



Pennsylvania Department of Education Updates and Initiatives

Sherri Smith, Deputy Secretary
Office of Elementary and Secondary Education

December 8 2021

▶ Looking Back – A Moment of Recognition

We appreciate your leadership,
dedication, and hard work.

Thank you!

► Keys to Leading this Year

Can't respond to the crisis; look at what needs to be done moving forward.

Schools play a critical role in the lives of children, families, and communities.

Leadership challenge: maintain a strong level of creativity and motivation!

Focus Forward

- Take lessons learned from last year and put them into practice this year.
- How do we keep our students and staff safely in school?
- As we move forward, we need to address:
 - student learning gaps,
 - staff and student social and emotional wellness,
 - and ensuring equity, particularly for our most vulnerable students.
- Focus on COVID recovery.

COVID Recovery Task List

1. Overcome continued major attendance and truancy concerns of many of our students.
2. Assess for and accelerate learning for students whose instruction was interrupted.
3. Expand opportunities for educators to incorporate newly founded technology skills gleaned from a year of navigating virtual learning.
4. Rebuild the trust and partnerships with our families and community to prove to them that our schools can best serve our students and families.

COVID Recovery Task List

4. Recruit and recover from a fractured educational workforce – teachers, administrators, bus drivers, paraeducators, nurses, counselors and mental health professionals.
5. Recruit COVID-related drop-outs to obtain high school equivalencies.
6. And maybe most importantly, increase social and emotional support and wellness programs for all – for our students, our teachers, support staff, and administrators!

Stakeholder Feedback – Top 3 Priorities

- 1. Student and teacher mental health:** Mental health and social-emotional well-being were the most frequently mentioned priorities by stakeholders speaking to the needs of students and teachers.
- 2. Connectivity and equity of access in remote learning, leading to instructional and learning inequities:** This issue includes equity of access to reliable, high-speed internet and access to adequate devices for participating fully in school.
- 3. Staffing shortages and a lack of capacity in school and county supports:** These shortages include teachers and professional support staff and specialized staff; school and county mental health professionals; substitute teachers; paraprofessionals; transportation staff; custodial staff; school nurses and other health staff; and school administrators.

Roadmap for Educational Leaders

Created by PDE last year to provide critical resources, research, and tools to schools as they navigated COVID-19 response efforts.



Accelerated Learning



- Accelerated Learning is the next phase of the Roadmap series.
- Focus:
 - Preparing for SY 2021-22
 - Honoring Lessons Learned in 2020-21
 - Closing the Achievement Gap

education.pa.gov/AcceleratedLearning

▶ Purpose of Accelerated Learning (AL)

Provide a process and system of support for LEAs to make key decisions for the start of school.

- Simple in design – focuses on establishing a process
 - Flexible to access individual components of the process
 - Overview of what we know works – honor the lessons learned this year
 - Highlighting models and approaches (summaries)
 - Templates that guide the process, incorporating probing questions
- Includes a collection of resources and latest research
- Ensures a focus on equity

Provide a series of professional learning activities for LEA teams.

- Webinars = all posted on website (independent components)
- Scheduled Shared Collaborative Sessions
- IU Support through this coming year

Key Components of AL Toolkit

- Focus on high-quality academics
- Foster supportive learning environments
- Establish healthy system conditions
- Design a system of scaffolded supports

Focus on High-Quality Academics

Define the instructional changes needed for the new school year and cultivate a thriving data culture that uses student, family, and staff metrics to inform instructional and assessment planning.

- **Assess:** Balanced approach of formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work
- **Analyze and Interpret:** Analyze the data used to accelerate student learning
- **Instruction:** Incorporating instructional changes for the 2021-22 school year and beyond
- **Reflect/Monitor/Share:** Create a data culture that focuses on effective use of data to inform instruction, support teacher collaboration, and engage parents and caregivers in their students' academic growth.

▶ Foster Supportive Learning Environments

Place equitable, trauma-informed principles at the core of planning to create emotional and cognitive space for learning, form healthy and supportive relationships, and help youth and staff mentally, socially, and academically recover.

- **Staff wellbeing and connection**
- **Student wellbeing and connection**
- **Tailored student supports**
 - Identify the range of health and wellbeing needs of our students and provide them with or connect them to effective, culturally relevant supports

Establish Healthy System Conditions

- Engagement of stakeholders in decision-making
- Technology, including student access and learning every day, whether in-person or remote
- Staffing - Decisions about retention, assignment, recruitment, and professional learning
- Scheduling - Use data about health, safety, and student needs to inform scheduling decisions that prioritize staff and student wellbeing (social, emotional, and academic)
- Managing and improving - Continuous cycle of reviewing, adjusting, and improving

▶ Design a System of Scaffolded Supports

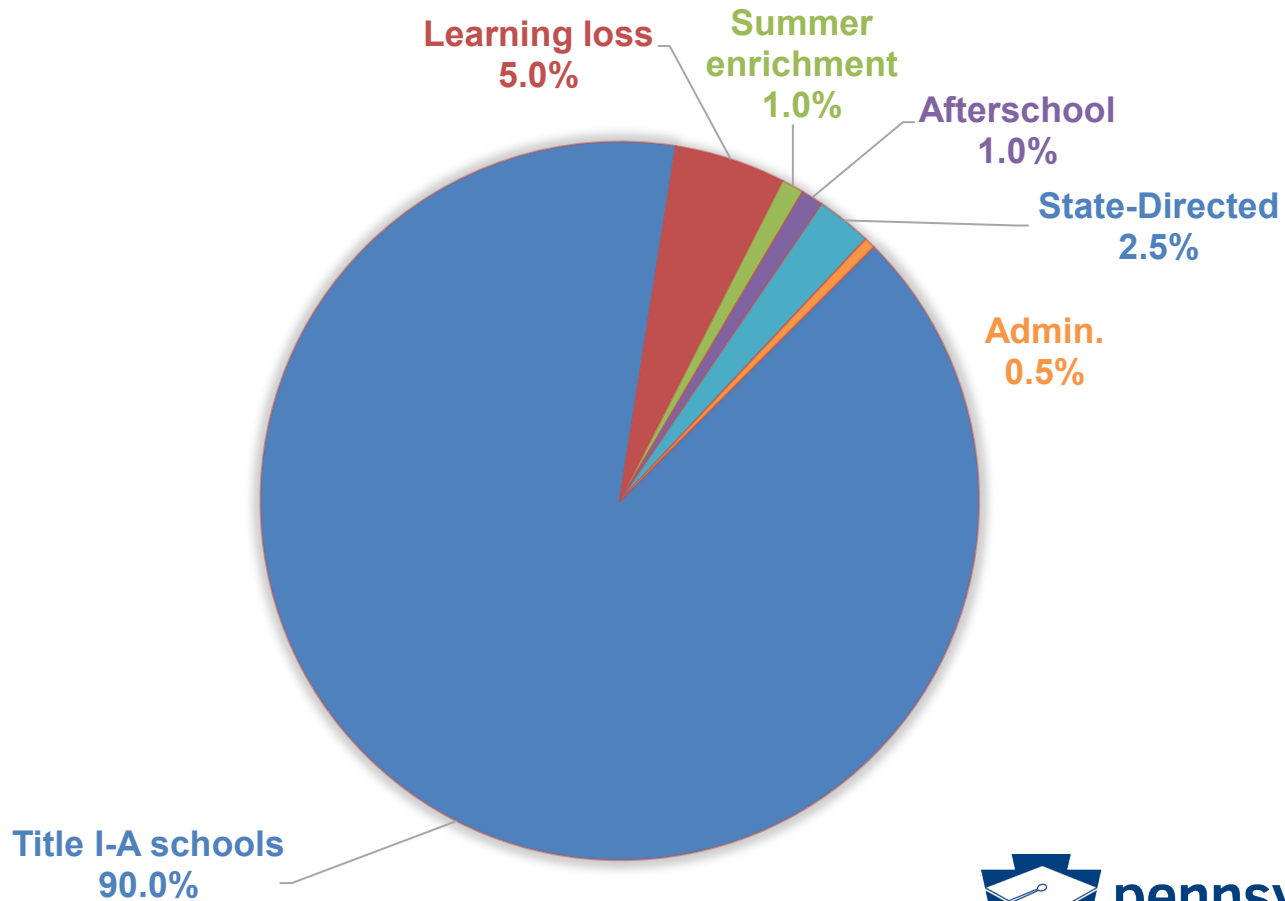
Integrate layered, customized support systems with an approach informed by data and integrated into policies, procedures, and practices at all levels of school infrastructure.

- Develop and provide scaffolded support policies, procedures, and practices to support students' academics and wellbeing
- Provide training for teachers/tutors as needed to improve the use of explicit instruction and application of Universal Design for Learning principles

Federal Financial Support - ESSER Funding

1. Coronavirus Aid, Relief, and Economic Security Act (CARES) (March 2020) - **\$471 million**
2. Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) (December 2020) - **\$2.2 billion**
3. American Rescue Plan (ARP) Act (March 2021) - **\$5 billion**

▶ ARP ESSER Funding Requirements



90% ARP ESSER LEA Requirements

- **Reserve at least 20% of funds to address learning loss:**
 - through implementation of evidence-based interventions;
 - ensure that those interventions respond to students' social, emotional, and academic needs; and
 - address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care)




Evidence Resource Center (ERC)

www.evidenceforpa.org



[Home](#) [Learn](#) [Contact](#)  

Search strategies by exact phrase 



FEATURED AREA

Student Attendance

Regular attendance is linked to higher rates of academic achievement, as well as more positive behavioral, social, and emotional outcomes for students. New evidence-based strategies are effectively combating absenteeism with innovative solutions like text messages and student health centers.

POPULAR

11

Early Warning Intervention and Monitoring System (EWIMS)

STUDENT ATTENDANCE AND 2 MORE CATEGORIES

RECENTLY ADDED



Early College High Schools

STUDENT ATTENDANCE AND 2 MORE CATEGORIES

CRITICAL



COVID-19 Collection

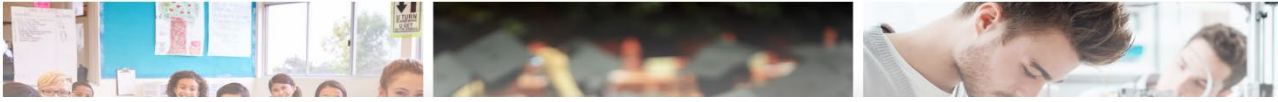
Explore strategies curated from our database that may assist students, families, and school systems during the COVID-19 crisis.

Improvement You Can Prove

The mission of the Pennsylvania Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults. This collection of evidence-based strategies was curated to help educators make evidence-based decisions and implement strategies, interventions, and activities that are best fit for their needs and local context.

[LEARN MORE ABOUT EVIDENCE-BASED STRATEGIES](#)

Strategies for **Future Ready PA Indicators:**



State-Level Reservations

ARP ESSER includes three state-level reservations for activities and interventions.

Of the total ARP ESSER allocation, states must use at least:

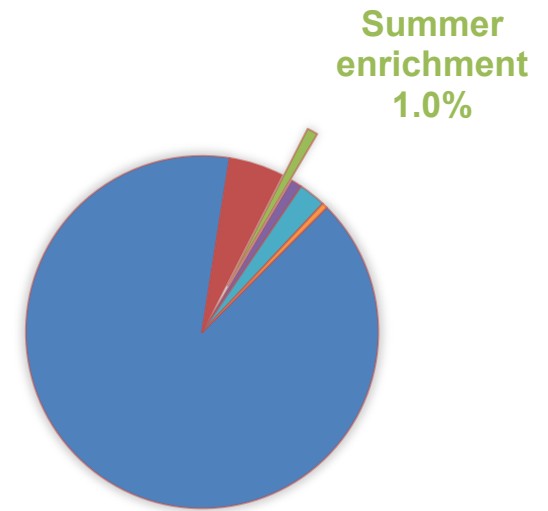
- 1% for evidence-based summer enrichment programs;
- 1% for evidence-based comprehensive afterschool programs; and
- 5% for evidence-based interventions aimed specifically at addressing learning loss.

Summer Enrichment Programs

\$50 million: support and implement evidence-based summer enrichment programs.

Focus on underserved students:

- Students with disabilities
- English Learners
- Migrant students
- Students experiencing homelessness
- Children/youth in foster care

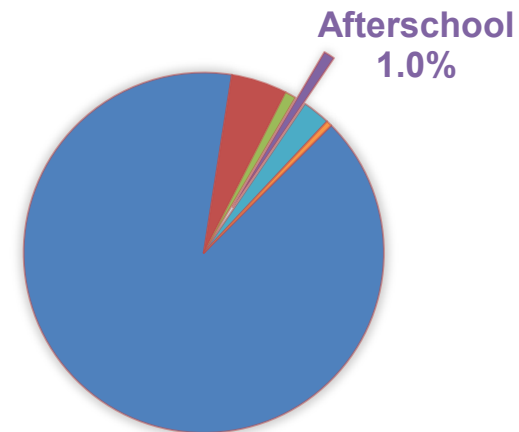


▶ After School/Extended Day Programs

\$50 million: support and implement evidence-based afterschool and extended day programs

Focus on underserved students:

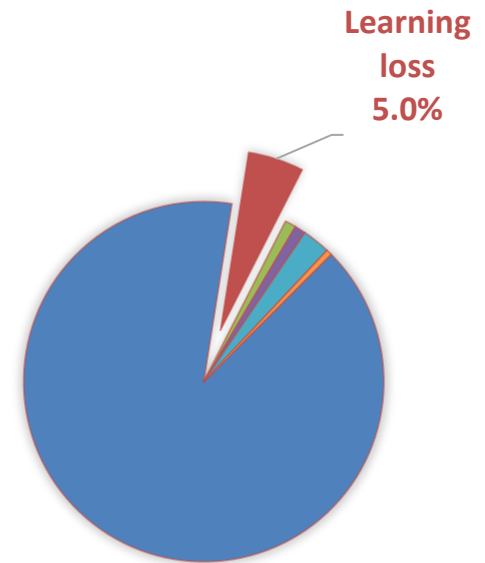
- Students with disabilities
- English Learners
- Migrant students
- Students experiencing homelessness
- Children/youth in foster care



Learning Loss

Approx. \$250 million: implement evidence-based interventions aimed at addressing learning loss.

- **30% of funds:** Social-emotional and mental health supports
- **10% of funds:** Professional development and technical assistance to staff to address the social, emotional, and mental health needs of students
- **8% of funds:** Reading Support - Science of Literacy
- **Remaining 52% of funds:** LEA's discretion to address learning loss



Other State Initiatives

- NEW! Monitoring and Accountability Office
- Act 13 - recently revised educator evaluation system
- Act 158 - revised graduation requirements
- State Board of Education initiatives
 - Science Standards
 - Chapter 49

▶ Office of Monitoring and Accountability – NEW!

- Office of Monitoring and Accountability
 - This office will focus on the monitoring, auditing and coordination of consultative and technical assistance to schools and programs across all bureaus/divisions in Office of Elementary and Secondary Education.
- Integrated Monitoring System (IMS)
 - New portal for repository of monitoring and auditing reports for all federal and state programs.
 - Integrated reporting to allow for complete profile of each school/district's reports

▶ PA Act 13

- Pa. Act 13 of 2020 provides for the revision of rating tools authorized under Pa. Act 82 of 2012 and is currently utilized to evaluate the effectiveness of education professionals serving in Pennsylvania as:
 - Classroom teachers
 - Non-teaching professionals
 - Principals
- The revisions will take effect at the beginning of the 2021-22 school year.

▶ PA Act 158

- Act 158 of 2018 shifts Pennsylvania's reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success.
- Statewide graduation requirement outlined in Act 6 and Act 158 takes effect for the graduating class of 2023.

State Board of Education Initiatives

- **Integrated Science Standards**
 - On September 9, 2020, the State Board of Education voted to adopt as a proposed regulation (Chapter 4) the three sets of science standards developed by the committees:
 - Integrated Standards for Science, Environment, Ecology, Technology and Engineering (Grades K-5);
 - Integrated Standards for Science, Environment and Ecology (Grades 6-12); and
 - Technology and Engineering Standards (Grades 6-12)
 - The public comment period just ended.
- **Title 22, Chapter 49 for certification of professional personnel**
 - State regulations pertaining to educator preparation and certification in Pennsylvania



Plan for and Practice Self Care



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12/14/2021

Planning for a Brighter Tomorrow

Empathy
Resilience
Renewal
Leadership
and
Planning



How will our schools look different?

- Emphasis on keeping students back into **in-person instruction**.
- Implement lessons learned about managing the virus by providing **layered mitigation strategies**.
- Provide opportunities for educators return to classrooms with a deeper understanding of navigating **virtual learning** and **incorporating technology into the curriculum**.
- **Partner with community organizations** to best serve our students and families as we **build a stronger sense of community**.
- Increase the understanding and need for **social and emotional support** for educators, support staff, students...and YOU!
- Provide **additional learning opportunities** for students to mitigate learning gaps – in-class small group instruction, tutoring, after-school programs, summer programs.