UNITING OUR MEMBERS AND THE NATION

Empowering leaders, educating students, strengthening communities

Thinking Nationally, Acting Locally: Using the School Checklist to Create the Schools Our Students Deserve

Amy Simpson, NEA
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NEA Leadership Competencies: ADVOCACY,

• **NEA Leadership Competency progression level(s):**
  Level 1: Foundational, Level 2: Mobilizing & Power Building, and Level 3: Agenda Driving

• **NEA Leadership Competency themes:**
  – Leverages advocacy practice
  – Engages community around issue supporting student learning
  – Interprets and acts on social justice initiatives
  – Leads public education policy reform
NEA Leadership Competency: LEADING OUR PROFESSION

• NEA Leadership Competency progression level(s):
  Level 1: Foundational, Level 2: Mobilizing & Power Building, and Level 3: Agenda Driving

• NEA Leadership Competency themes:
  – Shows educational leadership and understands the union’s role in student learning and leading our professions.
  – Advocates for policies and strategies that positively impact our professions and student learning
NEA Leadership Competency: ORGANIZING

- NEA Leadership Competency progression level(s):
  Level 1: Foundational, Level 2: Mobilizing & Power Building, and Level 3: Agenda Driving

- NEA Leadership Competency themes:
  - Utilizes organizing best practices
  - Builds meaningful community partnerships
  - Makes strategic plans that rely on data and analysis
  - Engages in collective action to identify and address pivotal issues
  - Creates conditions for continuous association growth and strength
  - Fosters the development of leaders at all levels of the organization
NEA Strategic Goal and NEA Organizational Priorities:

• NEA Strategic Goal
  – Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  – Strategic Goal 2: Empowered Educators for Successful Students

• NEA Organizational Priority
  – My School, My Voice
  – Racial Justice in Education
Session Outcomes (Second to last slide)

The content from this session can be used in the following ways in your current position/role:

– Identifying and prioritizing issues important to members, potential members, and the community
– Identifying and engaging new leaders
– Expanding worksite leadership
– Amplifying educator voice
– Positively influencing decision-making at the district and school site level.
Today’s Agenda

Background and Update on ESSA—Where we are now
New Opportunities and Threats
Crucial Tools and Resources: Checklist
Table Talk: Organizing Your Local
Next Step: Opportunity Audits
The Every Student Succeeds Act: The Path to Opportunity

State  Local  School
The Path to Opportunity

State
NEA’s Work on ESSA Can Be Divided into Three Stages
Stage 1: National Focus--ESEA Reauthorization NEA’s Core Goals

- Promote equity through a new accountability system with an Opportunity Dashboard as its centerpiece
- Decouple high-stakes testing and accountability; promote less testing to give students more time to learn
- Ensure qualified educators, and empower them to LEAD!
States had Important Opportunities to have a seat at the table & influence multiple decisions, such as:

• Components of state accountability plans (How much should tests count? What school or student supports should be included?)

• What tests should be eliminated?

• Participation on committee of practitioners

• How should needs assessments of schools be done?

• How should interventions be designed and by whom?

• All 50 states submitted ESSA plans in April or September
Stage 3: Local Focus---Organize Locals around the Schools Our Students Deserve

ESSA is not a magic solution—it is an opportunity. But educators must become active in education policy-making decisions at the LOCAL LEVEL in order to turn this opportunity into a reality.

There are many crucial opportunities to amplify educator voice and win concrete policy Victories for Our Students around Equity, Testing, and School Improvement through:

– Opportunity Audits
– Testing Audits
– School Improvement Plans
– District ESSA Plans
– Adopting Community School Models
Organizing For the Schools Our Students Deserve
Our *Organizing* Can Be Divided into 3 Phases:
Phase 1: Building Our Base Through a Shared Vision & Education Process
New Tool for Schools:

Your School Checklist

Your voice matters! Does your school have the kind of tools and programs to teach, encourage, and inspire students? Things like libraries, world languages, playgrounds, band, art, science labs, and robotics? Tell us what’s working and what’s missing.

Community
It’s important that your school is open to the community it serves.
- A welcoming front office
- Active community involvement
- Materials available in the languages the school serves

Healthy Students in Modern Schools
Students need their essential human needs met, and to be in a healthy learning environment that is clean and in good working order.
- Healthy Meals
- School nurse
- Roof is free of leaks
- Healthy indoor air quality
- Clean, unbroken flooring
- Proper lighting
- Ample and appropriate learning spaces
- Class sizes that allow for one-on-one attention

Curriculum
All students need access to the right courses to prepare them for life after graduation.
- Advanced courses in math (Trigonometry, Calculus)
- Advanced courses in science (Physics)
- A pathway for advancement for every student
- Regular physical education classes
- Fine arts courses
- Foreign language courses
- Career and technical education

Climate
It’s important that students feel safe and respected in their classrooms and in their school.
- Students have a safe, reliable, and secure way to get to school
- The school welcomes and celebrates diversity
- The school uses restorative practices to create an environment of respect and collective responsibility
- The school uses early warning systems to keep students on track
- The school community is free from bullying and harassment

Educators
It’s important that all educators are prepared and excited to help students excel.
- All educators have high expectations for every student in the school
- Teachers teaching in their credentialed subject
- Teachers are fully prepared to teach students in their school
- Librarians
- Paraprofessionals
- All staff are trained in positive behavioral supports
- All school staff contribute to a culturally responsive learning environment
- Staff have time to collaborate
- Relevant, timely professional development
- Supportive school leadership

Learn more at myschoolmyvoice.nea.org
Ways to Organize Around Checklist:

Increase Site-based leadership by having ARs introduce, collect data, and meet about it.

Distribute to parents at school nights
Have students complete them
Resources: How to access and utilize

http://myschoolmyvoice.nea.org/your-school-checklist/
Implementation Status in New Mexico

New Mexico has submitted a plan that includes the following indicators:

<table>
<thead>
<tr>
<th>Indicator #1: Academics</th>
<th>Math and English Language Arts assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator #2: Elementary and Middle School Indicator</td>
<td>Growth in annual assessments</td>
</tr>
<tr>
<td>Indicator #3: Graduation Rate</td>
<td>Four-, five-, and six-year adjusted cohort graduation rate, plus growth in four-year rate</td>
</tr>
<tr>
<td>Indicator #4: English Language Proficiency</td>
<td>WIDA ACCESS assessment</td>
</tr>
<tr>
<td>Indicator #5: Opportunity Indicators</td>
<td>Chronic Absenteeism, College and Career Readiness Coursework (e.g. AP, IB, CTE, GPA), College and Career Readiness Exams (e.g. AP, SAT, ACT), Postsecondary Entrance/Attainment (e.g. college application, college enrollment, CTE credential), Teacher Effectiveness</td>
</tr>
<tr>
<td>Max Weight of Indicator #5</td>
<td>22</td>
</tr>
</tbody>
</table>
Web Resources: ESSA Issue Cards

On Matters of Educator Voice

Educator Voice in matters of School Improvement

Educator Voice in matters of Professional Development

Educator Voice in matters of Stakeholder Engagement

ESSA requires MY input as an educator*. I am here as an educational professional, someone who works with students every day, I know their names and I know what they need to be successful.

TOPIC Background: Families and Communities; ESSA 101; and Claiming Our Voice

Learn more, visit: http://getessaright.org/essa-101/need-know-essa/
http://getessaright.org/for-educators/claiming-voice-local-level-bargaining-advocacy-opportunities-essa/
and http://getessaright.org/

- As educators we must reach out to parent organizations, civil rights organizations, disability rights groups, and other community leaders to make sure policies that affect our students are made by people who know them by name.

- When a stakeholder helps to implement the law, they will feel a sense of ownership and be more likely to support it.
Web Resources: ESSA Issue Cards

Educator Voice in matters of **Equity**

Educator Voice in matters of **Testing**

Educator Voice in matters of **Teacher Evaluation**

Educator Voice in matters of **School Climate**

ESSA requires **MY** input as an educator*. I am here as an educational professional, someone who works with students every day, I know their names and I know what they need to be successful.

**TOPIC Background:** Student + School Safety / Bullying Prevention and School Discipline


- ESSA provides access to funding to improve both academic achievement and student safety. As trusted professionals, educators like me, are uniquely equipped to help make ESSA implementation decisions that lead to student success.

- Educators like me recognize that our voice in development and implementation of these plans will help ensure that we raise student awareness about what constitutes bullying and empower students to report bullying. We need to provide clear expectations to our students with regard to safety and bullying.

- Within ESSA, state and local education agencies must address the overuse of disciplinary practices that remove students from the classroom bringing an opportunity to end the school-to-prison pipeline and lift up—rather than knock down the most vulnerable students in our community.
Your Great Public School List

My School, My Voice Checklist
Phase 2: Build Policy
Platform/Plan
(& Continue to Build Base & Vision!)
States and local school districts must create ESSA plans.

The law requires that most plans and programs be based on a “needs-assessment” or “resource equity audit”.

The opportunity audit can be/do both. When you conduct a school-level assessment, that assessment can look at everything including funding, programs, policies, and performance.

The law describes a “resource equity audit” as an audit that examines school funding and a “needs-assessment” as an assessment that examines students’ needs and performance on indicators.

This is where an equity audit can come in. You can add in other indicators you want to track, measure, and improve.

You can build in equity into the District’s report card, indicators, and the LEA ESSA plan!
Recognize the indicators?

The Opportunity Dashboard

**STUDENT SUCCESS**
- *Student attendance* (elementary and middle school)
- **Graduation rate** (high schools)
- *School climate index* (such as bullying intervention and prevention, positive behavioral supports, parent and student surveys, and restorative justice practices)
- *School discipline policies and the disparate impact on students of color, students with disabilities, and students that identify as LGBTQ*
- Appropriate assessment system
- *Students' success* in advanced coursework (AP/IB, honors, dual enrollment, college gateway math, science classes)
- Students prepared for college or career technical education certification programs without need for remediation or learning support courses

**QUALITY EDUCATORS**
- *Students' access to fully qualified teachers, including Board-certified teachers*
- *Students' access to qualified paraeducators*
- *Students' access to optimal ratios of specialized instructional support personnel (school counselors, social workers, nurses, psychologists)*
- Students' access to fully qualified school librarians/media specialists
- Quality professional development for all educators, including education support professionals
- Fully funded mentoring and induction support for educators
- Opportunities for job-embedded collaboration
- Percentage of teachers who are teaching outside of their field
- Percentage of teachers who leave the profession within their first three years
- Educators empowered to make site-based decisions

**QUALITY SCHOOLS**
- Students' access to modern materials, facilities, technology, books, and libraries
- **Students' access to class sizes that allow for one-on-one attention**
- Students' access to health and wellness programs, including social and emotional well-being
- *Students' access to high-quality early education programs*
- *Students' access to full-day, five-day-a-week kindergarten*
- Family and community engagement
- *Students' access to and success in advanced coursework (AP/IB, honors, dual enrollment)*
- **Students' access to fine arts, foreign language, daily physical education, library/media studies, and career technical education**

* Data is included in the Office of Civil Rights Civil Rights Data Collection now or will be soon.
** Data is included in a separate data system.
Opportunity Audits

Process

1. Conduct an opportunity audit with your team

   • You can use data available in your state report card (found on your state educational agency’s website), district report cards, and data available at Civil Rights Data Collection to see where your state stands in relation to the indicators
   • Guiding Questions:
     • What makes a great public school?
     • What policies and practices do we need to implement to achieve a great public school?
     • Which indicators would make the most difference in student learning?
Opportunity Audit (AKA Equity Audit)

nea.org/gpsindicators
Opportunity Audits

A state example

Highlights:

- **School Discipline**: 65.5% of black females were suspended one or more times from school.

- **Advanced Coursework**: 11.8% of black students are enrolled in AP Science, 29.7% of black students were enrolled in advanced math.

- **SISP**: The student to school counselor ratio is 400 to 1, this should be 250 to 1.

2. Discuss Opportunity Audit findings with your team
   - Guiding Questions
     - Which indicators best capture a great public school?
     - Which indicators do we want the schools, districts, and state to be held accountable for?
     - What would we like to see addressed in the accountability system?
     - What would we like to see added to the current state report card?
     - Would most members agree with this assessment?
### New Jersey

<table>
<thead>
<tr>
<th>Opportunity Dashboard</th>
<th>New Jersey</th>
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</table>
| Student enrollment and success in advanced coursework (AP/IB, honors, dual enrollment, college gateway math and science classes) | 5.8% of African American students are enrolled in calculus  
13.1% of African American students are enrolled in Physics  
4.1% of African American students are enrolled in AP Foreign Language |
| Student enrollment in high-quality early education programs | 20.9% of African American students are enrolled in early childhood or prekindergarten programs or services |
| Students’ access to optimal ratios of specialized instructional support personnel (counselors, nurses, psychologists, social workers) | 83.6% of high schools have a school counselor  
Student to counselor ratio 359:1 should be (250:1) |

### Paterson, New Jersey

<table>
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<th>Opportunity Dashboard</th>
<th>Paterson, New Jersey</th>
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</thead>
</table>
| Student enrollment and success in advanced coursework (AP/IB, honors, dual enrollment, college gateway math and science classes) | 0% of the students enrolled in Gifted and Talented are African American students  
26.7% of the students enrolled in calculus are African American  
23.4% of the students enrolled in physics are African American |
| Student enrollment in high-quality early education programs | 28.2% of the students enrolled in early childhood are African American |
| Students’ access to optimal ratios of specialized instructional support personnel (counselors, nurses, psychologists, social workers) | Total FTE of Counselors : 37.9 |
Phase 3: Bring Platform/Plan (& Your Base) to School Board

Phase 4: WIN!
Getting Started - Review

The local process

- Create ESSA/MSMV leadership team!
  - Team members should include partners
    - civil rights organizations
    - disability rights organizations
    - families (PTA, PTO, other orgs?)
    - community members (existing organizations?)
    - students

- Spread the word about the checklist---set a goal for how many you’ll receive!

- Host a community meeting/forum to discuss checklist results and continue to build vision

- Conduct local opportunity audit

- Build local plan/policy platform—work with the district to introduce to school board

- Get school board approval on plan---begin to implement
MSMV Team and Our Work: C4O

Emily Heath (National Lead)
Elijah Armstrong (SE Region)
Marion Humphrey (SE Region)
Brian Duplisea (NE Region)
LaToya Johnson (Mid-Atlantic Region)
Andrew Montoya (Western Region)
Amy Simpson (Western Region)
Nilka Julio (Pacific Region)
Phil Zanders, Program Staff (NEA HQ)

Nathan Allen: Manager
Resources: How to access and utilize

http://myschoolmyvoice.nea.org/your-school-checklist/
The Every Student Succeeds Act

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Closing

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile APP!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment