

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

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# ▶ Every Student Succeeds Act (ESSA)



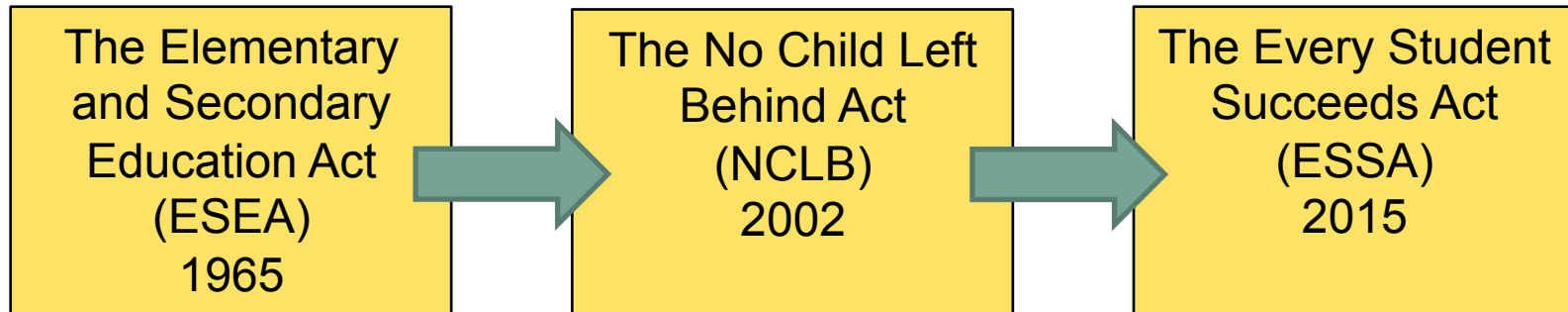
**“With this bill, we reaffirm that fundamental American ideal that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make out of their lives what they will.”**

*- President Barack Obama, 2015*



**pennsylvania**  
DEPARTMENT OF EDUCATION

# ▶ 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**

# ▶ How much federal funding under ESEA/ESSA?

## Allocations to PA School Districts/Charter Schools

- Title I – support for children from low-income families ..... **\$538 million**
  - Title II A - improving teacher and leader quality ..... **\$ 87 million**
  - Title III – support of immigrant students/English Learners .... **\$ 15 million**
  - (New) Title IV - Student Support and Academic Enrichment Grants **\$ 17 million\***
- Total ..... \$657 million**

\* This figure is based on the budget request made by President Obama. This budget has not yet been finalized.

# ▶ Regulatory issue. . .



- On Nov. 28, USDE released FINAL regulations on accountability, state plans and data reporting
- Joint Resolution of Disapproval enacted March 27
- Nov. 28 regs now null and void
- USDE released new plan template on March 13

# ➤ 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 schools:
  - 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

# Accountability - Intervention

## 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
  - Paraprofessional pathway

# ▶ Transparency of Information

## What ESSA requires:

State and school report cards w/data publicly available and easily accessible

- Student performance data by subgroup
- Student access to high rigor coursework (AP/IB, dual enrollment)
- Student access to high quality pre-k
- Educator qualifications
- Per-pupil expenditures of federal, state and local funds by district and school including personnel costs
- School climate/OCR data

## ▶ 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



## More Information

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

How to contact PDE with questions or comments:  
[RA-edESSA@pa.gov](mailto:RA-edESSA@pa.gov)



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