Deep Dive on Current ESSA Landscape

Healthy Students, Promising Futures
Learning Collaborative
Current Status of ESSA

• 17 states have submitted plans for peer review
• Final deadline September
• Trump administration repealed regulations and provided updated template; budget concerns
• Implementation still planned for SY 2017-2018
Opportunities for Supporting Health and Wellness in ESSA

• Title I: funding to states and school districts with high percentages of low-income children
• Title II: professional development and literacy
• Title IV: Student Support and Academic Enrichment Grants and community support for school success
Title I

- State accountability systems: required measure of school quality or success
- Report cards: required to include chronic absenteeism
- School improvement: required to include evidence-based interventions and identify resource inequities; informed by needs assessment
Title II

• Increased flexibility around how professional development funding can be used.
• Allowable uses include supporting school staff in addressing chronic absenteeism
• Working conditions
Title IV, Part A

• Student Support and Academic Enrichment Grants
  – Needs assessment
  – Programs that promote student health and well-rounded education
17 State Plans Submitted for Spring Peer Review

- Arizona
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Illinois
- Louisiana
- Maine
- Massachusetts
- Michigan
- Nevada
- New Jersey
- New Mexico
- North Dakota
- Oregon
- Tennessee
- Vermont
Measures of School Quality/Student Success

• 14 states include chronic absenteeism
• 14 states include more than one indicator
• Weighting of school quality measure: 5%-25%
Measures of School Quality/Student Success

- Chronic absenteeism (14)
- Physical fitness (5)
- College and career readiness (5)
- On track graduation for 9th graders (5)
- Student engagement (3)
- Access to the arts (3)
- Postsecondary enrollment (3)
- School climate (2)
- High school completion (2)

- Advanced coursework (2)
- Consistent attendance
- Participation rates on tests
- Choice to re-enroll in same school
- Early childhood education
- Time spent in the library
- Enrollment in science courses
- Access and opportunities/interest and opportunities
Chronic Absenteeism

• 11 define as missing 10% or more of school for any reason
• Maine includes consistent attendance
• New Mexico reserves right to not count reasons beyond the control of a school
Physical fitness

- Students meeting or exceeding the “Health Fitness Zone Standard” in all four areas of the Connecticut Physical Fitness Assessment.
- Time spent in PE
- Presidential Youth Fitness Program-aligned “healthy zone”
- Military ready (physically fit as deemed by PE instructor)
- Louisiana’s “interests and opportunities indicator” will measure extent to which a school is supporting a well-rounded education
HSPF Learning Collaborative States

• **Colorado**
  • Chronic absenteeism (K-8)
  • Drop out rate (high school)
  • Possible future indicators: school climate, safety, parent/student satisfaction, engagement.

• **District of Columbia**
  • 90%+ attendance
  • Access and Opportunities indicator

• **Illinois**
  • Chronic absenteeism
  • School climate

• **Massachusetts**
  • Chronic absenteeism
  • Success in grade 9 courses
  • Successful completion of broad and challenging coursework (high school)

• **New Jersey**
  • Chronic absenteeism

• **Tennessee**
  • Chronically out of school
  • Ready to graduate
School Improvement

• 13 state plans specifically include health and wellness/school climate as a school improvement strategy

• Bright spots:
  – Connecticut
  – Illinois
  – Tennessee
Professional Development

• 14 state plans specifically highlight non-academic interventions as an allowable use of PD funding
• Bright spots:
  – Delaware
  – Illinois
  – Maine
  – Oregon
Title IV

- 16 states indicate they will support school districts in using Title IV, Part A funding for health and wellness activities

- Bright spots:
  - Connecticut
  - Tennessee
Additional Work Needed

- Needs assessments
- Evidence based practices
- Cross-sector collaboration
Contact Information

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Deep Dive on ESSA Today

Tennessee
TennESSA Succeeds
How Tennessee Supports Health and Wellness in ESSA

- Chronic Absenteeism
- Coordinated School Health
- Strategic Plan
- Safe & Healthy Learning Environments
- School Improvement
- Supporting Districts
- Title IV
We believe in the strong evidence that student absenteeism has a profound influence on academic outcomes and that reducing chronic absenteeism will help improve life outcomes for our students in Tennessee.

New measures for school quality and student success included stakeholder perspective with two key concerns: *Opportunity to Learn* and Readiness for Success After Graduation.

The *Chronically Out of School* indicator represents a measure that reflects the priority interests of stakeholders.
# District Accountability Areas

<table>
<thead>
<tr>
<th>Six Areas</th>
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<tbody>
<tr>
<td><strong>3-5 Success Rate</strong>*</td>
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<tr>
<td><strong>6-8 Success Rate</strong>*</td>
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<tr>
<td><strong>9-12 Success Rate</strong>*</td>
</tr>
<tr>
<td><strong>Chronically Out of School</strong></td>
</tr>
<tr>
<td><strong>Graduation Rate + Ready Graduate</strong></td>
</tr>
<tr>
<td><strong>K-12 English Language Proficiency Assessment (ELPA)</strong></td>
</tr>
</tbody>
</table>

*Success rate includes science, ELA, math and ACT/SAT composite. It may also include social studies in future years.*
Intended to measure the amount of class time a student has with his or her teacher of record.

Student is chronically absent if he/she misses 10% of school year, for example, 18+ in a 180 day calendar.

Tennessee students who are chronically absent in kindergarten are 15 percentage points less likely to reach proficiency in either 3rd grade math or ELA.

Tennessee students who are chronically absent in 9th grade are 30 percentage points less likely to earn an on-time diploma (62% vs. 92%).
Why is the Chronically Out of School indicator important to Tennessee?

- Multiple research studies link poor attendance with reduced academic outcomes.
- Only looking at average daily attendance rate tends to mask attendance problems, particularly within subgroups.
- Harmful effects of poor attendance are cumulative.
- Districts and schools have access to rich attendance data that can be monitored throughout the school year.
- Chronically missing school is an indication of conditions that can be successfully addressed.
Steps to address the root causes of chronic absenteeism

- Step 1: review the data
- Step 2: identify differences across schools
- Step 3: unpack contributing factors, including health
Step 1: Reviewing the data

- Student management system/attendance
- Student management system/discipline
- Student/family support services
- Student and parent focus groups
- Transportation, other non-traditional sources
- Coordinated School Health

Department established Office of Coordinated School Health February 2001.

In 2006, Tennessee became the only state in the nation with a legislative mandate and $15,000,000 in state funding per year to implement CSH in all school districts.

School Health Index

School Health Advisory Councils
Coordinated School Health Annual Data

- **Annual Report**: information on programmatic outcomes and selected student health indicators; each district submits an action plan each year with goals on the areas of leading educationally relevant health disparities impacting student attendance specific to their district.

- **Health Services Report**: survey of school systems to assess the scope of school health services.

- **Physical Activity/Physical Education Report**: information on physical activity and physical education.
In 2015-16, there were 3,885,680 student visits to a school nurse. 87% percent of those visits resulted in a student’s ability to return to class instead of being sent home.

In 2015-16, 205,254 students had a chronic illness or disability diagnosis (21% of all students statewide).

Between 2004-05 and 2015-16, total number of students with chronic illnesses or disability diagnoses increased by 236%.

Most common: asthma (34%), ADD/ADHD (26%), severe allergies (17%).
Asthma

- Continues to be the #1 chronic illness causing student absenteeism.
- Based on health services trend data, ensuring students with asthma are receiving support they need to effectively manage their conditions so they stay safe and can attend school ready to learn is a continuing concern.
- Specific areas of concern include the availability of school nurses.
- ESSA planning stakeholders: areas of concerns on what our plan should include and address was the need for additional services at school sites to promote health, wellness, and safety. “Students are much less likely to be successful if basic needs are not addressed.”
## Step 2: Identify differences across schools

<table>
<thead>
<tr>
<th>District X Elementary Schools</th>
<th>Average daily attendance rate</th>
<th>% of students chronically absent</th>
<th>% of ED students</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>93.8</td>
<td>17.9</td>
<td>87.6</td>
</tr>
<tr>
<td>School B</td>
<td>94.7</td>
<td>12.1</td>
<td>58.5</td>
</tr>
<tr>
<td>School C</td>
<td>95.0</td>
<td>9.9</td>
<td>77.5</td>
</tr>
<tr>
<td>School D</td>
<td>96.3</td>
<td>6.7</td>
<td>42.8</td>
</tr>
</tbody>
</table>
Step 3: Unpack contributing factors

- Unexcused vs. excused absences
- Sporadic vs. consecutive absences
- Social avoidance
- Academic struggles
- Safety, bullying
- Discipline
- Family issues
- Undiagnosed disabilities
- School Climate, relationships
- Health
Tennessee succeeds by focusing on 5 priority areas: Early Foundations & Literacy, High School & Bridge to Postsecondary, Educator Support, District Empowerment, and All Means All.

All Means All involves providing individualized support and opportunities for all students, with a specific focus on those who are furthest behind and historically underserved.

Creating Safe & Healthy Learning Environments: Supportive learning conditions are critical.
Creating Safe & Healthy Learning Environments

- Tennessee recognizes the relationship between health and education and the need to strengthen health and well-being within the educational environment for all students.

- Needs assessment used by all schools and districts in Tennessee will be expanded to address well-rounded components, including climate and culture, enrichment, health, physical education, and other components that align with ESSA’s well-rounded emphasis.
School Improvement

- State application process for school improvement focuses on 3 evidence-based levers that will be foundational in comprehensive plans for improvement:
  - Strong leadership, effective instruction, and student supports.
- Student Supports includes strong family engagement, safe and secure school and learning environment, student physical and mental health, and community support.
Supporting Districts Through Relevant Information

- Created and expanded our online portal, ePlan, as another key empowerment mechanism.
- Transparency of ePlan provides assurance that funding aligns with district goals and that goals are based on a comprehensive needs assessment.
- Allows district leaders to work across multiple funding sources to identify opportunities for collaboration and consolidation.
Supporting whole child and supportive learning environment promotes equity and excellence for all of our students.

Stakeholders said health & wellness are critical along with supporting academic interests and lifelong learning.

Districts/schools have flexibility needed to invest new federal resources wisely in meeting needs of all students to attain a well-rounded education (All Means All).

Grant $ provide resource to districts to prioritize & determine how best to serve their students, ensuring a well-rounded education in a safe & healthy environment.
Title IV continued: Renewed Focus on the Whole Child Under ESSA

- Activities in 3 broad areas: Well-Rounded Educational Opportunities, Safe and Healthy Students, and Effective Use of Technology.

- Assisting districts/schools in collecting data needed to conduct a needs assessment.

- Assisting districts/schools in developing collaborative models that build upon existing internal supports.

- Each district will also have flexibility to utilize its grant funds to support these well-rounded opportunities based on its specific needs.
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