

Checking for alignment in

ESSA

EVERY STUDENT
SUCCEEDS ACT PLANS

&

STATE SYSTEMIC
IMPROVEMENT PLANS

SSIP

"Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, disability, family background, or family income."

The Aspen Education & Society Program and the Council of Chief State School Officers. 2017. Leading for Equity: Opportunities for State Education Chiefs. Washington, D.C.

This tool is intended to support state education agencies (SEAs) and their stakeholders, as they work to develop state plans pursuant to the **Every Student Succeeds Act (ESSA)**, and ensure these plans lead to better outcomes for all students, including students with disabilities. The considerations below serve as prompts to deepen thinking about the ways a state's ESSA Plan can help improve achievement and outcomes for students with disabilities by leveraging the work states already have accomplished through a **State's Systemic Improvement Plan (SSIP)**.

Performance Management

The ESSA Plan:

- ☐ Articulates a consistent/coherent vision for students with disabilities as is described in the SSIP (i.e., the theory of action in the ESSA Plan is the same as, or aligned with and supportive of, the theory of action in the SSIP).
- ☐ Includes approaches to supporting school districts with continuous improvement efforts, in ways that are aligned with the infrastructure approaches described in the SSIP (i.e., the state's ESSA Plan leverages infrastructure improvements described in the SSIP).
- ☐ Describes approaches for differentiated technical assistance to schools that are similar to the approaches described in the SSIP.

Stakeholder Engagement (Consultation)

The ESSA Plan:

- ☐ Leverages the stakeholder engagement process and any resulting outcomes used to develop the SSIP, and includes such information in the plan.

Supporting Excellent Educators

The ESSA Plan:

- ☐ Promotes and reinforces capacity-building approaches consistent with those described in the SSIP, as it relates to improving the skills of teachers, principals, and other school leaders to meet the needs of diverse learners, including students with disabilities.

Long-Term Goals

The ESSA Plan:

- ☐ Requires the same annual accountability targets for students with disabilities as are identified in the SSIP.
- ☐ If not, this was an intentional and logical decision (e.g., the SSIP targets reference only a sub-set of students with disabilities).

Accountability, Support, and Improvement for Schools

The ESSA Plan:

- ☐ Includes specific strategies (evidence-based practices/interventions), which are the same as, or aligned with and supportive of, the evidence-based practices described in the SSIP, for those schools that are struggling to meet targets for their students with disabilities.
- ☐ Supports technical assistance regarding evidence-based interventions in ways that are generally consistent with the approach(es) described in the SSIP for implementation of evidence-based practices.
- ☐ Sets expectations or creates conditions in which colleagues within the state agency can:
 - ☐ Successfully collaborate to develop and deploy plans related to improving student performance for struggling learners and schools.
 - ☐ Collaboratively identify shared priorities and work to connect resources (time, money, talent) among efforts under Title I, Title II, Title III, CTE, etc.



Technical assistance is available to further support states in these efforts, through the National Center for Systemic Improvement (ncsi.wested.org/ask-the-ncsi/) and Council of Chief State School Officers (www.ccsso.org).