



Every Student Succeeds Act (ESSA)

FAITH IN THE CITY: ACTION4EQUITY

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The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law.

ESSA

President Obama signs the Every Student Succeeds Act into law on December 10, 2015

- ▶ ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:
- ▶ 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—consistent with our [Investing in Innovation](#) and [Promise Neighborhoods](#)
- ▶ 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. (US Dept of Education, (N.D.), par 5.

NC ESSA Plan

- ▶ GUIDING PRINCIPLE: North Carolina's guiding principle is to continue to transform from industrial age practices of providing all students and educators with the **same** inputs and opportunities to digital-age practices in which all students and educators have access to unique learning experiences based upon their **individual needs** and aspirations.
- ▶ ROLE OF ESSA IN OUR THEORY OF ACTION North Carolina (NC) supports individualized instruction and learning for both students and educators and continues to explore and promote emerging initiatives for personalized learning. The Every Student Succeeds Act (ESSA) provides the state with this opportunity via the commitment in the plan to continuous innovation for students and educators. (NCDPI, 2018, pp. 8-9)

WS/FCS ESSA Plan

- ▶ Under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a Title I subgrant if it has submitted a district plan (hereafter referred to as the LEA Title I Plan) to the State educational agency (SEA) for approval by the SEA. The LEA Title I Plan may be submitted to the SEA as part of a consolidated application. The NC Department of Public Instruction's consolidated application includes multiple federal programs for which WS/FCS applies. The programs include:
- ▶ Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
- ▶ Title II, Part A - Building Systems of Support for Excellent Teaching and Leading
- ▶ Title III – Language Instruction for English Learners and Immigrant Students
- ▶ Title IV, Part A – Student Support and Academic Enrichment Grants
- ▶ Title IV, Part B – 21st Century Community Learning Centers (WS/FCS. (N.D.), par. 4)

AUGUST 11, 2014 - Winston-Salem/Forsyth County Schools has won a 21st Century Community Learning Center Grant that will bring \$1.4 million over four years to pay for expanded tutoring and after-school activities at three schools.

The State Board of Education approved the grant, which will help students at Ashley, Ibrahim and Old Town elementary schools.

The district had to compete for the grants, which asked groups to create community-learning centers to provide academic enrichment opportunities for children. In Forsyth County, that means the three schools will offer an array of after-school tutoring, Saturday activities and summer activities.

Whole School, Whole Child, Whole Community Model (ASCD, 2019)



The Whole School, the Whole Child, the Whole Community (WSCC) was developed in a collaboration between the Association for Supervision and Curriculum Development (ASCD) and the Center for Disease Control (CDC).

WSCC Model

- ▶ The focus of the WSCC model is an ecological approach that is directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child. ASCD and the [U.S. Centers for Disease Control and Prevention](#) (CDC) encourage use of the model as a framework for improving students' learning and health in our nation's schools. (ASCD, 2019, par. 4)
- ▶ The WSCC model appears on the first page of the [WS/FCS ESSA plan](#), but I do not believe that it has not been formally adopted to guide the policies and planning of the WS/FCS for ESSA.

WS/FCS Grade 3

- ▶ **Reading.** WS/FCS has not done well on this standard. The achievement gap for Black students in 2013 was 39.5%. It decreased to 38.3% in 2017; not much progress. In 2013 the Hispanic achievement gap was 43.6%. It increased to 43.7% in 2017. Students of color have been and still are at a serious disadvantage in the WS/FCS in one of the basic tools for their success in school. (CEPE and A4E, 2018, p. 4)
- ▶ **Mathematics.** WS/FCS has a large achievement gap for students of color on the third grade mathematics grade level standards. In 2013 the achievement gap for Black students was 38.6% and 31.6% for Hispanic students. In 2017 those achievement gaps had decreased to 38.2% for Black students and 30.7% for Hispanic students. (CEPE and A4E, 2018, p. 5)

Next let's look at the educational outcomes of the current policies and plans of the WS/FCS.

“Generally speaking, *achievement gap* refers to outputs—the unequal or inequitable distribution of educational results and benefits...” (The Glossary of Educational Reform (N.D), par. 2).

WS/FCS Grade 8

- ▶ **Reading.** The Black student achievement gap in 2013 was 35.4%. It increased to 38.5% in 2017. The Hispanic student achievement gap in 2013 was 34.5 %, it increased to 38.2% in 2017. For both groups of students the 8th Grade achievement gap became worse. (CEPE and A4E, 2018, p. 6)
- ▶ **Mathematics.** The achievement gap for Black students was 33% in 2013. In 2017 the achievement gap for Black students was 44.4 %. Hispanic students had an achievement gap of 27.6% in 2013, it grew to 39% in 2017. (CEPE and A4E, 2018, p. 6)

ACT Minimum Composite Admission Standard for UNC System, WS/FCS

- ▶ The University of North Carolina System created a minimum set of standards for their 4-year institutions. One of those requirements is a combined score of 17 on the ACT. NCDPI started tracking performance on that standard in 2013-2014. The achievement gap for Black students in 2014 was 40.5% and grew to 43.3% in 2017. The achievement gap for Hispanic students in 2013 was 42.4% and decreased to 42.2% in 2017. (CEPE and A4E, 2018, p. 7)

NC School Discipline

- ▶ Any time a student spends out of the classroom for disciplinary reasons is time that student is not learning. Research shows that out-of-school suspension is ineffective at correcting student misbehavior and, instead, increases a student's chances of experiencing negative academic outcomes and future court involvement. Further, the use of suspension has no measurable positive impact on overall school safety. (Youth Justice Project, 2019, par. 5)

NC School Discipline

- ▶ Statewide, Black students received 57% of all short-term suspensions, even though they made up only 25% of the student population in 2016-17. This disproportionality exists despite the fact that studies show Black and White students misbehave at similar rates. (Youth Justice Project, 2019, par. 5)

WS/FCS Discipline

- ▶ Black students were 6.3 times more likely than White students to receive short-term suspensions (2016-17) (Youth Justice Project, 2019).
- ▶ Black youth were 5.5. times more likely than White youth to be referred to juvenile delinquency court (2017) (Youth Justice Project, 2019).

Equity?

Three Questions for You to Consider

- ▶ Why would the School Board and the Forsyth county community accept these educational outcomes?
- ▶ What are the long-term consequences of these educational outcomes for this community?
- ▶ What do you think it will take to effectively implement ESSA in WS/FCS?

References

- ▶ Association for Supervision and Curriculum Development (ASCD), 2019, Whole School, Whole Community, Whole Child Model (WSCC) Model, Retrieved from <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx> .
- ▶ Coalition For Equity in Public Education (CEPE) and Action4Equity (A4E), 2018, Nov. 1, The Academic Achievement Gap for Black and Hispanic Students during 2013-2017 in the Winston Salem/Forsyth County School System.
- ▶ Glossary of Educational Reform (N.D.) by Great Schools Partnership. Retrieved from <https://www.edglossary.org/achievement-gap/> .
- ▶ NC Department of Public Instruction (NCDPI), 2018, ESSA Consolidated State Plan, Retrieved from <http://www.ncpublicschools.org/docs/succeeds/nc-essa-state-plan-final.pdf>

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- ▶ US Department of Education, (N.D). Every Student Succeeds ACT (ESSA), Retrieved from <https://www.ed.gov/ESSA> .
- ▶ Winston Salem Forsyth County Schools (WS/FCS), (N.D.), The Every Student Succeeds Act (ESSA) – WS/FCS ESSA Plan/Comprehensive Continuous Improvement Plan, Retrieved from <https://www.wsfcs.k12.nc.us/domain/12502> .
- ▶ Youth Justice Project of the Southern Coalition for Social Justice, 2019, Racial Equity Report Card, Winston Salem/Forsyth County Schools, Retrieved from <http://youthjusticenc.org/wp-content/uploads/2016/08/2018-RERC-Winston-Salem-Forsyth.pdf>