Notes on ESSA PA Consolidated State Plan
Note the page numbers are those of the entire document, not those listed at the bottom of the pages within the document.

Link to Plan: http://www.education.pa.gov/Documents/K-12/ESSA/Resources/Pa%20ESSA%20Consolidated%20State%20Plan.pdf

P. 10 -- As part of its commitment to ensuring that state policy is inclusive and representative of the needs and experiences of students, educators, and communities across the commonwealth, the Pennsylvania Department of Education (PDE) developed a stakeholder engagement process to draft framework recommendations for the development of Pennsylvania's ESSA State Plan. The Department sought input from parents and families, educators, community leaders, education advocates, researchers, experts, policymakers, and other individuals throughout this process.

P. 11 -- Expansion of High Quality Early Childhood Education. (NOTE: More tax dollars for state-funded pre-school, which studies have shown have no lasting advantage for kids, but does give the government earlier access to children!)

P. 12 --Future Ready PA Index -- Includes indicators of student success after graduation

P. 13 -- PA DOE will partner with the PA Community School Coalition http://www.communityschools.org/

P. 15 -- PDE is committed to fully meeting ESSA's requirements related to data reporting, including new provisions to elevate and cross-tabulate student subgroups

P. 17 -- The goal of reducing the percentage of non-proficient students by 50 percent applies to all schools and students, including each student subgroup.

P. 19 -- Pennsylvania's long-term goal is to increase the percentage of graduates every year, for all students and every subgroup, such that Pennsylvania's statewide graduation rate moves from the midpoint among states to the top quarter, and ultimately exceeds 92 percent.

P. 26 -- Pennsylvania posted its draft plan for public comment on the Department's website on August 2, 2017. To facilitate access to the plan, the draft plan was posted in both English and Spanish. **Notice of the publication for comment was sent to all individuals on the Department's ESSA database, all members of the General Assembly and to representatives of the Department's list of education advocacy groups and partners. Notice of the publication for comment was also shared via the Department's social media platforms including Facebook and Twitter**

P. 27 -- Link to AIR Report http://www.education.pa.gov/Documents/K-12/ESSA/Stakeholder/10-18-16/AIR%20Report.pdf

P. 29 -- Link to PowerPoint presented during listening tours http://www.education.pa.gov/K-12/ESSA/Pages/Calendar-of-Events.aspx#tab-1

P. 32 -- Pennsylvania will not consider the development of assessments to be given at multiple points in time.   Pennsylvania is not to implement an assessment that is multiple choice only.

P. 33 -- Poll supported this: The accountability system should start with a student -centered approach which considers the whole student experience including academics, physical and cultural environment, and supports.

P. 34 -- The PA accountability system will enable system wide continuous and sustainable improvement by providing transparent, timely, and meaningful feedback to all stakeholders.

P. 38 -- Pennsylvania defines "languages other than English that are present to a significant extent in the participating student population," as languages spoken as a first or home language by one-half of one percent of the statewide public school enrollment – in 2016-17, this standard equated to roughly 9,000 students. Spanish is the only language that currently meets this criterion with approximately 36,000 speakers during the 2016-17 school year –the next most commonly spoken home languages are Arabic (2,626), Chinese/Mandarin (2,201), Nepali (1,598), and Vietnamese (1,113).

P. 39 -- Pennsylvania provides accommodated assessments in English-Spanish side-by-side for the following:

•PSSA mathematics for students in grades three through eight;
•Algebra I Keystone end-of-course exam;
•PSSA science for students in grades four and eight; and
•Biology Keystone end-of-course exam

P. 45 -- Current Pennsylvania regulation (22 Pa. Code Chapter 4) requires all school districts to teach students in four content areas associated with Pennsylvania's Career Education and Work academic standards: Career Awareness and Preparation; Career Acquisition; Career Retention and Advancement; and Entrepreneurship.

This schoolwide indicator represents the percent of students who demonstrate engagement in career exploration and preparation and implementation of individualized career plans through separate, specific measures based on grade level:

1. The percentage of students who, by the end of grade 5, demonstrate engagement in career exploration and preparation, via https://www.pacareerzone.org/ or a locally designed career exploration and preparation program/curriculum.
2. The percentage of students who, by the end of grade 8, create an individualized career plan and participate in career preparation activities in accordance with District Comprehensive Plans required by 22 Pa Code, Chapter 339.
3. The percentage of students who, by the end of grade 11,
implement their individualized career plan and participate in career preparation activities as assessed through ongoing development of a career portfolio.

P. 46 -- Consistent with existing Office of Civil Rights data collection standards, Pennsylvania will report subgroup performance for the following subgroups:

- All students
- Economically Disadvantaged Students
- English Learners
- Race/ethnicity: African-American/Black; American Indian or Alaskan Native; Asian (not Hispanic); Hawaiian Native or Pacific Islander; Hispanic; Multi-Racial (not Hispanic); White
- Students with Disabilities

P. 48 -- In general, PDE program staff have access to reports with aggregate data. In the select instances where program staff are required to have access to individual-level data, student names and other personally identifying information are not provided. PDE uses industry best practices to protect student privacy when reporting data. Aggregate reports do not include statistics that would allow for the identification of an individual by observing cell size protections.

P. 57 -- PBIS (Positive Behavioral Interventions and Support) is a proactive, data-informed approach to managing discipline that promotes appropriate student behavior and increased learning. The system is based upon a three-tiered framework. Tier one is a system of universal preventive practices and supports for all students across all school settings that emphasizes teaching and reinforcing expected student behaviors. Tier two provides targeted, small group interventions for students classified as "at-risk," who require additional support beyond that which is typically provided for all learners through tier one practices. Tier three provides the most intensive level of interventions that are administered individually for students with the most significant behavioral/emotional support needs.

P. 58 -- This model has been in practice in Pennsylvania through 50 Community Innovation Zones (CIZ) operating since 2015, working on a variety of pre-K to grade three (P3) projects including alignment of effective instructional practices; transition into formal schooling; and family engagement. All CIZ focus on the full P3 continuum and establish collaborative relationships between and among **birth to age five programs**, LEAs, and other community organizations.

P. 61 -- Pennsylvania's educator workforce is comprised of more than 147,000 teachers, principals, superintendents, and other school leaders, as well as approximately 72,000 paraprofessionals and other support staff. As of 2017, Pennsylvania has 131 educator preparation program providers offering 3,236 undergraduate and post-baccalaureate programs

Despite these strengths, Pennsylvania, like other states, is facing a steep decline in the number of qualified teaching candidates, particularly in rural and urban school districts and for hard-to-staff areas like special education, English language instruction, and STEM. Since 1996, the number of undergraduate education majors in Pennsylvania has declined by 55 percent, while the number of newly certified teachers (Instructional I) has dropped by 63 percent since 2010.

In addition to a declining supply of new classroom educators, many Pennsylvania districts also see high turnover rates among school and district leaders. In 2015-16, nearly one in every five schools in Pennsylvania experienced principal turnover. And between 2009-10 and 2015-16, nearly 30 percent of Pennsylvania school districts (140) employed three 28 or more different superintendents; three of these districts employed five superintendents, and 24 employed four.

P. 64 -- Of equal concern to the supply and retention of qualified teachers and school leaders is the lack of diversity within Pennsylvania's educator workforce. Research suggests that educator diversity can play an important part in closing achievement gaps and improving school climate. For example, a recent study by Vanderbilt University linked teachers' race with odds of African American students being labeled as gifted, and research from Johns Hopkins University exploring the prevalence and impact of implicit bias found that race biases teachers' expectations for students of color. Nationally, only 18 percent of teachers are persons of color; in Pennsylvania, the figure is just 4 percent, compared with 29 percent of the state's public school enrollment. Since 1996, the enrollment of African American students in Pennsylvania postsecondary education majors has decreased by 60 percent. This trend carries into bachelor's degree production in education. The number of graduates has decreased by 39 percent since 2000. The decrease in diverse graduates is even higher: African American graduates in education have decreased by 71 percent since 2000, and in **2014, there were only 29 African American male graduates in Pennsylvania and 20 Latino male graduates.** These declines create significant challenges for schools trying to diversify their staffs.

P. 70 -- Troops to Teachers**.**Through a $400,000 federal grant managed by the Defense Activity for Nontraditional Education Support (DANTES), Pennsylvania is implementing a statewide Troops to Teachers program to support veterans transitioning from military service into the educator workforce. Through this initiative, Pennsylvania will implement a statewide network of multiple teacher preparation programs in partnership with the commonwealth's neediest schools. The aim is to implement one or more alternative pathways to Pennsylvania certification that enables veterans who already hold at least a bachelor's degree, to complete critical, specially-designed education courses and immediate opportunities to practice those knowledge and skills as part of the pathway to Pennsylvania teacher certification.

P. 76 -- As part of its broader efforts to promote equitable access to a high-quality, well-rounded education for all students in Pennsylvania, the Department intends to prioritize existing state and federal funding sources, such as Title IV, Part A, Title I, Part A, Title IV, Part B (**21st Century Community Learning Centers**), and Title IV, Part F funds (**Promise Neighborhoods and Full-Service Community School Programs)**

P. 77 -- Goal: Recognizing the impact advanced coursework, such as dual enrollment, AP and IB courses, can have on the success of students' transition from high school to postsecondary education, Governor Wolf established a goal to increase the number of Advanced Placement tests given in high schools by 46 percent by 2020; the Department will work to expand the number of students enrolled in at least one advanced rigor course –including **Advanced Placement, International Baccalaureate (NOTE: this is a UN program!!)**, and dual enrollment courses –each year, and will specifically aim to reduce current gaps.

P. 78 -- LEAs may use Title IV, Part A funds, as well as other federal funds, to provide dual or concurrent enrollment programs or early college high schools, including providing additional services to students who have been identified as low achieving or at risk.

P. 81 -- Pennsylvania has five of the nation's 54 STEM ecosystems formally recognized by the STEM Funders Network, making the commonwealth second only to California as a national STEM Leader. STEM ecosystems, which are communities of practice that integrate resources from business, industry, philanthropic organizations, traditional education networks, afterschool providers, museums, public libraries, and others to provide STEM experiences for all students.

They are Philadelphia STEM Ecosystem; Lancaster County STEM Alliance; Schuylkill/Carbon/Luzerne Region Ecosystem; Pittsburgh Area STEM Ecosystem; PA SEED (Bucks, Chester, Delaware and Montgomery Counties) STEM Ecosystem.

Partnering with Public Libraries to Provide Community Based STEM Education Opportunities: School-based STEM programs are enhanced through public library STEM programs such as TechniGals Summer Camp, TechTubs, special needs toy libraries, and hotspots for low-income residents that are available to students after school and during the summer. Nearly half of Pennsylvania's libraries offer STEM-related programs, equipment, or services. Even more of Pennsylvania's public libraries offer STEM experiences to pre-K through elementary students with 94 percent of libraries providing elementary-age STEM learning and 72 percent of public libraries offering opportunities for pre-K children. Redesigned public library spaces deliver even greater STEM options. Currently, 11 percent of Pennsylvania's public libraries feature maker spaces.

P. 84 -- To help Pennsylvania meet the challenge of competing in a rapidly changing, global economy, in November 2016, the Pennsylvania State Board of Education approved a motion to support the adoption of a statewide postsecondary attainment goal for the commonwealth: 60 percent of Pennsylvanians with a postsecondary degree or credential by 2025.

P. 85 -- The Department continues to support school districts as they develop and implement K-12 career guidance plans, as required by Pennsylvania regulations (Chapter 339). In 2016-17, the Department held 49 trainings for 169 school districts and 13 Career and Technical Centers to provide support in developing and implementing robust Chapter 339 plans.

PA Career Standards website
http://www.education.pa.gov/k12/pacareerstandards/Pages/default.aspx#tab-1

P. 86 -- the Department has teamed up with local, state, and national partners as part of the Reach Higher initiative, launched by former First Lady Michelle Obama in 2015. The Reach Higher initiative aims to help ensure that all students understand what is needed to enroll and complete postsecondary education, whether through a professional training program, a community college, or a four-year college or university. As part of these efforts, Pennsylvania will deploy a number of resources related to college and career advising and guided pathways in the 2017-18 school year and beyond, including regional convenings for school and college counselors this fall.

P. 87 -- Link to Work-Based Learning Toolkit
http://static.pdesas.org/content/documents/Toolkit_WorkBased_Learning_2017.pdf

P. 89 -- Community schools require **a full-time staff person to assess needs of students, staff, and families**; to assess resources available in the community; and to strategically connect and coordinate them for positive outcomes. Resources span basic needs such as food, clothing, physical and behavioral health supports to academic resources such as tutoring, mentoring, after school enrichment and skill building programs. Community schools can also be a community hub to provide access to social service resources to support parents, job training and parent education, as well as before and after school childcare.

The Department strongly encourages LEAs to consider using Title IV, Part A and funds from other programs, such as Title I, Part A, Title IV, Part B (21st Century Community Learning Centers), and Title IV, Part F funds (Promise Neighborhoods and Full-Service Community School Programs), to develop and implement the Community Schools Framework. During the 2017-18 school year, PDE will offer guidance and technical assistance to LEAs and local communities to help identify ways federal and state resources can be leveraged to improve services and supports for students and families.

P. 91 -- Community school work in the Lehigh Valley is led by the United Way of the Greater Lehigh Valley. This initiative incorporates and promotes community schools as a collective impact strategy to improve educational outcomes for students through strong community partnerships with higher education (Lehigh University), corporate (Just Born), and national partnerships (Communities In Schools). United Way of Greater Lehigh Valley has used the Campaign for Grade Level Reading and early childhood education as the fulcrums for its community school work across several school districts in the Lehigh Valley. **This work has shaped the national agenda for United Way's engagement in community schools** and collective impact across the nation and has also served as a local resource for other Pennsylvania communities looking to scale up their community school work. (NOTE: United Way chapters around the country worked hard to force the Boy Scouts to allow openly homosexual Scouts and leaders by withholding funds from the Scouts.)

P. 92 -- The Office of Child Development and Early Learning (OCDEL), in partnership with other PDE offices, has worked to promote pre-K to grade 3 alignment through effective use and sharing of data. Through federal grants, Pennsylvania has created a data/IT "bridge" between the state's early learning data system (PELICAN) and its K-12 data system (PIMS). These new data linkages are used to better understand the experiences and outcomes of children in pre-K as they prepare to enter formal schooling in kindergarten. OCDEL has also partnered with PDE's Office of Postsecondary and Higher Education to promote principal preparation focused on early child development and closing the achievement gap in pre-K to grade 4.

P. 94 -- Pennsylvania's Career Education and Work Standards provide for middle school students to have identified career opportunities aligned to their personal interests; explored relevant education pathways to prepare for careers; and created a personalized career plan including career goals, pathways and training and education requirements. Pennsylvania regulations (Chapter 339) require LEAs to have developed career exploration and counseling plans for students K-12 to assist students in developing necessary skills and competencies.

P. 97 -- As a member of the Complete College America (CCA) Alliance of States, Pennsylvania is committed to significantly increasing the number of students successfully earning degrees and credentials with value, and to closing attainment gaps for traditionally underrepresented populations. Pennsylvania is one of five states selected to participate in CCA's "15 to Finish" Campaign. CCA will provide campuses with customized materials, technical assistance and a customized video. The focus of the campaign is to get students to take 15 credits per semester, or 30 credits per year, to increase the number of students completing degrees.

P. 98 -- Since 2014 the Pennsylvania College Advising Corps has been holding college application events in partner high schools as part of the American College Application Campaign (ACAC), a national effort to increase the number of first-generation and low-income students pursuing a college degree or other higher education credential. The primary purpose of the campaign is to help high school seniors navigate the complex college admissions process and ensure they apply to at least one postsecondary institution.

P. 99 -- A key component to helping students transition successfully to postsecondary is knowing where students go after graduation and how well they are prepared for college and career. Using data from the National Student Clearinghouse and the state's longitudinal education data system, the Department is developing feedback reports to share postsecondary enrollment data, including information on in-state and out-of-state enrollment and institution type, disaggregated by student subgroups.

P. 99 -- Pennsylvania's schools should be safe havens where all students –regardless of their race, color, religion, ancestry, gender, gender expression or identity, sexual orientation, national origin, or ability – feel safe, respected, and welcomed.

PDE's Office of Safe Schools has developed tools and resources, including a no-cost, customizable Pennsylvania School Climate Survey, to help measure, and thereby improve, student engagement, safety, and school climate.
- o Goal: Pennsylvania will increase the number of school districts using the PA School Climate Survey by 200 percent in the next four years. PDE will also work with state and local partners to double the number of schools participating in the biannual PAYS survey by the 2021-22 school year.

P. 100 -- In 2016, the Department launched the PA School Climate Leadership Initiative, in partnership with the PA Association of Intermediate Units (PAIU) and the National School Climate Center (NSCC); participating schools receive training and technical assistance from a designated School Climate Regional Coordinator housed at each of Pennsylvania's 29 IUs.

In April 2017, the Department released the Pennsylvania Equity and Inclusion Toolkit, developed in collaboration with other state agencies, organizations, and partners, which focused on strategies and actions that schools can take to address bias and discrimination in a proactive and effective manner.

The Department is embedding culturally responsive and trauma-informed concepts and competencies within professional development programs and resources available for educators throughout the commonwealth.

The Department has implemented several diverse strategies and resources to support schools and LEAs in preventing and addressing peer-to-peer harassment and violence, including bullying, sexual assault, dating violence, stalking, and hazing through grants, awareness campaigns, technical assistance, model policies, and other supports.

Link to "Bullying Prevention Toolkit and Guides"   http://www.safeschools.info/bp-toolkit-guides

Schools play an important role in promoting protective factors and positive emotional development for children, and are the site for mental health services in seven out of 10 cases of children who receive such services. In collaboration with state and local partners, Pennsylvania has worked to expand access to school-based behavioral and mental health services, which can leverage the Multi-Tiered Systems of Support (MTSS) framework and School Wide Positive Behavior Interventions and Supports (SWPBIS) approach. (NOTE: Are these trained counselors or are schools meddling in an area where they have no training?)

State resources support $2.6 million in competitive grant funding for LEAs and schools through the Department's Office for Safe Schools to develop and implement initiatives aimed at improving school climate, violence prevention, crisis intervention, and promoting social/emotional wellness.

P. 101 -- Pennsylvania is also one of eight states participating in the Collaborating States Initiative, led by the Collaborative for Academic, Social, and Emotional Learning. Through this work, Pennsylvania will develop a roadmap for schools and districts which are looking to embed social-emotional competencies within their curriculum, instruction, professional development, and school climate initiatives. The Department has also worked to make resources related to social-emotional learning available through Pennsylvania's Standards Aligned System (SAS) Portal.

PDE has identified the following priority areas for LEAs to consider using Title IV, Part A or funds from other included programs:

1. Ensuring Well-Rounded, Rigorous, and Personalized Learning Experiences for All Students
     a. Increasing Participation in Advanced Coursework for All Students
     b. Promoting Equitable Access to STEM Education
     c. Supporting Meaningful College and Career Pathways
2. Addressing the Needs of Students through School-based Supports and Community Partnerships
3. Promoting Successful Transitions in Early Childhood through Postsecondary Education
4. Promoting Positive School Climate and Social-Emotional Learning

P. 102 -- As referenced in Section 6.1.A, the Department believes that a positive school climate is essential for student learning and success. PDE is considering using a portion of its 5 percent administrative set-aside from its Title IV allocation to invest in strategies to help LEAs foster safe, healthy, inclusive, and affirming school environments for all students, including:

• Proactively evaluating and improving school climate, including through the use of school climate surveys, implementing new or expanded policies;

• Reducing incidents of violence and harassment, especially incidents tied to bias and discrimination on the basis of race, ethnicity, sexual orientation, gender, gender identity or

expression, religion, ancestry, national origin, or disability; and
• Investing in technical assistance and supports for LEAs to identify disproportionate and exclusionary discipline practices and create conditions for students to remain in school.

PP 104-118 --   Deals with the "Pennsylvania Migrant Education Program" (PA-MEP)

P. 120 -- Entrance Criteria: LEAs in Pennsylvania must utilize a standard home language survey and parent interview to determine which newly enrolling students have a primary home language other than English. For students whose primary home language is not English, an academic records review must be completed to determine if there is evidence of English language proficiency. If no such evidence is found, then the students are screened using one of the WIDA screening tools. The cut scores for identification as an English   Learner are listed in the table below

P. 121 -- Nearly 40,000 students across Pennsylvania participated in afterschool and out-of-school programs funded through the 21st Century Community Learning Centers (21st CCLC) Program in 2015-16. Program numbers for the 2016-17 school year will not be available until the late spring or early summer of 2018 following the completion of grantee reporting in both the state and federal reporting systems in December 2017 (the federal reporting system is called "21APR"). Based upon the numbers reported in 2015-16, and with the addition of a new cohort in October 2017, Pennsylvania expects to exceed the current number of students served and to increase the number of programming hours in its 21st CCLC programs. These programs provide important economic and community benefits by offering working parents and families the reassurance of safe, engaging learning spaces beyond the traditional school day.

P. 122 -- Pennsylvania's 21st CCLC program provides enrichment activities in community learning centers during non-school hours, including tutorial and enrichment programs for a wide range of academic subjects during the afterschool hours, evenings, weekends, summer and holidays when school is not in session. Afterschool programs will utilize research or evidence-based practices to provide educationally enriching activities that will be an extension of the regular school day and enhance student academic performance, achievement, and post secondary and workforce preparation. Programs also promote positive youth development. As required by ESSA, 21st CCLC programs may include the following additional areas:

• Youth development activities;
• Service learning;
• Nutrition and health education;
• Drug and violence prevention programs;
• Counseling programs;
• Arts and music;
• Physical fitness and wellness programs;
Technology education programs;
• Financial literacy programs;
• Environmental literacy programs;
• Mathematics and science; and/or

• Career and technical, internship, or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students.

P. 123 -- For English language learners, translators will be available as part of the afterschool program to translate materials into their native language. Programs will also provide services to students who have been truant, suspended, or expelled to allow them the opportunity to improve academic achievement.

Promoting Parent and Family Engagement.   By offering and providing the families of high-poverty students who attend low-performing schools the opportunity to regularly participate in afterschool programs for active and meaningful engagement in their children's education as well as additional opportunities which include ongoing, sustained opportunities for parents to participate in literacy and related educational development –such as graduate education courses, computer technology, financial literacy and parenting skills programs–the Department will promote parental involvement and further develop family literacy building strategies while advancing the educational development of generations of Pennsylvania's students and their families.

PP 127 - 135 -- Homeless Students (McKinney Vento Act which deals with providing education for the homeless   https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html)

P. 136 -- To improve and expand its support activities as the ESSA Consolidated State Plan is implemented, PDE is adding a third ESL/Bilingual Education Specialist to its Bureau of Curriculum, Instruction, and Assessment. Addition of this staff will increase capacity for monitoring the outcomes of the new English language proficiency indicator proposed for ESSA school accountability in this plan, and allow for greater coordination of support efforts for CSI/ TSI schools with the Office of School Improvement and other offices in the Department.

PP 143- 144 -- Note to applicants of grants:

Example # 4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students