



# The Every Student Succeeds Act

## OSSE Stakeholder Focus Group

---

Supporting Excellent Educators

District of Columbia Office of the State Superintendent of Education

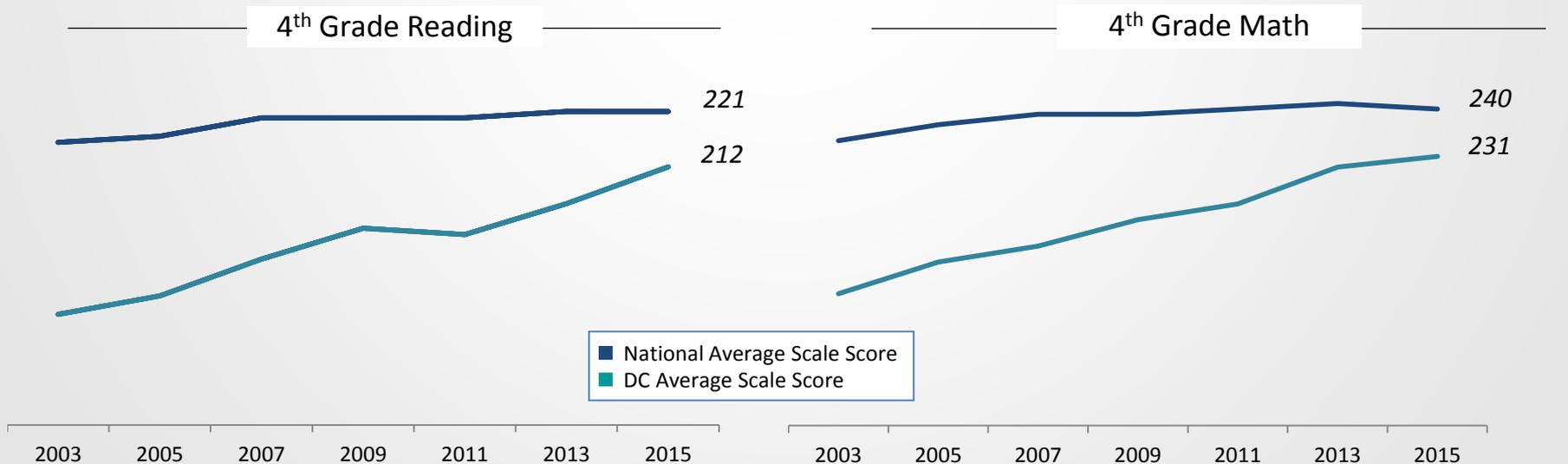


# **OVERVIEW: THE OPPORTUNITY OF ESSA**



# DC is Making Tremendous Progress

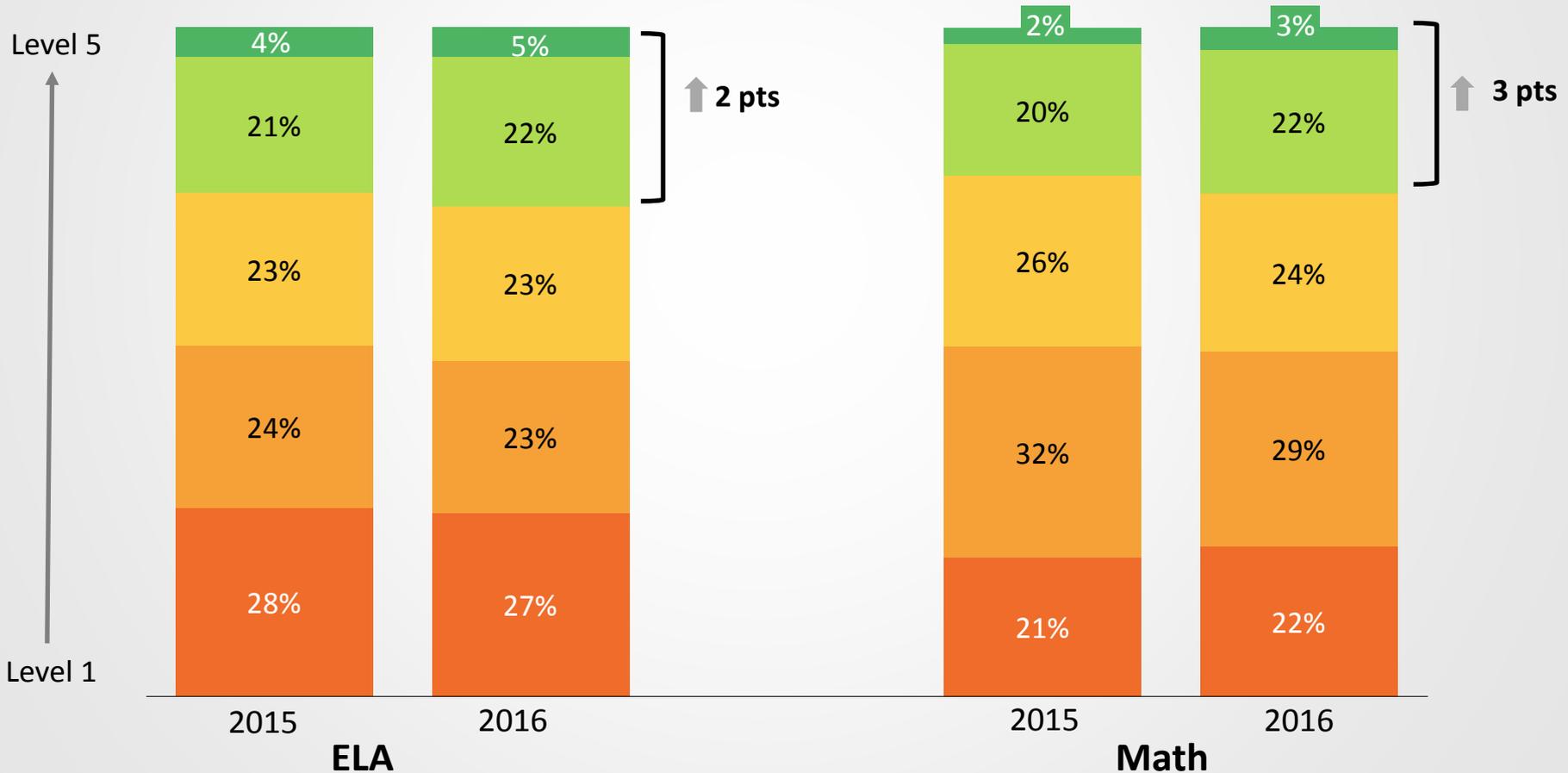
- More families are choosing public schools
  - Since 2007, overall enrollment in public schools has increased by more than 13,000 students
  - For the past four years, enrollment has grown in both DCPS and public charter schools
- Strong, sustained progress on the National Assessment of Educational Progress (NAEP)





# But We Have a Long Way to Go

- Not enough of our students are on track for college and career readiness





# Goals of OSSE

- Become the **fastest improving state and city** in the nation in student achievement outcomes
- Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind



## Purpose of the Elementary and Secondary Education Act (ESEA)

The ESEA's intent is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.



# Critical Questions

How do we maximize the opportunities of ESSA to reach our city's goals?

What funding flexibilities exist that can help us maximize limited resources?

What policy levers exist for SEAs that, if operationalized, could accelerate progress?





# Developing the SEA Plan: OSSE's Timeline

- August: launch of public engagement plan, surveys
- September: internal analysis of law and survey results
- October: analysis of survey results and external focus groups
- November: drafting of the plan
- December: review of draft plan
- January: posting of plan for public comment; community meetings with SBOE
- February: finalization of plan; vote by SBOE
- March: submission of plan to USDE



# **SUPPORTING EXCELLENT EDUCATORS**



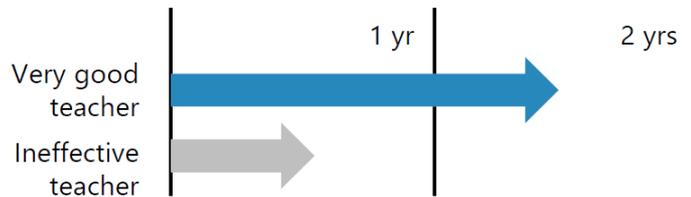
# Goals of Today's Session

- Share information about the law's key requirements
- Examine opportunities in the law for accelerating progress
- Discuss the community's priorities for DC
- Inform the focus of the new State Education Plan
- Review Oct. 18 Focus Group Feedback

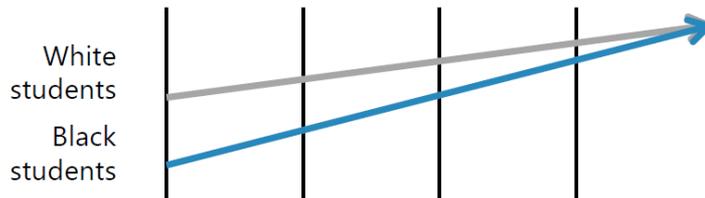
# Oct. 18 Focus Group Attendees

- Included key stakeholders:
  - Teachers
  - DCPS and charter school LEAs represented
  - Directors of recruitment, professional development, and curriculum and instruction
  - TNTP – research partner for DC Staffing Data Collaborative
  - Mid-Atlantic Comprehensive Center – research experts advising on state plan
- Facilitators: OSSE program staff

## Teachers are the most important in-school factors for student achievement.



Students of ineffective teachers learn a half year worth of material. Students of an effective teacher learn 1.5 years worth of material (Hanushek 2010).



Having a top performing teacher for four years in a row could be enough to close black-white achievement gap (Gordon, Kane and Staiger, 2006).



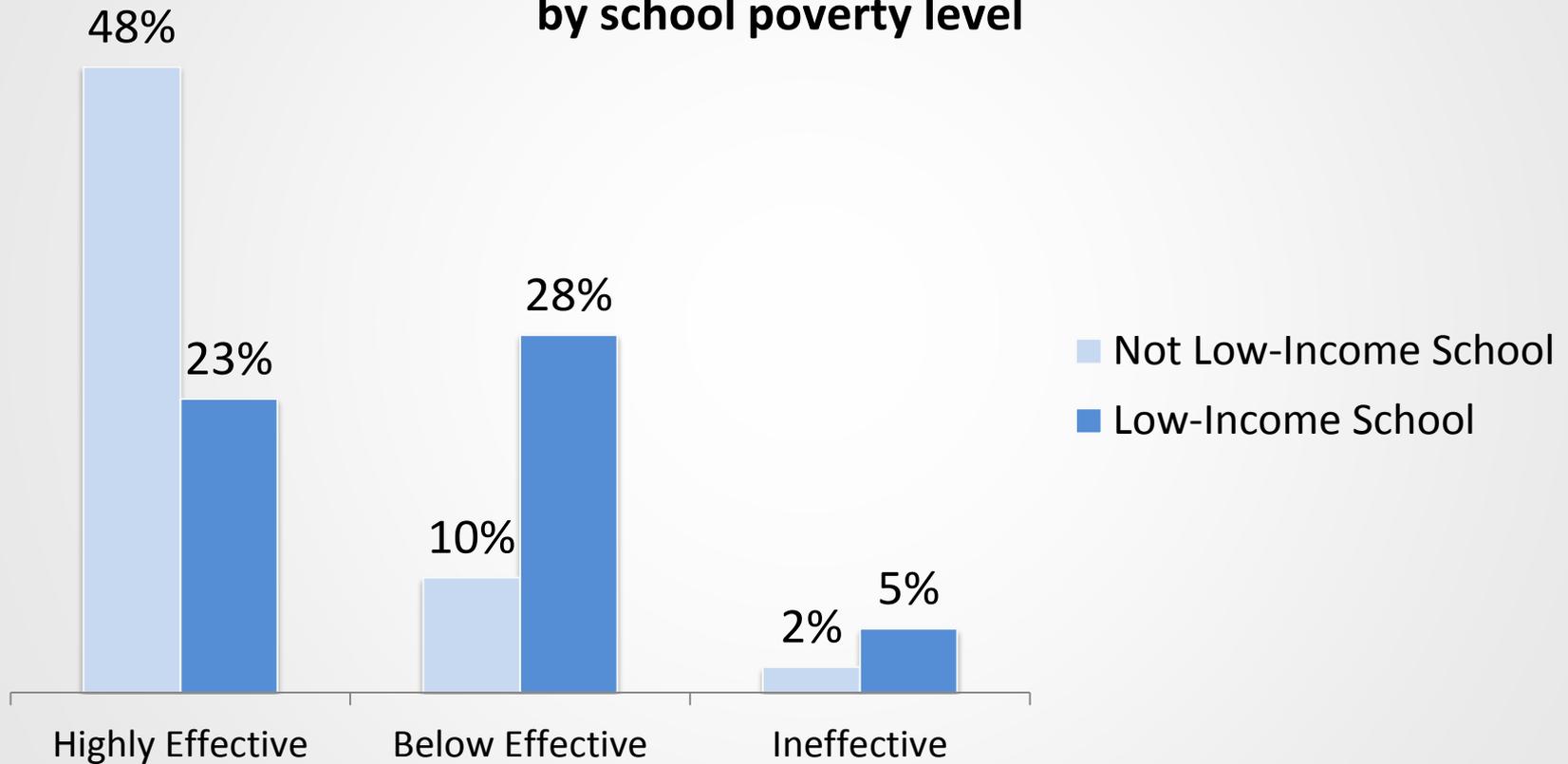
Students with even one highly effective teacher are more likely to graduate, attend college and earn higher income (Chetty, Friedman, and Rockoff, 2012).

*\*Images Source: The Education Trust and the New Teacher Project, Building a Foundation for Equitable Access, 2014*



# Key Data Points

## Percentage of highly effective, below effective and ineffective teachers by school poverty level



N Size: 201 Schools

Source: OSSE Plan for Equitable Access to Excellent Teachers



# The Law: Key Requirements



ESSA removes all federal requirements for teacher evaluations but requires LEA reporting and SEA monitoring related to effectiveness.



Emphasis on Equitable Access:

- ESSA requires state and LEA plans to address gaps in the access to inexperienced, out-of-field and ineffective teachers.
- OSSE must establish definitions for “inexperienced”, “out-of-field”, and “ineffective” in order to report on and measure rates of access to effective teachers.
- ESSA requires states and LEAs to address gaps. States and LEAs need to ensure inequities are addressed for schools identified for comprehensive and targeted supports via the accountability system.



# The Law: Key Requirements

- The Title II allocation formula will change for states and LEAs: 80% of the allocation will be based on students below the poverty line and 20% on the total student population (under NCLB was 65% and 35% respectively).
- Title II allowable uses of funds generally reflects more flexibility.
- State Set Aside: States can reserve additional 3% for activities to support school leadership.
- Title II is emphasizing outcomes over inputs.
  - ESSA removes input-based Highly Qualified Teacher (HQT) requirements and allows states to define what is required regarding qualifications.
  - For activities related to professional development there are no input requirements, but rather need to be anchored in activities that are “evidence-based”.



# Key Consideration #1: LEA Equitable Access Plan Requirement

## ESSA Requirement:

*“the local educational agency will identify and address... any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers” (ESSA 1112 b 2).*

The Equitable Access plan is a component of the LEA plan

## Current Status:

- OSSE submitted a state equitable access plan which was approved and is in place.
- No guidance has been developed on LEA equitable access plans; However LEAs must submit plans to OSSE for review and approval as part of the LEA plan .

## Critical Questions:

- What in this new LEA requirement seems most challenging? What seems unclear?
- How can OSSE support LEAs in this work?



# Comments From Working Group

- LEA plans must include key data, and should include strategies on recruitment, retention, and improving teacher effectiveness.
- For single-school LEAs that are high-poverty, within-LEA equity gaps aren't as relevant.
- OSSE currently provides LEAs with the opportunity to join the **DC Staffing Data Collaborative** (the Collaborative). Participating can help meet the law's requirement for identifying data on equitable teacher access, and supporting a plan to address inequities. OSSE staff and TNTTP representatives shared key features:
  - It is a partnership between LEAs, a research organization, and OSSE that is designed to help LEAs develop a strategic staffing policy to recruit and retain the teachers they need.
  - 21 LEAs participated in the Collaborative in its first year.
  - The Collaborative helped simplify the data submission process.
  - Participating LEAs share data with TNTTP, examine root causes for inequitable teacher access, and work together on action steps to improve teacher equity.
  - Participating LEAs receive a comprehensive report on pipelines, preparation, demand and supply, licensure, placement, retention, evaluation, compensation, and recommendations.
- For LEAs that choose not to participate, OSSE could create a template LEA report using DC-wide data, and LEAs could tailor for a specific report and plan.



## Key Consideration #2: State Effectiveness Definition

### ESSA Requirement:

- “Each State plan shall describe... how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by **ineffective**, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description; (ESSA 1111 g 1 B)
- ESSA assigns no federal teacher evaluation role and leaves policy decisions to the states.

### Current status:

- Newly added licensure pathway relies on rigorous teacher evaluation systems at the LEA level.
- OSSE would like to let LEAs develop their own teacher evaluation models to determine effectiveness, but create minimum standards that allow for consistency in reporting while maintaining LEA flexibility.
- OSSE initially proposed [minimum state standards](#) to be implemented for the 2016-17 school year. Feedback included suggestion to connect this consideration to the ESSA planning process. URL: [osse.dc.gov/publication/osse-posts-teacher-evaluation-policy-public-comment](https://osse.dc.gov/publication/osse-posts-teacher-evaluation-policy-public-comment)

### Critical questions:

- What are the pros and cons with moving forward with state minimum standards on teacher evaluations?



# Comments From Working Group

- Participants thought most LEAs would be able to meet/address the five criteria in the draft minimum standards for teacher evaluation; some ‘tweaking’ of current evaluation systems may be needed to meet these criteria.
- Participants thought these standards are fine but would not necessarily enable/force LEAs to create a stronger evaluation system. There was general agreement that in some cases they may help support rigor across different/various evaluation systems.
- All LEAs are doing something with regard to evaluating their teachers but they vary in quality/rigor.
- Participants emphasized that a state policy should not focus on “requiring” LEAs to evaluate and improve instruction (as this is something they don’t need incentive for) but rather support them in doing so.



## Key Consideration #3: Out-of-Field and Experience Definition

### ESSA Requirement:

- “Each State plan shall describe... how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, **out-of-field**, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description; (ESSA 1111 g 1 B)
- ESSA removed HQT requirements and leaves policy decisions to the states.

### Current status:

- There is currently no federal or state policy on teacher qualifications or an out-of-field definition
- OSSE revised its licensure regulations, adding a licensure pathway based on effectiveness
- Staffing Collaborative study shows that qualifications matter mostly for teachers in their first three years of teaching

### Critical questions:

What criteria are important in defining inexperienced teachers?

What criteria are important in defining out-of-field teachers?



# Comments From Working Group

- Participants were more interested in strategies for improving the teacher pipeline than in thinking through what defines a qualified teacher, because they believe they know what to look for in terms of effectiveness and the challenge they need to address is being able to hire sufficient effective teachers.
- Professional Development:
  - Improving effectiveness comes with improving professional development plans.
  - Inexperienced or out-of-field teachers need extra professional development, and it takes planning and money.
  - Some LEAs provide professional development for all teachers by cluster or topic, and others focus on lowest-performing teachers or target professional development to specific teacher needs.



# Comments From Working Group

- Group suggested that while LEAs must report on the number of students taught by inexperienced, out-of-field and ineffective teachers, LEAs should address gaps based on students taught by teachers who are BOTH ineffective and inexperienced, not necessarily based on those who are inexperienced but effective.
- Outcomes are more important than a teacher's minimum qualifications (BA, MA, subject-matter qualifications, etc.) in determining/defining 'effectiveness.'
- Overall, participants would like as few requirements as possible at the state level for entering/new teachers.
  - Licensure based on teacher effectiveness is an improvement but there is still room for more improvement.
  - DCPS and Charter Board are not on the same playing field (Charter Board has more flexibility) and would like continue moving toward focusing on outcomes as opposed to the inputs.



# Questions?



# Next Steps

- Send any feedback on today's special populations webinar or ESSA generally to [osse.essa@dc.gov](mailto:osse.essa@dc.gov)
- Take a survey:
  - **Measures survey:** OSSE is seeking input on potential measures to help guide OSSE's further planning for the design of both our formal accountability system and state report card/public reporting. The survey is available [here](#) and should take about 20-30 minutes to complete. Note: This survey is aimed at LEA leaders and staff, educators, and members of the public who may be interested in a greater level of detail.
  - **Vision for DC Education:** OSSE and the DC State Board of Education are seeking input from a diverse group of stakeholders on what makes a successful school. The survey is available [here](#) and should take about 10-15 minutes to complete. Note: This survey is more accessible for general members of the public than the measures survey.

***Thank you for your participation!***



# Upcoming Engagement Opportunities

- **Webinar Recap of School Quality and Student Success and Graduation Rates Focus Group**, October 26, 9:30-10:30 a.m. This webinar will review the Oct. 21 session on student success measures and graduation rate metrics. [[Register](#)]
- **Focus Group on Updated Proposed Accountability Framework**, Wednesday, October 26, 10:30 a.m-12:30 p.m., OSSE Room 806B. During this session, Hanseul Kang will share updates about a version of a proposed accountability framework, high level feedback received to date, lingering questions, and information on next steps. [[Register](#)]
- **Webinar Recap of Updated Proposed Accountability Framework Focus Group**, Friday, October 28, 9-10 a.m. [[Register](#)]
- **DC Public Schools Principal Meeting**, Friday, October 28, 3:30-4:15 p.m., Cardozo EC, 1200 Clifton St NW, Washington, DC 20009  
Session with DCPS principals to gather input and share updates on both the accountability and the other portions of our state plan.



| Thank you!