Overview of Pennsylvania's Approved No Child Left Behind Waiver

- On August 20, 2013, Pennsylvania's No Child Left Behind waiver request was approved by the U.S. Department of Education

- The waiver is based on three key areas:
  - College- and career readiness for all students;
  - State-developed recognition and accountability for all public schools; and
  - Improving and supporting effective classroom instruction and school leadership.

- The waiver applies to all public schools and local education agencies
  - Traditional public schools and school districts
  - Brick-and-mortar charter schools
  - Cyber charter schools
  - Career and technology centers
  - Intermediate units

- Eliminates Adequate Yearly Progress (AYP) and replaces it with an improved accountability system

- Instead of identifying schools as making or not making Adequate Yearly Progress and declaring them in School Improvement or Corrective Action, the new accountability system designates Title I schools – those with a high percentage of low-income students – as "Priority," "Focus" or "Reward"
  - The Pennsylvania Department of Education will recognize "Reward" schools and provide intervention and support services for "Focus" and "Priority" schools

- Accountability Measures
  - The new accountability system focuses on four Annual Measurable Objectives and recognition and intervention systems for Title I schools – those with a high percentage of low-income students:
    - <u>Test Participation Rate</u> – to meet this goal, a school must achieve 95 percent participation rate on the PSSAs and Keystone Exams
    - <u>Graduation Rate/Attendance Rate</u> – to meet this goal, a school must achieve an 85 percent graduation rate or, if a graduation rate is not applicable, the school must meet the target of 90 percent attendance rate or improvement over the prior year
    - <u>Closing the Achievement Gap for All Students</u> – The achievement gap is determined by comparing the percentage of students who are proficient or advanced on the PSSAs, Keystone Exams or the PASA in 2012-13 (baseline year)
      - 50 percent of the gap will be closed over a six-year period
    - <u>Closing the Achievement Gap of Historically Underperforming Students</u> – Same approach as for All Students, this objective applies to a non-duplicated count of

students with disabilities, economically disadvantaged students and English language learners enrolled for a full academic year taking the PSSA, Keystone Exams or PASA

- 50 percent of the gap will be closed over a six-year period

- Non-Title I schools will not receive a federal accountability designation, they will receive a School Performance Profile score and will have access to all the interventions and supports that are available to Title I schools

- Pennsylvania students, parents, taxpayers and educators will have access to a user-friendly, easy-to-understand means of school performance using the School Performance Profile

Intervention System

- The Pennsylvania Department of Education is committed to providing meaningful and sustainable interventions to Title I schools in "Priority" and "Focus"
  - Strategies include leveraging already available resources as well as integrating continuous improvement processes offered by professional organizations

- The following turnaround principles provide focus for Pennsylvania's school improvement efforts
  - The Elementary and Secondary Education Act Turnaround Principles are aligned with the department's school improvement, principal, and teacher effectiveness frameworks as well as its overall theory of action

  - Principle 1 – providing strong leadership by (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the state education agency that the current principal has a track record of improving achievement and has the ability to lead the turnaround effort; (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget

  - Principle 2 – ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools

  - Principle 3 – redesign the school day, week or year to include additional time for student learning and teacher collaboration

  - Principle 4 – strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous and aligned with state academic content standards.

- Principle 5 – use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data

- Principle 6 – establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

- Principle 7 – provide ongoing mechanisms for family and community engagement

Support System

- Truly effective school turnaround requires making controversial decisions that up end the status quo. To effect school improvement, the department offers many and varied resources

- For the last several years, PDE has implemented a Statewide System of Support utilizing the expertise within intermediate units to provide training and technical assistance

- The Statewide System of Support includes resources, such as the Standards-Aligned System (SAS) and Classroom Diagnostic Tests

- Intermediate units and the Pennsylvania Training and Technical Assistance Network (PaTTAN) provide training and technical assistance to districts as they focus on school improvement

- The department will provide a regionally assigned Academic Recovery Liaisons (ARL) to facilitate and oversee "Priority" schools' use of the training, technical assistance and tools available to them
    - The ARL will develop a working relationship with intermediate units within his/her assigned region and ensure that the intermediate unit is targeting "Priority" schools, and conversely, "Priority" schools are accessing the available intermediate unit services.
    - Where there are needs associated with special populations, such as students with disabilities and English Language Learners, the Academic Recovery Liaisons will facilitate the connection between school leaders and appropriate department resources, such as PaTTAN offices and Title III officials

Differentiated Recognition Under Pennsylvania's Approved No Child Left Behind Waiver	
School Status*	**Criteria**
Reward: *High Achievement*	Highest 5 percent Title I schools (based on aggregate mathematics and reading proficiency for PSSA and/or Algebra I and Literature for Keystone Exams) AND Meets all four annual measurable objectives: • Test Participation Rate in Mathematics/Reading PSSA and/or Algebra I/Literature Keystone Exams) for all students • Graduation Rate/Attendance Rate for students • Closing the Achievement Gap for All Students in Mathematics/Reading PSSA and/or Algebra I/Literature Keystone Exams) • Closing the Achievement Gap of Historically Underperforming Students in Mathematics/Reading PSSA and/or Algebra I/Literature Keystone Exams) (Note: For 2012-13 data, Closing the Achievement Gap will not be measured as this is the baseline year.) AND Not a Priority School or Focus School

Reward: *High Progress*	For 2011-12 and 2012-13 school years: Highest 5 percent Title I schools based on aggregate Pennsylvania Value Added Assessment System (PVAAS) growth score in Reading and Mathematics for PSSA and/or Algebra I/Literature for Keystone Exams for all students OR For 2013-14 school year and beyond: Highest 5 percent Title I schools based on aggregate progress in closing the achievement gap in Mathematics and Reading for PSSA and/or Algebra I/Literature for Keystone Exams combined for the All Students group and the Historically Underperforming Student group. AND Meets all four AMOs: • Test Participation Rate in Mathematics/Reading PSSA and/or Algebra I/Literature Keystone Exams) for all students • Graduation Rate/Attendance Rate for all students • Closing the Achievement Gap for All Students in Mathematics/Reading PSSA and/or Algebra I/Literature Keystone Exams) • Closing the Achievement Gap of Historically Underperforming Students in Mathematics/Reading PSSA and/or Algebra I/Literature Keystone Exams) (Note: For 2012-13 data, Closing the Achievement Gap will not be measured as this is the baseline year.) AND Not a Reward: High Achievement School, Focus School, or Priority School

Focus School	Lowest 10 percent of Title I schools (based on highest achievement gap for the Historically Underperforming Students Annual Measurable Objectives). The aggregate achievement gap is for combined Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams). OR Title I school with a Graduation Rate below 60 percent OR Test Participation Rate below 95 percent AND Not a Priority School
Priority School	Lowest 5 percent of Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra I/Literature for Keystone Exams) OR Title I school receiving School Improvement Grant (SIG) funds
*Title I schools that do not distinguish themselves as either high or low achieving are considered *undesignated schools*.	