

Resuming Federal School Improvement Designations

State Board of Education
March 16, 2022

Every Student Succeeds Act (ESSA) Requirements

- Annual evaluation of school and student group performance and progress (**Assessment**)
- Annual reporting on school and student group performance and progress (**Report Card**)
- Annual designation of schools requiring support (**Accountability**)

ESSA Requirements: PA Waivers

ESSA Requirement	2019-20	2020-21	2021-22
Assessment	Waived	In effect, with flexibilities	In effect
Report Card	Waived	In effect	In effect
Accountability	Waived	Waived	In effect

ESSA Requirements: Waivers (2020-21)



Schweig, Jonathan, Megan Kuhfeld, Melissa Kay Diliberti, Andrew McEachin, and Louis T. Mariano, Changes in School Composition During the COVID-19 Pandemic: Implications for School-Average Interim Test Score Use. Santa Monica, CA: RAND Corporation, 2022.
https://www.rand.org/pubs/research_reports/RRA1037-2.html.

USDE Guidance on Designation Procedures

- Reiterates that “all accountability and school identification requirements under ESEA section 1111 are in effect for the 2021-2022 school year”
- Acknowledges that many state plans for school designation will reset owing to pandemic disruptions
- Outlines certain flexibilities and streamlined process for one-time, one-year adjustments to state designation procedures

School Improvement Designations

Designation Type	Based On	Original Designation Cycle
Comprehensive Support and Improvement (CSI)	School-wide performance <ul style="list-style-type: none"> • Lowest-performing 5% of all Title I schools in the State (roughly 85 schools for PA) • Any school, Title I or not, with a combined 4- and 5-year graduation rate of 67% or less 	Every 3 years
Additional Targeted Support and Improvement (A-TSI)	Schools in which student groups perform at or below CSI thresholds	Every 3 years
Targeted Support and Improvement (TSI)	State-determined standards	Annually

PA Designation Procedures

- Filtering process drawing on **multiple measures**, over **multiple years**
- Step 1: Designate schools exhibiting **low student achievement** and **low student growth**
- Step 2: From schools designated in Step 1, identify schools exhibiting challenges in other areas (e.g., graduation rate, regular attendance)
- Step 3: Designate any high schools, not identified in steps 1 and 2, with a graduation rate at or below 67%

PA Designation Procedures: The Good News

- Filtering process – PA's current approach to designating schools – has been recommended by USDE as an appropriate adjustment given COVID-related data disruptions
- School improvement designations will be finalized using measures that have been more stable over the last 2-3 years

PA Designation Procedures: Challenges

- Current system envisions using multiple, consecutive years of data – which is not possible given 2019-20 assessment cancellation and PA's commitment to not use 2020-21 assessment data for high stakes purposes
- Using multiple years of data will require combining pre- and post-pandemic data

PA Designation Procedures: Priorities

- Maintain core tenets of current system to promote consistency and honor stakeholder voice
- Use all available accountability indicators to maximize comparability, reliability, and validity
- Emphasize equity and mediate data limitations by implementing aggregated student group report

Next Steps: March, Early April

- Model two possible approaches
 1. Single year (i.e., 2021-22) performance
 2. Multi year (2018-19 + 2021-22) performance
- Evaluate resulting lists of schools based on region, school type, urbanicity, and other factors
- Seek technical assistance from USDE, Regional Education Lab, and state TAC
- Continue stakeholder engagement

Next Steps: Mid April

- Draft Accountability Addendum, outlining one-time, one-year changes to school improvement designations; post for public comment
- Generate initial red line of ESSA State Plan based on Addendum components
- Continue stakeholder engagement

Next Steps: Late April, Early May

- Finalize Accountability Addendum; submit to USDE
- Develop training materials for field (chief school administrators)
- Provide public report at May 4-5 State Board of Education meeting

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