



The Campaign for
**GRADE-LEVEL
READING**

ESSA: Where Do We Stand Now?

March 31, 2017

Welcome to the Webinar

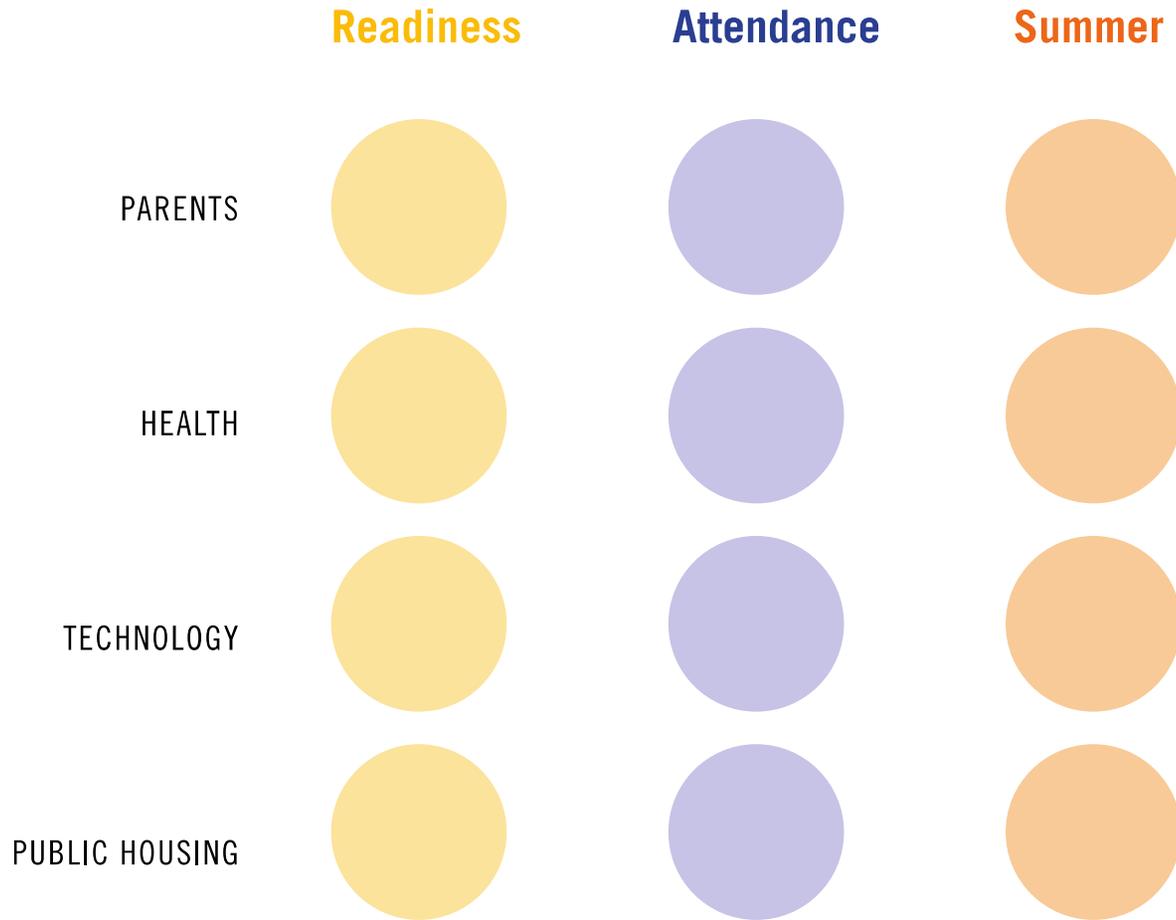
Please mute your phone and computer until
you are ready to speak.

Agenda

1. Welcome, overview and introductions
(Suzanne Immerman, GLR Campaign)
2. Overview of current status of ESSA regulations and guidance
(Danielle Ewen, EducationCounsel)
3. Opportunities to promote early literacy
(Danielle Ewen, EducationCounsel)
4. A view from the states
 - Angela Duran, Arkansas Campaign for Grade-Level Reading
 - Elizabeth Burke Bryant, Rhode Island KIDS COUNT
5. Questions?

Grade-Level Reading Policy Priorities

MOVING TOWARD MORE HOPEFUL FUTURES

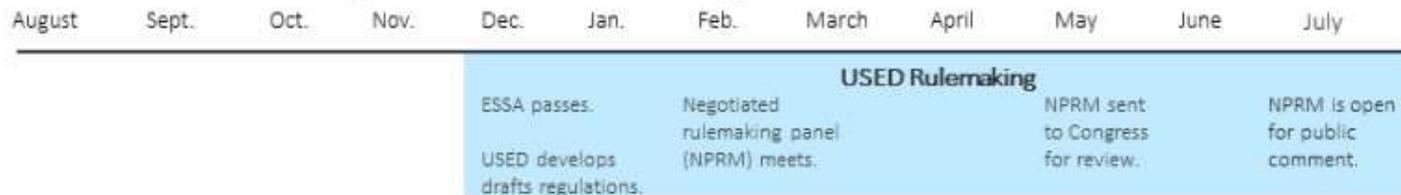


ESSA Overview

- ESSA focuses on two big goals: ***college and career readiness*** and ***equity***.
- ESSA then devolves authority toward states and districts to design key systems, which creates opportunities and risks.
- To promote birth through third-grade systems, stakeholders must explicitly raise these policies and know where leverage points exist in the law.

Timeline

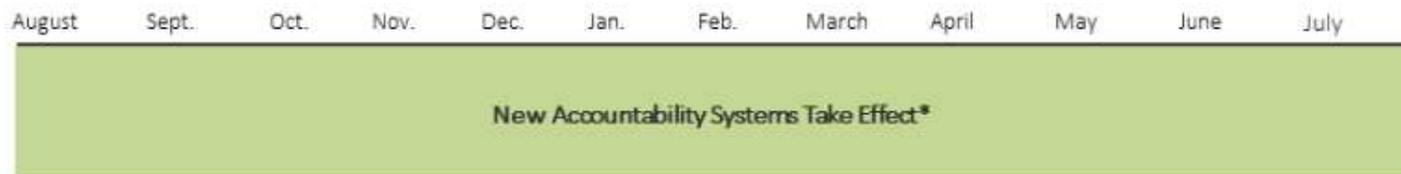
2015-16 School Year: Bill Passage and Initial Rulemaking



2016-17 School Year: Transition



2017-18 School Year: New Systems in Place



* It is not clear from the legislation when states will first be required to identify a new set of schools based on their accountability systems under ESSA (i.e., will the identification be based on 2016-17 data or 2017-18 data). We hope to have more clarity on the timeline from the U.S. Department of Education in the coming months.

What's Changed?

- President Trump put all pending Obama-era regulations on hold
- Congress repealed two ESSA-related regulations
 - State Plan/Accountability
 - Teacher Preparation
- Guidance has not been pulled back
- On March 17, the U.S. Department of Education released a [new State Plan template](#)

Status of ESSA State Plans

- An SEA may submit:
 - a consolidated State Plan using the revised consolidated State Plan template
 - an alternative template that addresses each requirement in the revised template and that is developed by the state working with CCSSO
- States submit plans April 3 or September 18
 - 17 states submitting April 3

ESSA and Stakeholder Engagement

- ESSA requires states and districts to submit new plans demonstrating how they will use ESSA funds to meet key requirements and adopt allowable uses of funds for activities such as early learning programs.
- States and districts must engage stakeholders in the development of these plans.
- When districts develop their applications, they will also need to include stakeholders.

ESSA: What You Can Do

State Plan is just step one:

- District applications
- State implementation guidance
- Monitoring guidance and reviews
- Technical assistance
- School improvement planning
- Continuous improvement opportunities

Promoting Early Literacy Through ESSA

**Grade-Level
Reading Policy
Priorities:**

***Early Literacy
Efforts/Identify
Struggling
Readers***

Statewide Accountability Systems

- Include a long-term goal for literacy proficiency that includes aligned literacy measures for pre-kindergarten through second grade as part of the state accountability system
- Disseminate research on best practices for formative assessments that cross pre-K to third grade that reflect appropriate development and cultural competency and are valid and reliable for all students
- Adopt a kindergarten entrance assessment/profile, kindergarten readiness indicators or other measures (including participation in high-quality, full-day early childhood programs) to identify literacy gaps to be used before third-grade assessments as a diagnostic tool to inform instruction and include on state and local report cards

**Grade-Level
Reading Policy
Priorities:**

***Early Literacy
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State and Local Report Cards

- Include indicators of reading progress for children in pre-kindergarten through third grade in order to identify struggling readers in kindergarten, first and second grades so that interventions can be provided to students and as part of diagnostic review of school needs
- Include measures of chronic absenteeism rates of children in grades K–3
- Include data on pre-literacy supports for young children in early childhood programs such as Head Start and Early Head Start, community-based child care and home-visiting programs

**Grade-Level
Reading Policy
Priorities:**

***Early Literacy
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Professional Development

- Work with state and local leaders to develop professional development and guidance for teachers and school leaders specifically focused on early literacy, including state-level meetings and conferences funded with Title II funds
- Provide professional development and coaching to both school- and community-based teachers that create high-quality, developmentally appropriate (including supports for social-emotional development) teacher-child interactions that build early language and literacy skills
- Ensure that academic content standards that begin in kindergarten are aligned with the state early learning standards and that there is appropriate professional development and other supports to implement the standards through developmentally appropriate practice

**Grade-Level
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Priorities:**

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Professional Development

- Support and encourage partnerships at the local level between early childhood providers, libraries, schools and community providers to share materials and resources to promote literacy, such as joint professional development, assessments and effective parent engagement strategies as part of coordination activities in Title I
- Ensure that the state applies for and uses the Literacy Education for All, Results for the Nation (LEARN) grant program to support state and local activities for children birth to third grade to create early literacy materials and provide professional development for teachers and other literacy supports to parents, providers, schools and other staff working with young children

**Grade-Level
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Expanded Learning Time

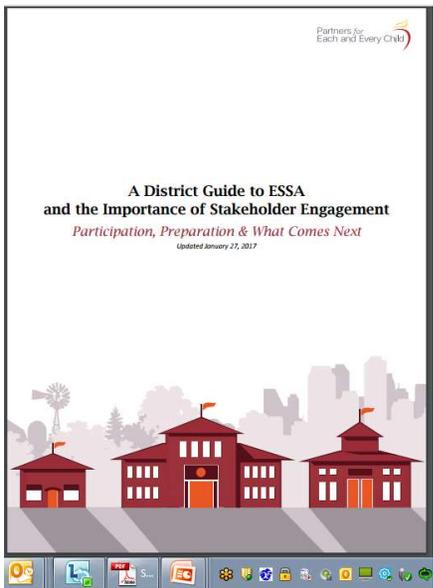
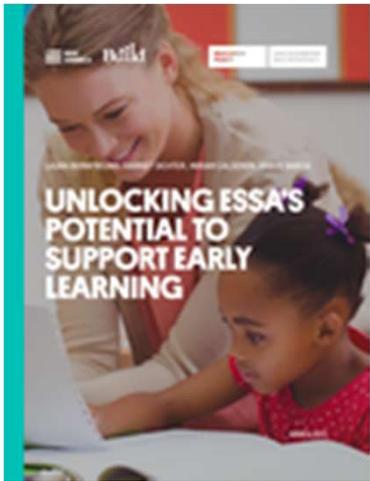
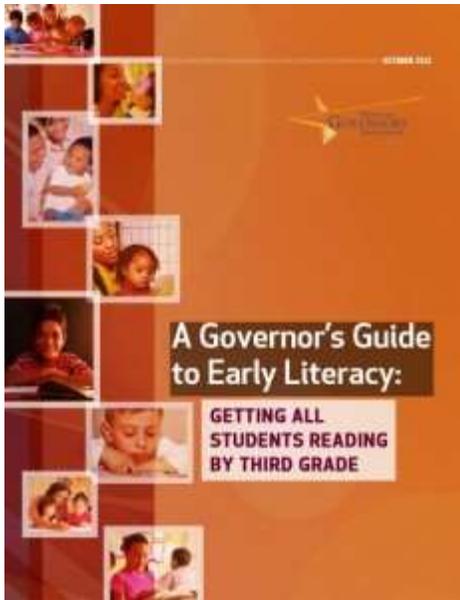
- Support summer learning and limit learning loss through Title I funds to address early literacy gaps for all children from birth through third grade
- Include summer learning programs as part of recommended interventions for schools identified for comprehensive or targeted supports

Additional Resources

What Organizers Need to Know About

ESSA

The Every Student Succeeds Act



ESSA and Early Literacy: What You Can Do

Get Involved!

- Track your state's ESSA plan development/implementation process
- Attend meetings on plan development and implementation
- Reach out to state and district education leaders
- Convene a conversation on birth to third-grade systems building at the state or local level
- Ask your GLR Campaign partners!

Angela Duran

Campaign Director

Winthrop Rockefeller Foundation

Background/ Context

Arkansas Campaign for Grade-Level Reading

- Statewide Campaign
- Advisory Committee
- Ongoing policy work on pre-K, chronic absence, summer/after school, school discipline

R.I.S.E. Arkansas

- Increase reading proficiency by 10% and move AR out of bottom third on NAEP
- Professional development for 1,000 K–2 teachers re: teaching children to read
- Bills to require standalone reading test for elementary teacher license and credentialing

Process/ Timeline

- Arkansas Department of Education launched public process in Fall 2016
- AR-GLR developed recommendations with advisory committee (with support from Danielle and Suzanne)
- Shared recommendations with key ADE staff and state board
- ADE presenting plan to state board April 13
- ADE presenting plan to our Advisory Committee April 20
- State submitting plan to the U.S. Department of Education in September

Recommendations

Pre-K

- Support/encourage transition teams between pre-K and K
- Encourage use of Title I (and state poverty funds)
- Encourage/support/provide joint PD between pre-K and early elementary

K–3

- Implement early warning systems
- Report K–2 data
- Avoid retention
- Tie licensure and ongoing PD to the science of reading

After-School and Summer

- Encourage use of Title I (and state poverty funds)
- Track data and share best practices

Chronic Absence

- Define
- Report school and district data
- Promote as diagnostic tool

Discipline

- Use conscious discipline and restorative justice, instead of suspensions, esp. in the early grades
- Use disaggregated discipline data as a school quality measure

Elizabeth Burke Bryant

Executive Director

Rhode Island KIDS COUNT

Process/ Timeline

- Rhode Island Department of Education (RIDE) launched public process in Fall 2016. Formed Committee of Practitioners to advise development of RI ESSA Plan, Affinity Group Meetings, Input Sessions
- RI KIDS COUNT co-chairs/coordinates the RI Early Learning Council and co-coordinates (w/United Way RI) Rhode Island Reads: The RI Campaign for 3rd Grade Reading. Developed recommendations with Early Learning Council (with support from Danielle)
- RI Early Learning Council Adopted Recommendations on Early Learning/ESSA in January, transmitted them to RIDE/state submits plan in September

Recommendations

Accountability System/State and Local Report Cards:

- Chronic absence rates of children grades PK–3
- Suspension/expulsion rates of children in grades PK–3
- Indicators of quality early learning and development including % children w/developmental screenings, % enrolled in state Pre-K/Head Start, BrightStars-rated child care, Early Intervention/Preschool spec ed
- Indicators of language and literacy progress for children grades PK-3 so struggling readers can be identified early and given intervention

Recommendations

Supporting All Students

- Use Title I funds to expand access to high-quality early childhood programs
- Support summer learning for children age 3–3rd grade

Supporting Excellent Educators — Use Title II to:

- Improve educators' knowledge/application of child development; joint PD for ECE & PK–3rd grade
- PD/coaching on early language and literacy, social/emotional development and high-quality adult/child interactions
- Increase principals'/school leaders' knowledge of best practices in pre-K through third-grade classrooms

Recommendations

Supporting All Students

- LEAs: Family engagement to support children's learning and development early years to early grades (include strategies to reach foster families/homeless)
- Ensure young ELLs have access to high-quality literacy supports from ECE–3rd grade and promote development of literacy in home language(s) as well as English language acquisition
- Require LEAs to create transition plans in collaboration w/community-based early learning programs and use K Entry Profile to inform K instruction

Progress: Chronic absence/suspensions included in draft list of accountability system indicators

Questions and Answers