

The Every Student Succeeds Act (ESSA): PA's Progress in Planning & Implementation

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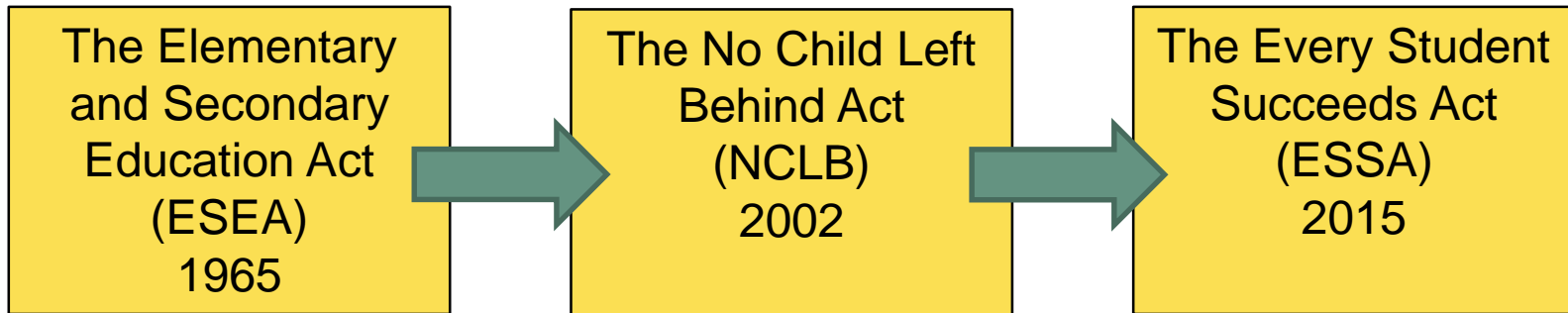
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What is ESSA?



- **ESEA goal throughout:** to promote equal educational opportunity for traditionally underserved children
- **Substantial federal funding** to states and schools to promote equal opportunities
- States are required to **submit plans**

➤ No Child Left Behind vs. ESSA

What hasn't changed from NCLB

- “Challenging” Academic Standards
- Annual statewide assessments
- States to measure school success
- Publicly report school performance data
 - Student data disaggregated by subgroup
 - Race/ethnicity
 - English learners
 - Low-income
 - Students with disabilities
- States must identify lowest performing schools and LEAs/schools develop improvement plans with state guidance

▶ No Child Left Behind vs. ESSA

What has changed from NCLB

- Greater flexibility for states:
 - May identify their own measures of school success
 - May choose their own strategies to identify and provide support to lowest performing schools
- Greater flexibility for LEAs and schools:
 - Title I – Support for schools serving low-income students
 - Title II – Improve teachers and leaders
 - Title IV – Provide “well-rounded education”

What ESSA Requires

- Continue the NCLB requirement of annual statewide testing: grades 3 through 8 and once in high school
- Alignment to state standards which must prepare students for postsecondary success
- LEAs required to ensure 95 percent participation rate in annual tests
- Every student must take the test (i.e., no sampling)

Current Status in Pennsylvania

- PSSAs and Keystone Exams fully aligned to rigorous PA Core Academic Standards
- PASA assessment for students with significant cognitive disabilities
- WIDA assessment to measure attainment of proficiency in English for English learners (ELs)

What PDE is Considering

- Reducing the amount of time students spend on statewide PSSA testing (grades 3-8)
- Eliminating double testing for middle school Algebra I students

What ESSA Requires

- Measure and publicly report school performance
 - Mandatory federal indicators
 - State flexibility to identify additional indicator(s)
 - Results disaggregated by subgroup
- States must identify lowest performing schools:
 - Comprehensive Support and Improvement (CSI) Schools: Bottom five percent of Title I schools and high schools with grad rate below 67 percent
 - Targeted Support and Improvement (TSI) Schools: Schools with low performing subgroups

Current Status in Pennsylvania

- School Performance Profile (SPP) – public-facing school report card and Act 82 Building Score
- Identification of Focus and Priority Schools under NCLB Waiver:
 - Focus: Lowest 10 percent of Title I schools based on highest achievement gap for Historically Underperforming Subgroup OR grad rate below 60 percent
 - Priority: Lowest five percent of Title I schools based on aggregate math and ELA proficiency OR recipient of SIG grant

Accountability - Measures

What PDE is Considering

PDE has proposed the *Future Ready PA Index* as public-facing school report card:

- State Assessment Measures
 - Percent proficient/advanced
 - Meeting growth expectations
 - Moving students from Below Basic to Basic
- On-Track Measures
 - Gr 3 Reading/Gr 7 Math Indicators of Success
 - Attendance Rate/Chronic Absenteeism
 - English Language Proficiency
 - Closing Achievement Gap(s)
- College and Career Measures
 - Career Standards Benchmark
 - Access to Advanced Coursework
 - Industry Credentials
 - Postsecondary Transition

Accountability - Measures

What ESSA Requires for School Accountability

- Replace NCLB Waiver indicators with ESSA indicators
- Indicators required by ESSA to identify CSI and TSI:
 - Proficiency on assessments
 - Another valid academic indicator (growth)
 - Graduation rate: four year cohort plus optional extended cohort(s)
 - EL proficiency in English
 - The “Fifth Indicator:” At least one state-identified “indicator of school quality or student success”
 - One or more of the new Future Ready PA Index indicators

What ESSA Requires

- Identification of CSI schools in 2018-19 based on 2017-18 data (required ESSA indicators plus PA's Fifth Indicator(s))
- LEAs shall in partnership with local stakeholders “locally develop and implement a comprehensive school improvement plan” for each CSI school
 - Based on “school level needs assessment”
 - Include evidence based interventions
- TSI schools identified in 2019-20

Accountability - Intervention

PDE's Next Steps

- PDE has created an Office of School Improvement
- All school improvement functions will be assigned to this office
- Development of guidelines for the school level needs assessment for schools identified as CSI
- Development of inventory of evidence based strategies for school improvement

➤ Educator Preparation and Evaluation

What ESSA Provides

- Title II provides more flexibility for states, LEAs and schools
 - To support educator preparation and support, professional development and alternative pathways to teacher certification
- Continues requirements for equitable access to excellent educators
- Eliminates federal requirement for states to connect student test scores to educator evaluation (still required in Pennsylvania by Act 82)

➤ Educator Preparation and Evaluation

What PDE is Considering

- Identify the best strategies to ensure effective, diverse educators and school leaders for all students
- Make changes in teacher preparation/preservice practical experiences to improve the readiness of new teachers
- Promote alternative pathways to teacher certification
 - Troops to Teachers
 - Secondary School Career Pathways for Educators

▶ Important Local Decisions

ESSA gives schools and districts new flexibility and responsibility in spending

- LEAs/schools may spend ESSA Title funds on a broad array of activities to meet student needs
- This multiplies the importance of local decision making and collaboration at the building and school board level

▶ Important Local Decisions re Title Funding

- Title I - Activities to meet needs of low-income students
- Title II – Access to effective educators for students from low-income families and minority students
- Title IV - Student Support and Academic Enrichment in three categories:
 - Well-rounded educational opportunities
 - Improve conditions for learning
 - Effective use of technology

Stakeholder Engagement

- Stakeholder workgroup sessions/recommendations
- Legislative engagement activities
- December/January listening tour
- ESSA section of PDE's website
- Parent engagement activities
- Student engagement activities
- Engagement with specific constituencies
 - Special education advocates
 - English learners
 - Teachers/administrators
 - Charter school leaders
 - School librarians
 - Arts advocates
 - Parents/families

▶ Important Dates

- February 10 – Secretary DeVos issues Dear Chiefs letter
- March 9 - Senate joins House Resolution of Disapproval of USDE Final Regulations issued on November 28, 2016; President expected to sign
- March 13 – USDE releases new plan template
- September 18 – Submit State Plan to USDE following 30 day public comment period

More Information

PDE's [Every Student Succeeds Act \(ESSA\)](#) page

How to contact PDE with questions or comments:
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