

# Future Ready PA Index



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Office of Elementary and Secondary Education

# Agenda

- Purpose of Future Ready PA Index
- Context and Background
  - Timeline
  - Building Blocks of the Future Ready PA Index
    - Highlights
    - Proposed Indicators: Definitions and Considerations
- Looking Ahead and Next Steps

## Purpose of Proposed Future Ready PA Index

Establish a system of school performance measures that moves beyond point-in-time achievement and values schools' efforts to help all students learn, grow, and succeed in the classroom and beyond.

Guiding Vision

Indicators

Methodology



# Context and Background: Timeline

## **JUNE 2012:**

Act 82 of 2012 signed into law by Gov. Tom Corbett, establishing a statewide system for educator evaluation.

## **JUNE 2013:**

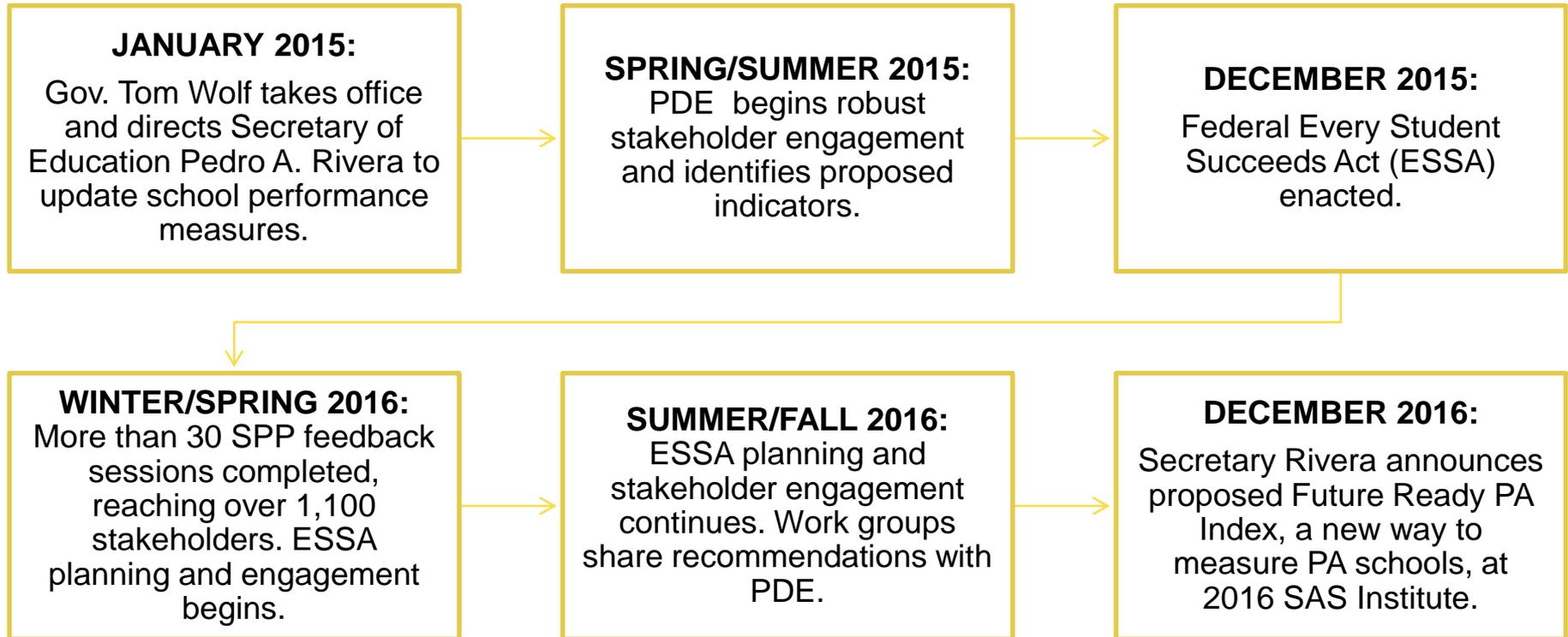
Rules and regulations promulgated by PDE, including measures used for the building level score required under Act 82.

## **OCTOBER 2013:**

PA School Performance Profile (SPP) launched, providing building level scores to all public schools.



# Context and Background: Timeline (*continued*)



## Future Ready PA Index: Highlights

- Increase emphasis on student growth measures, which incentivizes a focus on all learners and is less sensitive to demographic variables
- Measure English language acquisition among ELL students, not simply performance on a test of grade level ELA standards
- Incentivize career awareness instruction beginning at the elementary level



## ▶ Future Ready PA Index: Highlights

- Address the issue of unequal weighting of content areas in the current SPP
- Provide indicators of student success after graduation
- Increase the emphasis on student access to course offerings such as AP, IB, college credit and CTE programs of study



## Future Ready PA Index: Highlights

- Allow LEAs to include locally-selected reading assessments (Grade 3) and math assessments (Grade 7) as additional snapshots of student progress
- Incentivize schools to offer career pathways that culminate with high value, industry recognized credentials
- Recognize schools for decreasing the percent of students scoring at the Below Basic level

# ▶ Three Components of Future Ready PA Index

**1**

**State Assessment Measures**

**2**

**On-Track Measures**

**3**

**College and Career Readiness Measures**



# 1 State Assessment Measures

- Percent Proficient and Advanced on PSSA/Keystone Exams
- Meeting Annual Academic Growth Expectations (PVAAS)
- Students with Disabilities - Meeting Annual Academic Growth Expectations - **NEW**

# State Assessment Measures

## Percent Proficient and Advanced on PSSA/Keystone Exams

- Represents all students scoring Proficient and Advanced on each of the PSSA/Keystone Exams
- Includes all students who take the PSSA/Keystone Exams or Pennsylvania Alternate System of Assessment (PASA) and were enrolled for a full academic year
- PSSA applies to students in grades 3 through 8
- Keystone Exam scores reflect students' best score for all 11th grade students enrolled in the school for the full academic year



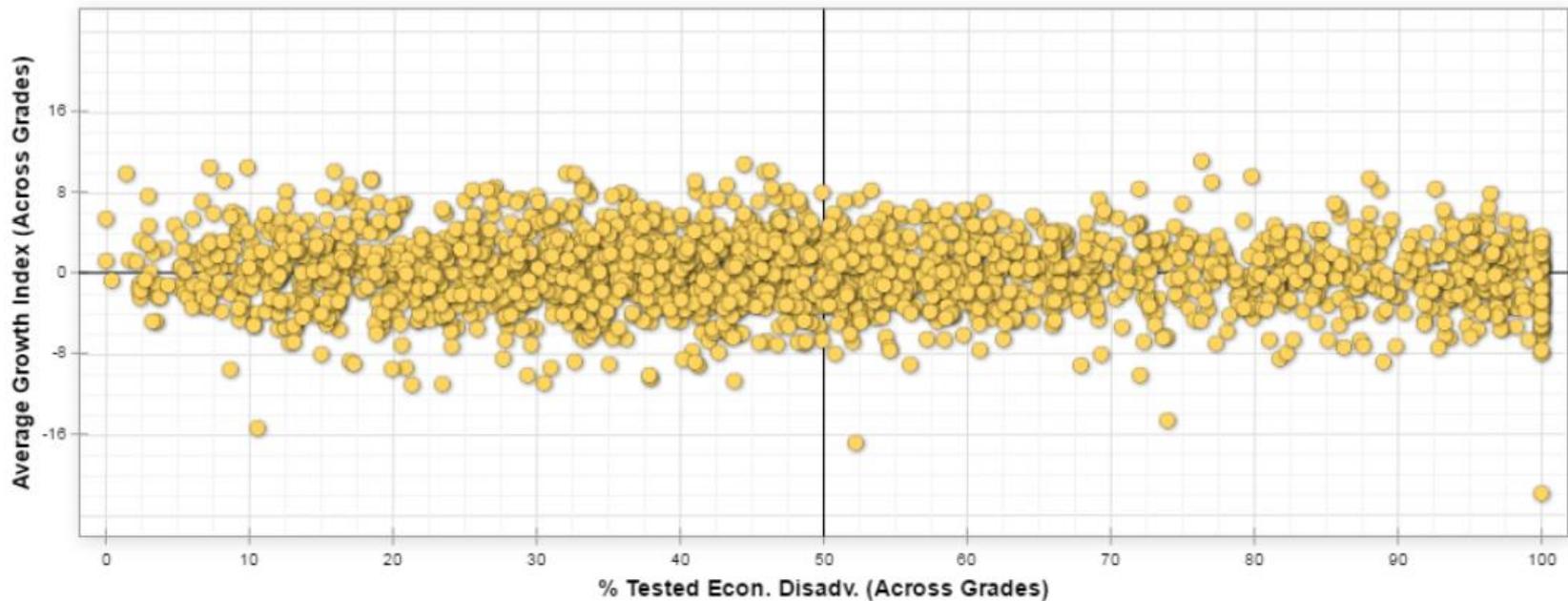
## State Assessment Measures

### **Meeting Annual Academic Growth Expectations (PVAAS)**

- Represents the academic growth of the group of students taking the state assessment(s) as measured by the change in their overall achievement during the reporting year

# State Assessment Measures

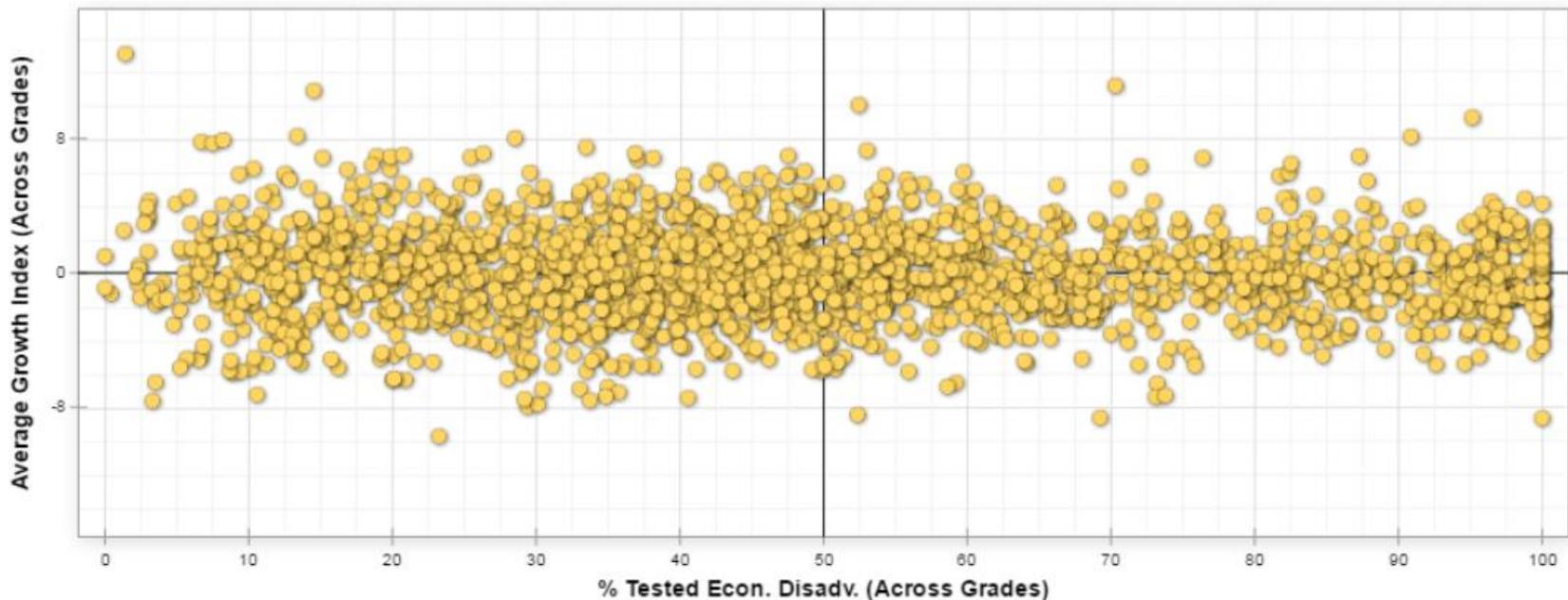
School Academic Growth v. Percent Economically Disadvantaged for 2015-16 PSSA Math across Grades



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# State Assessment Measures

*School Academic Growth v. Percent Economically Disadvantaged for 2015-16 PSSA ELA across Grades*



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## State Assessment Measures

### **Students with Disabilities - Meeting Annual Academic Growth Expectations– (PVAAS) - NEW**

- Represents the academic growth of the group of students taking the state assessment(s) as measured by the change in their overall achievement during the reporting year



## 2 On-Track Measures

- Grade 3 Reading Indicators of Success - **NEW**
- Grade 7 Mathematics Indicators of Success - **NEW**
- English Language Proficiency - **NEW**
- Attendance
- Closing the Achievement Gap



## On-Track Indicators

### **Percent of students meeting the indicators of success on a locally selected assessment in Grade 3 Reading - NEW**

- Represents the percentage of students who demonstrate on-track performance:
  - Measured via a locally selected assessment providing an additional academic data point
  - Includes all students who take the locally selected assessment and were enrolled for a full academic year
  - Local Education Agency (LEA) will determine whether or not to report this measure



## On-Track Indicators

### **Percent of students meeting the indicators of success on the PSSA or a locally selected assessment in Grade 7 Mathematics - NEW**

- Represents the percentage of students who demonstrate on-track performance:
  - Measured via a locally selected assessment providing an additional academic data point
  - Includes all students who take the locally selected assessment and were enrolled for a full academic year
  - Local Education Agency (LEA) will determine whether or not to report this measure



### **English Language Proficiency - NEW**

- Represents the percent of students who were enrolled for a full academic year and are on-track to English language proficiency
  - Calculated using ACCESS test measures which are currently available for all identified English Language Learners (ELLs)

# On-Track Indicators

## Attendance

- The value represented for the reported year equals the number of aggregate days of student attendance divided by the aggregate days school was in session for those students
- This value is based upon previous year's data due to availability data by date of report

## Alternate Definition Under Consideration – Chronic Absenteeism

- Typically measured as the percentage of students missing a certain number of school days, regardless of the reason
- Can be calculated as the percentage of students missing a defined percentage of school days (e.g. – 10 percent or more)

## Closing the Achievement Gap

- One indicator represents closing the achievement gap for all students
- The second indicator represents the historically underperforming student group including:
  - Black or African American (not Hispanic);
  - American Indian/Alaskan Native (not Hispanic);
  - Hispanic (any race);
  - English Language Learner;
  - Economically Disadvantaged;
  - Students with Disabilities.
- Identifies growth in proficiency over an established number of years

# 3 College and Career Measures

- Career Standards Benchmark - **NEW**
- Industry Standards-Based Competency Assessments and/or Industry Recognized Credentials
- AP/IB/College Courses/Career Pathways
- Graduation Rate
- Postsecondary Transition to School, Military, or Work - **NEW**

## Career Standards Benchmark - NEW

- Percent of Grade 5 students who demonstrate the acquisition of skills related to the Career Education and Work standards through engagement in career exploration and preparation activities
- Percent of Grade 8 students who create individualized career plans
- Percent of Grade 11 students who complete career portfolios during the respective reporting school year

## College and Career Measures

### **Advanced Placement (AP) International Baccalaureate (IB)/College Course Offerings/Career Pathways**

- Percentage of Advanced Placement/International Baccalaureate/college course offerings
- Percentage of students enrolled in those offered courses
- Percentage increase in enrollment compared to the prior year
- Percentage of students enrolled in a career and technical education areas of concentration who complete all secondary-level competencies identified as part of approved CTE programs



# College and Career Measures

## Graduation Rate

- Represents the percent of students in the school who graduate in six or fewer years with a regular high school diploma
- Reported year value is the graduation rate calculated for one year previous to the reported year due to availability of this data



### **Postsecondary Transition to School, Military, or Work - NEW**

Represents the percent of high school graduates from the prior year who:

- enrolled in an institution of higher education (in-state or out-of-state) within 16 months of receiving a regular high school diploma; or
- enlisted in the military within 16 months of receiving a regular high school diploma; or
- entered the workforce in Pennsylvania within 16 months of receiving a regular high school diploma.

## Next Steps

- Additional considerations based on 11/28 final ESSA Accountability regulations
  - New opportunities for methodology and presentation of indicators (i.e. – Summative Score vs. Dashboard)
  - Possible revisions to proposed indicators
  - Subgroup calculations and reporting considerations at indicator level
- Continued stakeholder engagement
- September ESSA Plan Submission
- Launch Future Ready PA Index - Fall 2018

## ► Questions or Suggestions?

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.



Send Questions and Suggestions to: [ra-edfuturereadypa@pa.gov](mailto:ra-edfuturereadypa@pa.gov)