

**MINUTES
STATE BOARD OF EDUCATION
COUNCIL OF BASIC EDUCATION**

**333 Market Street | 1st Floor
Harrisburg, PA 17126**

July 13, 2016

The meeting was called to order at 1:26 p.m. by Chairman Larry Wittig.

Attending:

James Agras <i>(via phone)</i>	Sandra Dungee Glenn	Jonathan Peri
Andrew Ahr	James Grandon	Colleen Sheehan <i>(via phone)</i>
Carol Aichele	Kirk Hallett	Lavinia Soliman
Jay Badams	Shirlann Harmon	Karen Farmer White
James Barker <i>(via phone)</i>	Pamela Gunter-Smith	A. Lee Williams
Nicole Carnicella <i>(via phone)</i>	Maureen Lally-Green	Larry Wittig

APPROVAL OF MINUTES

The minutes of the May 11, 2016, meeting of the Council of Basic Education were approved on a **Hallett/Lally-Green** motion.

COMMITTEE REPORT
SCHOOL AND UNIVERSITY SAFETY COMMITTEE

Mr. Jonathan Peri, Committee Chair, provided an update on the Committee meeting held earlier that day.

The School and University Safety Committee addressed the required review of the Model Memorandum of Understanding (MOU) included in the Safe Schools Regulations in 22 Pa. Code Chapter 10. The Committee is to review the MOU every two years to determine if any changes are necessary to the document. The Committee conducted its first review of the Model MOU in 2014. Prior to this meeting, Mr. Peri informed interested stakeholders of the upcoming review and that an opportunity for public comment would be made available. No public comments were received at the Committee meeting.

Mr. Mike Kozup, PDE's Director of the Office for Safe Schools, made a report to the Committee on what his office has seen happening in the field related to MOUs. There was a second year of collection of 2014-15 data, significant improvement and understanding of Chapter 10. In 2012-2013, the Office for Safe Schools received 777 MOUs and during the current cycle, received 766. Six hundred and twenty followed the Model contained in Chapter 10, while 146 were different versions or were not submitted. Overall, there is a 28% increase in

the use of the Model MOU. Ninety-one schools still used the previous Pennsylvania State Police version of the MOU, however Mr. Kozup has been working with PDE to make them aware and provided with a copy of Chapter 10; fifty-four have been modified according to the LEA discussion with their local police department and only one school that did not submit an MOU. That school in effect has their own police force of four officers in the school and due to finances with that particular school.

Mr. Peri shared how school entities are using the current Model MOU. After a school entity executes an MOU with its local police department, the school entity must file the MOU with the Pennsylvania Department of Education (PDE)'s Office for Safe Schools. Local MOUs must be updated and re-filed on a bi-annual basis. Chapter 10 requires that school entities identify any substantive differences between the Committee's MOU and the agreements they filed with local law enforcement. That provision was included in the regulation for two reasons a) to determine how many school entities are using the Model MOU and b) to provide current information on whether there are trends in the execution of MOUs that diverge from the Model and may inform changes to consider in the state-wide Model.

Mr. Kozup recommended there was no need to adjust the Model MOU at this time and the goal of developing a Model MOU has been achieved. Mr. Kozup's decision together with the Safe School report, police sign off report has driven schools to actively engage with their local police departments. The consensus of the Committee was that no action on the Model MOU is needed at this time.

Ms. Lavinia Soliman asked when a protected handicapped or disabled student is defined in Chapter 10, does that also include mental illness. Deputy Secretary Matthew Stem responded that a student with an IEP would include any disability identified in their IEP including mental health. When the student has an IEP, a manifestation determination is held. In terms of mental illness not documented in an IEP, Mr. Stem shared that he would research and get back to Ms. Soliman.

REPORT OF THE DEPUTY SECRETARY FOR ELEMENTARY AND SECONDARY EDUCATION

Deputy Secretary Matthew Stem provided his report the Board on the following topics for discussion:

Goal 1

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

Mr. Stem shared that Literacy is for Life is a new initiative through the Striving Readers Grant to improve literacy learning outcomes and dramatically increase reading achievement among students in danger of academic failure birth through grade 12. A conference was held in June 2016 to acknowledge the excellent literacy work that has been happening among the 53 sub-grantees. Twelve finalists were honored that exhibited exemplary student growth and progress in key areas related to literacy. Mr. Stem invited the Board to view the resources on PDE's website.

In August 2016, an Autism conference will be held to highlight strategies specifically on transition to work activities with students. Additionally a science camp will be held in partner with Penn State Outreach for students with autism.

PDE has released their competitive grants in three areas: school resources officers; school police officers and equipment grants. These grants are due back to PDE in a few weeks and PDE is eager to distribute the \$6.5M.

August 9-11, The Student Assistance Program (SAP) Approved Trainer Conference will be held for leaders in SAP. SAP is the setting by which students who are in crisis have a protocol that follows that allows district personnel to provide targeted individualized assistance. PDE provides the training for those leaders administering the SAP.

Goal 2

Ensuring 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.

2016 PSSA Completion

- About 1.5% of students did not complete each of the three subjects
- About 1% of students did not complete due to religious beliefs
- About .5% of students did not complete for other reasons

Goal 3

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

The Migrant Education Program (MEP) is now performing archived professional development webinar series for instructors in MEP.

Mr. Stem shared that the Math Initiative put in place has delivered five different trainings on concrete representational abstract methodologies. These trainings have taken place at the three regional PaTTAN offices. Six hundred and sixty-seven educators have completed all training requirements, with a 97% completion rate.

The Multi-Tiered Support System Initiative (MTSS) collaborated on two cohort series trainings for elementary and middle school teams working to build MTSS. PDE believes that MTSS will best serve students since students do not learn at the same rate and some students require more intensive support.

PDE's School Climate Leadership Initiative has partnered with the Pennsylvania Intermediate Units and the National School Climate Center to launch this initiative. This is essentially a professional development and school improvement opportunity aimed at increasing the capacity of our school leaders and educators to lead school climate movement efforts.

Goal 4

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.

On May 24th the MEP held a high school graduation ceremony at the Forum where Secretary Rivera recognized almost 200 graduates. Each of the students acknowledged the role of the MEP played in bridging the gap of their success. Mr. Stem shared one of the graduating student's speeches.

Board Member Mr. Kirk Hallett, Founder and Director of the Joshua Group, a nonprofit organization focused on the guidance of at-risk youth living in the Allison Hill neighborhood of Harrisburg, through mentoring and the shaping of positive role models. Mr. Hallett shared narrowing of statistics of Harrisburg area students while providing that students in The Joshua Group have a 97% graduation rate while also gaining a grade level and ½ each year as the result of intense work.

Mr. Hallett introduced Mr. Percel Eiland, who graduated from both Harrisburg High School and West Chester University (WCU). Mr. Eiland shared that while he was a high school student, he was homeless for a time, his parents split and did not want to fall into the cycle of reality which includes jail and teen pregnancy. After being accepted to WCU, Mr. Eiland had to attend a summer course there since his SAT scores weren't high enough. Percel met Kirk Hallett through the Academic Development Program when he needed assistance with bedding for college and started volunteering. Mr. Eiland feels extremely lucky to have had the opportunity to meet Mr. Hallett and experience the positive of education.

Mr. James Grandon asked Mr. Eiland to give an example of the difference between the Joshua Group and Harrisburg High School and Mr. Eiland responded, expectation. According to Mr. Eiland, college was rarely discussed with students from Harrisburg High School that weren't involved in sports.

PRESENTATION

IMPLEMENTATION OF THE EVERY STUDENT SUCCEEDS ACT (ESSA)

Ms. Samantha Koch, Executive Policy Specialist and Mr. Adam Schott, Special Assistant to the Secretary of Education provided a special presentation on ESSA. Ms. Koch explained that ESSA represented a long-awaited re-authorization of the Elementary and Secondary Education Act of 1965, which was a civil-rights law. The latest iteration of No Child Left Behind are preserved and in some cases expanded with the latest iteration.

- What hasn't changed:
 - Standards
 - Annual assessments
 - Accountability and transparency (data reporting)
 - Requirements to improved low-performing schools
 - Disaggregation by race, low-income, English learner & students with disabilities

- What has changed:
 - Greater flexibility for states and LEAs

ESSA Focus Areas & Other Themes

- PDE Vision: Pennsylvania learners will be prepared for meaningful engagement in postsecondary education; in workforce training; in career pathways; and to be responsible, involved citizens.
- Underlying themes: Equity; PreK-12+ Continuum; College & Career Readiness and Data & Transparency. Many of the underlying themes reflect what PDE has prioritized in their work.

Four areas identified as key to beginning the initial work are: Assessments, Accountability, Educator Preparation & Certification and Education Evaluation.

ESSA Planning & Stakeholder Engagement

- Stakeholder Sessions - April 28, 2016
- USDE issues proposed rulemaking on Accountability State Plans (*May 26, 2016*)
- Work Group Meeting #1, June 14, 2016
- USDE issues proposed rulemaking on Assessments (*July 6, 2016*)
- Work Group Meeting #2 (*August 30th*)
- Stakeholder Session & Report Release (*October 18th*)
- Phase 2 of Stakeholder Engagement (*Fall 2016-Spring/Summer 2017*)

Phases of Stakeholder Engagement in PA

- Workgroups are Phase One of stakeholder engagement required under ESSA.
 - PA's ESSA work groups are charged with exploring four special areas that provide significant new flexibility.
- PDE will begin Phase Two of stakeholder engagement this fall during development of PA's ESSA State Plan.

Stakeholder Discussions – Assessments

Underlying Themes & Tensions

- Shorter Assessments
- Assessments should have open-ended/performance tasks that measure higher-order thinking skills; more authentic assessment
- “Real time” results to inform instruction and student improvement
- Detailed results on student performance
- Relatively inexpensive

Stakeholder Discussions – Accountability

Underlying Themes & Tensions

- Reliance on achievement/point-in-time assessments for accountability system (rigid)
- Move away from a “one size fits all” approach
- Addressing out-of-school factors like parent/community engagement, poverty, structural racism

- Staff shortages, funding issues

Education Graduates in Pennsylvania

Mr. Schott shared that Educator Preparation is an area with important flexibility for states. This is an opportunity for the certification workgroup to think about what the teacher pipeline will entail. Everyone is aware that there has been a significant reduction in the number of Education graduates among all students; there are shortage areas in particular content areas and districts and there are real challenges in terms of the diversity of our teacher pipeline.

Educator Evaluation

One of the biggest changes in ESSA is that the Federal government had Race to the Top applications, and in state, NCLB waivers coupling student outcomes from standardized assessments with teacher evaluations. The Federal government has now told states that they have flexibility to determine whether they want to continue in that direction.

Underlying Themes & Tensions

- General support for observation side of system
- Authentic/ongoing input from educators
- Collaboration and peer supports
- Implications of Act 82/School Performance Profile on educator evaluation and equity

ESSA Resources

- PDE's Every Student Succeeds Act (ESSA) resource page.
- ESSA vs. NCLB crosswalk document

Looking Ahead & Next Steps

- Continue stakeholder engagement
- Release of work groups' framework recommendations
 - October 18, 2016 report release event – Harrisburg, PA
- Review of federal guidance; public comment; ongoing dialogue with General Assembly
- PDE submits ESSA State Plan – Spring or Summer 2017

Ms. Sandra Dungee Glenn requested a makeup of the workgroup and stakeholder group including names, affiliations and demographics. Ms. Koch shared that the list of the ESSA group is listed on the website. Mr. Adam Schott responded that they will provide summary information to Ms. Dungee Glenn. Ms. Dungee Glenn also asked what staff at PDE is involved in the workgroup process. Ms. Koch provided that PDE's team consists of Deputy Secretary Stem's team, Dr. Wil Del Pilar's team, the Policy and Government Relations Office and Michelle Figler with the Office of Child Development and Early Learning.

Mr. James Grandon shared that his grandson is a 17 year old senior in high school that resents taking tests to graduate. Mr. Grandon is bothered by the fact that the school doesn't care about anything other than graduation rate percentages. Deputy Secretary Stem responded that he could add a personal response to Mr. Grandon's issues in that Mr. Stem's daughter just took three Keystone Exams this year and asks him daily if PDE is going to fix the whole system. Through

personal teaching and administrative experience Mr. Stem shared that no accountability is a bad for our schools; educators want to be held accountable.

Dr. Lee Williams shared that five or six years ago that Board member Mollie Phillips stated that our accountability system is just starting to work, why are we changing it? This directly relates to what they are discussing today. Not everything is broken; initially there were great results with accountability, although as the Federal and state laws changed, teachers started to feel the same as Mollie Phillips and wonder why it needs changed. There are such good things happening in education, but sometimes the task is so big and the work is difficult; moving targets are hard to hit. Dr. Williams shared that the idea behind the Keystone Exams was to prevent the kind of diplomas for students who graduate that did not have the basic skills needed to be college and career ready. Chairman Larry Wittig thanked Dr. Williams and agreed with her sentiments.

Mr. Kirk Hallett shared that his wife is a third grade teacher with Camp Hill school district and that she explains the PSSA with her students and thinks at the same time that this test will also impact what happens to her job in the future.

Dr. Jay Badams referenced Ms. Koch's statement that some of the flexibility will be limited by existing state law, which is concerning. Erie School District burned an incredible amount of very limited professional development with administrators and teachers; for them to get that time back to work on pedagogical development and literacy would be great. Dr. Badams asked if there would be a way to free the teachers and principals of that burden. Ms. Koch responded that many of the workgroup members echoed a desire for a more simple system in terms of making sure that they are not spending more time explaining the system than using it.

Hon. Carol Aichele commented on the Underlying Theme of "real time" results. Hon. Aichele referenced that at a school district where she previously worked; they completed standardized testing from the Educational Records Bureau that used item analysis. Improvement results were easily read to know where more instruction was needed while parents and teachers could immediately write a remedy to address a specific need in students. Dr. Wil Del Pilar commented that at a recent State Higher Education Executive Officers meeting that when Pennsylvania was asked to present on current issues, they were the only state using ESSA. Pennsylvania is the only state currently engaging the higher education community; PA is ahead not only in timeline but also engaging a broader array of participants in postsecondary and higher education.

PUBLIC COMMENT

There was no public comment.

ACTION ITEM

There were no action items.

ANNOUNCEMENTS

The Honorable Maureen Lally-Green presented a report on the status of two approved regulations by the Independent Regulatory Review Commission (IRRC). IRRC granted approval to Chapter 18, a new set of regulations that guide the Secretary of Education's decision-making

related to financial recovery school districts. This regulation was developed as directed by Act 141.

The regulation establishes three new criteria the Secretary of Education may consider in determining whether to place a school district in financial recovery status, in addition to the 15 criteria already identified in statute. The regulations also provide guidance to the Secretary in determining whether recovery districts would be deemed in moderate or severe status.

Chapter 18 applies only to any future recovery designations, and does not affect the four districts that are currently in recovery status due to terms established in statute.

IRRC also approved a package of technical amendments that bring uniformity to language throughout Title 22 related to school district planning requirements. In 2014, changes to strategic planning requirements were enacted through amendments to Chapter 4. At that time, the Board committed to update cross-references to related planning requirements in four other Chapters of our regulations. These amendments to Chapter 12, Chapter 14, Chapter 16 and Chapter 49 simply create consistency in the Code and do not establish any new requirements for school districts. This final-omitted rulemaking will be published in the Pennsylvania Bulletin and take effect in July 2016.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 3:09 p.m. on a **Lally-Green/Badams** motion.



Stephanie Jones
Administrative Assistant