

Office of Elementary & Secondary Education

Mission: *To empower Pennsylvania educators to successfully personalize learning for all students.*

Vision: *To provide direct support and an accountability system that create conditions by which all students in Pennsylvania will have access to high-quality, innovative and engaging instruction that effectively prepares them for postsecondary education, workforce training, career pathways, and responsible, involved citizenship.*

Office of Elementary & Secondary Education

Provide quality resources and supports that assist schools in preparing students to be College and Career Ready.

- Equity and Inclusion Initiative
 - Toolkit
 - Hits on PDE site – 7,868
 - Hits on direct URL to the toolkit – 632
 - Social media – 1,500 through Facebook and Twitter
- Further developing this project
 - NISL Coursework
 - Dedicated PIL Course

Provide quality resources and supports that assist schools in preparing students to be College and Career Ready. (cont.)

- Graduation/Dropout Rate for Students with Disabilities



Federal Requirement: *Each State must choose an improvement goal based upon their statewide data for special education.*

Pennsylvania: *Increase the graduation rates of students with disabilities.*

Timeline: *2013 - 2018*

Pilot Sites: *12 LEAs (4 per region)*

Support System



Early Warning System

Identification of Students with Disabilities who are Off-Track

Development of Plan

Early Warning System

- Utilize data systems to identify students who are off-track
 - Attendance (10% > or 2 or more absences in first 20 days of each quarter)
 - Behavior (office discipline referrals – suspensions, signs of disengagement)
 - Course Performance (course failure in English or math, GPA below 2.0, credit failure for promotion)

Identification of Students with Disabilities who are Off-Track

At what point is a student considered off-track for graduation?

| EWS Metrics | Description | Calculation | Green | Yellow | Red |
|--|---|--|------------------------------|------------------------------|------|
| Attendance | Daily Attendance Rate | (Number of days student was in attendance during current school year/number of school days during current school year) * 100 | > 90% | Between 80% and 90% | <80% |
| Behavior (School Code of conduct) | Number of School Code of Conduct Violations during the current school year. | Count of Incidents where Infraction Category is School code of conduct violation | $0 \leq \text{Count} \leq 3$ | $4 \leq \text{Count} \leq 5$ | > 5 |
| Behavior (State Reportable Offenses) | Number of State Reportable Offenses during the current school year. | Count of Incidents where Infraction Category is State Reportable Offense | 0 | - | > 0 |
| Course Grades - Math | Math Course Grade for the most recent grading period | Numeric course grade value | > 70 | Between 60 and 70 | < 60 |
| Course Grades - English / Language Arts | English/Language Arts Course Grade for the most recent grading period | Numeric course grade value | > 70 | Between 60 and 70 | < 60 |

Development of Plan

Implement strategies:

- MTSS supports – academic
- MTSS supports – behavior
- Attendance Strategies and Alternative Programming
- Culturally Responsive Practices
- Family engagement
- Secondary Transition

Next Steps

- Intensive school improvement efforts are given to each of the 12 districts in the pilot via BSE/PaTTAN.
- Graduation data will be tracked for 6 years to note improvement, with baseline graduation data from 2013 (when the pilot began).

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Ensure that assessment and accountability systems are aligned to College and Career Ready student outcomes, incentivize effective practices at the school level and provide meaningful indicators of success.

- Future Ready PA Index / SPP
 - Future Ready PA Index design meetings with PDE leadership
 - External stakeholder design meetings (Fall/Winter 17-18)
 - Constructing data elements for first release in fall 2018

Ensure that assessment and accountability systems are aligned to College and Career Ready student outcomes, incentivize effective practices at the school level and provide meaningful indicators of success.

- Shortened PSSAs
 - Impact on 2019 testing calendar and instructional time
 - Testing weeks reduced from 3 to 2 (Math/Science combined week)
 - Flexible window fosters nearly 3 additional weeks of instruction
 - Exploring scoring time reduction

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Create systems that foster the ongoing growth and development of all Pennsylvania educators.

- School Climate Leadership Institute
 - Work in 90 schools and 22 IU's; develop sustainability by creating a technical assistance module
 - Exploring coordination with PCCD and Penn State
 - Integrate bullying programs into School Climate Initiative

Increase the collaboration between families, schools, postsecondary education and training and business/industry partners to align instruction with workforce needs and emphasize the value of vocational/technical skills.

■ Career Readiness Indicator

- Stakeholder engagement sessions include stakeholders from throughout the education and industry sectors
- Indicator benchmarks reported at the end of grades 5,8, and 11
- Based on evidence completed and cumulatively collected in a K-12 career portfolio.
- Guidance released to schools in October
- “Train the Trainer” provided by PDE through the IUs began Nov. 3rd.

Thank You

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.