

ESSA State PTA PowerPoint Script

PTA and the Every Student Succeeds Act (ESSA)



GOALS

By the end of this presentation, participants should be able to:

- Have a better understanding of the history of Elementary and Secondary Education Act (ESEA)
- Know the differences between the No Child Left Behind Act (NCLB) and the new Every Student Succeeds Act (ESSA)
- Understand how ESSA will impact their child and community
- Find tools and resources to get involved in the implementation of ESSA



TIME

Total: 60 minutes

- Presentation: 45 minutes
- Question and Answer: 15 minutes



OVERVIEW

This presentation will guide PTA members through a brief history of education law in the United States, the recent changes that will impact their child and school and ways to get involved in the implementation process. The Elementary and Secondary Education Act (ESEA) was first signed into law in 1965 by President Lyndon B. Johnson. In 2002, President George W. Bush reauthorized the original ESEA law by signing the No Child Left Behind Act. In December 2015, President Obama signed the Every Student Succeeds Act (ESSA), a new law to replace the No Child Left Behind Act (NCLB).



HANDOUTS

- [PowerPoint Slides](#)
- [What Does This New Law Mean for My Child?](#)
- [What's the Difference? No Child Left Behind and the Every Student Succeeds Act](#)

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PRESENTATION SCRIPT



SLIDE 1—SAY: I am proud to present this workshop on behalf of the <STATE> PTA. Thank you for taking the time to come to this presentation.

<INTRODUCE YOURSELF>: *(Name, where you are from, how long you have been engaged in PTA, PTA position(s), etc.)*

SAY: Enough about me...Let's find out who is in the room...

Raise your hand if are a(n):

- Unit leader
- State leader
- Council, regional or district leader
- Member looking to become a PTA leader

[CLICK TO NEXT SLIDE]



SLIDE 2—SAY: Before we dive into our advocacy work around the Every Student Succeeds Act, also known as ESSA—and your role in making the law successful—it is important that we all understand just how central advocacy is to the mission of the PTA. PTA's mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

[SAY] With this core mission in mind, let's talk about how federal education policy has changed over the years and how our collective voice can be a key driver of local, state, and national policies that benefit not only your child, but every child.

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SLIDE 3—SAY: Here is the agenda for today's presentation. We will begin with a brief history of the Elementary and Secondary Education Act (ESEA). Then we will talk about the Every Student Succeeds Act, what the new education law means, National PTA's priorities around ESSA and what you can do in this process. Finally, we will answer any questions you may have.

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SLIDE 4—SAY: Let's begin with a little history lesson.

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SLIDE 5—SAY: The Elementary and Secondary Education Act, or ESEA, was signed into law by President Lyndon Baines Johnson in 1965. This education law was part of LBJ’s “War on Poverty,” which included other major programs such as Medicare, Medicaid, Head Start and the Food Stamps program.

The purpose of ESEA during this time was to provide additional support and resources to low income students. The hope was to help bridge the gap between poor students and their more affluent peers through the Title I program.

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SLIDE 6—SAY: ESEA has been reauthorized eight times since 1965. Here are some of the major changes that occurred in the last 50 years.

- In 1968, bilingual education and programs to protect migrant, neglected and delinquent children were added to the law.
- In 1970, congress passed a requirement to make sure states were using their federal funds in addition to their state education funds, rather than substituting that money. This was called “Supplement not Supplant” and is designed to ensure that students with the greatest need are getting the necessary extra funds.
- In 1978, congress passed a new law which allowed districts to use Title I funds for schoolwide activities rather than only for individual students who qualified for additional services under Title I.
- From 1978-1981, the Carter administration established the U.S. Department of Education.
- By 1988, Title I school districts were required to measure effectiveness of their Title I dollars through their student test scores. If schools didn’t show progress, they were required to implement school improvement plans.
- In 1994, congress mandated states to have academic standards that were aligned to assessments. States were responsible for the development of those standards and assessments.
- In 2002, No Child Left Behind or NCLB was signed into law. It required states, districts and schools to be held accountable based on their students’ test scores. We’ll talk a bit more about NCLB in a second.

The key point of this history lesson is that the role of the federal government in education over the years has swung like a pendulum—from limited to no federal involvement to increased federal requirements. As we will talk about later, today the

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Every Student Succeeds Act (ESSA) has swung the pendulum back toward more state and local control.

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SLIDE 7—SAY: As I mentioned before, ESEA has been reauthorized eight times, most recently with the new law, the Every Student Succeeds Act or ESSA.

As many of you may know, No Child Left Behind was the previous reauthorization of ESEA which occurred during the Bush Administration in 2002.

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SLIDE 8—SAY: No Child Left Behind was passed overwhelmingly with bipartisan support, which means both Democrats and Republicans supported the passage of the bill.

During this time, National PTA led the charge to include parental involvement and family engagement language in NCLB by initiating a bill called the “Parent Act,” which included a definition of parental involvement. A majority of the Parent Act ended up in the final NCLB bill.

Under Title I of NCLB, congress created requirements for states and school districts to have family engagement plans, compacts and a “1% set-aside” for family engagement activities.

This meant that every school district receiving over \$500,000 in Title I funds had to use 1% of those funds for family engagement programs or other activities. The bill also created a program called the Parental Information and Resources Centers (PIRCs), which created resource centers in every state across the country.

In addition, NCLB expanded testing requirements. States were required to make “adequate yearly progress,” with regards to student performance. This is commonly referred to as AYP.

According to NCLB, states have the flexibility to define this yearly progress, but it must include state tests and high school graduation rates. States were required to set up a system to reach the goal of 100% proficiency by spring 2014.

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States were required to measure all students, but also separately measure certain subgroups of students. These subgroups included economically disadvantaged students, students with disabilities, English-language learners, African-American students, Asian American students, Caucasian students, Hispanic students, and Native American students.

To successfully make AYP, at least 95% of students in each of the subgroups, as well as 95% of students in a school as a whole, must have taken the state tests.

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SLIDE 9—SAY: While many people have an unfavorable view of NCLB, it was positively viewed for the fact that, under the law, states and school districts had to report on the performance on all subgroups of students.

This allowed for parents, teachers and schools to identify which students within a school needed more support and resources.

However, the criticisms continued to mount against NCLB. People didn't like that it required schools to provide specific interventions to students despite not having the resources to do so.

Another critique was that NCLB placed too much importance on student test scores which drove teachers to “teach to the test” in order for students to achieve proficiency.

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SLIDE 10—SAY: Spring 2014 was the deadline for states to reach 100% proficiency in reading/language arts and math under NCLB. States were unable to meet these impossible standards, so in 2011, the U.S. Department of Education began issuing “waivers” to states so as not to unfairly punish them for not meeting those goals.

To receive a waiver, states had to agree to adopt college & career standards, create new educator evaluation systems, and identify additional schools that were underperforming. By the end of this process, 43 States, D.C. and Puerto Rico received waivers.

These waivers expired on August 1, 2016 due to the enactment of ESSA.

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Slide 11—SAY: In 2015, frustration was at its highest point—many members of congress were hearing from parents, teachers and other school leaders that the waiver system was confusing and left many schools and districts unsure about federal requirements and expectations.

The reauthorization process that led to the passage of the Every Student Succeeds Act started in February of 2015, with the introduction of a bill in the U.S. House of Representatives.

During the reauthorization process, National PTA had a few key priorities. We wanted to make sure the next version of the law governing K-12 education included:

- Strong family engagement policies such as the Statewide Family Engagement Centers (SFECS) program, an increase in resources for family engagement within Title I, and some requirements on the use of those Title I funds for family engagement.
- State-designed accountability systems that use multiple measures of student achievement and growth.
- Disaggregation of student assessment data.

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SLIDE 12—SAY: After almost a year of deliberation, the Every Student Succeeds Act was passed by both the House and the Senate and then signed into law by President Obama on December 10, 2015.

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SLIDE 13—SAY: This was a long overdue reauthorization. Students, parents, and educators have been waiting since 2007 for an updated version of the law. That means that ESSA was 8 years in the making!

So now that ESSA is law, our first and most important job is to help educate and empower parents to be active participants in ESSA implementation.

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SLIDE 14—SAY: The titles of the bill are like chapters of a book and cover various aspects of education, such as programs and supports for high needs school districts and schools (Title I), professional development for teachers and principals (Title II), English

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Language Learners (Title III), academic enrichment and student supports (Title IV), and Indian, Native Hawaiian and Alaska Native education (Title VI) to name a few.

Titles I and IV contain most of the family engagement provisions, and we will discuss them later in this presentation.

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SLIDE 15—SAY: Let's talk about ESSA broadly first. In ESSA, we see less of a top-down, prescriptive role from the federal government than we saw in NCLB. As you'll remember from our history lesson, we have seen the pendulum swing back and forth between federal and state control of education policy.

Have we finally struck the right balance with ESSA?

This is yet to be determined. It all rests on the implementation of ESSA, and us—parents and PTAs holding states and districts accountable!

With this great opportunity for flexibility, comes great responsibility to ensure all students have access to, and obtain a high-quality education.

The goal of ESSA is to make sure accountability systems and education programs provide the necessary supports, interventions and resources to students and schools based on their unique needs.

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SLIDE 16—SAY: As said before, ESSA is now in its implementation phase, which means the federal agency responsible for implementing the law—The U.S. Department of Education—is providing a basic framework to states on how to comply with the law.

During this implementation process, our **<insert state department of education>** is the lead. They have the responsibility to develop state education plans to fill the basic framework, with the help of parents and community members.

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SLIDE 17—SAY: These are all of the required participants in the development of state and local education plans. As you can see, the law requires a diverse set of community members to help design educational systems that will benefit all students.

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As consumers of our nation's public schools, it is imperative that parents are involved from the very beginning in the implementation of ESSA.

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SLIDE 18—SAY: These are the key areas under ESSA in which parents must be meaningfully consulted.

[POINT TO THIS [document during the presentation which outlines in more detail the provisions within the law - ESSA Stakeholder Engagement Provisions. This document can be found at \[PTA.org/ESSA\]\(http://PTA.org/ESSA\)](#)]

As you can see, this list is fairly comprehensive. Parents should be involved in almost every aspect of the ESSA implementation process, a first for K-12 education law.

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SLIDE 19—SAY: What are National PTA's priorities in ESSA implementation?

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SLIDE 20—SAY: National PTA's priorities are:

1. Family Engagement in Education
2. Standards and Assessments
3. Accountability Systems
4. School Improvement
5. Report Cards

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SLIDE 21—SAY: The definition of parental involvement under ESSA is the same as it was when National PTA and our members advocated for its inclusion in NCLB 14 years ago. This definition is based on PTA's National Standards for Family-School Partnerships and is important to the family engagement provisions in ESSA.

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SLIDE 22—SAY: As mentioned previously, the two main titles in ESSA that contain family engagement provisions are Title I and Title IV.

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National PTA advocated vigorously for the inclusion of these two sections, along with increased community engagement provisions, during the reauthorization process.

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SLIDE 23—SAY: Title I of ESSA requires a written parent and family engagement policy for Title I school districts and schools.

Every Title I school is required to have a parent-school compact, basically an agreement between the school, staff, students and parents on how they will share responsibility for improving student achievement.

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SLIDE 24—SAY: Title I requires a written parent and family engagement policy for Title I school districts and schools

In addition to the parent-school compact, under ESSA, school districts are required to reserve 1% of their Title I-A funds for family engagement.

ESSA requires that Title I funds for family engagement must be used on **at least one** of the five listed activities listed:

1. Professional development on family engagement.
2. Home visiting programs or initiatives.
3. Sharing best practices focused on parent and family engagement, especially those practices for increasing the engagement of economically disadvantaged parents and family members.
4. Collaborating with other organizations with a record of success in improving and increasing parent and family engagement.
5. Other activities and strategies consistent with the family engagement policy.

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SLIDE 25—SAY: One of the few standalone programs that remained from NCLB was the Parental Information and Resource Centers (PIRC). Under Title IV of ESSA, this competitive grant program is known as Statewide Family Engagement Centers.

The program is authorized at \$10 million dollars under ESSA. Unfortunately, the program has not been funded in either the House or Senate labor, health and education

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appropriations bills. However, it is a key priority of National PTA to secure funding for this important grant program. We will continue to push Congress to fund this program over the coming months.

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SLIDE 26—SAY: Statewide Family Engagement Centers have three core functions to strengthen family-school partnerships that promote student achievement and school improvement efforts. Statewide Family Engagement Centers:

1. Work with state and local level agencies to support systemic family engagement initiatives in schools and school districts
2. Deliver professional development on evidence-based and effective family engagement strategies to schools, districts and educators
3. Provide direct services to families on how to effectively work with their child's school and teachers



SLIDE 27—SAY: Now let's transition into what ESSA says about standards and assessments. States must adopt challenging state academic standards in math, reading, science and any other subject as determined by the state. The academic standards must be align with entry into public institutions of higher education in the state.

In addition, states must also establish “ambitious State-designed long-term goals, which shall include measurements of interim progress toward meeting those goals for all students and subgroups of students.”

States can also adopt alternative standards for students with the most significant cognitive disabilities. States not only develop the standards, but also the criteria for which students will qualify for these standards, following the parameters provided by U.S. Department of Education regulations.

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SLIDE 28 SAY: The annual assessment requirements in ESSA mirror the state responsibilities under NCLB. Students must be assessed in math and reading every year in grades 3-8 and once in grades 9-12.

The science assessment requirement under ESSA is the same as what was required under NCLB. ESSA requires science assessments once in grades 3-5, 6-9 and 10-12 in what is referred to as grade span testing. States can develop and require assessments in other subjects.

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ESSA also maintained the requirement from NCLB that student assessment data must be separated into student subgroups such as race, ethnicity, low income status, students with disabilities, English language learners, gender and migrant status. This requirement helps states identify achievement gaps and provide the needed resources to students and schools.

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SLIDE 29—SAY: States must provide reasonable accommodations for students with disabilities, such as extending time for assessments or providing the exam orally.

In addition, states can provide alternative assessments for students with the most cognitive disabilities.

However, no more than 1% of the total number of students in the state can be assessed using the alternative assessment.

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SLIDE 30—SAY: ESSA also maintains the requirement from NCLB that 95% of all students and subgroups of students must participate in required state assessments.

However, under NCLB if school did not meet the 95% participation, it was considered an automatic failure under AYP. Under ESSA, states determine how to factor student participation rates into their accountability systems.

The U.S. Department of Education will issue regulations on the 95% requirement and how states must include participation rates in their accountability systems.

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SLIDE 31—SAY: States are required to develop accountability systems that feature multiple measures or indicators of student growth and achievement. These new accountability systems are required to be in place by the 2017-2018 school year.

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SLIDE 32—SAY: State accountability systems must include multiple measures of student achievement. The law requires state accountability systems to include at minimum:

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1. Student academic achievement on annual assessments in math, reading and science
2. Another academic indicator—such as student growth or another statewide measure of student learning in elementary and middle school, or graduation rates in high school
3. English language proficiency
4. At least one additional indicator of school quality or student success.

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SLIDE 33—SAY: Within ESSA, a few examples of school quality and student success indicators are provided—such as student and educator engagement, student access to and completion of advanced course work, school climate and safety and attendance.

The school quality and student success indicator must allow for meaningful differentiation of school performance, be valid, reliable, comparable, and measured across the state.

States can include more than one additional indicator in their accountability system. For example, [Connecticut's Next Generation Accountability System](#) includes the following school quality/student success indicators:

- Chronic absenteeism
- Post-secondary enrollment
- Physical fitness
- Arts access

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SLIDE 34—SAY: Under ESSA, state and local education agencies are required issue “state report cards,” containing data on student achievement, how achievement levels compare across subgroups, high school graduation rates, teacher qualifications and additional information that a state or local education agency would like to provide to measure the progress of public schools.

Like NCLB, ESSA requires state and local report cards to be publicly available and written in a uniform and understandable format.

State report cards must also be developed in consultation with parents

- Proposed U.S. Department of Education regulations would also require school district report cards to be developed with parental input

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SLIDE 35—SAY: ESSA maintains the state and local education agency annual report card requirements from NCLB but includes more reporting requirements at each level, such as a description of the state’s accountability system, measures of school climate and per-pupil expenditures at the federal, state and local level.

Finally, ESSA includes three new subgroups for reporting purposes on state and local report cards which are: homeless students, students in foster care and students from military families.

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SLIDE 36—SAY: ESSA requires that States must identify and provide support and interventions for the lowest-performing 5% of all Title I schools, schools that fail to graduate more than a third of their students and Title I schools with low-performing subgroup(s) of students.

- These schools must be identified once every 3 years.
- Parents must be involved in the development and implementation of school improvement plans for those schools identified. This is essential, as research has shown that parents are a key component of successful school improvement efforts.

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SLIDE 37—SAY: What can you do right now?

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SLIDE 38—SAY: You can get involved in the implementation process! Check out all the resources and information on ESSA at [PTA.org/ESSA](https://www.pta.org/ESSA).

Also, PTAs across the country are continuing to advocate for funding for the Statewide Family Engagement Centers. You can contact your federal legislator today and ask them to support family engagement by going to [PTA.org/TakesAction](https://www.pta.org/TakesAction)

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SLIDE 39—SAY: <Give a brief update on what your state is doing with regards to ESSA; identify any upcoming town halls or opportunities for input on ESSA>

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SLIDE 40—SAY: Are there any questions on what we have reviewed today? *(take 2-4 questions depending on time)*

[CLICK TO NEXT SLIDE]



SLIDE 41—SAY: Thank you so much for being here today.

Before you go, I'd like to remind you that National PTA offers many resources for PTA unit leaders including customizable membership applications, marketing materials, and much more. Visit PTA.org/Today to learn more.

I also want you to check out our social media. Many times we hear from local leaders, "I wish I knew that!" Following National PTA's Facebook and Twitter pages is a great way to keep up with the many new programs and resources we are unveiling in the coming year. This includes local PTA grant and in-kind donation opportunities!

Finally, don't forget to check out National PTA's webpage on the Every Student Succeeds Act at PTA.org/ESSA.