THE TENNESSEE ESSA PLAN: IMPLICATIONS FOR PARENT & FAMILY ENGAGEMENT

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Featured Presenters

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Goals for this Session

• Introduction to the Tennessee Educational Equity Coalition
  - Our Priorities & ESSA Engagement Strategy
• Review the national landscape for family & community engagement in the ESSA era
• Review the family engagement levers in the Tennessee ESSA plan
• Discuss the Coalition’s role in maximizing parent, family, and community engagement under ESSA

Who are we?

tn educational equity coalition

Our 3 Policy Priorities

Priority 1: Excellent Teachers and Leaders for Every Child

We believe that every student deserves a passionate and highly effective teacher. A democracy requires that the teaching profession be a highly valued profession, therefore it is critical to develop a pipeline of well-trained, highly compensated, and appropriately supported teachers who reflect the student communities they serve.

Priority 2: Strong Accountability Systems

All students have the right to achieve their full potential and deserve environments that nurture their growth. Holding ourselves and others accountable for a world-class education system ensures every child will succeed.
Priority 3: Appropriate and Equitable Resources

We believe that a strong community provides every person with equitable access to and support for a quality education from birth to post-secondary completion or career readiness.
Why ESSA?

- ESSA is a civil rights law.
- ESSA allows us an opportunity to ensure all students are treated equitably.
- ESSA pushes authority down to states to make important decisions for their students and schools.
- Redefines school and district success
- Recognizes non-academic factors that impact student success
- Provides a critical opportunity for engagement by stakeholders on a range of issues.

Tennessee Succeeds & ESSA Goals

1. Tennessee will rank in the top half of states on the National Assessment of Educational Progress (NAEP) by 2019.
2. 75 percent of Tennessee third graders will be proficient in reading by 2025.
3. The average ACT composite score in Tennessee will be a 21 by 2020.
4. The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

Tennessee Succeeds & ESSA Priorities


Tennessee ESSA Timeline

Components of the TN ESSA State Plan

- Standards
- Assessment
- Accountability
- District Empowerment
- All Means All
- Educator Support
- Early Foundations & Literacy
- High School & Bridge to Postsecondary

New Measures under ESSA for A-F grading for Schools

**K-8 Schools**
(Schools that serve grade 12)

- Chronically Out of School: 10%
- ELPA: 10%
- Growth: 35%
- Achievement: 45%

**High Schools**

- Chronically Out of School: 10%
- ELPA: 10%
- Graduation Rate: 5%
- Ready Graduate: 20%
- Achievement: 30%
- Growth: 25%

Starting with data from 2017-18, all schools that pass the minimum performance goal will receive a letter grade based on the performance of all students and historically underserved student groups in the following areas.

Except for growth, all indicators provide schools two opportunities to show success, through either absolute performance or growth in school performance.
Why Focus on Family & Community Engagement?

• There is a positive and convincing evidence on the relationship between family involvement and benefits for students, including:
  • improved academic achievement
  • enrollment in higher level programs
  • stronger school connections and attendance
  • higher graduation rates and college enrollment
• Additionally, there is a strong correlation between family engagement & school success.

*This relationship holds across families of all economic, racial, ethnic, and educational backgrounds and for students at all ages.*

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Why Focus on Family & Community Engagement?

• Schools in Tennessee will now receive A-F letter grades, beginning fall 2018
• New identification of Priority and Focus Schools in fall 2018
• New measures on school report cards effective this year
• Families and stakeholders must be engaged in informing school improvement across the state
Vito Borrello, Executive Director

ADVANCING ESSA AND EVIDENCE-BASED FAMILY ENGAGEMENT

Vito J. Borrello
Executive Director
National Association for Family, School, and Community Engagement
Current climate of school reform disregards importance of FSCE.

Professionals are isolated; relegated to low status.

Few education organizations give FSCE priority.

Educators are unprepared to engage families.

Challenges to Family, School & Community Engagement (FSCE)

Our Vision
A world where family engagement is universally practiced as an essential strategy for improving children’s learning and advancing equity.

Our Members & Partners
Educators
Parent Leaders
Nonprofits
Policy Makers
Researchers
Higher Education Leaders
Community-based Organizations
Faith-based Organizations
A world where family engagement is universally practiced as an essential strategy for improving children’s learning and advancing equity.

VISION
MISSION
CONNECTIONS
COGNITION
CAPABILITY
CONFIDENCE
Inspire efficacy and collective will among stakeholders to initiate and sustain reform.
Foster stakeholders’ ability and capacity to use high-impact evidence-based strategies and practices.
Advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

GUIDING PRINCIPLES
Cultivate networks around policies and practices that nurture meaningful home-school-community connections.
Promote the knowledge and understanding that engaging families is essential to improve children’s learning.

STRATEGIC LEVERS
Policy
In consultation with members and stakeholders, develop positions that result in stronger federal and state policy and increased resources for FSCE.
Membership
Cultivate active and sustained participation from diverse early childhood and education professionals, parent leaders, policy makers and researchers committed to FSCE from cradle to career.
Outreach
Engage and inspire diverse stakeholders to become an influential, unified voice that strengthens the FSCE field.
Program
In synergy with strategic partners, develop and implement programs that address systemic challenges and support effective FSCE policy and practice.
Fund Development
Develop sustainable revenue streams to advance NAFSCE’s mission and create meaningful, long-lasting impact.
Collaboration
Inclusion
Partnership
Equity
Relationships
Trust

VALUES
* NAFSCE’s Strategic Plan is aligned with Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships, a publication of the American Institutes for Research and the U.S. Department of Education. http://tinyurl.com/jbmf95a

NAFSCE galvanizes stakeholders into joining a movement to strengthen FSCE policies and practices and attract increased resources from the field.
A “Reframing the Conversation” initiative transforms public understanding and leads to greater embrace of effective FSCE strategies to improve children’s learning and development.
A membership initiative attracts a diverse and dynamic mix of educators, parent leaders, policymakers, public officials, and researchers committed to advancing FSCE policy and practice.
NAFSCE’s Policy Council establishes a unified voice to advocate for high-impact FSCE federal and state policy and practice.
State Education Agencies adopt higher standards for FSCE and develop greater capacity to implement them.
Select higher education institutions pilot and adopt a framework for teacher preparation to practice effective FSCE.

The History of Federal Policy: Every Student Succeeds Act (ESSA)

- 1965 Elementary and Secondary Education Act
- Reauthorized in December 2015
- Four-Year Authorization

The Department of Education
Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

(1) Strong
- At least 1 well-designed and well-implemented experimental study. (i.e., randomized)

(2) Moderate
- At least 1 well-designed and well-implemented quasi-experimental study (i.e., matched)

(3) Promising
- At least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

(4) "Under Evaluation"
- Demonstrates rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes.
- Includes ongoing efforts to examine the effects.

Adapted from presentation by Results for America.

The Role of Federal Policy: Every Student Succeeds Act (ESSA)

Title I
- School-Parent Compact
- Set-aside

Title IV
- Statewide Family Engagement Centers

State ESSA Plans
Leveraging ESSA: The State Perspective

- Significant power returned to the states
- States are required to gather significant stakeholder input to inform policy and implementation
- ESSA created a unique opportunity to bring stakeholders together around family engagement

Early Progress at the State Level

- Tennessee
- Colorado
- Kansas
- Nevada
State Engagement Initiative: Overview

- Establish family engagement coalitions in eight states, growing to 16
- States: Arkansas, Connecticut, Maryland, Massachusetts, Mississippi, New York, Pennsylvania, South Carolina
- Partners:
  - Council for Chief State School Officers
  - NAFSCE
  - Mid-Atlantic Equity Consortium
  - Campaign for Grade Level Reading
- NAFSCE is providing TA, creating a structure to sustain coalitions for long-term progress

State Engagement Initiative: The Process

- Step 1: Self-Assessment
- Step 2: Opportunity Canvas
- Step 3: Establish State Coalitions
- Step 4: Framework Development
- Step 5: Opportunities for Change
Contact Information

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Family Engagement in Tennessee
The department is committed to supporting and promoting authentic partnerships between schools, families, and communities.

ESSA calls on states and districts to engage, on an ongoing basis, with families and other community partners in the implementation of programs to support students.
Family Engagement in ESSA

• Technical Assistance and Professional Development:
  • ESSA/Title I Parent and Family Engagement
    • Use of funds
    • Parent and family engagement policies
    • School-parent compacts
    • Annual Title I meeting
  • The Dual Capacity-Building Framework for Family-School Partnerships
  • Linking family events to student learning
  • Poverty simulation
  • Annual Family Engagement Conference

Family Engagement in ESSA

• Needs Assessment:
  • District and school level plans

• Academic Parent Teacher Teams (APTT)

• Community School Model

• Engaging migrant parents

• Engaging parents of English learners
Family Engagement in ESSA

- Additional Supports:
  - Parent Advisory Council
  - Regional family engagement PLC meetings

Questions

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PARENT & FAMILY ENGAGEMENT
PROVISIONS FOR SCHOOL IMPROVEMENT

ESSA: Federal Requirements

Comprehensive Support and Improvement Schools (CSI)
(schools in the bottom 5% in the state)

Each comprehensive school (Priority School in TN) that is identified by the state must work in partnership with stakeholders (parents, teachers, principals, community leaders etc.) locally to develop and implement a comprehensive plan for the school to improve student outcomes. (Sec. 1111(d)(2)(B))
ESSA: Federal Requirements

**Targeted Support and Improvement Schools (TSI)**
(schools with one or more underperforming student groups)

For each targeted school (Focus Schools in Tennessee) identified by the district must work in partnership with stakeholders (parents, teachers, principals, community leaders etc.) locally to develop and implement a comprehensive plan for the school to improve student outcomes. Sec. 1111(d)(2)(B))

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ESSA: Federal Requirements

**State Report Cards**

State Report cards must be presented in an understandable and uniform format that is developed in consultation with parents, and to the extent applicable, in a language parents can understand. (Sec. 1111(h)(1)(B)(ii))
ESSA: The Tennessee Plan

• The Tennessee ESSA state plan upholds the federal requirements for priority and focus schools to develop school improvement plans in partnership with parents, families, students, teachers, administrators, and other stakeholders.

• The Tennessee plan does not specify what it means to develop a school improvement plan “in partnership with” nor does it provide information as to what that process should look like.

Focus School Improvement in TN

• Focus schools will be identified annually.
• First identification will occur in 2018.
• Once identified, districts must develop and implement school improvement plans describing the supports for Focus schools.
• This will include strategies and interventions with federal funds, as well as additional state and local resources.
• Tennessee will have a new Office of School Improvement that will support districts and schools identified as Focus through a tiered service model.
Priority School Improvement in TN

All Priority schools will complete a **comprehensive needs assessment**, including a root cause analysis, with the identification of major areas of deficit in three focus areas:

- **strong leadership**
- **effective instruction, including equitable access to effective teachers**
- **a framework for student support**.

The needs assessment will inform each school’s improvement plan.

Plans must be **developed in partnership with stakeholders** with **early involvement and input from school leaders, teachers, and parents**.

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Considerations for the Role of Advocates

What must advocates, parents, community partners do?

- Require districts to include a section on family and community engagement in the **required needs assessment**.

- Include a description of family and community engagement in the **Priority and Focus Schools plan templates and funding applications**.
4 Reasons to Continue to Focus on ESSA Engagement

1. The Tennessee Plan’s success relies on the buy-in and support of stakeholders.
2. It’s important to keep sharing your experience and point-of-view as the plan moves through implementation. Adjustments to the plan are inevitable.
3. State policymakers place value on informed feedback from stakeholders. Being proactive and sharing your perspective will help them make sound decisions.
4. ESSA provides stakeholders with the chance to build new relationships and to be seen as a resource.

Considerations for the Role of Advocates

• Provide training to staff that engages families and communities with the cultural understanding and the historical implications of the identified schools.

• Provide resources and highlight possible funding streams for schools and districts to do this work

• Ensure key information is translated and accessible to all families.

• Require and help create resources (e.g., toolkits, handbooks) on specific student groups (i.e., military, EL, migrant, students with disabilities, low-income, or specific racial or ethnic groups).
Coalition Resources

ESSA 101: What Community Partners Need to Know
Tuesday, Jan. 9th
8:30-noon
Casa Azafrán, Nashville

Next ESSA Webinar
School Funding & Reporting
Noon, CST, January 19, 2018

Register and check out our ESSA materials
at www.tnedequity.org/events/

Questions?

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