



FALL WEBINAR  
SERIES 2017

**ESSA:**  
What You Need to Know

 VOYAGER SOPRIS  
LEARNING®

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## Objectives

- Review key components of Every Student Succeeds Act (ESSA)
- Define evidence-based interventions
- Discuss impact of ESSA and evidence-based requirements
- Outline next steps for implementation – states, locals, others

# Key Components of ESSA

## History of ESEA

- **The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson.**
- **ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students.**
- **Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.**

## Overview ESSA

- **The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015.**
- **ESSA is a bipartisan measure that reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.**
- **The current law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.**

## Key Provisions Under ESSA

Advances equity by upholding critical protections for America's disadvantaged and high-need students.

Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.

Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.

Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators

Sustains and expands this administration's historic investments in increasing access to high-quality preschool.

Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

## Preschool

- **ESSA sustains and expands investments in increasing access to high-quality preschool.**
- **References to early childhood learning found throughout the act including:**
  - Title 1--low income, ELL, students with disabilities
  - Title 2--Preparing, training and recruiting high quality teachers, principals, and other school leaders
  - Title 3--Language instruction for ELL's
  - Title 9--Preschool development grants--parent's choice, a mixed delivery system and support for transition to kindergarten

## Standards

- **ESSA reinforces state authority over standards, accountability and other key education policies.**
- **It prohibits any U.S. Secretary of Education from requiring states to adopt specific standards or assessments.**
- **The law does require that states align standards with college and career skills.**

## Assessment

- Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts in grades 3-8 and once during high school; science assessments in designated grade bands.
- States may allow districts to use a nationally-recognized assessment as long as it is aligned to the state's standards and meet other requirements.

## Teacher and Leader Quality

- The Every Student Succeeds Act does not require specific educator evaluation measures or methods.
- The law does allow, but does not require, states to use Title II funds to implement teacher evaluations.
- Title II Part A allows states to fund their priorities in attracting, preparing, supporting and retaining effective teachers and leaders to serve high-poverty, minority students.
- The law reauthorizes the Teacher Incentive Fund, a competitive grant to support innovative educator evaluation systems.

## Teacher and Leader Quality

ESSA authorizes new allowable federal funding for states to develop and implement:

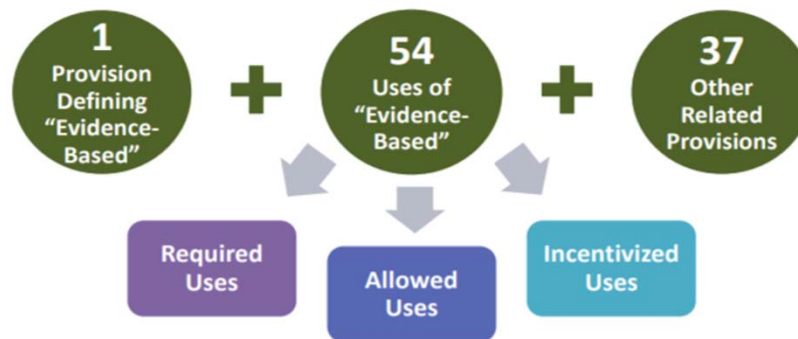
- Teacher and School Leader Academies;
- Activities to support principals (new 3 percent Title II set-aside);
- Educator training on the use of technology and data privacy;
- Reform of state certification, licensure and tenure systems;
- Development and implementation of teacher evaluation and support systems; and
- Other state educator workforce priorities.

## School Improvement

- States must use evidence-based interventions in school improvement plans both comprehensive and targeted.
- Specific school improvement models are no longer required.

# Evidence Based Interventions

## Evidence Provisions Under ESSA

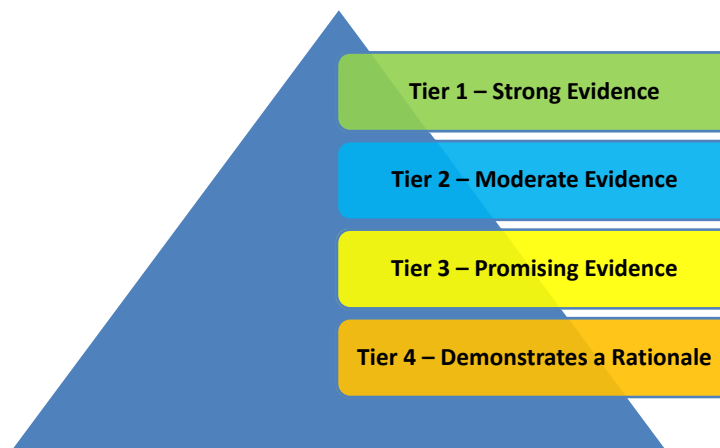


Source: Presentation by Martin West, Ph.D. at the American Youth Policy Forum, March 2017

## What are Evidence-Based Interventions?

- Evidence-based interventions are activities, strategies, practices or programs that are effective at producing results and improving outcomes when implemented.
- The type of evidence described in ESSA has generally been produced through formal studies and research.

## Four Levels of Evidence Under ESSA





## Differences Among Each Tier

- **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

## Summary of Tiers 1-3

Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes	1	<b>Strong Evidence</b>	based on at least 1 well-designed and well-implemented <u>experimental</u> study
	2	<b>Moderate Evidence</b>	based on at least 1 well-designed and well-implemented <u>quasi-experimental</u> study
	3	<b>Promising Evidence</b>	based on at least 1 well-designed and well-implemented <u>correlational</u> study with statistical controls for selection bias

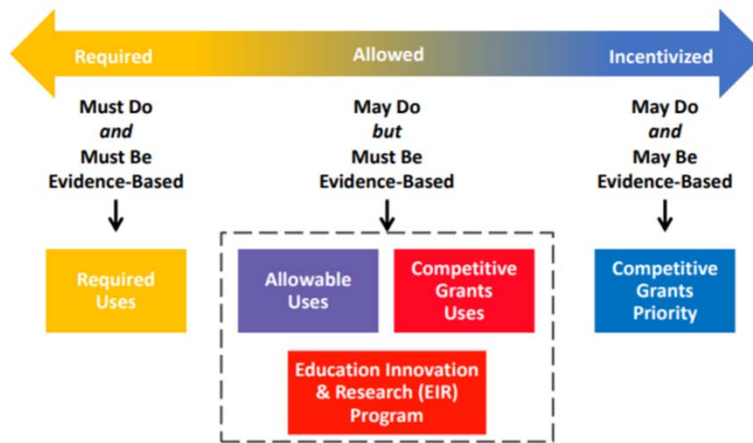
Source: Adapted from Chiefs for Change, 2016

### Summary of Tier 4

<p>Demonstrates a <u>rationale</u> based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes</p>	<h1>4</h1>	<p><b>Demonstrates Rationale</b></p>	<p>includes <u>ongoing efforts to examine the effects</u> of such activity, strategy, or intervention</p>
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Source: Adapted from Chiefs for Change, 2016

### Continuum of Uses of Evidence



Source: Presentation by Martin West, Ph.D. at the American Youth Policy Forum, March 2017

## Required Use of Evidence-Based by Program in ESSA

Tiers 1-3

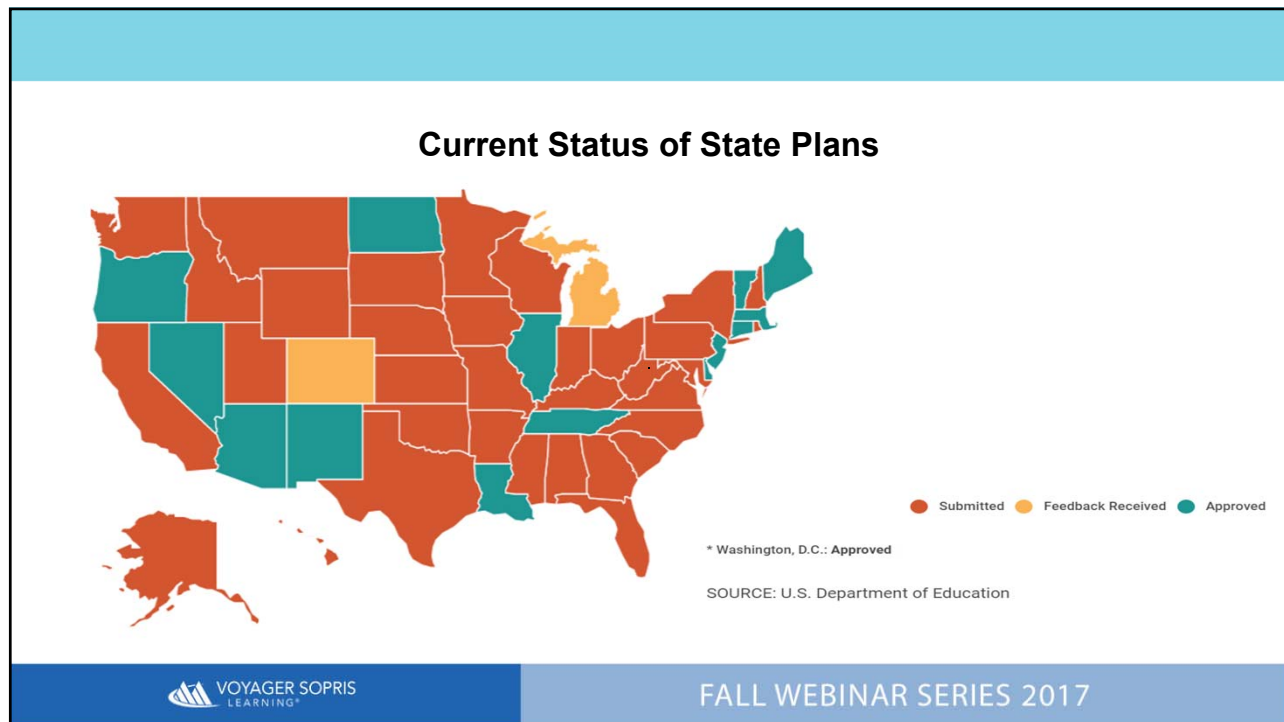
- Title I, Section 1003 (School Improvement)

Tiers 1-4

- Other Title I
- Title II
- Title III
- Title IV

## ESSA Influence on States: Consolidated State Plans

- ESSA pushes states to move beyond test scores in gauging school performance and gives them all sorts of new flexibility when it comes to funding, turning around low-performing schools, and more.
- States still have to submit an accountability roadmap—including long-term goals for student achievement—to the U.S. Department of Education for approval.
- States were given two chances to turn in their plans—either the spring of 2017 or the fall, with a final deadline of Sept. 18.
- A team of experts will review each plan, but it will be up to the secretary of education to ultimately decide if it complies with the law.
- Check State Plans website: <http://checkstateplans.org>



### ESSA Influence on Districts and Schools: Consolidated Plans

- Under the ESSA, state educational agencies (SEAs) are required to collect local education agency (LEA) plans that address the requirements of the law, as well as descriptions of the activities the LEA will implement with its Title I, II, III, and IV allocations.
- LEAs have the opportunity to establish a learning agenda and a vision for using evidence in local plans.
- LEAs will have greater autonomy in selection, development and implementation of evidence-based practices.

## At Voyager Sopris Learning

- Our focus at VSL is primarily reading and math intervention and professional development.
- We have studied ESSA and specifically, the requirements for evidence based activities.
- We are gathering the documentation to support the various tiers of evidence for our programs and products.
- VSL will share information and evidence collected in early 2018.



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## Examples of VSL Evidence Based Programs

### Literacy

- *Sound Partners* (WWC)
- *Peer-Assisted Literacy Strategies PALS* (WWC)
- *Stepping Stones to Literacy* (WWC)

### Math

- *TransMath\** (Current IES funded study)

### Professional Development

- *LETRS 2<sup>nd</sup> Edition* (Mississippi study)

\*currently being reviewed in an IES funded study



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## Resources

- US Department of Education: [www.ED.gov/ESSA](http://www.ED.gov/ESSA)
- Evidence-Based Guidance: Using Evidence to Strengthen Education Investments: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>
- Institute of Educational Sciences (IES) Resources: <http://ies.ed.gov>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc>
- ERIC: <http://www.eric.ed.gov>
- Results First Clearinghouse Database: <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>
- Best Evidence Encyclopedia – Evidence for ESSA: <https://www.evidenceforessa.org/>

## Response to Questions from the Live Webinar

**Q: What evidence may be used to support class size reduction?**

**A:** The reference to class size reduction was made on the slide 14 as an example of evidence-based as applied to allowable use under ESSA (may do, not must do). Class-size reduction was mentioned only as an example of where in ESSA it says that districts can use formula funds (in this case from Title II) for a given purpose but only if they deem that it is evidence-based. Class-size reduction is often not the most effective use of limited educational resources. There is some experimental evidence (e.g., from Project STAR) that class-size reduction in the early grades can produce both short-term and long-term benefits for students, so in that sense, it would (narrowly) meet the criteria for the highest evidence tier. The illustration in the presentation demonstrate how the law's approach to evidence only goes so far in informing decisions.

*Sources of evidence on class size reduction:*

- What Are the Long-Term Effects of Small Classes on the Achievement Gap? Evidence from the Lasting Benefits Study - [https://www.classsizematters.org/wpcontent/uploads/2011/04/Konstantopoulos\\_20091.pdf](https://www.classsizematters.org/wpcontent/uploads/2011/04/Konstantopoulos_20091.pdf)
- From Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide - [https://ies.ed.gov/ncee/pubs/evidence\\_based/evidence\\_based.asp](https://ies.ed.gov/ncee/pubs/evidence_based/evidence_based.asp)
- Frederick Mosteller, Richard J. Light, and Jason A. Sachs, "Sustained Inquiry in Education: Lessons from Skill Grouping and Class Size," *Harvard Education Review*, vol. 66, no. 4, winter 1996, pp. 797-842. The small classes averaged 15 students; the regular-sized classes averaged 23 students.

## Response to Questions from the Live Webinar (continued)

**Q: What is the criteria for program review?**

**A:** Each data clearinghouse has its own process for submitting programs or research studies for review. Some of those used for ESSA evidence are:

- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc>
- Results First Clearinghouse Database: <http://www.pewtrusts.org/en/research-andanalysis/issue-briefs/2014/09/results-first-clearinghouse-database>
- Best Evidence Encyclopedia – Evidence for ESSA: <https://www.evidenceforessa.org/>

**Q: What about interventions for older students?**

**A:** Most clearinghouses have search or filter features that allow for you to find the exact information you are seeking. For example, What Works Clearinghouse allows you to look for literacy interventions by grade span.

