



## PA' s ESSA Plan: CSI and A-TSI Schools

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### Background

More information on Pennsylvania's ESSA plan, including *Advisories* from the Association's Education Services Division, is available at [www.psea.org/essa](http://www.psea.org/essa).

- Congress' reauthorization of the Elementary and Secondary Education Act (ESEA) through the Every Student Succeeds Act (ESSA) in 2015 presented Pennsylvania with a once-in-a-decade opportunity to reshape public education.
- On Jan. 17, 2018 PA's ESSA plan was accepted by the U.S. Department of Education.
- The ESSA plan takes an important step in the right direction for our students and members because Gov. Wolf and pro-public education legislators listened to PSEA members who spend every day in classrooms.

### The Purpose and Focuses of ESSA

- *Equity*: ESSA is a civil rights law to support students most in need.
- *Transparency*: ESSA continues the emphasis on data transparency as reported in Pennsylvania through the Future Ready PA Index.
- *Stakeholder engagement*: ESSA promotes the importance of stakeholder engagement through the school improvement process.
- *Multiple measures of accountability*: ESSA uses multiple measures rather than merely state standardized test scores.
- *Accountability for schools*: ESSA changes the point of accountability from districts to schools.
- *State control*: ESSA moves control back to the states and away from the federal government.

### ESSA Requirements for States

- Have college and career ready standards.
- Assess students in math, language arts, and science.
- Disaggregate student data by subgroup.
- Report data with transparency.
- Identify lower-performing schools in need of support and improvement.

### PA's Indicators under ESSA

- **Academic**: Growth; Proficiency; Graduation rates; English Language Proficiency
  - Achievement: percent proficient in math and ELA on state assessments
  - Growth: percent making progress toward English language proficiency and adjusted cohort graduation rate
- **School Quality**: Chronic Absenteeism and Career Readiness

- PA defines chronic absenteeism as the number of students who miss more than 10 percent of school days across the academic year for any reason. Students must be enrolled for 60 or more days. A student is absent if they are not physically participating in instruction or instruction-related activities or on school grounds or at an approved off-grounds location for at least half the school day.
- Career Readiness: reflects the number of students in grades 5,8, and 11 who demonstrate evidence that they have met PA’s Career Education and Work Standards (CEW).

## Categories of Accountability Designations

- **Comprehensive Support and Improvement (CSI)**
  - Lowest performing 5 percent of Title I schools
  - Any high school with graduation rate at or below 67 percent
- **Additional Targeted Support and Improvement (A-TSI)**
  - Any school with one or more subgroups performing as the bottom 5 percent of Title I schools

## PA’s Process to Designate Schools

- **Step 1:** Preliminary designation based on low academic achievement and low growth
- **Step 2:** Evaluation of performance for following indicators:
  - Substantially Weighted Indicators (one or both)
    - High school graduation rate
    - Progress in ELP
  - School Quality Indicators (both)
    - Career readiness
    - Chronic absenteeism
- **Step 3:** Designate additional high schools with graduation rate at or below 67 percent (all high schools, not just Title I).

## Timeline for Designated Schools

- **Year One**
  - Create/establish School Improvement Committee.
  - Conduct school-level needs assessment.
  - Write improvement plan.
- **Years Two through Four**
  - Execute improvement plan.
  - Utilize PDE’s Statewide System of District and School Improvement.
  - Demonstrate commitment to a cycle of continuous improvement.
- **Year Three**
  - Since designation must occur every three years, schools will be able to exit CSI and A-TSI designation in the third year if they meet the following criteria:
    - Exceed accountability determination standards for the next designation cycle.
    - Demonstrate measurable improvement on achievement and other indicators that were the basis of the initial accountability determination.
    - Partner in department-provided technical assistance activities.