



ESSA and Equity

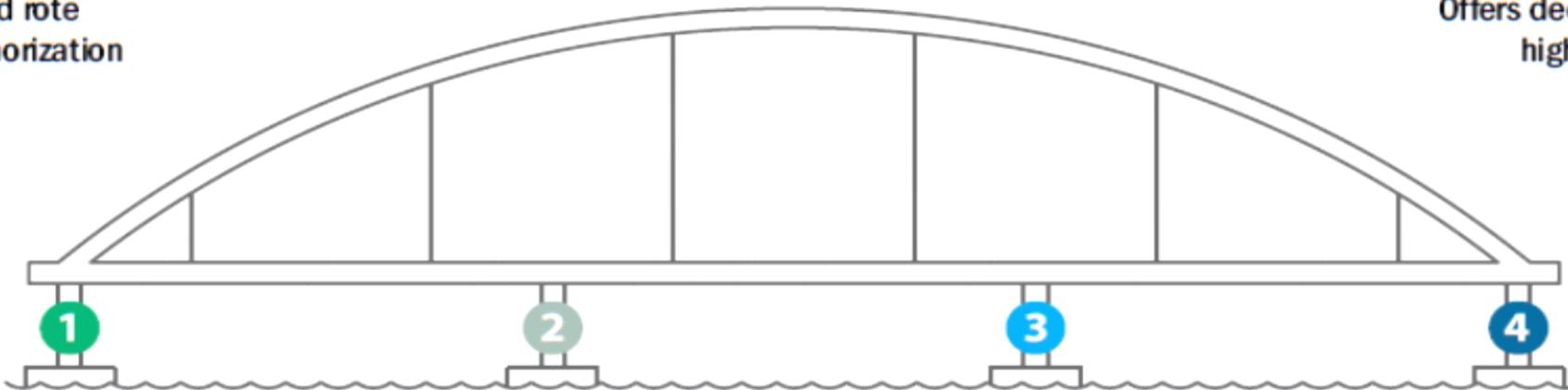
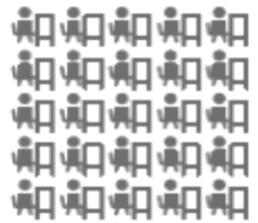
Opportunities to Close the Opportunity Gap

The Four Pillars of Opportunity

Bridging Equity Through the
Elementary and Secondary School Act

Factory Model

Relies on outdated rote
thinking and memorization



High-Quality
Curriculum &
Assessment



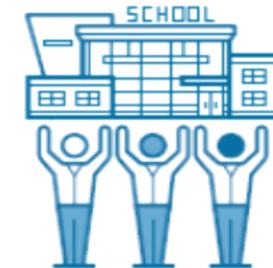
Multiple
Measures of
Success



Adequate,
Equitable
Resources



Proven
Interventions



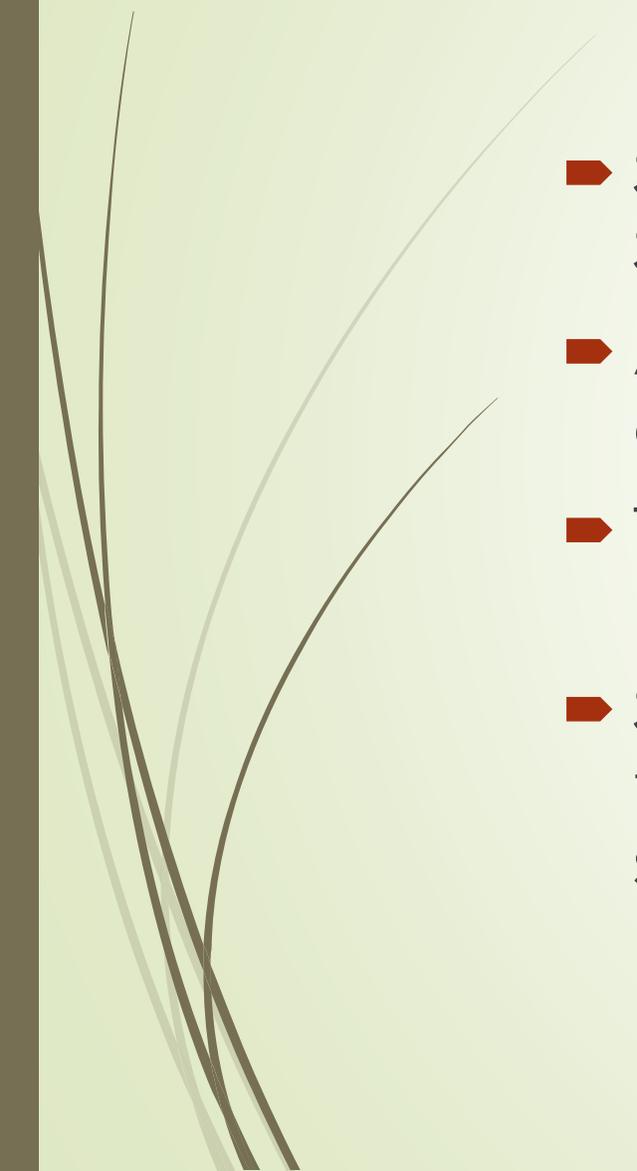
21st-Century Model

Offers deeper learning and
higher-order thinking





I. Higher Order Skills for All Students

- ▶ States are expected to adopt challenging Academic Standards for all students
 - ▶ Assessments must measure “higher order thinking skills and understanding”
 - ▶ These may include “portfolios, projects or extended-performance tasks”
 - ▶ Scores may be based on multiple assessments during the course of the academic year rather than a single summative assessment.
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When teachers use and score performance assessments, they can develop a deeper understanding of academic standards and of student learning, which translates into more effective teaching and thereby enhances equity.



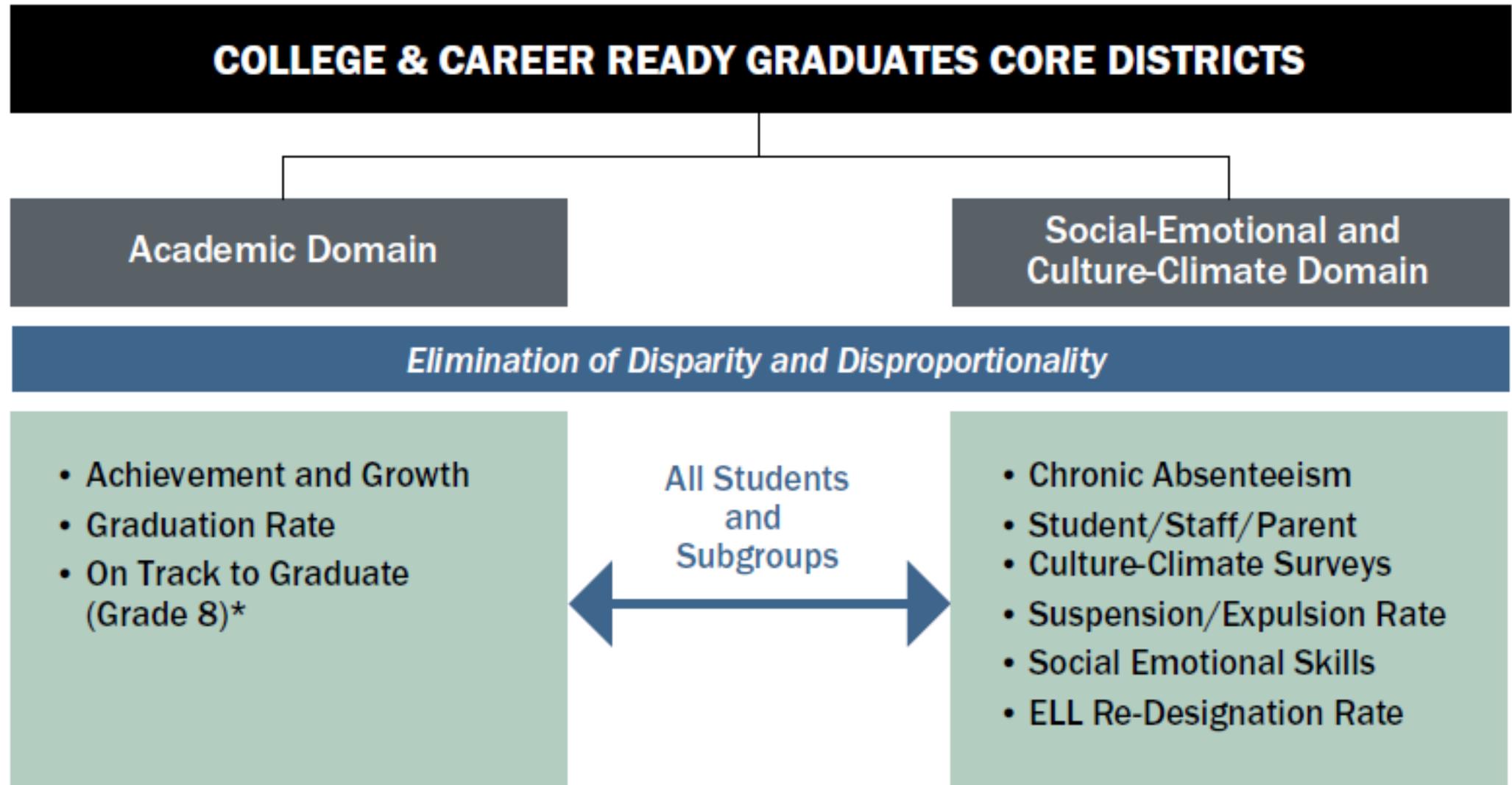
II. Equity Measures

- ▶ Academic Achievement
- ▶ Academic Growth
- ▶ Graduation Rates (4 year and, at state discretion, extended)
- ▶ English language proficiency gains
- ▶ Indicators of “school quality” or “student success”
 - School climate
 - Student inclusion (reduction of suspension/expulsion)
 - Opportunities to learn



States can take the initiative to design systems that capture more information about the factors that matter most for student success and that provide the most useful incentives for school improvement.

Figure 2
CORE District's Accountability System





III. Resource Equity

- Equitable Access to Effective, Experienced, In-Field Teachers
- Reporting Per Pupil School Expenditures by Source & Purpose
- State Plans Must Describe How Equity Will be Achieved and how school zones will avoid concentrations of poverty
- Comparability
- Maintenance of Effort
- Supplement not Supplant
- Incentives for Districts that Use Weighted Student Formulas
- Required Resource Audit for Schools Identified for Assistance



A path toward a more equitable future has been forged by a number of states and districts that have initiated more equitable funding strategies based on students' needs.



ESSA also authorizes the Student Support and Academic Enrichment Grant to help states and local school districts address opportunity gaps by targeting additional funding to better serve disadvantaged students.



Student Support and Academic Enrichment Grants

- Safe and Healthy Students
- Well-Rounded Curriculum
- Effective Use of Technology

A critical component of the improvement funding under ESSA is the requirement that state and local districts report resource inequities for schools receiving this funding and support. This provision can help drive more equitable distribution of state and local dollars, and allow for meaningful community and stakeholder monitoring.



IV. Equity Strategies and Evidence-Based Interventions

- Early Childhood Education
 - Community Schools
 - Integration and School Diversity
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- Redesigning Schools
 - Productive Literacy and Numeracy Curricula
 - High-Quality Professional Development



This is an opportunity for states and districts to examine root causes of inequities across and within both districts and schools, and develop plans for addressing these issues.