



Opportunities for Action: Every Student Succeeds Act

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- Policy consultant on state issues related to school health including physical education, school nutrition, junk food marketing, school wellness policies and water in schools.
- Provide advocacy consultation to funded and unfunded campaigns working on school health policies

Agenda

- **Background on Every Student Succeeds Act (ESSA)**
- **Opportunities to include physical education**
- **ESSA Tools & Resources**
- **Next Steps**
- **Q & A**

Couple logistical things:

- Questions at the end but please feel free to drop questions into the chat box during the call
- Please keep your line on mute

Key Terms



Every Student Succeeds Act (ESSA): The nation’s federal education law.

State Education Agency (SEA): State Department of Education

Local Education Agency (LEA): common synonym for school district

ESSA Title I: Designed to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps”

- Includes requirements state and local plans for school improvement, challenging academic standards, academic assessments, and statewide accountability systems.

Title I: Title I –The section of federal education law that provides financial assistance to school districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The largest pot of funding within ESSA. Designed to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” Delineates the responsibilities of state and local educational agencies (SEAs and LEAs) to ensure the infrastructure and accountability for high-quality education for all children. Includes requirements state and local plans for school improvement, challenging academic standards, academic assessments, and statewide accountability systems.

Provides funds for interventions if schools or students within schools do not meet benchmarks for achievement



Every Student Succeeds Act (ESSA)

Reauthorizes the Elementary and Secondary Education Act to create a long-term, stable federal policy that ***gives states additional flexibility and encourages innovation***, while at the same time ***holds them accountable*** for results.



In December 2015, Congress passed and President Obama signed an updated law to guide federal, state, and local education-related policy and practice under the *Every Student Succeeds Act* (ESSA).

Passed with bipartisan support, ESSA replaces No Child Left Behind, the previous education law, and represents a shift from broad federal oversight of primary and secondary education to greater flexibility and decision making at the state and local levels.

This new law offers an unprecedented opportunity to change how schools meet students' needs, particularly in areas of wellness. Under the previous federal education law, *No Child Left Behind*, health education and physical education were not prominently included and as a result, programs were marginalized, causing major funding cuts nationwide. Physical education and health are now considered part of a 'well-rounded curriculum' allowing these subjects to access to significant federal funding from which they had previously been excluded. ESSA includes implicit and explicit authorities for educators to integrate health, including physical education into state education plans, accountability systems and metrics, and programming and practice at the state, local, and school building levels.

Inclusion of health and physical education in ESSA is not a mandate, however, and access to the new funding opportunities will be extremely competitive. Which is why we are moving so quickly to build out a plan and strategy to leverage the opportunities available.

States are working now to build out and submit State Accountability Plans which must include “academic and non-academic indicators”. These Plans determine the benchmarks schools and school districts are expected to meet for the coming year/s.

The next several slides walk through the key opportunities for advocates afforded by ESSA.

Academic Success

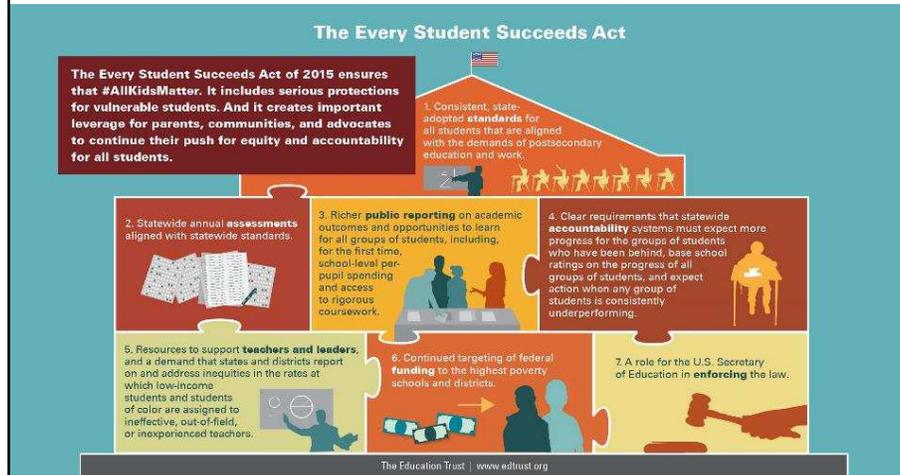
- **Academic success**
- **Graduation rates**
- **Closing the achievement gap**



Particular focus on English language learners, low-income students, students of color and students with disabilities

States are required to build plans that meet the specific needs of these populations and will be held accountable for improving outcomes with these students.

ESSA Overview – *The Education Trust*



Opportunities for Advocates

- State Plans
- State Accountability Systems
- State Report Cards
- Funding



State Plans

- State Plans must describe:
 - Challenging academic *standards*
 - *Assessments* used to measure students' achievement based on the standards (required for math, reading/language arts, and science, **and any other subjects state chooses**)
 - State *accountability system* and metrics
 - Methods for assessing schools and subgroups of students within schools to determine if they are in need of improvement interventions

In order to receive federal funds under Title I, states must submit a comprehensive plan to the Secretary of Education that includes an assurance that the State has adopted challenging academic content and achievement standards, demonstrates that the State educational agency, in consultation with local educational agencies, has implemented a set of ***high-quality student academic assessments in mathematics, reading or language arts, and science, and provides a description of the statewide accountability system*** In addition, districts must submit a plan to the State with certain descriptions and assurances including how they will monitor student's progress in meeting the challenging State academic standards, including through the development and implementation of a well-rounded program of instruction.



State Accountability

- State Accountability systems must measure:
 - Academic achievement, as measured by levels of proficiency on assessments,
 - Graduation rates, and
 - Significant progress towards academic growth for students behind on any measures
 - ***At least one valid, reliable, and comparable indicator of school quality or student success***



Accountability systems are the set of policies and practices that a state uses to measure how schools are performing for students, reward those that are serving all of their students well, and prompt improvement in those that are not. Strong accountability systems create a clear expectation that schools must make progress with all groups of students, not just some; help focus attention and resources on the full range of student groups; and ensure that accountability isn't limited to the lowest performing schools.

Accountability: The new accountability system under ESSA is a State-defined system with certain federally-required components. The system must include academic indicators (academic achievement based on the annual assessments and on the State's goals, a measure of student growth or other statewide academic indicator for elementary and middle schools, graduation rates for high schools based on the State's goals, and English proficiency based on the State's goals). **The system must also include at least one measure of school quality or student success. The school quality and student success measure is a potential opening to increase access to and quality of physical education.**

State Report Cards

- SEAs must produce annual report cards, which include many factors such as:
 - A description of the state accountability system
 - Long term goals and measurements and interim progress for all students and each subgroup
 - **Other data that the SEA believes will best provide parents, students, and other members of the public with information regarding the progress of each of the state’s schools**

Information on how all groups of students are performing academically, and whether all groups of students have access to key resources for learning, is a key tool for parents making important decisions for their children, as well as for parents and community groups working to spark necessary improvements.

- States and districts must also prepare and make available to the public annual report cards that meet certain federal requirements and may also include information that the State or district “believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State’s or district’s public elementary schools and secondary schools.” States and districts could, at their discretion, include reporting on physical education.

States will be required to report on a number of factors including details of state and school improvement plans, specific results on accountability indicators

including assessments and graduation rates and participation rates. Several of these factors could include tracking and monitoring of physical education programs. For example, states will need to monitor and report on chronic absenteeism. While not directly related to physical education, we know that students value physical activity and PE classes and having strong physical education programs in place can support the school district in addressing issues of chronic absenteeism.

Additional areas where advocates can work on PE include in the graduation rates and making sure that that physical education is required for graduation, participation rates in physical education by tracking the number of minutes of PE provided to students, and teacher credentials.

Every year, each state must publish a statewide report card and each district¹ must publish a district report card. District report cards must include information for the district as a whole, as well as for each school in that district. These report cards must include, at minimum:

1. Details of the state accountability system, including schools identified for Comprehensive Support and Improvement and Targeted Support and Improvement.
2. Disaggregated results on all accountability indicators, including state assessments and graduation rates.
3. Disaggregated assessment participation rates.
4. Disaggregated results on the indicators that the state and its districts are already reporting to the Civil Rights Data Collection, including, but not limited to:
 - a. access to advanced coursework, such as AP, IB, and dual enrollment;
 - b. exclusionary discipline rates; and
 - c. chronic absenteeism.

5. The professional qualifications of educators, including the number and percentage of
 - a. inexperienced teachers, principals, and other school leaders;
 - b. teachers teaching with emergency credentials; and
 - c. teachers who are out-of-field.

Districts and state report cards must include comparisons of high-poverty and low-poverty schools on these metrics.

6. State, local, and federal per-pupil expenditures, by funding source. These expenditures have to include actual personnel expenditures for each school, not just district averages.

7. The number and percentage of students with the most significant cognitive

disabilities taking the alternate assessment.

8. At the state level, results of the National Assessment of Educational Progress, as compared with national averages.

9. Disaggregated rates at which high school graduates enroll in higher education, if available.



Title I: Funding Opportunities

LEA Plans & Schoolwide Programs

- LEAs are required to develop plans for Title I funding
 - Must include how the LEA will monitor student progress towards the state goals
 - Focus on targeted assistance programs
 - Opportunity to access funds to support PE programs in high needs schools and districts



Local Educational Agency (LEA) Plans

LEAs are required to develop plans for Title I funding. The plan must include how the local educational agency will monitor students' progress in meeting the challenging

State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students, among other requirements.

Schoolwide Programs

An LEA may consolidate and use funds under Title I—Part A, together with other Federal, State, and local funds, in order to improve overall education programming at a school that serves an eligible school attendance area at least 40 percent of the children are from low-income

families, or at least 40 percent of the children enrolled in the school are from such families. A school that doesn't meet these requirements may request a waiver from the State Educational Agency (SEA) to implement schoolwide programs.

An eligible school operating a school wide program is required to submit a plan. The plan must include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will strengthen the academic

program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Targeted Assistance Programs

Targeted assistance programs operate in schools that do not qualify as schoolwide programs or elect not to operate a schoolwide program. Unlike schoolwide programs, Targeted Assistance Schools must focus funds on eligible

children who are failing or who are most at risk of failing to meet state standards.

Each Targeted Assistance School is required to serve participating students identified as eligible children and help them meet the challenging State academic standards, which may include through programs, activities, and academic courses necessary to provide a well-rounded education.



Title II: Professional Development
Funding for teachers, principals and other school leaders.

- ***Can include physical educators***

Title II is a focus area for SHAPE America



Title II

Professional Development

The term professional development is used throughout the bill and is a major focus of Title II funding for teachers, principals, and other school leaders. It is defined, in part, as activities that “are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards.”



Title IV: Safe & Healthy Students

Explicit authority to include nutrition and physical education and other obesity prevention approaches into local educational agency plans.

If LEAs receive a certain amount of funding, at least 20% must be spent on activities that: *“support a healthy, active lifestyle, including nutritional education and regular, structured, physical education activities and programs, that may address chronic disease management with instruction...to help maintain the well-being of students.”*



Title IV

Student Support and Academic Enrichment Grants

Overall, these grants are intended to improve students’ academic achievement by increasing states, LEAs, schools and local communities’ abilities to (1) provide students with access to a well-rounded education (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve academic achievement and digital literacy.

This new \$1.6 billion grant program flows by formula to states. States may reserve up to 5 percent of funds to support school districts carrying out a variety of activities, including offering well-rounded educational experiences to all students. The additional 95 percent of the funds go by formula to LEAs where funds must support at least one activity or program from three separate categories: well-rounded educational opportunities (LEAs must allocate at least 20 percent of funds to this category); activities to support safe and healthy students (LEAs must allocate at least 20 percent of funds to this category); and activities to support the effective use of technology.

Prior to receiving funding an LEA must conduct a needs assessment in order to examine needs for improvement of access to, and opportunities for, a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

In addition to the well-rounded education category, there are opportunities to support physical education and activity in the safe and healthy students category. LEAs can support programs or activities that: integrate health and safety practices into school or athletic programs; and support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the wellbeing of students.

There may also be opportunities to support physical education activities and programs in the technology portion of this grant. While this category does not make a specific reference to a “well-rounded education” it does allow funds to be used for “providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.” This could include physical education courses.

21st Century Community Learning Centers (21st CCLC)

21st CCLC is a \$1 billion program to provide students with a broad array of services, programs and activities during summer recess and expanded learning time (before and after school). Funds flow by formula to states and are competitive grants from states to the local level. Authorized local activities that can be implemented through this program include well-rounded education programs.

ESSA Goals

- Student academic achievement
- Focus on equity/closing the achievement gap
- Graduation rates
- Whole child model & School climate

So why PE?



Active kids learn better.

Physical education addresses the needs of the whole child. When students get more time for PE they do better physically, mentally and emotionally which is good for kids and good for schools.



Health Disparities and the Achievement Gap



Physical Education Benefits:

- Across all groups of race, SES, gender, K-12, and urban or rural
- Physical activity shown to improve academic performance
- Potential strategy for closing achievement gap!

- The benefits of physical education are experienced across diverse racial, ethnic, and socioeconomic groups, among boys and girls, elementary- and high-school students, and in urban and rural settings.
- Since school-based physical activity correlates with improved academic performance it may be an important strategy to address health disparities and the achievement gap

Message Research: PE

- Majorities want more PE in elementary & middle schools
- But who is responsible for making sure kids get enough physical activity during the day?
- Top Messages
 - Linking greater physical activity to helping address the needs of the whole child
 - Kids performing better in other academic subjects
 - Helping to address chronic diseases
- Talking about minutes per day does better than talking about minutes per week





**Physical education in schools improves wellness and academic success of students.
(Audience: Policymakers)**

Physical education is a critical component of the school day.

It's imperative that PE is re-established as part of the school day. This is the only way we'll know that our kids are getting the education and active time that will help them develop healthy habits *for life*. Helping kids get a healthier start means a healthier country overall. We have a duty to provide our kids with the best well-rounded education possible. Instead of cutting PE programs from schools and risking the health of our children, we must ensure our kids get all of the necessary lessons at an early age. Together we can set children off on the right path for a healthy life with the right balance of academic and physical education. **Schools should include a minimum amount of daily physical activity as a part of their education programs.**

Kids are full of energy in and out of school. [Research shows](#) that children need an hour of activity every day, and PE programs in school can play a big part in helping them get there. Our children spend a majority of their day in schools, and ensuring quality physical activity daily will not only improve their health, it will also improve their academic achievement.

Schools need support for physical education programs, facilities, and equipment so kids can be active.

We know it can be difficult for schools to balance funding constraints, but together we can work with policymakers, teachers, and parents to find solutions so kids are able to get a well-rounded education. Every student should have access to physical education in school that promotes physical activity and teaches a healthy lifestyle.

Kids shouldn't miss out on physical education just because of their zip code.

Heart disease and type 2 diabetes have a greater impact on communities of color, and longstanding racial inequities and socioeconomic challenges leave many schools without the resources to provide PE. With all of the competing priorities schools have, health often gets left behind. But students at these schools shouldn't be at greater risk because of where they live. As teachers and parents, we can change this by advocating for policies that create and support PE programs at *all* schools.

Tools & Resources



Voices for Healthy Kids PE toolkit

2016 Shape of the Nation



Shape of the Nation Report



Op-Eds, Social Media, Talking Points, Action Alerts & more at voicesforhealthykids.org/ESSA



Exercise Their Minds



Toolkit now available! physicaleducation.voicesforhealthykids.org

Resources:

Key Messages

Action Alert

Op-Eds

Fact Sheets

Template Ads

Social Media

Success Stories

The screenshot shows a web browser window with the URL <http://physicaleducation.voicesforhealthykids.org>. The browser's address bar and menu bar are visible. On the left side of the page, there is a vertical navigation menu with the following items: Home, About the Issue, Build A Campaign, Resources, Success Stories, and Stay Updated. A blue arrow points from the 'Action Alert' text in the left margin to the 'Resources' menu item. Below the menu is a search box with the text 'Search' and a magnifying glass icon. The main content area features a large banner image of a young boy sitting at a desk, with the text 'ACTIVE KIDS DO BETTER IN SCHOOL.' overlaid. Below the banner is a section titled 'EXERCISE THEIR MINDS™' with the subtitle 'PROTECT PHYSICAL EDUCATION.' and a paragraph of text: 'For too many students, PE in schools doesn't exist. PE programs should not be viewed as an option but rather as a necessity; if we want to set our kids up for a healthy future. Together, with members of our community, local policymakers, and school administrators, we can create a school environment that exercises the minds of our kids and protects physical education. That is where this toolkit comes in. We invite you to use the information and resources made available here to support changes in your community that make growing up a healthy weight possible.'

Join PE Action Team



GET INVOLVED SUCCESS STORIES PRESS UPDATES ABOUT THE INITIATIVE

EXERCISE THEIR MINDS Protect Physical Education

The benefits of physical education ring clear as a school bell. With daily PE, we can keep kids' hearts healthy and their minds in gear to do their best at school. The fact is, active kids learn better. And the benefits don't end there. Physical education has positive impacts on their physical, mental, and emotional health.

Yet competing priorities are making quality PE programs less and less common. But with your help, we can change that.

Join our PE Action Team! As an action team member, we'll keep you up-to-date on campaigns in your community and around the country in support of PE and provide opportunities to get involved.



[Join the PE action team!](#)

New Campaign

When we #ProtectPE, we help kids learn and stay healthy.

Join us:

VoicesforHealthyKids.org/PE

AHA ESSA Priorities

Policy Objective: Increase the number of states that include physical education in their State accountability systems and in their State and local report cards, as allowed under the Every Student Succeeds Act.



Timeline

April – December 2016: State Planning Committees & Workgroups established

must be created with “*meaningful consultation*” with... a state’s governing entities...LEAs, education professionals, and **parents**.

Timeline

- ***April 2017 and September 2017: State Plan submitted for review and public comment***, which the law requires be open for at least 30 days.
- ***Spring 2017 – State and local funding plans aligned with State Plans submitted*** opportunity to access funds at the local level in support of PE
- ***SY 2018-2019: Implementation of ESSA***

Next Steps



- Find out what is happening in your state
- Ask to join a workgroup. If already formed, attend and participate in meetings
- Talk with your Department of Education and education coalition partners
- Submit public comments on the state plans to advocate for PE inclusion within the accountability system

Show how physical education programs help schools and students succeed

Q & A





Stay tuned for more resources available at:
www.voicesforhealthykids.org/essa

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