



# DSC Scorecard for State Plans Under the Every Student Succeeds Act (ESSA)



*The Dignity in Schools Campaign (DSC) is a national coalition of over 100 organizations in 30 states dedicated to dismantling the school-to-prison pipeline. DSC fights for the human right of every young person to a quality education and to be treated with dignity.*

In December 2015, Congress passed and President Obama signed into law the *Every Student Succeeds Act (ESSA)*, which replaces the No Child Left Behind Act. DSC members were actively engaged in the development of ESSA, which includes several important provisions relating to school climate and discipline. States are now in the process of developing their ESSA plans to submit to the U.S. Department of Education on April 3 or September 18, 2017. These plans will take effect at the beginning of the 2017-18 school year.

Advocates can use this rubric, co-authored by the NAACP Legal Defense Fund (LDF), to score their state’s draft ESSA plan based on evidence of stakeholder engagement, meaningful school climate provisions, racial equity, budget and resource allocation, and innovation. Scorecard results can be used in outreach efforts to state officials and other stakeholders to highlight gaps and areas for improvement in the state plan.

**Rate your state’s ESSA plan on a scale from 4 (strongest) to 1 (weakest) in each of the areas below:**

| Score:                                                                      | 4                                                                                                                                                                                                                                                                                                                                        | 3                                                                                                                                                                                                                                                                                           | 2                                                                                                                                                                                                                                                                   | 1                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meaningful Community Stakeholder Engagement</b><br>(contd. on next page) | The state plan provides <b>strong evidence</b> that the state conducted outreach to, and solicited meaningful input from, historically underrepresented groups by using strategies such as holding evening meetings (accessible to immigrant families and those with special needs) in geographically diverse communities using multiple | The state plan provides <b>some evidence</b> that the state conducted outreach to, and solicited meaningful input from, historically underrepresented groups by using strategies such as holding evening meetings in geographically diverse communities <b>OR</b> by using multiple methods | The state plan provides <b>little evidence</b> that the state conducted outreach to, and solicited meaningful input from, historically underrepresented groups.<br><br>The state plan was made available for public comment at least 30 days prior to submission to | The state plan provides <b>no evidence</b> that the state engaged parents and youth from low-income communities of color, community organizations, and other historically underrepresented groups in a meaningful way |

| Score:                                                                      | 4                                                                                                                                                                                                                                                                                            | 3                                                                                                                                                                                                                                                                                                           | 2                                                                                                                                                                                                                                                                                 | 1                                                                                |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                                                                             | <p>methods for collecting feedback (e.g. focus groups, surveys, emails, etc.).</p> <p>The state plan was available for public comment at least 60 days prior to submission to the U.S. Department of Education.</p>                                                                          | <p>for collecting feedback.</p> <p>The state plan was available for public comment at least 30 days prior to submission to the U.S. Department of Education.</p>                                                                                                                                            | <p>the U.S. Department of Education.</p>                                                                                                                                                                                                                                          | <p>throughout the development of the state’s plan.</p>                           |
| <p><b>School Climate &amp; Discipline:</b></p> <p><b>Accountability</b></p> | <p>The state has selected school climate as an accountability indicator and includes a definition for school climate, developed with stakeholders, in the state plan.</p> <p>Measures for school climate include school discipline data and school climate surveys as separate measures.</p> | <p>The state has selected school climate as an accountability indicator but does not include a definition for school climate in the state plan.</p> <p>Measures for school climate include combined measures of school discipline data and school climate surveys <b>OR</b> only one of these measures.</p> | <p>The state has selected school climate as an accountability indicator but does not include a definition for school climate.</p> <p>Measures are limited only to chronic absenteeism, or other metrics, and do not include school discipline data or school climate surveys.</p> | <p>The state has not selected school climate as an accountability indicator.</p> |

| Score:                                                                                         | 4                                                                                                                                                                                                                                                                                                                                                                                                                        | 3                                                                                                                                                                                                                                                                                                    | 2                                                                                                                                                                                                                                            | 1                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>School Climate &amp; Discipline:</b></p> <p><b>Funding and Support for Districts</b></p> | <p>The state has a <b>robust</b> plan for using ESSA funds to support districts in improving conditions for student learning, including by reducing the over-use of exclusionary discipline practices (e.g. providing monitoring, technical assistance, etc.).</p>                                                                                                                                                       | <p>The state has an <b>adequate</b> plan for using ESSA funds to support districts in improving conditions for student learning, including by reducing the over-use of exclusionary discipline practices.</p>                                                                                        | <p>The state has a <b>limited</b> plan for using ESSA funds to support districts in improving conditions for student learning, including by reducing the over-use of exclusionary discipline practices.</p>                                  | <p>The state does not include a plan for using ESSA funds to support districts in improving conditions for student learning.</p>                                                                           |
| <p><b>Racial Equity</b></p>                                                                    | <p>The state plan outlines <b>effective</b> strategies for</p> <ol style="list-style-type: none"> <li>1) providing students of color equitable access to a well-rounded education and rigorous, culturally responsive coursework;</li> <li>2) improving access to effective educators for students of color; and</li> <li>3) improving educators' ability to address the specific needs of students of color.</li> </ol> | <p>The state plan outlines <b>effective</b> strategies for</p> <ol style="list-style-type: none"> <li>1) providing students of color equitable access to a well-rounded education and rigorous coursework; and</li> <li>2) improving access to effective educators for students of color.</li> </ol> | <p>The state plan outlines <b>effective</b> strategies for providing students of color equitable access to a well-rounded education and rigorous coursework <b>OR</b> for improving access to effective educators for students of color.</p> | <p>The state plan does not reflect a commitment to promoting racial equity. It may outline some strategies for promoting equity, but these strategies are not likely to produce the intended outcomes.</p> |

| Score:                                  | 4                                                                                                                                                                                                                                                                                                                                                                                    | 3                                                                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                    | 1                                                                                                                                                                                                                                                      |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Budget &amp; Resource Allocation</b> | <p>The state has included all programs through which it is eligible to receive funding in its state plan (e.g. Title IV, Part A, Title I, Part D, etc.) to ensure the sufficient allocation of resources to schools and districts.</p> <p>The state’s education budget provides the funding required to successfully implement all of the activities outlined in the state plan.</p> | <p>The state has included all programs through which it is eligible to receive funding in its state plan to ensure sufficient allocation of resources to schools and districts.</p> <p>The state’s education budget provides the funding required to successfully implement most of the activities outlined in the state plan.</p> | <p>The state has included all programs through which it is eligible to receive funding in its state plan.</p> <p>The state’s education budget does not provide the funding required to successfully implement some of the activities outlined in the state plan.</p>                                                 | <p>The state has not included all programs through which it is eligible to receive funding in the state plan.</p> <p>The state’s budget does not provide the funding required to successfully implement the activities outlined in the state plan.</p> |
| <b>Innovation</b>                       | <p>The state plan <b>reflects thorough</b> incorporation of current best practices and recent research related to improving education equity and closing educational achievement gaps, including new and effective strategies for promoting educational access and college and career readiness for all students.</p>                                                                | <p>The state plan <b>reflects some</b> incorporation of current best practices and recent research related to improving education equity and closing educational achievement gaps, including new and effective strategies for promoting educational access and college and career readiness for all students.</p>                  | <p>The state plan <b>reflects minimal</b> incorporation of current best practices and recent research related to improving education equity and closing educational achievement gaps, including new and effective strategies for promoting educational access and college and career readiness for all students.</p> | <p>The state plan is not substantially different from the state’s previous plan submitted under federal education law and does not capitalize on opportunities to innovate.</p>                                                                        |