Making ESSA's Equity Promise Real

National Urban League

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Agenda

Welcome & Introduction

Martens Roc, *Policy and Outreach Advisor,* Learning Policy Institute

Presentations

Susie Feliz, *Vice President, Policy and Legislative Affairs,* National Urban League, Washington Bureau

Jessica Cardichon, *Director of Federal Policy, Director of Washington DC Office*, Learning Policy Institute

Stephen Kostyo, *Policy Advisor,* Learning Policy Institute

Kedda Williams, *Deputy Director,* Partners for Each and Every Child

Phyllis Y. Nichols, *President and CEO,* Knoxville Area Urban League

Audience Q&A

Presenter

Susie Feliz

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National Urban League

Making ESSA's Equity Promise Real

Wednesday, September 26, 2018

Susie Feliz - Vice President, Policy and Legislative Affairs

National Urban League

Historical Context of ESSA

Since 1965, the Elementary and Secondary Education Act has been the federal civil rights education law in the U.S.

ANALYSIS

- ESEA was signed by President Johnson to direct specific federal dollars to low income communities for education.
- NCLB was designed to hold states accountable for rigorous benchmarks and goals for student achievement. Under NCLB if schools failed to meet expectations, the federal government could intervene.
- ESSA was designed to return more power to states and local school districts. We raised concerns about this from a civil rights perspective and we believe advocacy on the ground is the only way to ensure the law is implemented equitably.

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What does ESSA require?

Create a system to hold schools accountable for the progress of all students

Set long term goals for all students and for different groups of students

Rate schools based on multiple measures of school quality and student success for all students and for each group of students

Identify schools for support and improvement.

In-depth reporting of student performance on assessments, graduation rates and school climate to parents and the public.

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Opportunities to Advance Equity: Resource Equity

ESSA creates an opportunity for states and districts to flood resources, financial and otherwise, into the spaces that need them the most

Underperformance for a state-determined set of time will initiate a process of a school being identified for either Targeted Support and Intervention (TSI), Comprehensive Support and Intervention (CSI), or Additional Targeted Support and Intervention (ATSI)

District plans to address CSI, TSI or ATSI designations must include evidence based strategies and a resource equity component

For the first time, states must report to the US DoEd, and publish on state and district report cards, per-pupil expenditures and access to advanced courses.

Opportunities to Advance Equity: Stakeholder Engagement

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ESSA law requires a new level of stakeholder engagement in the development of state plans

States and school districts have an opportunity to continue high levels of stakeholder engagement through the implementation phase

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Opportunities to Advance Equity: High Quality 5th Indicator

In addition to academic achievement, graduation rates, and English language proficiency, states are required to include at least one indicator of school quality or student success (SQSS)

States have had the opportunity to select a 5th indicator that drives equity including chronic absenteeism, suspension rates, college and career readiness, and school climate.

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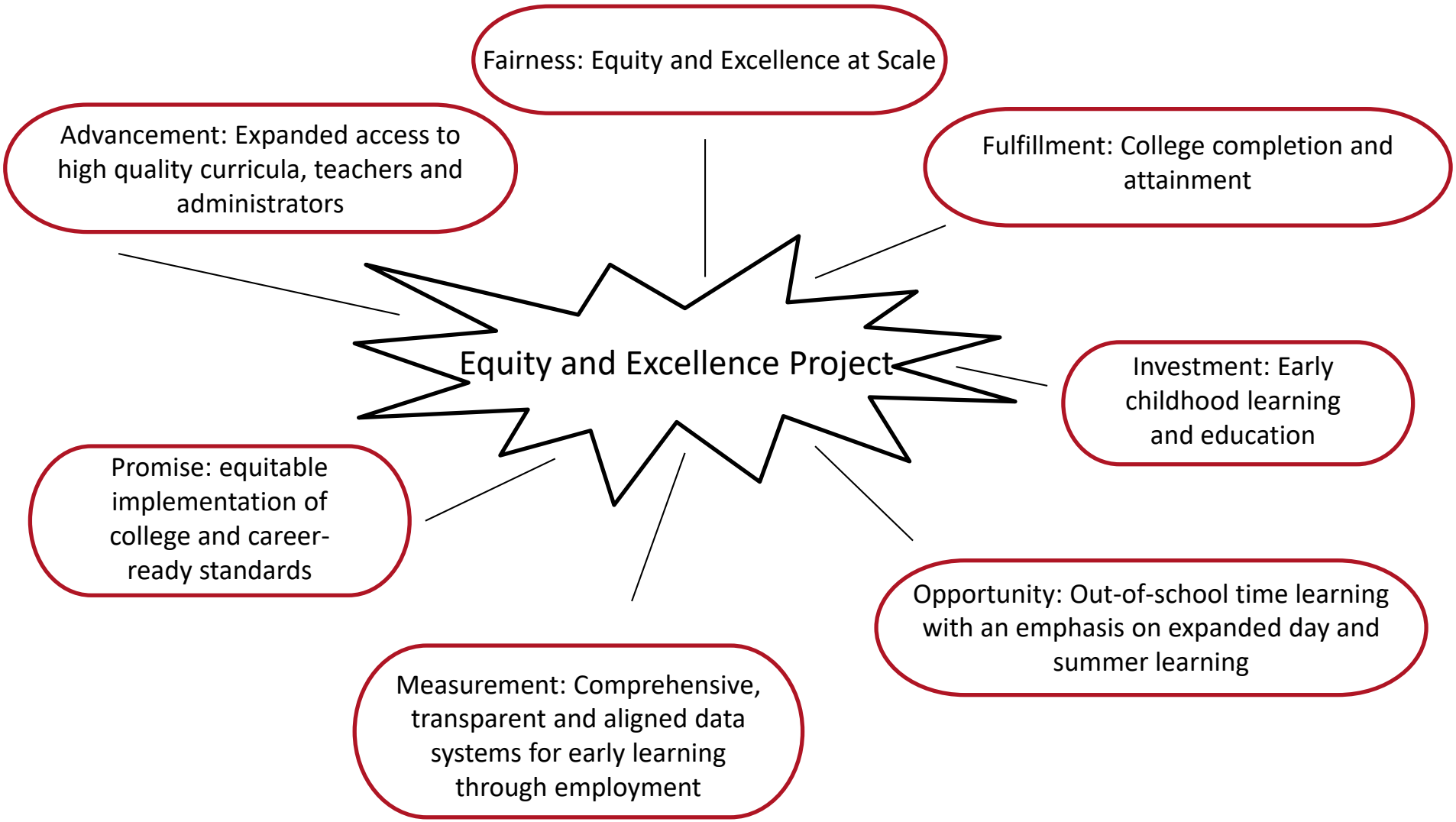
National Urban League Role



National Urban League Role

No Ceilings on Success Campaign

- equips parents, teachers, students and communities with the knowledge to remove barriers that prevent every student from achieving academic excellence.

Urban League ESSA Equity Scorecard

Forthcoming equity review of state plans will help us to identify best practices nationally and help us to set agenda for advancing equity through implementation and the next reauthorization.

National Urban League

Q&A

Susie Feliz
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Presenter

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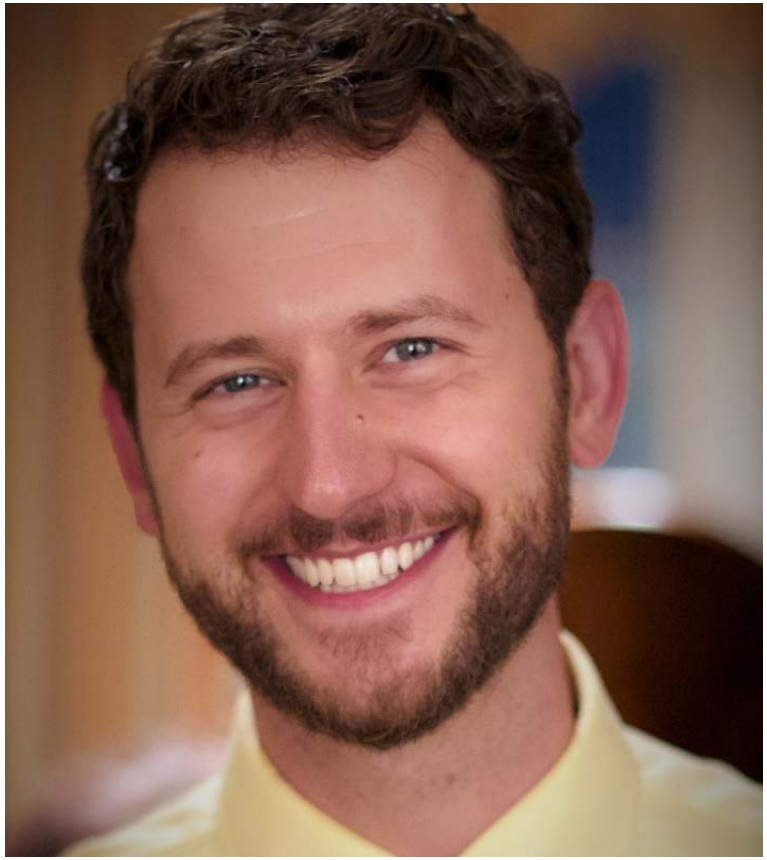
Presenter



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Making ESSA's Equity Promise Real

State and Local Strategies to Close the Opportunity Gap

Jessica Cardichon and Stephen Kostyo

September 26, 2018

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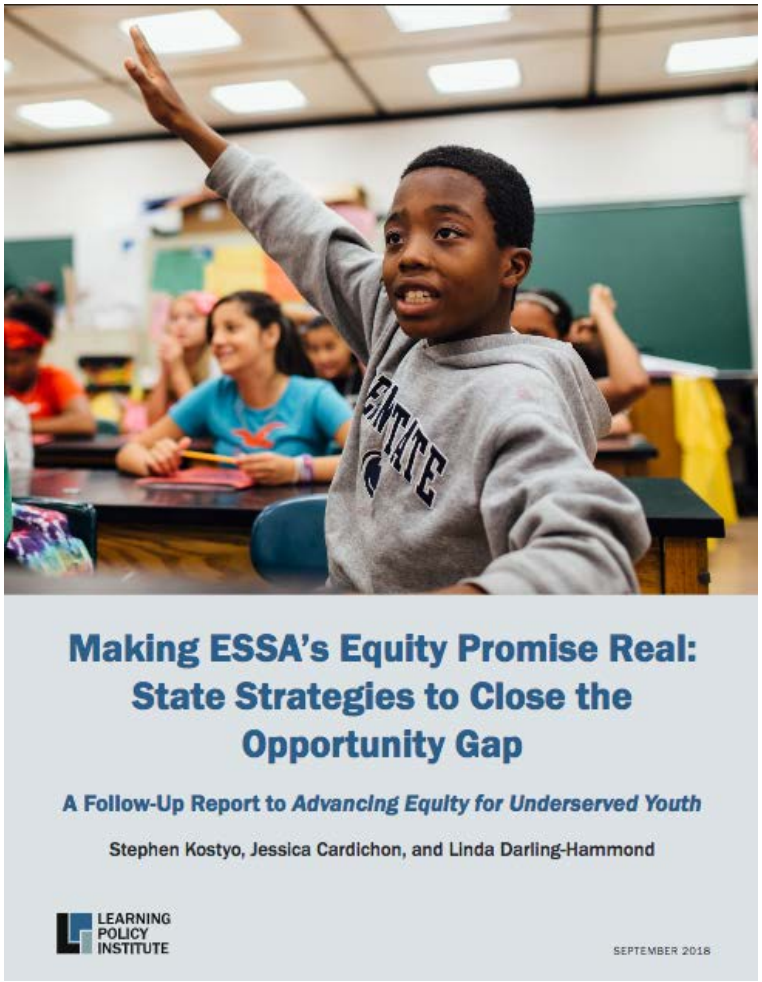
What information is available in ESSA and Why Does it Matter?

- Under ESSA, many states are reporting and including in their accountability and improvement systems “equity indicators” aimed at increasing opportunities for learning.
- These indicators, along with the broader accountability indicators required under ESSA, must be reported for all student groups revealing disparities that undermine opportunity.
- **Districts and schools can use data from these indicators to inform school improvement efforts across all schools and create engaging and inclusive learning environments for all students.**

Making ESSA's Equity Promise Real

Equity Indicators

1. Suspension Rate
2. School Climate
3. Chronic Absenteeism Rate
4. Extended-Year Graduation Rate
5. College and Career Readiness



How States Are Using the Indicator

Accountability: States using a measure of the indicator to identify schools for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) in their accountability systems.

Improvement: States using a measure of the indicator to inform improvement efforts in identified schools or as part of a comprehensive statewide approach to school improvement.

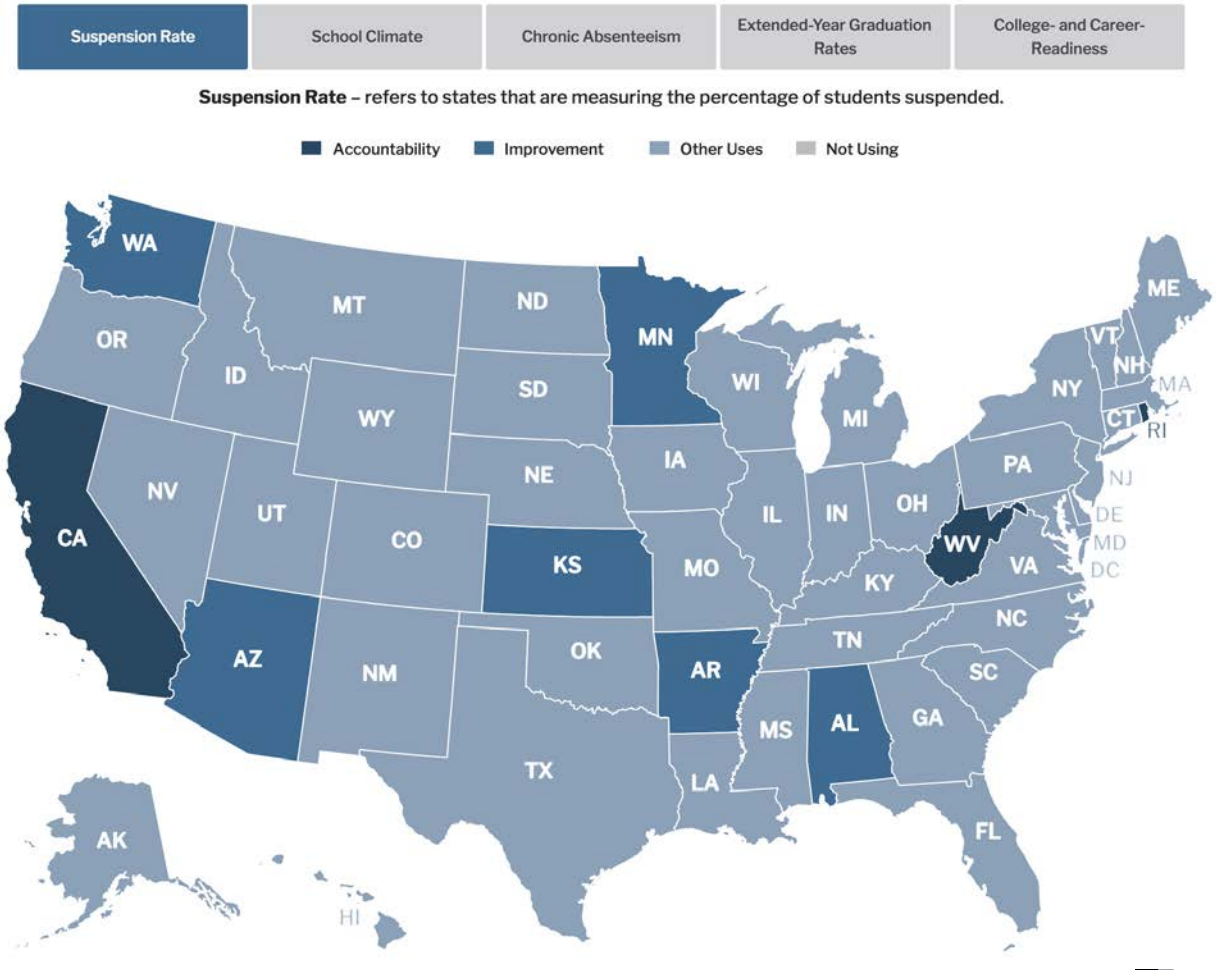
Other Uses: Additional state efforts to measure or improve school performance on this indicator.

Why Reducing Rates of Student Suspension Matters

When students are regularly removed from the classroom, they fall behind in their classwork, and they experience a social and emotional distancing and disengagement from school.

State Efforts to Address the Overuse of Student Suspensions

Nine states are using a measure of student suspensions in their accountability and improvement systems



Questions to Ask Your State, District, or School

- Does the state's data system provide schools with access to the information needed to assess patterns in rates of suspension or expulsion (e.g., specific classrooms, grade levels, times of year, etc.) and allow for timely intervention by school or district leadership?
- Does the state's data system allow schools to track multiple suspensions for individual students; the average length of suspensions; and the number of in-school and out-of-school suspensions?
- Does your state prohibit the use of corporal punishment in public schools—which is used disproportionately with African American students—in the 19 states that still allow it?
- Does your state or district eliminate referrals to law enforcement for all nonviolent, noncriminal offenses by developing model school discipline policy and agreements that clarify the distinction between educator and law-enforcement discipline?

How to use this information to drive school improvement

States and districts can better reduce rates of student suspension by:

- Eliminating zero-tolerance policies and the use of suspensions and expulsions for lower-level offenses and replace them with supportive, inclusive, and effective strategies that address student misbehavior with alternatives that teach responsibility, including restorative justice programs that emphasize repairing the harm caused by problematic behavior.

- Providing both schoolwide professional development for teachers and targeted coaching based on classroom-level data. Because research indicates that there is a relationship between a high suspension rate and a higher than average number of novice teachers or those without preparation, such training might be particularly focused on educators in their early careers.

- Providing training on implicit bias and asset-based youth development for teachers, administrators, school resource officers, police, juvenile judges, and others working with children and youth.

Resources on Suspension Rates

School Discipline Organizations and Resources (American Association of School Administrators and the Children's Defense Fund). This resource provides an overview of organizations and resources that provide focused supports relating to improving discipline.

Meaningful Local Engagement Under ESSA: A Handbook for LEA and School Leaders (Council of Chief State School Officers and Partners for Each and Every Child). This handbook offers several resources for policies that remove police from schools, replacing them with effective staff-led strategies for classroom management, conflict resolution, and mediation.

Locked Out of the Classroom: How Implicit Bias Contributes to Disparities in School Discipline (NAACP Legal Defense Fund). This report examines how disparities in school discipline result from implicit bias and perpetuate stereotypes and provides interventions to help improve relationships between teachers and students.

Understanding Implicit Bias: What Educators Should Know (American Federation of Teachers). This article describes the importance of addressing implicit bias in education, how unconscious attitudes can affect disciplinary decisions, and how teachers can mitigate the effects of implicit bias.

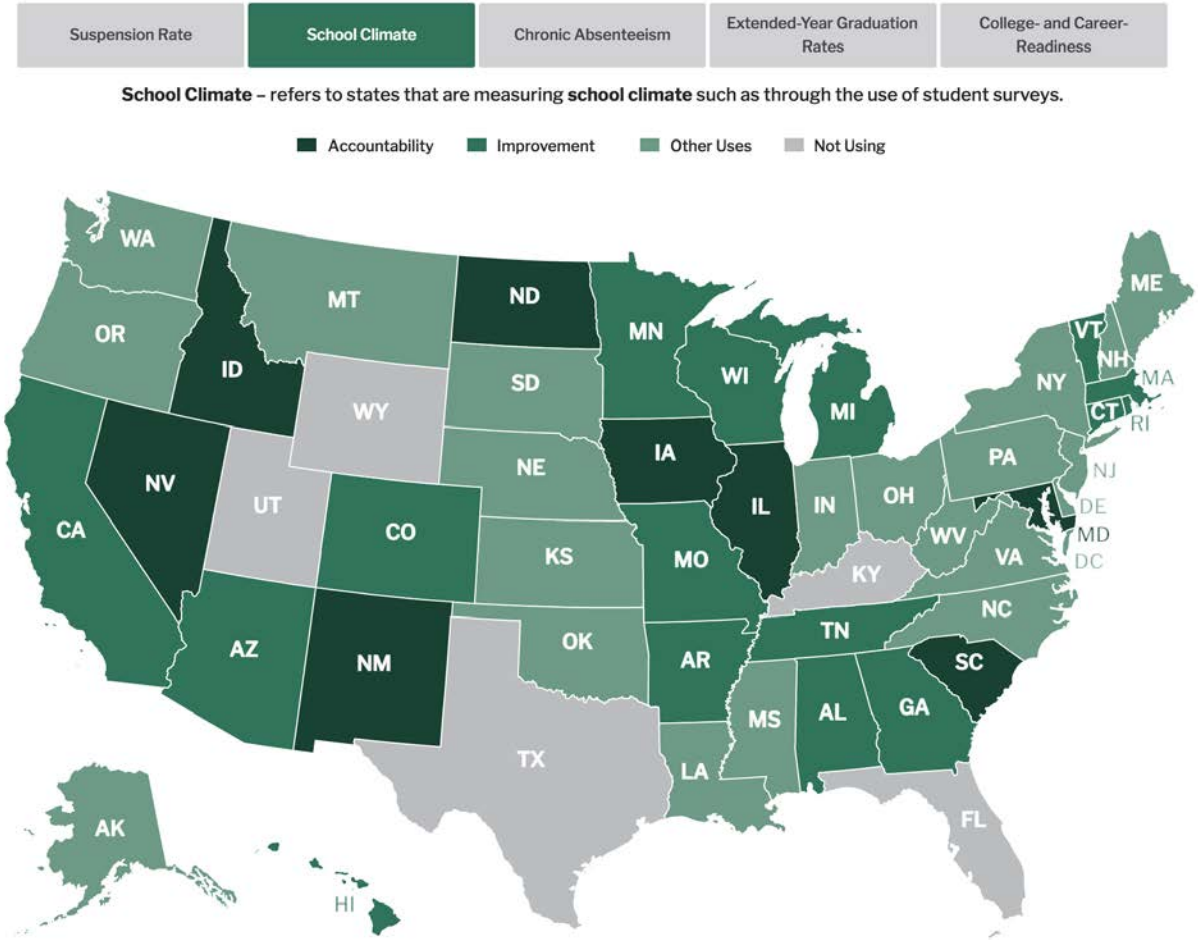
Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers (U.S. Office of Special Education Programs). This document summarizes evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies for teachers.

Why Building a Positive School Climate Matters

Effective school climate measures can reveal whether students feel well-supported socially, emotionally, and academically.

State Efforts to Measure School Climate

Eight states are using student surveys in their accountability systems and an additional 16 describe how they will use strategies for improving school climate.



States Using a School Climate Indicator

- States are required to collect and report on:
  - Rates of in-school and out-of-school suspensions
  - Expulsions
  - School-related arrests
  - Referrals to law enforcement
  - Incidences of school violence, including bullying and harassment.

Questions to Ask Your State, District, or School

- What state-level support is available or technical assistance is available to help develop school climate programs?
- How does your state use ESSA Title I, Title II, and Title IV funds to improve school climate?
- Does your state or district provide resources to expand restorative justice and social-emotional programs?
- Does your state or district provide resources to improve cultural competence, culturally relevant curricula or trauma-informed education approaches?

How to use this information to drive school improvement

States and districts can better implement measures of school climate by:

- Partnering with community-based organizations to create or build on existing interventions regarding youth development, parent engagement, and/or mental and behavioral health.
- Identifying ways to acknowledge success and share best practices of schools that have improved school climate.
- Providing schools with resources and technical assistance, and professional development to train staff in the analysis of the data they collect.

Resources on School Climate

School Climate Guide for District Policymakers and Education Leaders (Center for Social and Emotional Education and the National School Boards Association). This guide highlights districts that are using the National School Climate Standards and provides a framework state decision makers can follow to utilize school climate measures.

School Climate Measurement and Analysis (National School Climate Center). This brief by the National School Climate Center (NSCC) provides practical advice for schools that are trying to implement measures of school climate and effectively use student responses to improve student achievement.

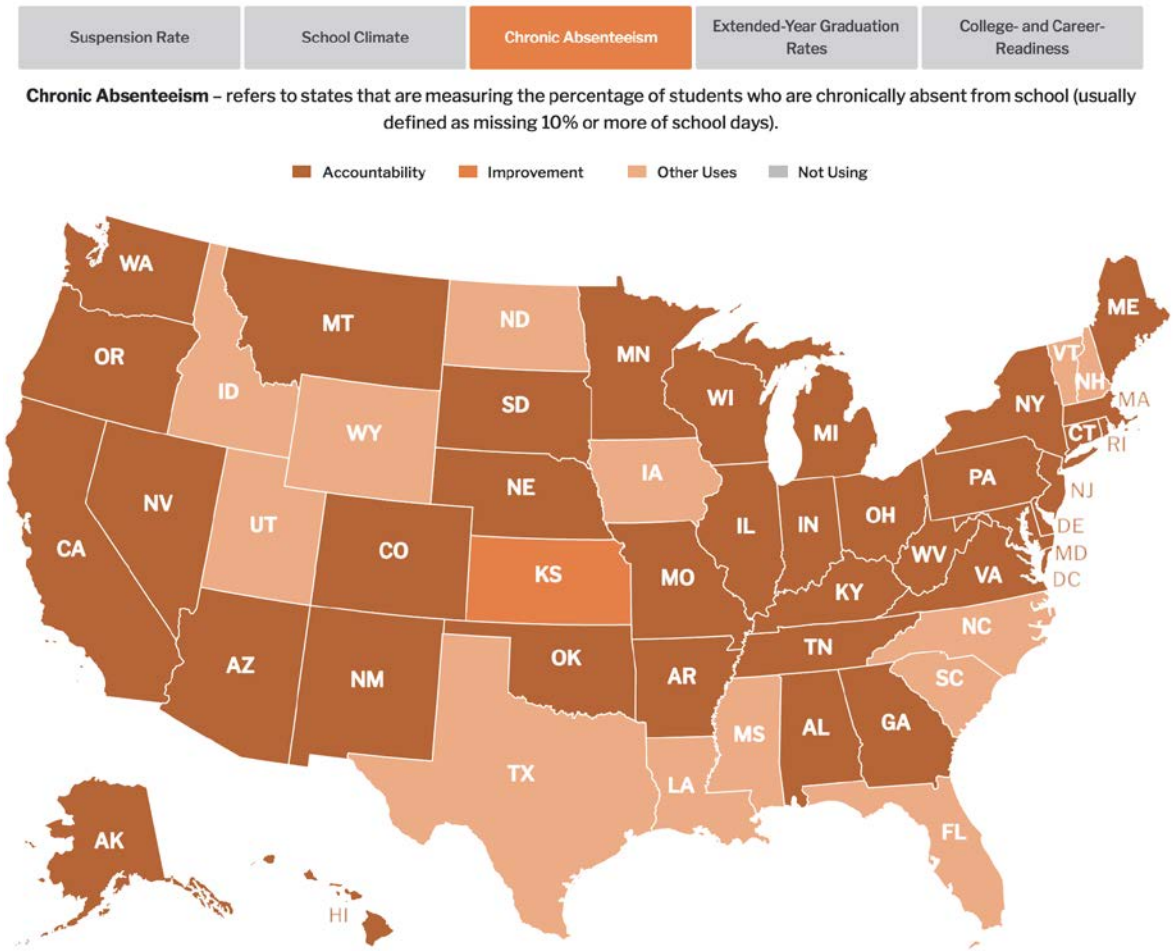
Safe Space Kit (Gay, Lesbian and Straight Education Network). This guide to support lesbian, gay, bisexual, and transgender (LGBT) students in schools provides steps for schools to build safe spaces as well as resources to help students become allies to LGBT students.

Why Reducing Rates of Chronic Absenteeism Matters

Ensuring that all students receive the support they need to remain present and engaged in learning throughout their k-12 experience begins with obtaining an accurate picture of how much instructional time students are losing and why.

State Efforts to Address Chronic Absenteeism

Thirty-seven states and the District of Columbia are using a measure of chronic absenteeism in their accountability and improvement systems



Questions to Ask Your State, District, or School

- Does your state have clear definitions of what counts as an absence that is used across schools for easier data comparison and analysis, including both in-school and out-of-school suspensions in the definition of what counts as an absence and a consistent definition of a partial-day absence?
- Does your state or district incorporate chronic absenteeism into early warning systems that also measure discipline incidents, course performance, and credit accumulation?
- Does your state or district ensure rates of absences are measured and patterns of chronic absence are addressed at all grade levels?
- Does your state or district share resources on how to connect schools with integrated student supports to reduce chronic absence?

How to use this information to drive school improvement

States and districts can better measure and help reduce chronic absenteeism by:

- Sponsoring professional development and forming communities of practice among educators to share resources on how to connect schools with reliable means of monitoring attendance.
- Creating schoolwide systems to reduce chronic absence that may include teacher/administrator home visits, mentors for students who are chronically absent, and school attendance committees to monitor student absences.
- Using attendance data to diagnose connections to discipline incidents, course performance, and credit accumulation to intervene early and create individualized plans for students who miss the most school.

Resources on Chronic Absenteeism

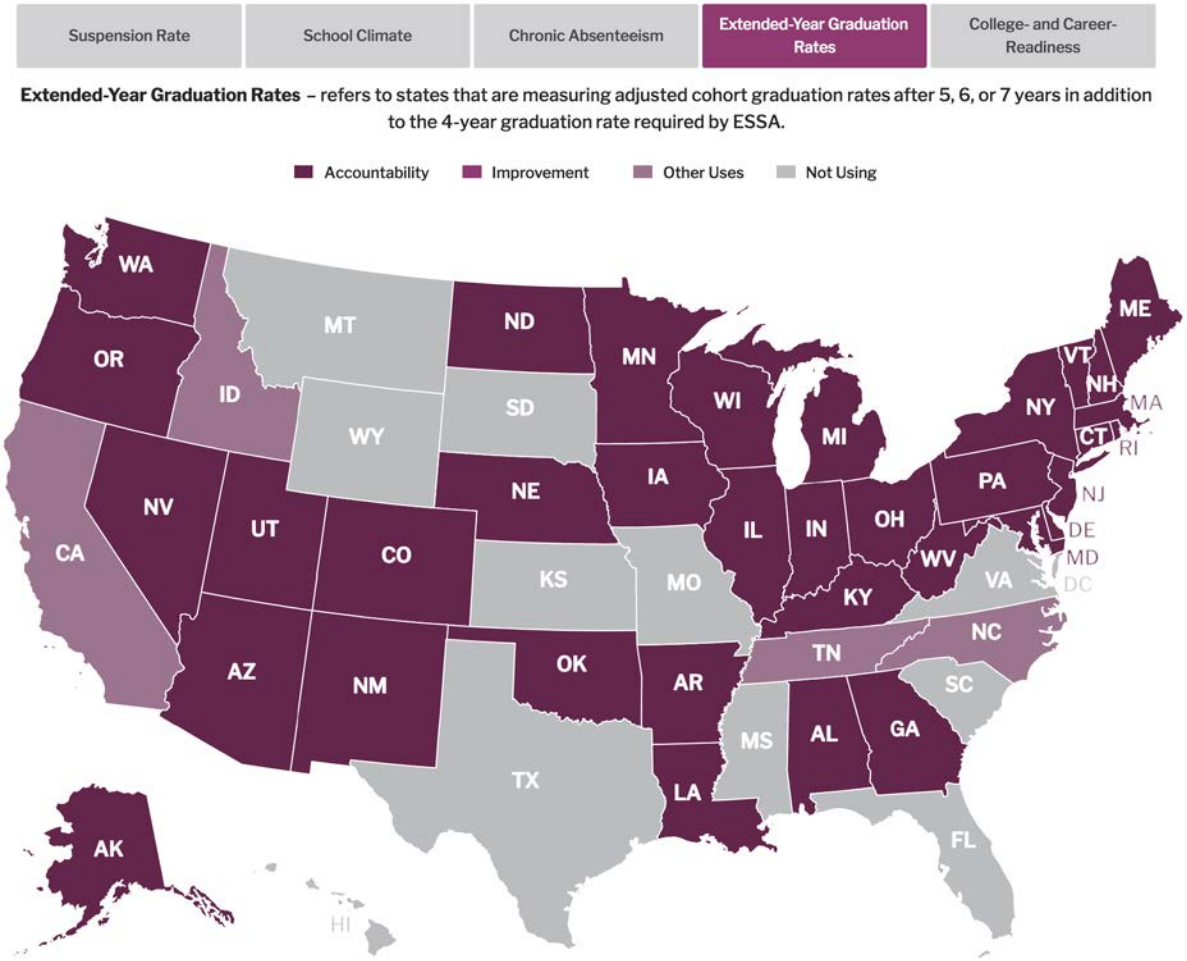
- Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence (Attendance Works and the Everyone Graduates Center). This brief provides a national and state analysis of schools facing high levels of chronic absence, discusses the implications for state and local action, and provides examples of initiatives to reduce chronic absence.
- Chronic Absenteeism: A Key Indicator of Student Success (Education Commission of the States). This guide highlights state and local efforts to reduce chronic absenteeism and provides policy recommendations to improve the efficacy of measuring attendance.
- Addressing the Problem of Chronic Absenteeism: A Promising School-Community Partnership (Communities In Schools). This brief presents examples of how school districts organize and use integrated student supports to improve student attendance.

Why Implementing an Extended-Year Graduation Rate Matters

Extended-year graduation rates can provide an incentive for schools to keep, educate, and graduate youth with challenges that prevent them from graduating in 4 years.

State Efforts to Implement Extended-Year Graduation Rates

Thirty-five states and the District of Columbia are using an extended-year graduation rate in their accountability and improvement systems



Questions to Ask Your State, District, or School

- Does your state or district utilize data systems to effectively track whether students are making the transition from middle school to high school?
- Does your state or district ensure that student enrollment in each school's 9th grade cohort is counted no later than October 1 of the school year?
- Does your district obtain the written documentation necessary to remove students from their graduating cohort?
- Does your state exclude students receiving a General Education Development (GED) certificate from graduation rate calculations, as required by ESSA?

How to use this information to drive school improvement

States and districts can better implement extended-year graduation rates by:

- Focusing on supporting the needs of the whole student by included integrated student supports for all students.
- Using a community school approach that incorporates health care, mental health resources, social services, and after-school supports, mentoring and tutoring.
- Creating advisory systems and small schools or small learning communities within larger schools that allow students to be well known.
- Offering summer transition programs for incoming 9th grade students to successfully matriculate from middle to high school.

Resources on Extended-Year Graduation Rates

Preventable Failure Improvements in Long-Term Outcomes when High Schools Focused on the Ninth Grade Year (The University of Chicago Consortium on Chicago School Research). This report describes additional strategies to support on-track graduation efforts during the pivotal transition from middle school to high school.

2018 Building a Grad Nation: Progress and Challenge in Raising High School Graduation Rates (The Everyone Graduates Center). This is the most recent update of the Everyone Graduates Center's campaign to raise high school graduation rates.

Community Schools: An Evidence-Based Strategy for Equitable School Improvement (Learning Policy Institute). This report provides guidance to school, district, and state leaders as they consider, propose, or implement a community school intervention in schools targeted for comprehensive support.

Transforming the High School Experience: How New York City's New Small Schools Are Boosting Student Achievement and Graduation Rates (MDRC). This report describes how a large system of small public high schools can be created and can markedly improve graduation prospects for many disadvantaged students.

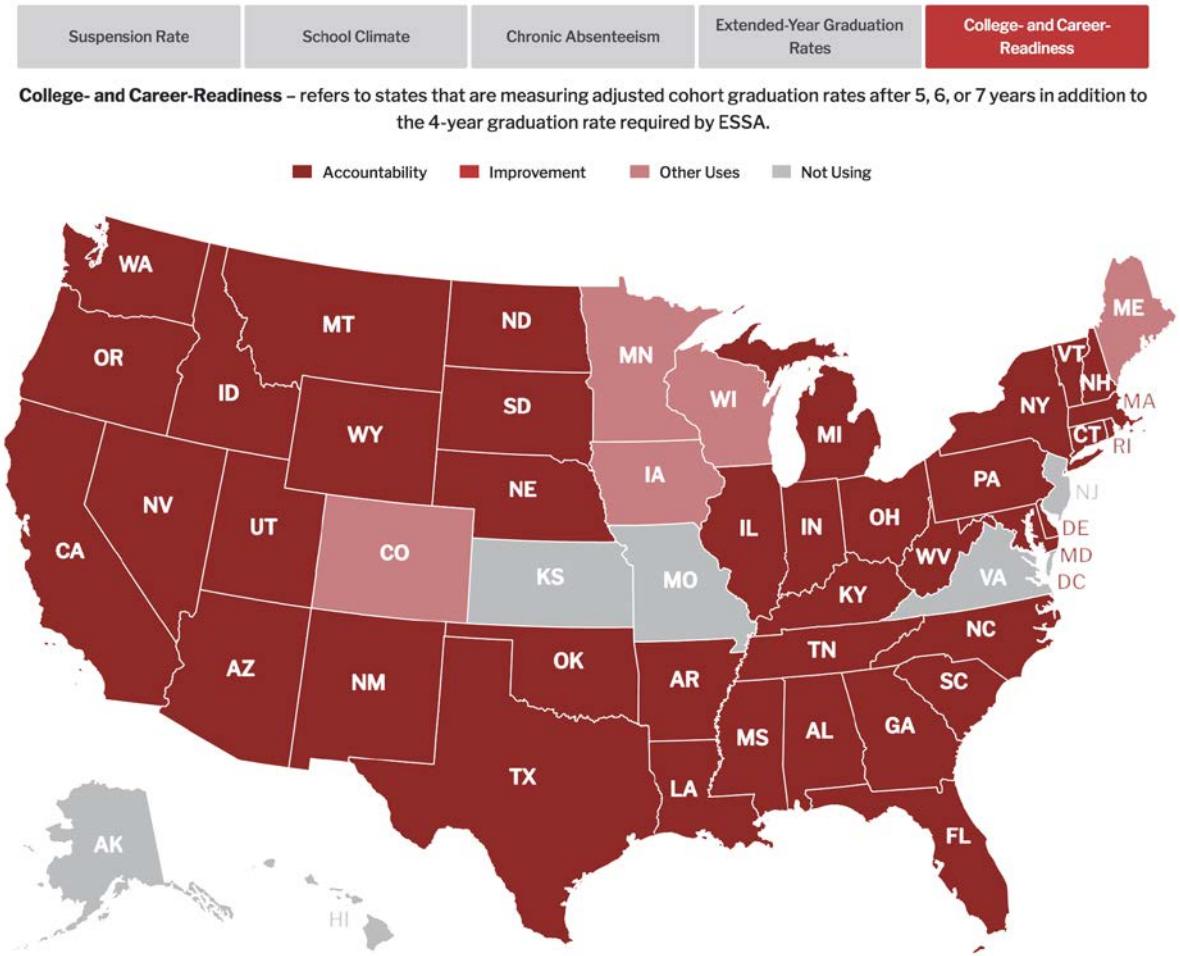
CASEL Program Guides: Effective Social and Emotional Learning Programs (Collaborative for Academic, Social, and Emotional Learning). The CASEL Guide provides a systematic framework for evaluating the quality of social and emotional programs and shares best-practice guidelines for district and school teams on how to select and implement SEL programs. Finally, it offers recommendations for future priorities to advance SEL research and practice.

Why Expanding Access to a College- and Career-Ready Curriculum Matters

Inequities in educational opportunities are perpetuated through differential access to a high-quality curriculum that focuses on critical thinking skills, and prepares students for college and careers.

State Efforts to Expand Access to a College- and Career-ready Curriculum

Thirty-nine states and the District of Columbia are using a measure of college and career readiness in their accountability and improvement systems



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Questions to Ask Your State, District, or School

- Does your state establish sufficient and stable funding streams to promote equitable access to college- and career-ready programs of study?
- Does your state address teacher shortages in fields essential to college- and career-ready courses and creating recruitment and retention strategies that ensure all students are taught by a qualified educator?
- Does your state base the denominator for each college and career readiness measure on all students when calculating college and career readiness outcomes?
- Does your state disaggregate and report progress on individual measures within a composite indicator that is based on multiple measures of college and career readiness?

How to use this information to drive school improvement

States and districts can better expand access to a college- and career-ready curriculum by:

- Providing professional development to help teachers design and use performance assessments, including projects, portfolios, and extended-performance tasks, that are encouraged under ESSA and allow students to apply what they are learning to real-world situations.
- Increasing support for programs such as early college or career academy initiatives that promote successful transitions to postsecondary education.

Resources on College and Career Readiness

Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond (American Youth Policy Forum). This report is designed to help policymakers and practitioners learn about effective programs supporting college and career readiness. These programs help diverse youth to improve their academic performance, identify career aspirations, build employer-desired skills, plan for postsecondary education, and develop the personal resources necessary to achieve their goals.

Building Early College Pathways to STEM Careers (Jobs for the Future). This brief outlines how school and community leaders in Bridgeport, CT, partnered to prepare students in low-income communities for STEM careers through early college pathways.

Personal Opportunity Plans (Engaging Schools). This report describes how Personal Opportunity Plans (POPs) in grades 6–12 can foster students' college and career development.

Paper Thin? Why All High School Diplomas Are Not Created Equal (Alliance for Excellent Education). This brief evaluates how the different types of high school diplomas given out across the country prepare students to be college- and career-ready.

Preparing 21st Century Citizens: The Role of Work-Based Learning in Linked Learning (Stanford Center for Opportunity Policy in Education). This brief describes how schools can create work-based education programs that blend real-world problems with the skills and knowledge to succeed in college and the workforce and explains how policymakers can support them.

Using Dual Enrollment Policy to Improve College & Career Readiness: A Web Tool for Decision Makers (Jobs for the Future). This brief and web tool analyze dual enrollment policies in all 50 states to determine each state's progress in creating conditions that support early college strategies for youth from low-income families. It identifies six model policy elements that define a new dual enrollment policy framework.

Additional Resources

The State of Equity Indicators in Califor

The use of multiple measures in **school accountability and improvement systems** under the Every Student Succeeds Act (ESSA) offers states the chance to gather and respond to information that is meaningfully connected to student opportunity and success. As states implement ESSA, using the information from these systems, policymakers should continue to engage with educators, parents, community-based organizations and other education stakeholders to improve their efforts to ensure that students furthest from opportunity can graduate from high school fully prepared for college, career, and civic engagement.

HOW STATES ARE USING THE INDI

Accountability: States using one or mor identify schools for comprehensive suppo targeted support and improvement (TSI)

Improvement: States using one or more inform improvement efforts in identified system of continuous improvement acros

Other Uses: Additional state efforts to m performance on this indicator.

How California is taking advantage of the following opportunities:

Suspension Rates refers to states that are measuring student suspensions, usually as the percentage of stud suspended during a school year.

Accountability: ESSA requires all states to collect and report on rates of in-school and out-of-school suspe suspension rate indicator measures the percentage of students suspended each year and the change in th year to the next. ESSA State Plan PDF pp. 53–54

School Climate refers to states that are measuring school climate (such as through the use of student surveys

Improvement: California's accountability system requires all schools and districts to measure school clima student surveys at least once every 2 years and to incorporate evidence from these surveys into continuou schools identified for improvement and support, California will provide more rigorous support and intervent improvement system process. This process focuses on the development of positive school climates as one California will target resources to support those efforts through its Local Control Funding Formula. In addit requres all states to collect and report on rates of in-school and out-of-school suspensions, expulsions, sch to law enforcement, and incidences of school violence, including bullying and harassment. Therefore, the d California in its efforts. ESSA State Plan PDF pg. 84

Chronic Absenteeism refers to states that are measuring the percentage of students who are chronically abs defined as missing 10% or more of school days).

Accountability: California's chronic absenteeism indicator measures the percentage of students in grades more of the school year. ESSA State Plan PDF pg. 50

Extended-Year Graduation Rates refers to states that are measuring adjusted cohort graduation rates after the 4-year graduation rate required by ESSA.

Other Uses: Considering for Accountability or Improvement Purposes: California intends to incorporate th the accountability and improvement system by the 2019–20 school year. ESSA State Plan PDF pg. 42

College- and Career-Readiness refers to states that are measuring student access to a curriculum that pre career and/or performance on measures that indicate college- or career-ready skills.

Accountability: California's college- and career-readiness indicator incorporates student performance on t Assessment of Student Performance and Progress, completion of the California a-g course sequence, perfo or on Advanced Placement/International Baccalaureate exams, completion of a career and technical educ State Seal of Biliteracy or Golden State Seal Merit Diploma, or completion of an articulated career and tech ESSA State Plan PDF pg. 57

Indicator Map: College- and Caree

The use of multiple measures in **school accountability and improvement systems** under the Every Student Succeeds Act (ESSA) offers states the chance to gather and respond to information that is meaningfully connected to student opportunity and success. As states implement ESSA, using the information from these systems, policymakers should continue to engage with educators, parents, community-based organizations and other education stakeholders to improve their efforts to ensure that students furthest from opportunity can graduate from high school fully prepared for college, career, and civic engagement.

HOW STATES ARE US

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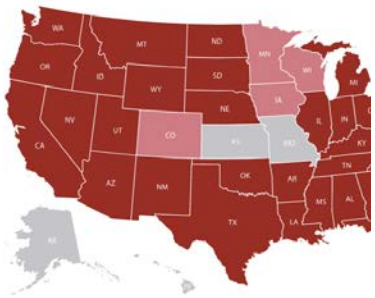

States using indicator for accountability purposes

- Alabama
- Arizona
- Arkansas
- California
- Connecticut
- Delaware
- Florida
- Georgia
- Idaho
- Illinois
- Indiana
- Kentucky
- Louisiana
- Maryland
- Massachusetts
- Michigan
- Mississippi
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Washington
- Washington DC
- West Virginia
- Wyoming

States using indicato

- None

States using indicato

- Colorado
- Iowa

States not using indi

- Alaska
- Hawaii

	Suspension Rates	School Climate	Chronic Absenteeism	Extended-Year Graduation Rates	College- and Career-Readiness
Minnesota	Improvement	Improvement	Accountability	Accountability	Other Uses
Mississippi	Other Uses	Other Uses	Other Uses	Not Using	Accountability
Missouri	Other Uses	Improvement	Accountability	Not Using	Not Using
Montana	Other Uses	Other Uses	Accountability	Not Using	Accountability
Nebraska	Other Uses	Other Uses	Accountability	Accountability	Accountability
Nevada	Other Uses	Accountability	Accountability	Accountability	Accountability
New Hampshire	Other Uses	Other Uses	Other Uses	Accountability	Accountability
New Jersey	Other Uses	Other Uses	Accountability	Accountability	Not Using
New Mexico	Other Uses	Accountability	Accountability	Accountability	Accountability
New York	Other Uses	Other Uses	Accountability	Accountability	Accountability
North Carolina	Other Uses	Other Uses	Other Uses	Other Uses	Accountability
North Dakota	Other Uses	Accountability	Other Uses	Accountability	Accountability
Ohio	Other Uses	Other Uses	Accountability	Accountability	Accountability
Oklahoma	Other Uses	Other Uses	Accountability	Accountability	Accountability
Oregon	Other Uses	Other Uses	Accountability	Accountability	Accountability
Pennsylvania	Other Uses	Other Uses	Accountability	Accountability	Accountability
Rhode Island	Accountability	Improvement	Accountability	Accountability	Accountability
South Carolina	Other Uses	Accountability	Other Uses	Not Using	Accountability
South Dakota	Other Uses	Other Uses	Accountability	Not Using	Accountability
Tennessee	Other Uses	Improvement	Accountability	Other Uses	Accountability
Texas	Other Uses	Not Using	Other Uses	Not Using	Accountability
Utah	Other Uses	Not Using	Other Uses	Accountability	Accountability
Vermont	Other Uses	Improvement	Other Uses	Accountability	Accountability
Virginia	Other Uses	Other Uses	Accountability	Not Using	Not Using
Washington	Improvement	Other Uses	Accountability	Accountability	Accountability
Washington DC	Other Uses	Other Uses	Accountability	Not Using	Accountability
West Virginia	Accountability	Other Uses	Accountability	Accountability	Accountability
Wisconsin	Other Uses	Improvement	Accountability	Accountability	Other Uses
Wyoming	Other Uses	Not Using	Other Uses	Not Using	Accountability

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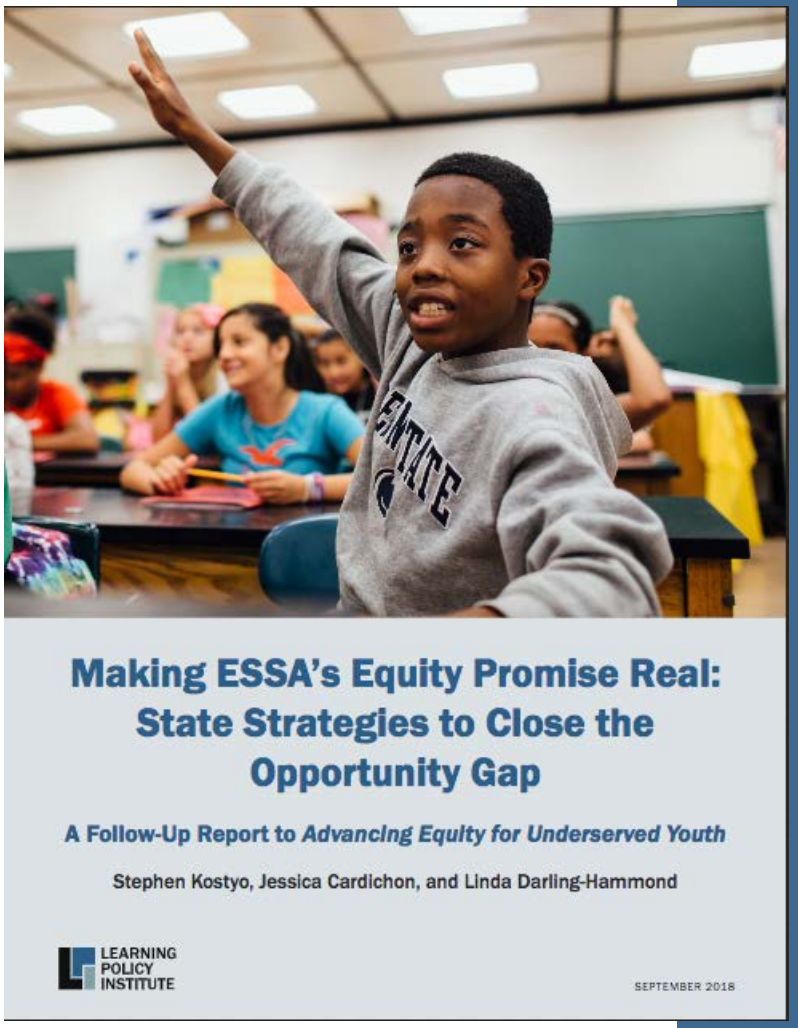
Learning Policy Institute Resources



Report and Interactive Map
https://learningpolicyinstitute.org/product/essa-equity-promise-interactive

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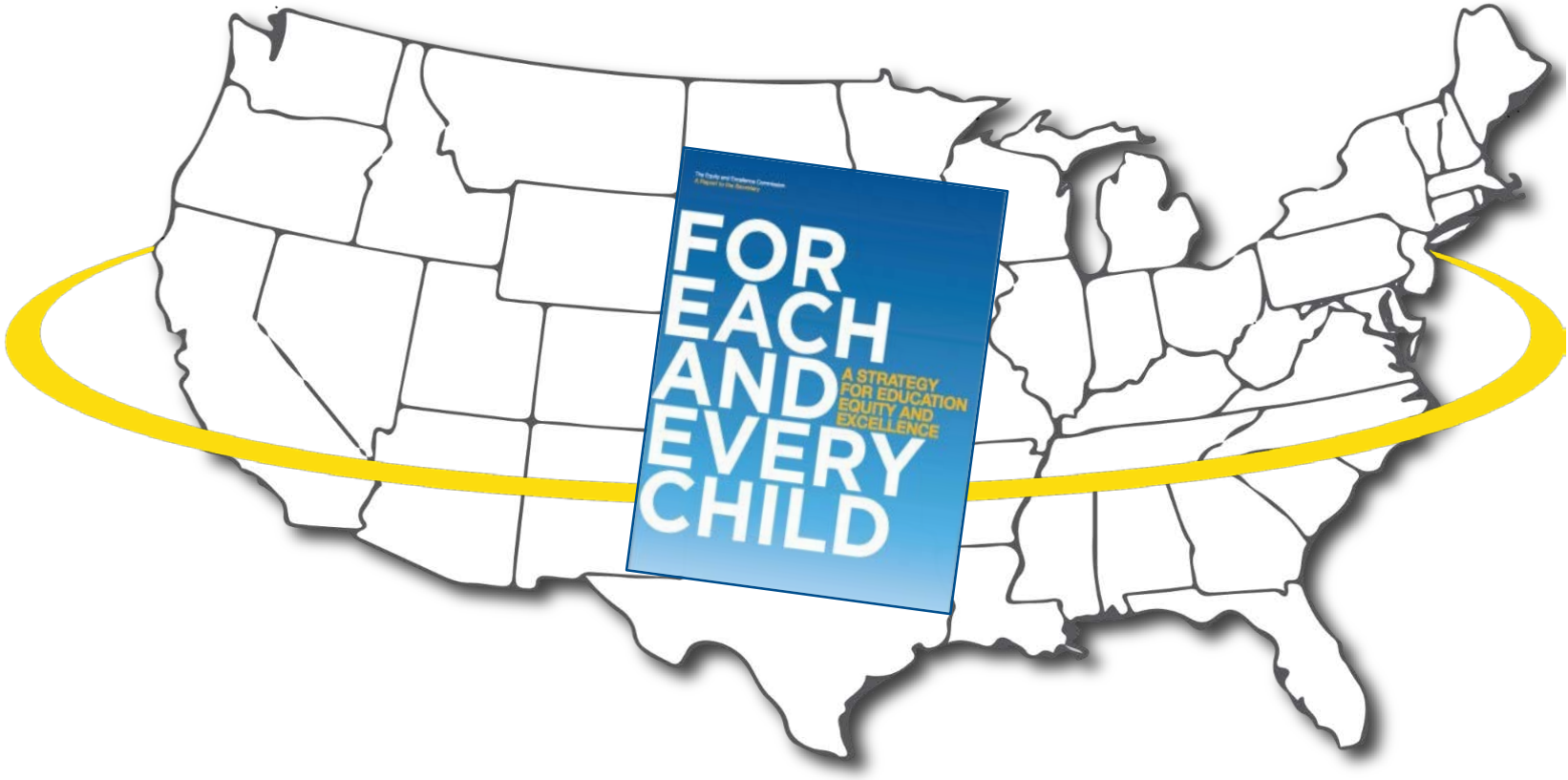
Partners *for*
Each and Every Child

Partners for Each and Every Child



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ESSA and Stakeholder Engagement Overview

- ESSA requires each state, district, and school to consult with an array of stakeholders on issues ranging from how best to disburse federal funds, to how to support schools that serve struggling or high-need students.
- Engaging stakeholders is not only required under the law, but is a strong best practice to effectively improve schools.
- Communities will support improvement strategies that they help to develop.
- By meaningfully engaging all community members in the decision-making process, school communities are strengthened and students are better served.

ESSA and the Stakeholder Engagement Basics

- **WHO** are the “stakeholders” that should be engaged?
- **WHAT** does ESSA say about engagement?
- **WHEN** should groups be engaged?

Level-Setting Around Equity

Five Promising Practices of Meaningful Engagement

1. REPRESENTATION: Reach the Unreached

- Prioritize underserved groups

2. TRANSPARENCY: Show Your Work

- Prioritize transparency in ongoing engagement/efforts

3. SUSTAINABILITY: Stick With It

- Make deliberate efforts for continued stakeholder engagement and feedback: Assign specific staff and advisory committees to support stakeholder engagement going forward

4. COLLABORATION: Maximize Your Resources

- Leverage external partners to amplify stakeholder engagement

5. ALIGNMENT: Double Down

- Prioritize equity via separation of powers and parallel processes

Resources to Support Meaningful Engagement

- Partners for has developed a number of resources with our partners to support meaningful engagement:
  - Meaningful Local Engagement Under ESSA – Issue 1 (http://partnersforeachandeverychild.org/wp-content/uploads/2017/08/LEA-and-SL-Handbook_8.10.17.pdf)
  - Meaningful Local Engagement Under ESSA – Issue 2 (http://partnersforeachandeverychild.org/wp-content/uploads/HB2_FullHandbook.pdf)
  - Engage for Educational Equity (http://partnersforeachandeverychild.org/wp-content/uploads/EfEE_Full-Toolkit.pdf)
  - Promising Practices Framework (http://partnersforeachandeverychild.org/engagement/process-and-protest/)

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Partners for *Each and Every Child*
is a project of the Opportunity Institute*,*
PreK-12 Equity and Excellence Division

Contact: Kedda M. Williams,
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Web-based Resources:
http://partnersforeachandeverychild.org/engagement/

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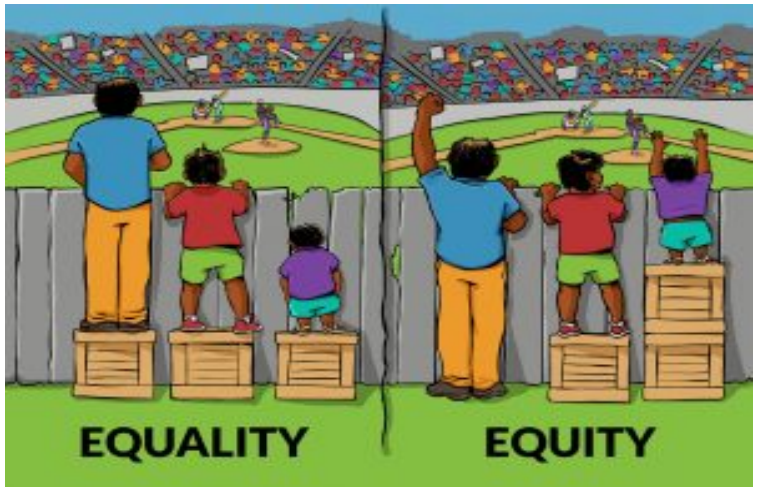
Empowering Communities.
Changing Lives.

Unleashing the Power of Equity:
The Tennessee Leaders for Equity Playbook

DEFINING EQUITY: Evolving Perspectives

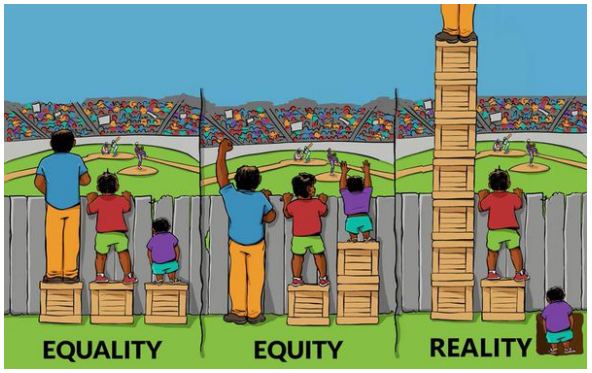


EQUALITY means everyone receives the same resources.

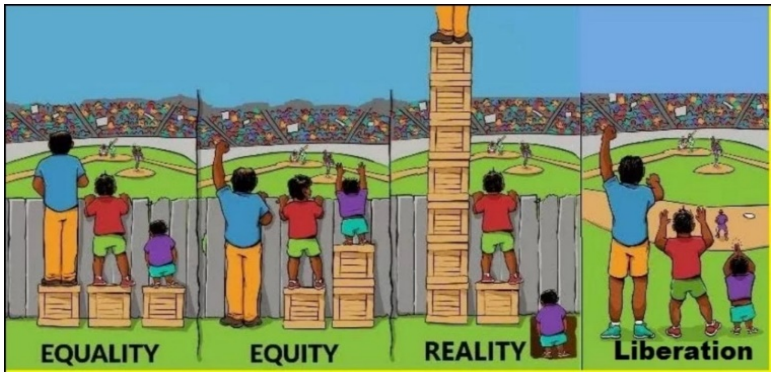
EQUITY meets each person where s/he is, utilizes and builds on his/her strengths and ensures everyone receives what he/she needs to thrive.

Adapted from Kuttner, Paul, 2015

DEFINING EQUITY: Digging Deeper



EQUITY in REALITY means that equity intentions often do not translate into culturally sustaining, equitable impact.



EQUITY through LIBERATION means that systems are put in place that empower everyone, based on need, to thrive from a stance of self-empowerment.

New Tennessee state laws show this trend toward Equity for students

Requires that schools obtain express informed written parent permission to use corporeal punishment on students with disabilities (Opt in/ not out) (Public Chapter 900 effective July 1, 2018)

Requires reporting of each instance of corporal punishment, reason and disability status (Public Chapter 777- effective April 19, 2018)

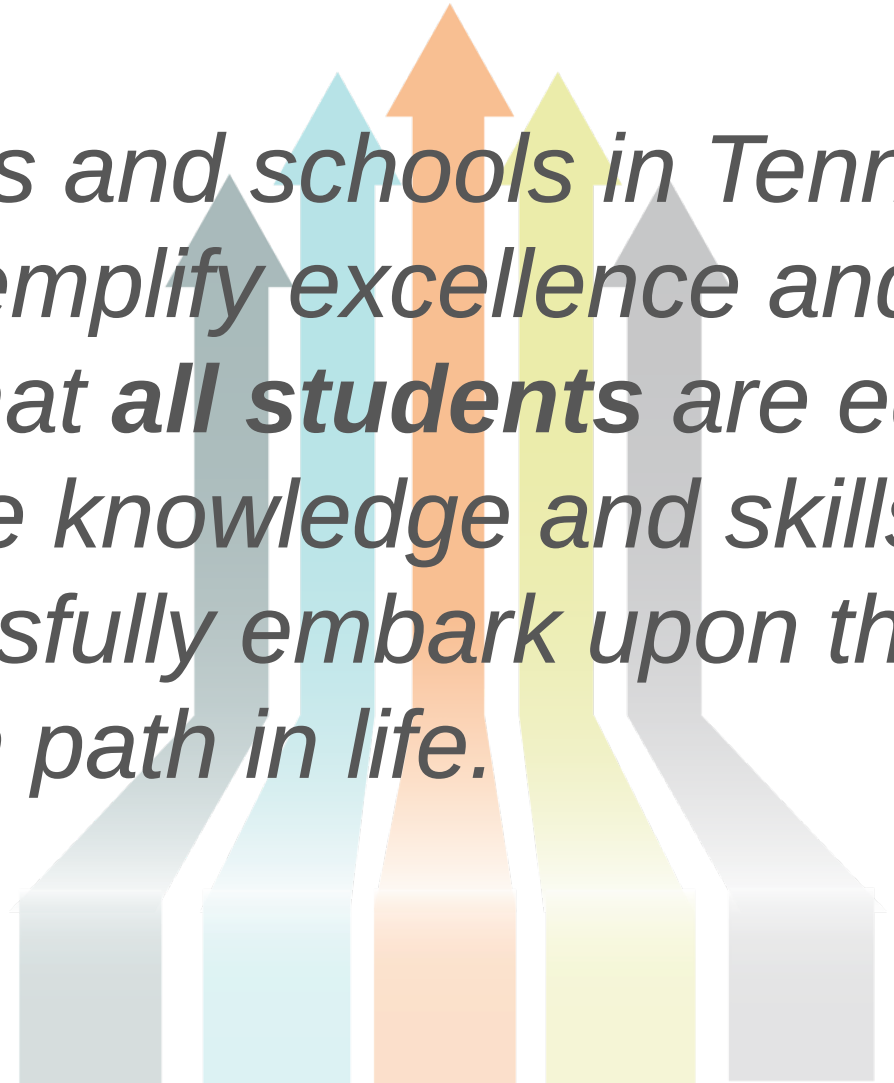
Requires that all districts provide training on trauma and adverse childhood experiences (ACES) (Public Chapter 723- effective April 18, 2018)

Specifically prohibits discrimination on the basis of disability and declares it unprofessional conduct. Also requires an educator with knowledge of a breach of ethics by another to report it within 30 days. (Public Chapter 937 –effective July 1, 2018)

Authorizes creation of recovery high schools for students with substance abuse (Public Chapter 569 –effective March 16, 2018)

Our Vision

*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*



Tennessee
LEADERS FOR EQUITY
Playbook

April 2018

Purpose of TN Leaders for Equity Playbook

- If school, district, and community leaders believe in and take action to create equitable outcomes for all students as stated in the *Tennessee Succeeds* and ESSA strategic plans, then all districts and schools will experience significant, positive shifts for students related to the seven equity commitments.

https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf

Audience Q&A

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Resources

Report: learningpolicyinstitute.org/product/essa-equity-promise
Interactive Map: learningpolicyinstitute.org/product/essa-equity-promise-interactive

Learning Policy Institute:
learningpolicyinstitute.org

National Urban League:
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Knoxville Area Urban League: thekaul.org

Partners for Each and Every Child:
- partnersforeachandeverychild.org
- partnersforeachandeverychild.org/engagement/

Tennessee Leaders for Equity Playbook:
https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf

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