Every Student Succeeds Act

April 12, 2016

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- Product of bipartisan agreement; signed by President Obama on December 10, 2015.

- ESSA replaces No Child Left Behind.

- Currently in process: negotiated rulemaking.

- New framework goes into effect in 2017-18.

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- Every Student Succeeds Act (ESSA) background and key issues:
  - Assessments
  - Accountability
  - Educator certification
  - Educator evaluation

- Ensuring stakeholder voice

- Questions

- Significant implications for:

  – Academic standards

  – Federal funding

  – Pre-K development grants

  – McKinney-Vento: Homeless and foster children

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What Does ESSA Mean for State Agencies?

- New flexibility, new responsibility.

- For PA, continuing our transition: away from compliance, towards support.

- Imperative for more robust technical assistance.

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What Does ESSA Mean for State Agencies?

GAO U.S. Government Accountability Office

United States Government Accountability Office

GAO
Report to the Ranking Member,
Subcommittee on Labor, Health and
Human Services, Education and Related
Agencies, Committee on Appropriations,
House of Representatives

April 2015

RACE TO THE TOP

Education Could
Better Support
Grantees and Help
Them Address
Capacity Challenges

"States and districts reported taking various actions to build and increase their capacity overall through the grant period… **However, both indicated that human capital and financial capacity would be the most challenging to sustain...**"
– *Race to the Top*, GAO Report to Congress, April 2015

EDUCATION WEEK

ESSA Poses Capacity Challenges for State Education Agencies

Capacity of State Ed. Departments Waning on Brink of ESSA Rollout

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- How does ESSA compare with NCLB/ESEA Waiver in key areas?

- What do these changes mean for our schools, educators, and students?

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- **What's still in place?**

  – Annual testing (grades 3-8) and once in high school.

  – States and districts receiving Title I-A must administer NAEP.

  – Reasonable adaptations and accommodations for special needs students.

- # What's new?

  – Assessments can vary in number (formative or summative) and type (computer adaptive, competency-based).

  – Alternative, nationally-recognized, peer-reviewed assessments can be explored at the High School level. (Detailed Federal guidance and regulations are in process.)

  – Tighter standards on use of alternate assessment scores for accountability.

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- **What does this mean for PA?**

  – How can we reduce testing time while ensuring valid assessments aligned to the academic standards?

  – What timeline and format for reporting results maximizes opportunities for effective instructional decision making?

  – What are the implications for Act 82?

- # **What's still in place?**

  – State identification of, and intervention in, underperforming schools based (in large part) on annual assessment results.

  – Publicly available annual state report card (with additional indicators).

  – Performance data reported by subgroup (with additional subgroups).

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- ## **What's new?**

  – Elimination of AYP and 100% proficiency requirement.

  – No federal prescription of state accountability systems, weights, differentiation.

  – Use of non-academic indicators.

  – No federal prescription of school improvement strategies.

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- **What does this mean for PA?**

  – What are the criteria by which we identify lowest-performing schools?

  – How do we ensure effective improvement strategies while allowing for local flexibility in meeting students' needs?

  – What is PDE's role in monitoring and supporting?

- ## **What's still in place?**

  – Assurances that all teachers/paraprofessionals meet state certifications.

  – States must ensure poor and minority students are not taught by inexperienced, ineffective, or out-of-field teachers at higher rates than other students.
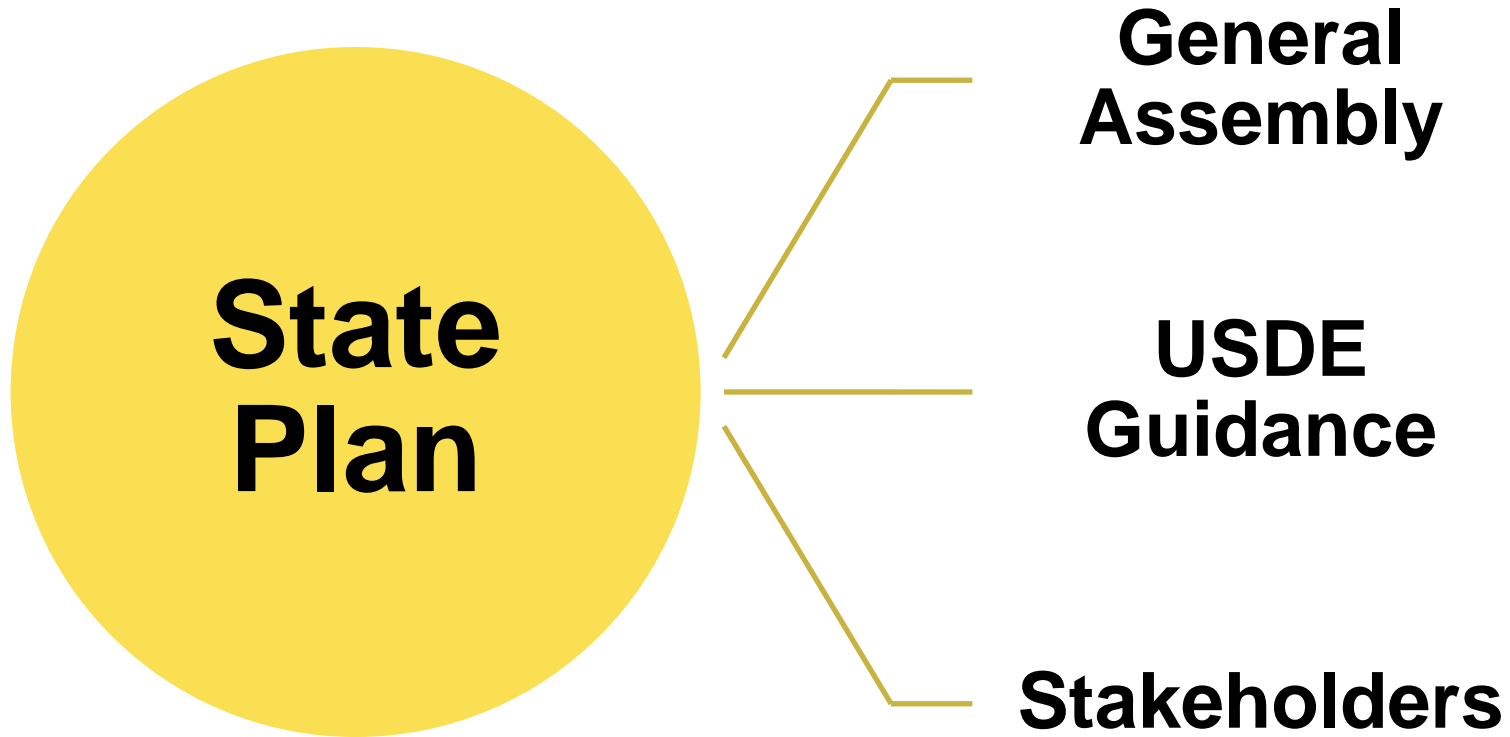
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- ## **What's new?**

    – Eliminates "highly qualified teacher" (HQT).

    – Flexibility to create teacher preparation academies, teacher residency programs, and other program improvements.

    – Changes to Title II funding.

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- ## **What does this mean for PA?**

  - Should any state licensing/certification areas be revisited?

  - Are there unnecessary barriers to placing effective teachers in classrooms that can be addressed in Certification and Staffing Program Guidance (CSPG)?

  - Does the change in law foster any opportunities to address teacher shortages?

  - How do we continue to ensure equitable access to effective educators?

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Educator Evaluation

- *Requirements originally articulated in ESEA waiver guidelines are not a part of ESSA.*

- *New law prohibits USDE from mandating, controlling, or directing state practices.*

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- ## **What does this mean for PA?**

  – Opportunities for discussions with lawmakers and other stakeholders about revisions to the existing Act 82 of 2012.

  – Are there opportunities to improve the efficiency and efficacy of the current system while maintaining educator accountability for student success?

  – Are there additional ways to address the complexities of teaching and learning while maintaining educator accountability for student success?

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State Plan

- General Assembly
- USDE Guidance
- Stakeholders

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Partner Engagement

Council of Chief State School Officers (CCSSO)

General Stakeholders

Diverse thought leaders and state policymakers

- Participate in Whole Group sessions

- Stay connected to progress in areas of interest through PDE updates
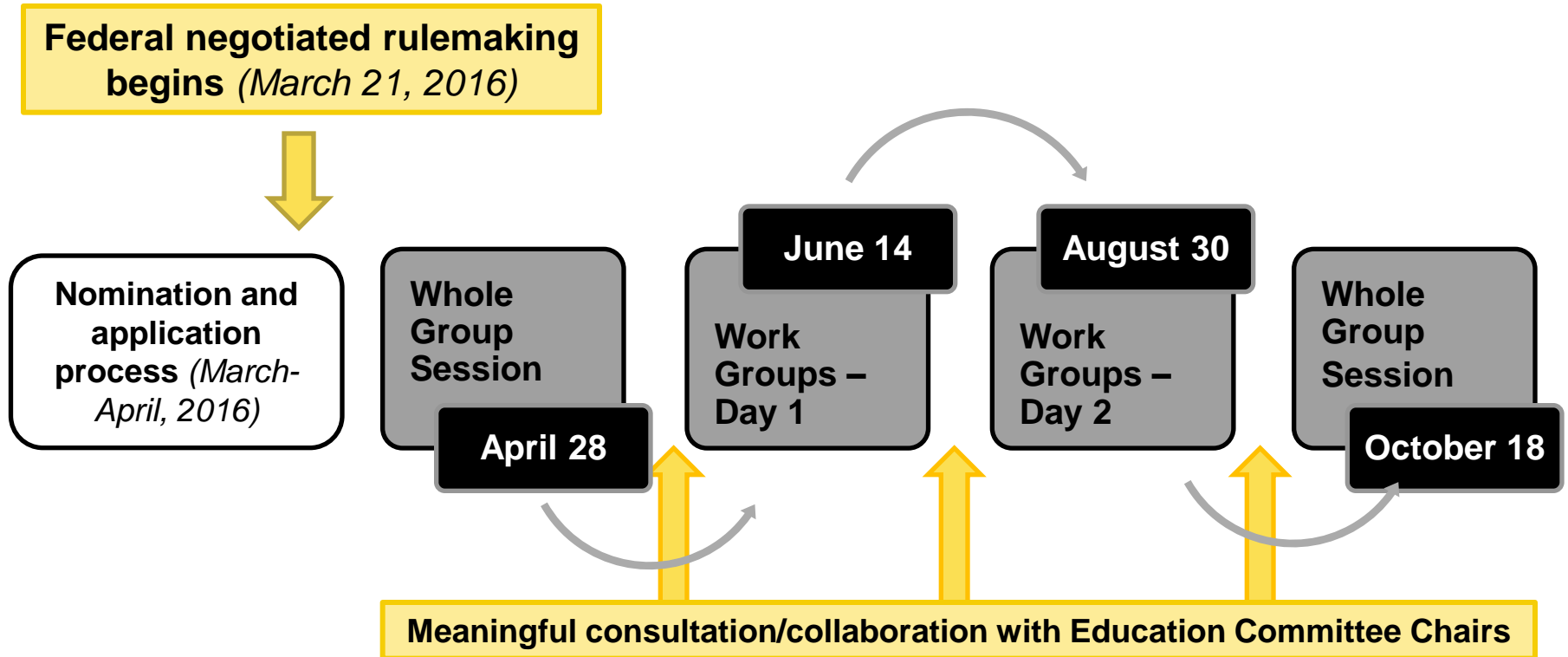
Work Group Members

Diverse practitioners, parents, business and community leaders

- Participate in all sessions

- Explore policy questions, develop draft recommendations

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- **Goal: Identify 15-20 experts with diverse, relevant experience for each work group.**

  – Initial nomination process *(March 3-11).*

  – Invitation to apply for participation in work groups *(April 4-11).*

  – Review of applications by PDE staff *(April 12-14).*

  – Notice to selected work group members *(April 15).*

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Anticipated Timeline for Stakeholder Process

Federal negotiated rulemaking begins *(March 21, 2016)*

Nomination and application process *(March-April, 2016)*

Whole Group Session

April 28

June 14

Work Groups – Day 1

August 30

Work Groups – Day 2

Whole Group Session

October 18

Meaningful consultation/collaboration with Education Committee Chairs

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- **Goal: Develop a process that is productive, inclusive, and transparent.**

  – PDE will provide opportunities to stay connected with the work happening at stakeholder sessions and to share their thoughts throughout process.

Communications & Engaging the Field

Pre-Session (1-2 weeks prior)

- **Work Group Members:** Group-specific agenda and prep materials.
- **Other Stakeholders (including General Assembly):** Materials shared with work groups will be emailed to interested stakeholders.

During Sessions

- **Work Group Members:** Members will be able to interact with expert facilitators.
- **Other Stakeholders:** A summary of scheduled topics will be shared with stakeholders via email. Public can follow along with the day's discussions on social media.

Post-Sessions (1-2 weeks following)

- **Work Group Members:** Following each session, members will receive a summary of discussion points, including action items. Members will have the opportunity to contribute to public updates.
- **Other Stakeholders:** Individuals will receive content-specific updates on progress of work groups.

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Report of Recommendations & State Plan

- Work group members and partners will finalize recommendations in each focus area.

- Draft report will be shared with general stakeholders and field during final session.

- Recommendations will inform the development of Pennsylvania's ESSA State Plan *(deadline TBD, likely spring 2017).*

- Monitor rulemaking, further review.

- Determine timeline to develop the state plan.

- Explore intersections between ESSA and state policy.

- Collaborate with lawmakers, educators, and other stakeholders.

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The mission of the Department is to academically prepare children and adults to succeed as productive citizens. The Department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.