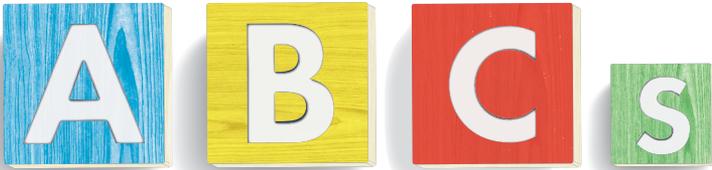


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of ESSA

October 6-7, 2016





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WELCOME

Dear Colleague,

Welcome to Chicago! I'm delighted that you could join us for this special EWA seminar on covering the impact of the new federal education law known as the Every Student Succeeds Act.

The 1965 passage of the landmark Elementary and Secondary Education Act (ESEA) ushered in a new era of federal involvement in K-12 schooling. From the start, advancing equity for disadvantaged students has been at the heart of the law. Now, a half-century later, an update of the ESEA is replacing the No Child Left Behind Act, the version of the legislation enacted 15 years ago. Debates about equity — and the proper federal role in promoting it — rage as fiercely as ever.

As NCLB gives way to ESSA, we are on the cusp of a reset in the relationship between the federal government and the nation's roughly 100,000 public schools. The new law, which determines how billions of federal education dollars are distributed, is less prescriptive than NCLB and leaves more to states' discretion. But it's far from clear how states will use their new freedom.

During our time together, we will explore this complex new law and its implications for schools. We want you to come away confident in your ability to tell engaging stories on this topic for your unique audiences. As always, I can't wait to see how you use what you learn!

Sincerely,

Caroline W. Hendrie

Caroline Hendrie
Executive Director
Education Writers Association

EWA is grateful to the Joyce Foundation for a grant that made this seminar possible. EWA also thanks the Charles and Lynn Schusterman Family Foundation for its sponsorship and the University of Chicago Urban Education Institute for its support. EWA retains editorial control over all programming.



SCHEDULE

THURSDAY, OCTOBER 6

WELCOME

8:45 a.m.

- **Caroline Hendrie** Education Writers Association

A IS FOR ACCOUNTABILITY

9:00 – 10:00 a.m.

The new federal education law hands states far more discretion over accountability, including how the academic progress of schools and students is measured and the consequences for poor performance. Although the outcomes of required annual testing will remain a key tenet, ESSA also stipulates that states use at least one more measure beyond test scores and (in high school) graduation rates in their accountability systems. What direction are states heading as they revamp their accountability systems?

- **Liz King** Leadership Conference on Civil and Human Rights
- **Chris Minnich** Council of Chief State School Officers
- **Charmaine Mercer** Learning Policy Institute
- **Tony Smith** Illinois State Board of Education
- **Erik Robelen** Education Writers Association (moderator)

FINDING EQUITY IN ESSA: A CONVERSATION

10:15 – 11:00 a.m.

Although ESSA was approved with strong, bipartisan support, actions taken by the Obama administration since then to implement the new law have sparked debate. Critics, including leading Republicans in Congress, argue that the administration has overreached on key issues, such as spending federal aid. The U.S. Department of Education shares its perspective on the law’s potential for improving education, particularly around its efforts to promote educational equity.

- **Emma Vadehra** U.S. Department of Education
- **Caroline Hendrie** Education Writers Association (moderator)

INTERVENING IN LOW-PERFORMING SCHOOLS

11:15 a.m. – 12:15 p.m.

ESSA calls for states to use “evidence-based” interventions in the bottom 5 percent of high-poverty schools. The No Child Left Behind Act and federal School Improvement Grants program called on states and districts to close schools, fire principals, replace faculty, or take other tough steps. Will states continue the practices shaped by previous education law or will states and districts pursue fresh approaches?

- **Eric Guthertz** Mission High School (San Francisco)
- **Carlas McCauley** WestEd
- **Elliot Ransom** University of Chicago Urban Education Institute
- **Sarah Carr** Teacher Project (moderator)

LUNCH

12:15 – 1:00 p.m.

TOP STORY IDEAS TO STEAL ON ESSA

1:00 – 2:00 p.m.

NPR Education Editor Steve Drummond and Chalkbeat Indiana Bureau Chief Scott Elliott offer story ideas on ESSA for national and local reporters alike. They also offer tips on selling the stories to editors.

- **Steve Drummond** NPR
- **Scott Elliott** Chalkbeat
- **Stephanie Banchemo** Joyce Foundation (moderator)

SMALL-GROUP DISCUSSIONS

2:00 – 2:30 p.m.

A JOURNALIST’S ROADMAP TO ESSA

2:45 – 3:45 p.m.

Learn the ins and outs of the new K-12 law and accompanying federal regulations from a national reporter covering ESSA. How do you find the gems in 392 pages of law and hundreds of pages of regulations to inform reporting? How do you monitor what your states are doing to carry out the law?

- **Alyson Klein** Education Week

SCHEDULE

SPEED DATING WITH EXPERTS

4:00 – 5:00 p.m.

Small-group discussions dive deep into additional ESSA topics, including early childhood education, English language proficiency, testing, parent and “stakeholder” engagement, and social and emotional learning provisions.

- **Bibb Hubbard** Learning Heroes
- **Marie O’Hara** Achieve
- **Elliot Regenstein** Ounce of Prevention Fund
- **Rebecca Vonderlack-Navarro** Latino Policy Forum
- **Roger P. Weissberg** Collaborative for Academic, Social, and Emotional Learning

FRIDAY, OCTOBER 7

WELCOME

8:45 a.m.

- **Sara Ray Stoelinga** University of Chicago Urban Education Institute

WHAT IS AN EFFECTIVE TEACHER?

9:00 – 10:00 a.m.

ESSA requires states and districts to report on how many “ineffective” educators teach in low-income schools. The law also provides funding to encourage the training, recruitment and retention of “effective” teachers and encourage equitable access to such educators. In addition, ESSA frees states from using student test scores as part of their teacher-evaluation systems. What will states do with this newfound freedom, and how will they define ineffective — and effective — teaching?

- **Tequilla Banks** TNTP
- **Angela Minnici** American Institutes for Research
- **Lynn Osborne-Simmons** Chicago Public Schools
- American Federation of Teachers
- **Emily Hanford** APM Reports (moderator)

DOLLARS AND CENTS: NEW REPORTING MANDATES

10:15 – 11:15 a.m.

Under ESSA regulations released by the Obama administration, states must include school-level, per-pupil spending on state, district, and school report cards. These expenditures must be reported by funding source (federal, state, and local), and include personnel salaries, not district or state averages. Are states equipped to handle these mandates?

- **Lindsey Cook** U.S. News & World Report
- **Michael Griffith** Education Commission of the States
- **Emily Richmond** Education Writers Association (moderator)

TRACKING THE DATA UNDER ESSA

11:30 a.m. – 12:15 p.m.

The new law requires states and districts to collect and report all sorts of data they didn’t have to before, such as the number of inexperienced teachers and school-by-school breakdowns of funding. The Data Quality Campaign explains the information states will have to produce and how journalists can tap that data for their own stories.

- **Rachel Anderson** Data Quality Campaign

LUNCH

12:15 p.m.

PLANNING YOUR STORIES

1:00 – 2:00 p.m.

For more info and Twitter names visit ewa.org/essa16

BIOGRAPHIES

For more info and Twitter names visit ewa.org/essa16

Rachel Anderson leads the Data Quality Campaign's work to foster an effective role for the federal government in supporting education data use. Anderson's work focuses on student data privacy, federal policy, student access to data, education research, and state and federal legislation. Before joining DQC in 2013, Anderson worked as a research analyst in early childhood development at Child Trends, a nonprofit research organization. There, she explored topics such as the definition and measurement of school readiness skills, curriculum implementation and evaluation, and teacher preparation and professional development. During her graduate studies, she worked for the Ounce of Prevention Fund, providing early education policy information and guidance to state advocates. Anderson earned a bachelor's degree in political science from Emory University and a master's in public policy from The University of Chicago Harris School of Public Policy Studies.

Tequilla Banks is an executive vice president of TNTP (previously known as the New Teacher Project), where she co-leads the client team and partnerships with school systems. She also oversees TNTP's research and evaluation efforts and heads its Diversity Leadership Council. Prior to this, Banks led TNTP's work with school districts to design integrated approaches to talent and academics. Before joining TNTP, Banks worked for nine years in Memphis City Schools, where she oversaw the district-wide effort to improve student outcomes by increasing teacher effectiveness. Banks holds a bachelor's degree in psychology from Yale University and a master's in social work from the University of Tennessee-Knoxville. She recently completed coursework for her doctorate and is writing her dissertation on policy implications surrounding teacher effectiveness.

Lindsey Cook is the data editor at U.S. News & World Report, where she manages news products and analyzes data of interest to U.S. News readers. In May, Cook, along with her colleague Lauren Camera, released a project on Title I and inequality in school education funding. The project relied on public data, but published the data in interactive tools where readers could look up their school districts. Cook is also an adjunct professor at American University, where she teaches in the interactive journalism master's degree program. In 2013, she was selected as an AP-Google scholar by the Online News Association and embarked on a year-long research project on student retention in undergraduate computer science programs.

Steve Drummond leads NPR's education reporting project, NPR Ed. Drummond brings to this initiative more than 20 years of experience covering education issues, and more than a decade at NPR in a variety of roles. Prior to this assignment, he was the network's senior national editor for six years. In 2012, he also served as acting senior editor for investigations, managing a team of six reporters and producers on investigative projects. Drummond has spent some time in the classroom. In the early 1990s, he left journalism temporarily for a graduate degree in education and a brief career as a middle- and high-school teacher. His journalism and education interests merged in 1993, when he joined Education Week, where he spent six years as a senior editor and writer.

Scott Elliott is the president of the Education Writers Association Board of Directors and bureau chief for Chalkbeat Indiana, a nonprofit news organization created by journalists who believe that an independent local press is vital to ensuring that education improves. He previously served as the education reform reporter for the Indianapolis Star. Prior to that, he wrote primarily about education as a member of the editorial board of the Dayton (Ohio) Daily News after serving as that paper's education reporter for a decade. Elliott and his colleague, Mark Fisher, won the 2005 National Headliner Award for education reporting for a series of stories about testing and the No Child Left Behind Act. Elliott also is the author of "Public Schools, Private Markets: A Reporter's Guide to Covering Privatization."

Mike Griffith serves as the senior school finance analyst for the Education Commission of the States. He has worked in the field of school finance policy for the past 19 years with ECS, the consulting firm of Augenblick & Myers, and the Michigan Senate. His research has focused on the condition of state budgets, the adequacy and equity of state finance formulas, and promising practices in funding programs for high-need students. Griffith is an expert resource to national news media and has been quoted more than 300 times by such outlets as CNN, Education Week, NBC Nightly News, NPR and The New York Times. Griffith holds a bachelor's degree from Michigan State University, a master's in public administration from The Ohio State University and a master's in education management from Trinity College Dublin in Ireland.

BIOGRAPHIES

Eric Guthertz, a Bay Area native, has been the principal of Mission High School in San Francisco for eight years. He began his teaching career over 25 years ago as an eighth grade English and English as a second language teacher in East Los Angeles. He then created and directed The Bill Wilson School, a comprehensive high school for homeless and runaway teens in the Bay Area. Guthertz began teaching English at Mission High School 16 years ago and was the English department chair and assistant principal before becoming principal. Guthertz completed the Stanford Principal Fellows Program, and was a recipient of the 2013 Dream Catcher Award for his support of arts education. In 2014, Guthertz was a recipient of the Mayor's Principal of the Year award and was named the Association of California School Administrators' Region 5 Secondary Principal of the Year in 2015. In 2016, he received the Aim High Educator of the Year Award and was featured in the book "Mission High: One School, How Experts Tried To Fail It, And The Students And Teachers Who Made It Triumph." Guthertz earned his bachelor's degree in English literature and a master's in education from UCLA.

Bibb Hubbard founded Learning Heroes to help build parent and guardian understanding and engagement in their children's education. Prior to Learning Heroes, Hubbard held leadership positions in both advocacy and communications for the Bill & Melinda Gates Foundation's education program; served as a senior vice president and managing director of Widmeyer Communication's New York office; directed Innovation America, a National Governors Association policy initiative; and led government relations at Scholastic. Her public-sector experience includes positions in the Clinton administration at the U.S. Department of Labor and at the White House. She began her career in politics, working for the Democratic Congressional Campaign Committee and on Capitol Hill for a U.S. senator. Hubbard graduated cum laude from Dickinson College with a bachelor's degree in political science and completed an executive program at Northwestern University's Kellogg School of Management.

Liz King serves as a senior policy analyst and director of education policy for the Leadership Conference on Civil and Human Rights, a coalition of more than 200 national organizations. In these roles she leads the organization's policy work around educational equity for all students. Previously, King served as a senior policy associate for education at the Children's Defense Fund. Before joining CDF, King was a legislative assistant and the legislative director for Rep. Chaka Fattah, D-Pa., where she was primarily responsible for education and health policy. She assisted in the drafting of key pieces of legislation, including the Student Bill of Rights Act and the Fiscal Fairness Act. King began her education career as a middle school teacher in

South Philadelphia and is a middle school tutor in Washington, D.C., and Head Start classroom volunteer in Maryland. King holds a bachelor's degree in government and religion from Wesleyan University and a master's in elementary education from St. Joseph's University.

Alyson Klein is an assistant editor at Education Week. She is the co-author of the Politics K-12 blog and writes about the U.S. Department of Education, the secretary of education, the reauthorization of the Elementary and Secondary Education Act, the federal budget, and the role of education in elections. Her work has focused on state education issues as well, writing on developments in Alabama, Arkansas, Idaho, Iowa, and Mississippi. Klein joined the staff in February 2006 after nearly two years at Congress Daily.

Carlos McCauley serves as the director of the Center on School Turnaround at WestEd. He has over 15 years of experience working in school reform and policy development at the local and national levels. Prior to joining WestEd, he oversaw the administration of the federal School Improvement Grants program at the U.S. Department of Education in the Office of School Turnaround. He helped administer approximately \$6 billion dedicated to improving low-performing schools across the country. Prior to that, McCauley worked as the project director for the National Association of State Boards of Education. In this role, he led efforts to assess and pass state policies that enhanced school improvement efforts in secondary schools and also led a national study on school turnaround, "State's Role in Improving Low-Performing Schools Through Restructuring." He also worked on a number of reform efforts in the Los Angeles Unified School District. McCauley earned a doctorate in education policy from the University of Southern California.

Charmaine Mercer is the director of the Learning Policy Institute's Washington, D.C., office and a senior researcher. Previously, she worked at the Alliance for Excellent Education as the vice president for policy and advocacy in standards, assessments and deeper learning and as the director of policy and research for Communities for Teaching Excellence. Mercer also served in the federal government, including as the special assistant to the assistant secretary of the Office of Planning, Evaluation, and Policy Development at the U.S. Department of Education and as an analyst for the Congressional Research Service. She was a legislative staffer on the House Committee on Appropriations' Labor, Health and Human Services, Education, and Related Agencies Subcommittee and on the House Committee on Education and Labor's K-12 education team. Mercer received a doctorate in political science and education policy and a master's degree in American government from Claremont Graduate University in California and a bachelor's in political science from San Diego State University.

BIOGRAPHIES

Chris Minnich is the executive director of the Council of Chief State School Officers. Since taking that position in 2012, Minnich has ushered in a new strategic plan in which CCSSO is committed to making sure all students in the public education system – regardless of background – graduate prepared for college, careers and life. CCSSO has worked with states to raise the bar on standards, assessments and accountability, transform educator preparation programs, design new approaches to teaching and learning, and implement and sustain promising reforms across the country. When Minnich first joined CCSSO in 2008, he facilitated the state-led Common Core State Standards Initiative and then worked as the senior membership director. Minnich has an extensive background in assessment and accountability efforts, working to improve assessments for educators in both the public and private sectors. He was the director of test design and implementation for the Oregon Department of Education from 2003 to 2005.

Angela Minnici is a vice president at the American Institutes for Research. She is also the director of the Education Policy Center at AIR. In addition, Minnici directs the Center on Great Teachers and Leaders, a federally funded comprehensive center dedicated to advancing state efforts to grow, respect and retain great teachers and leaders. She began her career as a public-school teacher and has held various positions in education and research, working with diverse education stakeholders. Minnici earned her doctorate in administrative and policy studies from the University of Pittsburgh.

Marie O'Hara is the associate director of the state policy and implementation support team at Achieve. She manages Achieve's annual 50-state survey and report, researching state policy adoption and implementation efforts in aligning standards, graduation requirements, assessments, data, and accountability systems with the demands of college and careers. Prior to joining Achieve in 2008, O'Hara spent four years at the American Institutes for Research as a research associate on a number of federally funded education projects. O'Hara also spent a year as a research fellow with the Center for Research on Children in the U.S., researching the effectiveness of Tulsa Public Schools' pre-K program. A Philadelphia native, O'Hara holds a bachelor's degree in political science from Wake Forest University and a master's in public policy from Georgetown University, where she wrote her thesis on the relationship between state-level education policies and high-school academic achievement.

Lynn Osborne-Simmons has been a teacher with Chicago Public Schools for 17 years. She is a member of the National Network of State Teachers of the Year (NNSTOY) and Educators 4 Excellence (E4E). Since joining E4E last year, she has participated in a number of initiatives, including the Teacher Action Team on the Elementary and Secondary Education Act in 2015 and the Teacher Policy Paper for Teacher Evaluation in 2016. Osborne-Simmons's great uncle, Emory Simmons, was a pioneer in education and had a great influence on her professional practice. She received her bachelor's degree in interdisciplinary studies from Blackburn College and also holds master's degrees in special education from Northeastern Illinois University and English as a second language from American College of Education.

Elliot Ransom is a co-interim CEO and the director of school improvement at UChicago Impact. Ransom oversees the strategy development and operations of both 5Essentials and BEL (Becoming Effective Learners). Ransom works with leaders and staff from across the Consortium on School Research to ensure a collaborative approach to UChicago Impact efforts to solve education-based problems. Prior to joining the Urban Education Institute, Ransom worked as the director of school support at The Achievement Network. Ransom earned his master's degree in business administration in leadership and change management and operations management from DePaul University's Kellstadt Graduate School of Business. He is also a Teach for America alumnus.

Elliot M. Regenstein leads the Ounce of Prevention Fund's national policy consultation practice and coordinates its overall state and national policy efforts. He has extensive experience in working directly with states on policy development and is a frequent speaker and author on topics including governance, data systems, and linkages between early learning and K–12. He also partners with the First Five Years Fund to support policy change at the federal level. Regenstein was one of the chief architects of Illinois' 2006 Preschool for All program while serving in the governor's office as the director of education reform. Regenstein co-chaired the Illinois Early Learning Council for five years and served for 12 years as a member of the council's executive committee. Regenstein holds a bachelor's degree in history from Columbia University and a law degree from the University of Michigan.

BIOGRAPHIES

Tony Smith is the Illinois state superintendent of education, appointed by the State Board of Education in May 2015. Previously, Smith was the executive director of the W. Clement & Jessie V. Stone Foundation, which annually awards more than \$5 million in grants that support children's development and education. Prior to that, Smith led the Oakland Unified School District in California. Smith served as the deputy superintendent for the San Francisco Unified School District, where he led efforts to close the achievement gap, and as the superintendent of the Emery Unified School District. Smith earned his bachelor's degree in English in 1992 from the University of California, Berkeley, where he was captain of the football team and also went on to earn his master's and doctorate in the Division of Language, Literacy and Culture from the Graduate School of Education.

Emma Vadehra began her service as the chief of staff to former U.S. Secretary of Education Arne Duncan in July 2013. From 2009 to 2011, she served as the deputy assistant secretary for planning, evaluation and policy development at the U.S. Department of Education, overseeing K-12 education policy development and issues related to the Elementary and Secondary Education Act. From 2011 to 2013, Vadehra was the chief of staff at Uncommon Schools, a charter school management organization. Before joining the Department in 2009, she worked as a senior education counsel for the late Sen. Edward M. Kennedy on the staff of the U.S. Senate Education Committee, as well as on K-12 education policy, and student loan and national service policy. Vadehra has a law degree from Yale Law School and a bachelor's degree from Brown University.

Roger P. Weissberg is a distinguished professor of psychology and education and, the NoVo Foundation endowed chair in social and emotional learning at the University of Illinois at Chicago, where he directs the Social and Emotional Learning Research Group. He is also the board vice chair and chief knowledge officer for the Collaborative for Academic, Social, and Emotional Learning. For the past three decades Weissberg has trained scholars and practitioners about innovative ways to design, implement and evaluate family, school and community interventions. He also received the 2008 Daring Dozen award from the George Lucas Educational Foundation for being one of 12 people reshaping the future of education. Weissberg graduated summa cum laude and Phi Beta Kappa with a bachelor's degree in psychology from Brandeis University and received his doctorate from the University of Rochester. He was the research director for the Primary Mental Health Project and a professor in the psychology department at Yale University for 10 years.



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