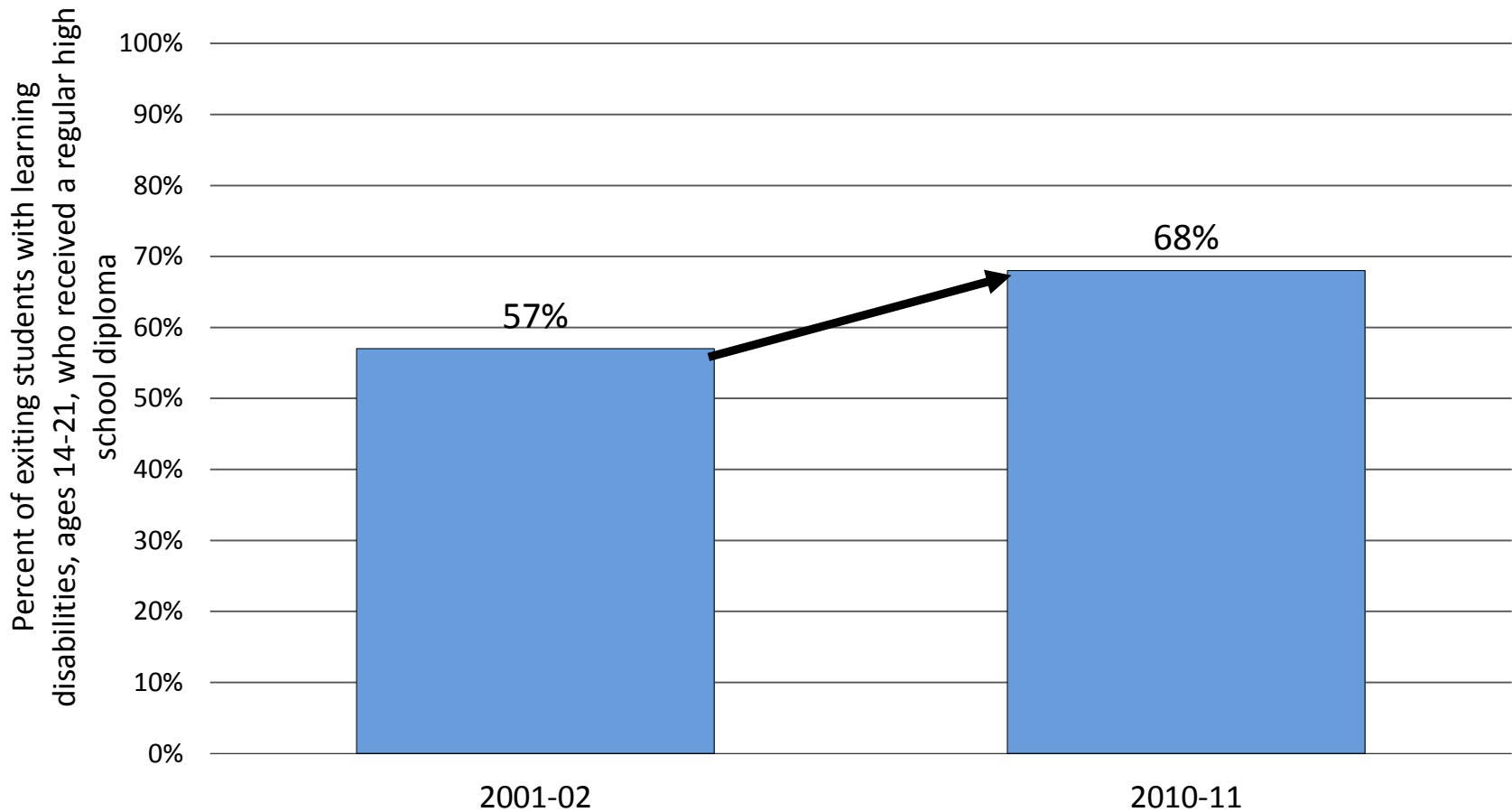
Rising graduation rates, especially for black and Latino students



Note: Averaged Freshman Graduation Rate is the estimated percentage of entering freshmen who graduate from high school four years later.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, http://nces.ed.gov/ccd/data_tables.asp.

Increasing percentage of students with learning disabilities are earning a regular high school diploma



Source: National Center for Learning Disabilities, 2014, *The State of Learning Disabilities*, Third Edition, <http://www.nclld.org/wp-content/uploads/2014/11/2014-State-of-LD-FINAL-FOR-RELEASE.pdf>.

We need to *speed up* that progress, not slow it down.

And anybody who thinks that we are somehow going to move **FASTER** when nobody is pushing—and when our “accountability systems” give every school a pass—is living on some other planet.

**That's why two broad-based
coalitions
—Business/Civil Rights Coalition
and
Civil Rights Principles Coalition—
worked so hard to strengthen the
accountability provisions of the
law.**

But we all know that the devil is in the details. The details will be decided by states. And those decisions are more likely to be influenced by your advocacy than by any of us.

That is why many of those organizations worked together to build a strong policy R and D process. And to put together several convenings for you.

Kids Can't Wait: A Joint Process Among Partners



U.S. CHAMBER OF COMMERCE FOUNDATION



None of us is naïve:

**Even the best
accountability systems do
not themselves produce
higher achievement.**

**But ask the best school
leaders and they will tell
you:**

**Like low-level standards, bad
accountability systems utterly
undercut improvement efforts.**

Message today:

If you care about advancing the achievement of low-income students, students of color, English Learners or students with disabilities, you ***can't afford NOT to get involved.***

**Yes, I know that engaging
once again on controversial
topics like testing...**

Or arcane topics like the details of school ratings
systems...

**Probably makes many
of you nauseous.**

But if we have learned anything, it is this:

- what (and who) gets measured, ends up mattering; and,
- what matters *most* ends up driving attention, energy and resources.

So, whether your focus is on narrowing opportunity and achievement gaps in general...

Or on specific issues like early reading, college readiness, disproportionate discipline, or chronic absenteeism...

Learn what process your state has put into place to support its decision making.

Educate yourself. Build alliances. And get involved!
And if you haven't started that already, today is your chance.

A few concrete examples.

Testing.

Why did civil rights and disabilities organizations fight so hard to maintain the requirement for annual assessment?

Because long experience has taught us that kids who aren't tested don't count.

We won that fight.

But opponents are continuing their efforts through two strategies: opt outs and local assessment.

**Goal of the first: to convince
enough parents to opt out to
render school-level data
meaningless.**

Goal of the second: by returning testing to local control, nobody has any comparable data.

**Whether you are focused on
early reading, on STEM
performance or on college
readiness...**

That is very dangerous.

Yet academic performance not the only thing you care about.

Many of you may be working on things like chronic absenteeism, SEM skills, or disproportionate discipline.

Good news: ESSA requires a lot more reporting about these things...and more.

Also allows states to include more indicators of school quality in their school ratings system.

A lot about that sounds exciting:

- Chronic absenteeism;
- Disproportionate discipline;
- Parent and student engagement, satisfaction;
- College going/remediation.

But the devil is very much in the details.

With every addition there is the probability of less attention to something else.

Risk: Schools will get “A’s” when students measure well on surveys of “self-regulation” or “growth mindset—or parents report satisfaction—even when achievement results are going backward.

And even these thorny issues pale in comparison to the most complicated (and important) of all: how to make sure that the progress of every group of children matters.

**We hope that this meeting
will help prepare you to
weigh in on some of these
tough questions.**

Also, a chance to swap advocacy strategies with groups from across the country—and to size up the challenges in your own state.

Three main components of accountability

- Indicators;
- Ratings;
- Improvement Actions, including supports and interventions.

Ten Principles for Equity- and Improvement-Focused Accountability Systems

1. Focuses on improvement for all students in all schools.
2. Makes the main thing the main thing.
3. Sets clear improvement expectations both for students overall and for every group of young people.
4. Clearly communicates to families, educators, students and the public whether schools are meeting expectations for all groups of students.
5. Expects immediate action whenever any group of students is struggling.

6. Generates additional data to inform the improvement process.
7. Incentivizes and supports evidence-based solutions.
8. Makes families full partners in the improvement process.
9. Holds districts accountable for doing the parts that only they can do.
10. Keeps close tabs on progress and doesn't keep kicking the can down the road.

