



EVERY STUDENT SUCCEEDS ACT (ESSA)

*a reauthorization of the Elementary and Secondary Education Act (ESEA)
The Whole Child
IAASE Roundtable Discussion
2.16.17*

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Disclaimer

This presentation contains general information only and does not constitute legal advice. It is an overview of ESSA and not a comprehensive description of the statute.

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Outcomes

Participants will

- Contemplate what is meant by 'the whole child,' as described in ESSA and from this, to consider the type of programming that will support the strengths and needs of each and every child.
- Consider what it means for all students inclusive but not limited to students with IEPs, English Learners, Early Childhood and what supports will be needed to 'grow' our children.

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ESSA State Plan

1. Long-term Goals
2. Consultation & Performance Management
3. Academic Assessment
4. Accountability, Support, and Implementation for Schools
5. Supporting Excellent Educators
6. Supporting All Students

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1. Long-term Goals

Vision

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

Mission

Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

Goals

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- o All kindergartners are assessed for readiness.
- o Ninety percent or more of third-grade students are reading at or above grade level.
- o Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

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2. Consultation & Performance Management

2.2 System of Performance Management

- ISBE, as an agency, is transitioning toward cross-functional teams.
- ISBE is using ESSA as an opportunity to better coordinate monitoring between divisions and provide differentiated technical assistance in order to support LEAs in their work.
- Undergirding this work is the ISBE vision that states: Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.
- In order to operationalize that vision, schools and districts, like the children they serve, must have available to them differentiated supports based upon identified needs and readiness.



3. Academic Assessment

- The state will continue work with stakeholders to identify all possible funding streams and technical resources to support developing assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population.
- The goal is to provide translations for all languages where 30% or more of the English learner population speaks the same world language, other than English. However, Illinois capacity to do this work will depend on a sufficient allocation from both federal and state sources to conduct the translations and validate the work.



4. Accountability, Support, and Implementation for Schools

4.3 Statewide System of Support

- A central way through which ISBE will provide access to supports identified as necessary by a district or school is IL-EMPOWER.
- IL-EMPOWER shall be made available to every school in Illinois and provide:
 - Technical assistance, professional learning, funding, and related services and support that promote the shifts in pedagogy in all content areas in order to meet the needs of the whole child.
 - Universal, targeted, and comprehensive training, coaching, and technical assistance in order to build school and district capacity to improve student success. Technical assistance will include support, feedback and monitoring from the agency regional support liaisons.



5. Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement

- ISBE is examining strategies in both areas for potential fund use
- Licensure
 - Ongoing work with reforming teacher, principal, other school leader licensure efforts
- Preparation
 - Developing, improving, and implementing ways to assist LEAs in recruiting and retaining

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Well-Rounded & Supportive Education for Students

The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including critical transitions points in order to support appropriate promotion practices and decrease the risk of students dropping out.

- ISBE will work to support districts in providing programs and activities that :
 - (1) offer well-rounded educational experiences to all students;
 - (2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and
 - (3) increase access to personalized, rigorous learning experiences supported by technology

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Essential School Practices for Supporting All Students

- Comprehensive, rigorous curricula provided to ALL students
- Effective coordination of services across systems and within schools
- Effective, coordinated use of data that informs instruction, student and school outcomes, and school accountability

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6. Essential School Practices for Supporting All Students

- Provision of evidence-based comprehensive learning supports
- Integration of comprehensive school mental and behavioral health services into learning supports
- Integration of school climate and safety efforts into school improvement efforts
- Provision of high-quality, relevant professional development

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Systems & Mindset Shifts

Moving From...	Moving To...
Individual responsibility to support youth	Shared responsibility throughout the local system
Deficit-based or adversarial approach to interactions	Strength-based and collaborative approach
Add-on programs to support change	Integrated programmatic support for change
One-shot projects	Sustained efforts
Compliance-driven engagement and goals	Shared ownership focused on continuous improvement



Next Steps Discussion

ESSA - BIG IDEA FOR THOUGHT:

What might be some implications for students with disabilities in ESSA as we work to ensure that every child has equitable opportunities to succeed and the supports necessary to do so?

- The “What”
- The “Why”
- The “How”
 - Tailoring to local needs
 - What are local strengths and opportunities?

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Discussion Continued – Round Table

At your table you will find an essential question for discussion and feedback. In the time provided please complete the following:

1. Select a person for each of the following jobs: facilitator, time keeper, note taker and a reporter for your group.
2. Review the question, discuss implications and potential needs for your district.
3. Provide your thoughts (a response) on the question sheet. We will collect the responses to utilize for reflection and future planning.
4. Group Report Outs.



RESOURCES

- <https://www.isbe.net/Pages/ESSA.aspx>
- <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx>



**Thank
You!**
