



**Ohio Federation
of Teachers** AFT, AFL-CIO

A Union of Professionals

How do teachers want education to change in order to improve schools?

Passage of ESSA (the Every Student Succeeds Act) opens doors to tremendous opportunities to better the way states do education - perhaps the greatest opportunity of our careers to influence how education is changed for the better. Change will depend on whether we insert the teacher voice, teacher ideas and teacher expertise into the process.

Our input must be well thought out. To help OFT members think through this process and determine what outcomes we seek, the chart below touches on a few areas of opportunity by explaining how ESSA changes the law. The chart also offers some things to consider as we ask ourselves what needs to be changed in education to make it better for students and educators.

ISSUE	ESSA	Questions
Evaluations	Ends federally mandated evaluations – states will be allowed to develop, improve, and implement teacher evaluation systems, so long as they consult with stakeholders including teachers, paraprofessionals, and their unions. Precludes the US Secretary of Education from prescribing any aspect of educator evaluation systems or measures of effectiveness. Federal funding cannot be attached to evaluation process.	What is useful about current evaluation system? What improvements need to be made to make process more effective? What is the teacher's role in helping students progress? How should teachers be allowed to demonstrate that their students are making progress? What role should testing and/or student growth play in evaluations?

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Testing	<p>Maintains the requirement that states test students annually in reading or language arts and math in grades 3-8 and once in grades 10-12, and in science once in each of the following grade spans: 3-5, 6-9, and 10-12.</p> <p>Does include some flexibility to improve testing policies, including:</p> <ul style="list-style-type: none"> • States and school districts can use funds to conduct audits of state and local assessment systems to eliminate unnecessary tests and improve assessments • Allows for the development and dissemination of high-quality performance-based assessments through a seven-state pilot program. Under this program, states can develop and implement innovative assessments. • While assessments for elementary schools must be the same for all public school students statewide, states may also choose to offer a nationally recognized local assessment at the high school level (for example , ACT or SAT), as long as assessments are reliable, valid, and comparable. • Allows states to set a target on the aggregate amount of time that students spend taking assessments for each grade. • Allows parents to opt a student out of a required assessment for any reason. While states are required to have 95% of students participate in assessments, each state may determine the weight of the participation measure. 	<p>How should testing be used?</p> <p>Do we have an interest in Ohio participating in a pilot around performance assessments?</p> <p>How does testing impact instruction in your classroom?</p> <p>What assessments would be helpful in informing instruction?</p> <p>Should all schools take same tests or should high schools be permitted to choose a comparable test?</p> <p>How should Ohio handle opt-outs?</p>

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School Accountability	<p>Replaces NCLB’s current adequate yearly progress system with a state-defined index system with certain federally required components. Under this system, state must establish “ambitious State-designed long-term goals” with measurements of interim progress for :</p>	<p>How could indicator calculations be changed to avoid creating incorrect perceptions (like those that occur in K-3 literacy, for example)?</p>
	<ul style="list-style-type: none"> • Improved academic achievement on state assessments • Graduation rates (if a five- or six-year graduation rate is used, goal must be higher than for a four-year rate. • Progress in achieving English language proficiency for English learners. 	<p>Does current report card system accurately reflect your district? If not, why not?</p>
	<p>State developed accountability systems must include each of these indicators:</p> <ul style="list-style-type: none"> • Proficiency in reading and math 	<p>What changes need to be made in state report card?</p>
	<ul style="list-style-type: none"> • Graduation rates for high schools • English language proficiency 	<p>What indicator/s of school quality should be included?</p>
	<ul style="list-style-type: none"> • For elementary and middle schools, student growth or another Indicator that is valid, reliable and statewide • At least one indicator of school quality or success, such as measures of safety, student engagement or educator engagement. <p>The accountability system must have substantial weights on first four bullets above. In aggregate, first four bullets must weigh more than fifth bullet.</p>	<p>Should student growth be an indicator?</p> <p>What would be another valid, reliable indicator?</p>

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Interventions	<p>Using the state-developed accountability system that includes all indicators, state have to identify underperforming schools and ensure that districts provide comprehensive support and improvement to :</p> <ul style="list-style-type: none"> • The 5% lowest-performing schools • Schools with a graduation rate of less than 67% • After a number of years of targeted support and improvement at the local level, schools in which at least one subgroup in consistently significantly underperforming. (States have to do this only once every three years). <p>Targeted support and improvement:</p> <p>Schools with significantly underperforming subgroups (as defined by the state) must develop plans with stakeholders, based on all indicators. Plans must include evidence-based strategies and must be approved and monitored by the district.</p> <p>Comprehensive support and improvement:</p> <p>Districts with identified schools must develop plans with stakeholders, based on all indicators. Plans must include evidence-based strategies and a resource equity component; must be approved by the district and the state; and must be monitored and reviewed by the state. Students at such schools are eligible for public school choice. If, after four years of comprehensive support and improvement, schools don't meet state-defined criteria for exit, the state will take more rigorous action, which can include changes to school-level operations.</p> <p>ESSA prohibits the US Secretary of Education from prescribing any specific school supports or improvement strategies.</p>	<p>What changes need to be made to HB70?</p> <p>What should be considered in a resource equity audit?</p> <p>What evidence-based models can we support? Community Learning Center? Others?</p> <p>What role should teachers play in developing improvement plans?</p> <p>What are the current improvement processes that we can build on and simplify to be more user friendly and helpful? (i.e. OIP, RTI)</p>