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ESSA’s Impact: Views From Districts and Schools

Expert Presenters:

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Author
An Edugeek’s Guide to K-12 Practice and Policy

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Author
Urban Education: Lessons From New Orleans

Sterling Lloyd
Assistant director
Education Week Research Center
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QUALITY COUNTS 2017

UNDER CONSTRUCTION
Building on ESSA’s K-12 Foundation

www.edweek.org/go/qc17
UNDER CONSTRUCTION: Building on ESSA’s K-12 Foundation

♦ Overall Theme: ESSA Implementation
  • Federal law brings new opportunities and pressures

♦ In-depth Journalism
  • States shape details of accountability, assessment, and teacher evaluation

♦ Education Week Research Center
  • Survey of teachers and district leaders examines perspectives on ESSA’s impact
Accountability on the ground

- Flexibility brings states and districts new prospects and new challenges
  - Opportunities to customize solutions
  - Questions about capacity and funding

Accountability and assessments

- States required to go beyond traditional indicators

Classrooms, teachers, students

- Variation in approaches to teacher evaluation
Quality Counts:
A unique marriage between research and journalism

♦ Survey takes pulse on ESSA
  • How much of a priority is ESSA transition?
  • What types of implementation support are needed?
♦ Annual State of the States Report Card
  • Quality Counts issues grades for the nation and states
  • Grades span three major areas of performance
Perspectives from Schools and Classrooms
Survey of Educators

- Conducted online survey of registered users of *Education Week* website
- Nationwide sample of nearly 600 district leaders and more than 600 teachers
  - Not statistically representative but diverse group of respondents
  - Survey fielded in Fall 2016
To what extent do you agree or disagree?

- In two years, I expect that my district will use test results to help evaluate teachers:
  - Completely agree: 34%
  - Somewhat agree: 29%
  - Somewhat disagree: 21%
  - Completely disagree: 17%

- For accountability, my district is considering using a national high school assessment for state exam:
  - Completely agree: 16%
  - Somewhat agree: 16%
  - Somewhat disagree: 23%
  - Completely disagree: 45%

- I have a clear understanding of how ESSA will change school improvement in my district:
  - Completely agree: 14%
  - Somewhat agree: 39%
  - Somewhat disagree: 33%
  - Completely disagree: 15%

- I have a clear understanding of my state's overall vision for ESSA implementation:
  - Completely agree: 11%
  - Somewhat agree: 32%
  - Somewhat disagree: 37%
  - Completely disagree: 20%

- I have a clear understanding of how ESSA will change classroom practice in my district:
  - Completely agree: 10%
  - Somewhat agree: 39%
  - Somewhat disagree: 33%
  - Completely disagree: 19%

- Leaders in my district have had sufficient impact on our state's ESSA implementation plan:
  - Completely agree: 9%
  - Somewhat agree: 27%
  - Somewhat disagree: 36%
  - Completely disagree: 28%
ESSA AS A PRIORITY

For your district, how big of a priority is the ESSA transition during the 2016-17 and 2017-18 school years?

Percent of district leaders

<table>
<thead>
<tr>
<th>Year</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>32%</td>
<td>41%</td>
<td>20%</td>
<td>7%</td>
</tr>
<tr>
<td>2017-18</td>
<td>45%</td>
<td>39%</td>
<td>9%</td>
<td>6%</td>
</tr>
</tbody>
</table>
What kind of guidance or support does your district need to smoothly implement ESSA-related changes?

<table>
<thead>
<tr>
<th>Guidance Type</th>
<th>Percent of District Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance from state</td>
<td>18%</td>
</tr>
<tr>
<td>Do not need additional guidance</td>
<td>15%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>10%</td>
</tr>
<tr>
<td>Information on goals and expectations</td>
<td>10%</td>
</tr>
<tr>
<td>General information</td>
<td>8%</td>
</tr>
<tr>
<td>Not applicable/No comment</td>
<td>7%</td>
</tr>
<tr>
<td>Explanation of changes between NCLB and ESSA</td>
<td>7%</td>
</tr>
<tr>
<td>General professional development and training</td>
<td>7%</td>
</tr>
<tr>
<td>Info on impact for finances or future funding</td>
<td>5%</td>
</tr>
<tr>
<td>Details on specific indicators</td>
<td>3%</td>
</tr>
<tr>
<td>Resources on assessment and accountability</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>18%</td>
</tr>
</tbody>
</table>
What input would you give your state to guide development of ESSA implementation plan?

- **Limit or modify testing and its role in evaluation of students or teachers**: 27% (Teachers), 22% (District leaders)
- **Focus on special populations (e.g., ELL, SPED)**: 19% (Teachers), 14% (District leaders)
- **Give education professionals/local stakeholders voice in plan**: 12% (Teachers), 20% (District leaders)
- **Understand implementation requires patience, resources, and training**: 10% (Teachers), 19% (District leaders)
- **Provide clear explanation of plans/expectations**: 10% (Teachers), 15% (District leaders)
### Priorities for Student Support and Academic Enrichment Grant

<table>
<thead>
<tr>
<th>Priority</th>
<th>Percent of District Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing student access to STEM</td>
<td>57%</td>
</tr>
<tr>
<td>Devices (e.g., tablets, laptops)</td>
<td>47%</td>
</tr>
<tr>
<td>Personalized learning</td>
<td>47%</td>
</tr>
<tr>
<td>Technology-related PD for educators</td>
<td>42%</td>
</tr>
<tr>
<td>Blended/online learning</td>
<td>42%</td>
</tr>
<tr>
<td>College and career counseling</td>
<td>42%</td>
</tr>
<tr>
<td>Mental health services</td>
<td>41%</td>
</tr>
<tr>
<td>Student behavior and discipline</td>
<td>39%</td>
</tr>
<tr>
<td>Dropout prevention/recovery</td>
<td>39%</td>
</tr>
<tr>
<td>Tech infrastructure (e.g., broadband, routers)</td>
<td>36%</td>
</tr>
<tr>
<td>Digital instructional resources</td>
<td>35%</td>
</tr>
<tr>
<td>Accelerated learning programs</td>
<td>29%</td>
</tr>
<tr>
<td>Arts education (e.g., music, art)</td>
<td>28%</td>
</tr>
<tr>
<td>School libraries</td>
<td>18%</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>17%</td>
</tr>
<tr>
<td>Physical education/health</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
</tr>
</tbody>
</table>

Percent of district leaders
Which area would you most like to see your state measure for ESSA accountability?

- Student social and emotional learning (23%)
- College and/or career readiness (19%)
- Student mindset (15%)
- Educator engagement (15%)
- School climate and safety (11%)
- Student access to and completion of advanced coursework (8%)
- Other (6%)
- Student engagement (5%)
- Other (13%)
What would be the best way for your state to measure the area you would most like to see your state include in ESSA accountability?

<table>
<thead>
<tr>
<th>Approach to Measuring Indicators</th>
<th>Percent of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom observations of nonacademic factors</td>
<td>21%</td>
</tr>
<tr>
<td>Surveys of students</td>
<td>13%</td>
</tr>
<tr>
<td>Surveys of teachers</td>
<td>10%</td>
</tr>
<tr>
<td>College retention, completion, remediation</td>
<td>6%</td>
</tr>
<tr>
<td>Student attendance rates</td>
<td>6%</td>
</tr>
<tr>
<td>Classroom observations for teacher evaluation</td>
<td>6%</td>
</tr>
<tr>
<td>Student discipline rates</td>
<td>5%</td>
</tr>
<tr>
<td>Tests of students</td>
<td>4%</td>
</tr>
<tr>
<td>Post-high school employment-related outcomes</td>
<td>4%</td>
</tr>
<tr>
<td>High school graduation/dropout rates</td>
<td>4%</td>
</tr>
<tr>
<td>Student coursetaking</td>
<td>4%</td>
</tr>
<tr>
<td>Surveys of parents/guardians</td>
<td>3%</td>
</tr>
<tr>
<td>Rates at which students are retained in grade</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
</tr>
</tbody>
</table>
From *Education Week* and The Education Week Research Center

**Quality Counts 2017**
Interactive state report cards
Online grading calculator
www.edweek.org/go/qc17

National and State Highlights Reports
www.edweek.org/go/qc17shr

Education Counts
www.edcounts.org
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It’s all about student learning. Period.
It’s all about student learning. Period.
Standards-based assessment
Provide meaningful information
Improve teaching and learning
Large-scale assessment
Alternate assessment
District and classroom solutions
Test Construction Service
Assessment Review Service
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A wind sock is a cone made of cloth. Wind can move through it because it is open at both ends. Wind socks are mounted on tall posts at airports to show pilots how fast the wind is moving. The diagram shows how a wind sock appears at various wind speeds.
Valid and reliable results
High School

3rd Grade
A seamless program

Reduce redundant testing

Immediate reporting

Consistency in standards
Improve teaching and learning
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
ESSA’s Impact: Views From Districts and Schools

Required Reading from Education Week:

**Spotlight on ESSA Explained**
In this Spotlight, learn what ESSA's implementation will mean for teacher evaluation, early-childhood programs, literacy, and more.

**Inside ESSA: The New Federal K-12 Law**
In this essential guide to the Every Student Succeeds Act, Education Week explains what the law will mean for: accountability and testing, teacher quality, early-childhood education, special education, academic standards including the Common Core, English-Language Learners, and teacher evaluation.