ESEA Flexibility

Request from Pennsylvania

333 Market Street
Harrisburg PA 17126-0333

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Sent electronically to OSS.Pennsylvania@ed.gov to the attention of:

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Pedro A. Rivera Secretary of Education	Requester's Mailing Address: PA Department of Education 333 Market Street Harrisburg, PA 17126-0333

State Contact for the ESEA Flexibility Request

Name: David Volkman

Position and Office: Executive Deputy Secretary

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Chief State School Officer (Printed Name): Pedro A. Rivera, Secretary of Education	Telephone: 717-783-9780
Signature of the Chief State School Officer: X	Date: 9/1/15

The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a

priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

☒ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

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☐ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

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ASSURANCES

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools no later than November 1 of each school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☒ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 1)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 2)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14 It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C

☒ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☐ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must provide a description of how it meaningfully solicited input on the implementation of ESEA flexibility, and the changes that it made to its currently approved ESEA flexibility request in order to seek renewal, from LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs) and Indian tribes.

Pennsylvania meaningfully engaged and solicited input from diverse stakeholders and communities in the development of this request. As required, Pennsylvania's Committee of Practitioners, LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs) were all meaningfully engaged. In addition, the following information is presented and supported with documentation as noted within the response.

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

General:
A notice was sent to all Penn*Link account holders on Monday, February 4, 2013, notifying them that the PA Department of Education intended to submit a request for ESEA flexibility. The notification outlined the general principles associated with the request, identified the website for further information on ESEA Flexibility, and solicited feedback via a dedicated email account. See Attachments 1 & 2.

Specific: As part of its initial request, PDE engaged in significant outreach to solicit input on the details associated with each principle.

- For Principle 1, teachers and representatives of teachers participated in State Board hearings and roundtable sessions held on the PA Core State Standards. Pennsylvania teachers were directly involved in establishing content and recommending proficiency levels for the Keystone Exams.
- For Principle 3, Pennsylvania State Education Association (PSEA) and Pennsylvania Federation of Teachers (PFT) leaders served on the stakeholder committees that designed the evaluation tools and processes. Teachers participating in the three pilot phases to test the new rubrics, conducted between 2011 and 2013, provided substantial and meaningful improvements to the original scoring tools. And during the legislative process, representatives of PSEA and PFT testified in hearings regarding Act 82, the statute that calls for fifty percent (50%) of the teacher evaluation to be based on multiple measures of student performance. Likewise, regarding the School Performance Profile, the building score component of the

multiple measures for teacher evaluation, teachers attended forums held across the Commonwealth to learn about and provide feedback on this index. Special sessions to brief Pennsylvania State Education Association (PSEA) and Pennsylvania Federation of Teachers (PFT) leaders are noted on the appendix documents detailing these forums.

- For Principle 2, educators from across the Commonwealth research, design, and develop the supports and interventions through the Statewide System of Support (intermediate units and PA Training and Technical Assistance Network) and the Standards Aligned System portal. The accountability system is in direct response to the criteria established by USDE, and the recognition system was influenced by superintendents and other school level [Career and Technical Center (CTC) and charter] leaders to accommodate their requests for specific incentives.

  The appendices for each principle include substantial evidence of the various opportunities provided to teachers and their representatives to share their thinking relative to college and career ready standards, the School Performance Profile, and the Educator Effectiveness initiative.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

General:
As part of its initial request, a notice was sent to all Penn*Link account holders on Monday, February 4, 2013, notifying them that the PA Department of Education intended to submit a request for ESEA flexibility. The notification outlined the general principles associated with the request, identified the website for further information on ESEA Flexibility, and solicited feedback via a dedicated email account. (See Attachments 1 & 2)

- A small group, including the superintendents or their representatives from PA's biggest cities (including Philadelphia, Pittsburgh, Allentown, and Erie) as well as small rural and urban districts, a career and technical center, and a cyber charter school was convened to provide input into the overall accountability system.
- The PA Association of Federal Program Coordinators Executive Committee and members of the Committee of Practitioners were consulted on the accountability system.
- The Committee of Practitioners was advised on the contents of the plan via a phone conference. The Committee members asked several questions and provided input regarding issues of concern.
- Legislative leadership staff members were briefed on the plan and expressed no concerns other than to ask if legislation would be required for implementation.

Specific: PDE engaged in significant outreach to solicit input on the details associated with each principle.

- For Principle 1, educators, business people, advocates, parents, and other interested parties participated in State Board hearings and roundtable sessions held on the PA Core State Standards. K-12 teachers, higher education faculty, and business representatives were directly involved in establishing content and/or recommending proficiency levels for the PA System of School Assessment and Keystone Exams.
- For Principle 2, the School Performance Profile was designed to align intervention and support directly with elements associated with the Annual Measurable Objectives. To develop this profile and its related supports, PDE engaged educators, parents, advocates, business people, and others in forums held across the Commonwealth. Special sessions to brief specific groups such as the PA League of Urban Schools and the PA Chamber of Commerce are noted on the appendix documents detailing these forums.
- Finally, for Principle 3, the stakeholder committees that designed the evaluation tools and processes included educators, researchers, higher education institution leaders, advocates, and professional association representatives. Teachers, principals, instructional coaches, and central office leaders participated in the three pilot phases conducted between 2011 and 2013, testing the new rubrics and providing substantial and meaningful improvements to the original scoring tools. During the legislative process, many individuals representing a variety of groups testified in hearings regarding Act 82, the statute that calls for fifty percent (50%) of the teacher evaluation to be based on student performance.

The appendices include substantial evidence of the various opportunities provided to a wide variety of constituencies to share their thinking relative to college and career ready standards, the School Performance Profile, and the Educator Effectiveness initiative. A review of the listings of these groups found in the Appendix document P3-B illustrates depth and breadth of consultation.

Regarding special education and English Language Learner parent/stakeholder input, the School Performance Profile and the Educator Effectiveness initiative have been shared with the Pennsylvania Special Education Advisory Panel (SEAP). SEAP advises the Secretary of Education and the Department of Education on the unmet educational needs of students with disabilities, district corrective action plans, and the development and implementation policies to improve coordination of services to these students. SEAP reviews and comments on Pennsylvania's Annual Program Plan, on proposed special education regulations, and on funding procedures; it also assists the Department of Education in developing and reporting information required by law to the U.S. Secretary of Education.

The Educator Effectiveness stakeholder group has provided PDE with input regarding the statewide initiative. The stakeholder group includes representatives from diverse backgrounds including special education, parents of children with disabilities, and experts in English Language Learners.

PA's ESEA Flexibility proposal was shared in detail on April 16, 2013, with several

hundred parents, educators, and federal program coordinators in Pittsburgh. Those attending had the opportunity to provide feedback to the original proposal.

As part of its renewal request, a notice was sent to the targeted stakeholders listed above on January 16, 2015 announcing a webinar to be held on February 12, 2015. Additionally, all Penn*Link account holders were also notified and the recorded webinar was made available, informing them that the PA Department of Education intended to submit a renewal request for ESEA flexibility. After soliciting feedback, the Department notified all stakeholders of its intended changes to its approved waiver and provided a further period of comment before submitting its request to USDE on June 1, 2015. Stakeholders included not only all LEAs, charter schools, area vocational technical schools, and approved private schools, but also representatives of the Pennsylvania State Education Association (PSEA), the Pennsylvania Human Rights Commission (PHRC), English Language Learners' professionals, the Pennsylvania Business Council, the Title I Committee of Practitioners, colleges and universities, and the Special Education Advisory Panel (SEAP) were consulted through both webinars and email distributions.

SECTION II: CONTINUED COMMITMENT TO AND PROGRESS TOWARDS ESEA FLEXIBILITY PRINCIPLES

An SEA must provide a narrative response updating the SEA's currently approved ESEA flexibility request to address each of the items under Section II. Specifically, an SEA must address each of the Principles as described below through at least the end of the 2017–2018 school year (an SEA that is eligible for and requests a four-year renewal must address each of the Principles as described below through at least the end of the 2018–2019 school year).

For each of the following items, an SEA should make revisions in a redline version of its currently approved ESEA flexibility request, and indicate in the text boxes on this form the pages where relevant changes have been made. To the extent that an SEA has sufficiently addressed any requirement in its currently approved request, the SEA may reference the relevant pages and existing text in its approved request in response to that requirement.

Principle 1: College and Career-Ready Expectations for All Students

In its request for renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

6-31

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition, accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use systematic strategies to analyze data and revise approaches to address implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support: In its request for renewal of ESEA flexibility, each SEA must demonstrate that a school may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

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2.D. Priority Schools: In its request for renewal of ESEA flexibility, each SEA must:

a) Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
b) Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
c) Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

77-95

2.E. Focus Schools: In its request for renewal of ESEA flexibility, each SEA must:

a) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
b) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to a focus school's reason for identification; and
c) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

87-95

2.F. Other Title I Schools: In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

96-99

2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes: In its request for renewal of ESEA flexibility, each SEA must describe its statewide strategy to support and monitor LEA implementation of the State's system of differentiated recognition, accountability, and support. This description must include the SEA's process for holding LEAs accountable for improving school and student performance.

101-102

Principle 3: Supporting Effective Instruction and Leadership

An SEA that checked option C under assurance 15 must provide a narrative response to this item detailing:

a) The progress made to date in ensuring that each LEA is on track to implement high-quality teacher and principal evaluation and support systems designed to support educators and improve instruction;
b) The proposed change(s) and the SEA's rationale for each change; and
c) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

103-152

SECTION III: ADDITIONAL AMENDMENTS (OPTIONAL)

If an SEA wishes to make any additional amendments to its currently approved ESEA flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved ESEA flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form. In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

Flexibility Element(s) Affected by the Amendment	Page Number(s) Affected in Redlined Request	Brief Description of Requested Amendment	Rationale
2.D.v and 2.E.iv	86, 95	Change in Focus and Priority School Exit criteria	Provides for a more attainable and fair exit criteria
2.A.e	33	3 year test participation average	Provides for a more attainable and fair AMO
2.D.v	87	Priority School Accountability Increased	Requires priority SIG Schools to select a different SIG model
2.B.	69-70	Request a six-year graduation rate cohort	Provide LEAs with an additional opportunity to meet graduation rate AMO

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

Introduction and Overview

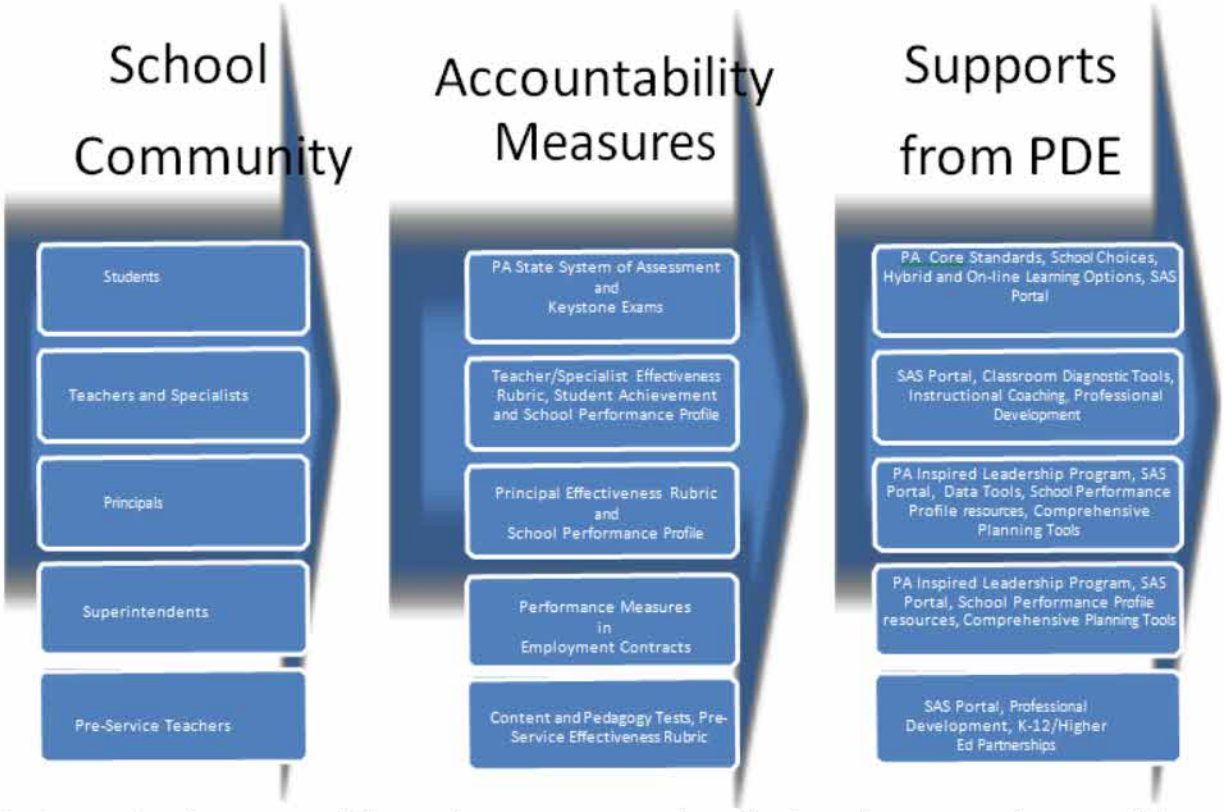
The Pennsylvania Department of Education requests flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The PA Department of Education requests this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the United States Department of Education (USDE) Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an State Education Agency (SEA) that receives funds under a program authorized by the ESEA and requests a waiver. Pennsylvania Department of Education acknowledges that the USDE will grant waivers through at least the 2014-2015 school year.

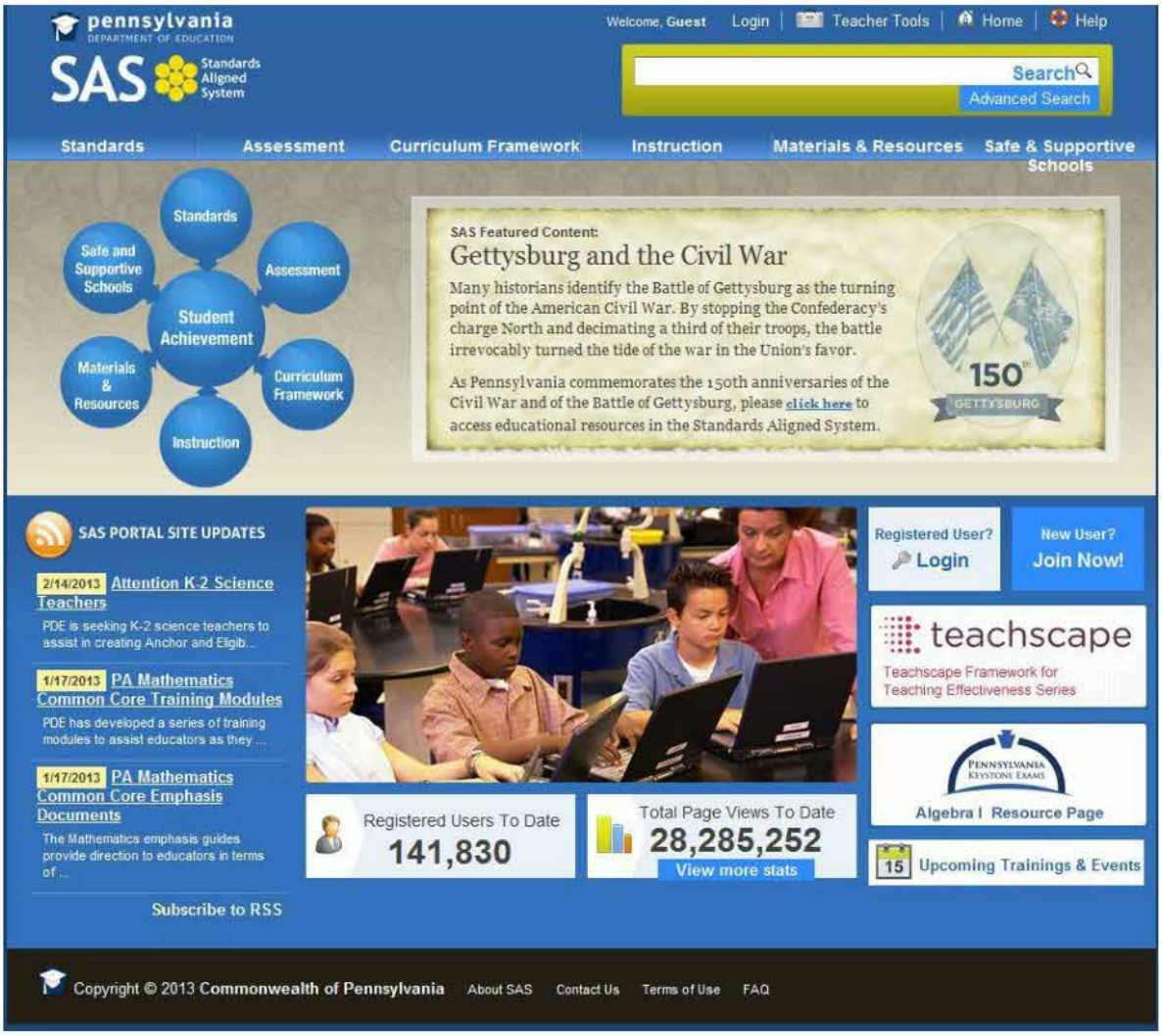
Review and Evaluation of Pennsylvania Request

The PA Department of Education understands that the USDE will use a review process that will include both external peer reviewers and staff reviewers to evaluate this request for this flexibility. Reviewers will evaluate whether and how this request for flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. PDE leaders will have an opportunity, if necessary, to clarify its plans to peer and staff reviewers and to answer any questions reviewers may have. PDE also understands that if the request for this flexibility is not granted, peer reviewers and the USDE will provide feedback to PDE about the components that require additional development in order to gain approval.

General Overview



The Pennsylvania accountability and support system for effective educators and successful students is reflected in the illustration above. The Standards-Aligned System (SAS) portal, identified under PDE resources for every group, is the keystone for success for all members of the school community. This site is found at http://www.pdesas.org. Educators can/will be able to access the resources associated with each of the three principles required within this request for ESEA flexibility. The screenshot of the homepage is provided below to provide the reader with some understanding of the depth and breadth of the site.



Note that the SAS portal, as of February 18, 2013, had 141,830 registered users, attesting to both its relevance and value. In fact, there have been well over 28 million page views by 2,533,257 individuals from 216 countries since the SAS portal was first made available five years ago (absolute unique visitors; non-duplicated count of total visitors to the site).

By March 12th, 2015, the site has increased to 205,335 registered users, an increase of 63,505 users in a little over one year. Page views have increased twenty three-fold to 47,028,704 by 4,811,216 individuals from 24 additional countries.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Pennsylvania has been working on the three federally defined principles for several years. With the ability to implement federal requirements with greater flexibility, schools within the Commonwealth will be able to target resources so that students are postsecondary and workforce ready, schools can show improvement based on realistic and fair measures, and educators have the supports they need to be as effective as possible.

College and Career Ready Expectations for All Students

Pennsylvania adopted the Common Core State Standards (CCSS) in English Language Arts and Mathematics in July 1, 2010. Subsequently, the State convened educators to create a set of PA Core Standards. These standards embrace the content and rigor of CCSS, but they were customized for the Commonwealth. For example, both English Language Arts and Mathematics now include a pre-kindergarten set of standards – standards not articulated in the CCSS model.

In addition to the PA Core Standards for mathematics and English Language Arts, Pennsylvania has adopted the Reading and Writing Standards for History and Social Studies and the Reading and Writing Standards for Science and Technical Subjects. These standards focus on the critical literacy skills that must be addressed in these core content areas.

To facilitate the transition to PA Core Standards, the Pennsylvania Department of Education has focused on assisting educators so they 1) understand the standards and the significant implications on equity and access relative to instruction, 2) can provide professional development to staff, and 3) can develop revised curriculum to meet the PA Core expectations. Intermediate units across the state have been trained to deliver professional development through a series of training modules. The State's Standards Aligned System website (http://www.pdesas.org/) offers diverse resources, from a voluntary model curriculum, curriculum frameworks, alignment and emphasis guides, to online classroom diagnostic tests, and a PK – 12 voluntary curricula for both English Language Arts and Mathematics. Additionally, through grant funding, a Pennsylvania Learns iTunes U site has been established and when completed, will provide online courses for K-12 in English Language Arts, Mathematics, and Science.

The high school Keystone Exams in Algebra 1, Biology, and Literature were administered for the first time during the 2010-11 school year and resumed in the 2012-13 school year. The English Language Arts and Algebra I assessments are based upon the PA Core Standards; the revised Pennsylvania System of School Assessment (PSSA) for grades three through eight are also now fully aligned to the PA Core Standards and were administered in 2014-15.

Improved State and District Accountability for All Students

Scoring System Based on High Expectations and Multiple Measures: Pennsylvania's School Performance Profile (SPP) is the basis for the scoring system applied to all public schools (charter, cyber charter, traditional district schools, and career and technical centers). The SPP generates a school-level score on a 100-point scale. The score reflects weighted indicators of:

1) student achievement (ELA, Mathematics, and Science); 2) academic growth (Reading, Writing, Mathematics, and Science); 3) closing the achievement gap for all students and historically underperforming students; and 4) other factors including graduation rate, promotion rate, attendance rate, evidence of rigorous course offerings, and PSAT/Plan participation. Extra credit is provided for schools based upon advanced performance of students in state assessments, Advanced Placement, and industry standard certifications.

Relative to this ESEA Flexibility request, Pennsylvania's scoring system, the PA School Performance Profile, will be used for two primary purposes: 1) to generate a school level score that is used as a percentage of the multiple measures component of Educator Effectiveness, and 2) to provide research-based supports and interventions to educators directly aligned to the data elements and consistent with the Annual Measurable Objectives associated with the accountability system. By tying the supports and interventions to the data elements in the SPP, PDE has provided the direct linkages necessary for improving school performance. Only selected elements of the SPP will be used in relation to the federally-required designations of Reward, Focus, and Priority status, specifically, the achievement elements required to determine whether or not a Title I school falls within the percentage rankings associated with the federally-defined ranges associated with the federally-required designations.

Ambitious Performance Targets: Pennsylvania established new academic performance targets that identify Annual Measurable Objectives (AMO), using 2012-13 state test results as the baseline, to cut the gap to proficiency in half within six years for *All Students* and *Historically Underperforming Students.*

Renewed Focus on Closing Achievement Gaps and Aggressive Plan for Turning Around the Lowest-Performing Schools – Priority and Focus Schools: Pennsylvania will identify the lowest-performing Title I schools in the Commonwealth as Priority schools. These schools will be comprised of the lowest performing 5% in the Commonwealth, as well as those schools that received a SIG grant. Priority schools have been required to implement

meaningful interventions. Pennsylvania requires Priority schools to complete a school improvement plan and implement targeted strategies designed to meet identified needs.

Pennsylvania identified another group of Title I schools in need of improvement: Focus schools. A school meeting any one or more of the following qualifies as a Focus school:

- Title I schools with a graduation rate below 60%
- Schools not otherwise designated as a Priority school but falling in the lowest 10% of Title I schools (excluding bottom 5%)

Focus schools are also be required to complete a school improvement plan, utilize data, and create an action plan that defines a set of interventions to improve student performance.

Both Priority and Focus schools receive technical assistance and support from their districts, intermediate units, and PDE in developing, implementing, and evaluating the success of their school improvement plans. The *Pennsylvania Comprehensive Planning Tool* will serve as the centerpiece for guiding root cause analyses and strategic approaches to improving student achievement.

Building Capacity for School Improvement: PDE's action plan design found within the web-based *Comprehensive Planning Tool* is aligned with the ESEA waiver turnaround principles and will drive and support turnaround efforts statewide. Improvement plans will focus on actions to increase student achievement, including allocating funding to address identified needs, targeting curriculum and instruction, and partnering with high performing schools. Intermediate unit personnel provide training and technical assistance in developing, implementing, and evaluating the effectiveness of school improvement plans.

Similarly, the School Performance Profile includes detailed descriptions of the indicators/data elements, the research supporting each, and the resources available to immediately take action on those indicators for which a school received a low score.

Increased Accountability: To include more students in the accountability system, Pennsylvania has lowered from 40 to 30 the minimum number of students to be considered (known as *n* size) for both reporting and accountability purposes. The State combines historically underperforming students into a *gap* group to increase accountability. For example, a school with only ten students with disabilities, three English Language Learners, and twenty economically disadvantaged students will be counted in the historically underperforming students with this lowered n count of 30; thus, this change will help to identify existing gaps in more schools.

Transparent Reporting: While Pennsylvania's online and publicly accessible School Performance Profile is an accountability system, it is also designed to inform the public of the academic performance measures of each school, comprehensive career and technical center, cyber charter and charter school in Pennsylvania. Calculations of data elements to

create the academic score as well as the data sources themselves are clearly displayed, and with this information, the public will be able to monitor the status and improvement of schools. The School Performance Profile has been made public since late fall 2013. Likewise, the federally-required designations for Title I schools of Reward, Focus, and Priority status are publicized with the determining criteria and associated data for each school so designated.

Supporting Effective Instruction and Leadership

Pennsylvania began transforming its accountability for effective educators in 2010 using an $800,000 grant from the Bill and Melinda Gates Foundation. Now in its third and final pilot phase, and with the passage of Act 82 of 2012, all teachers, principals, and specialists will have equitable access to high quality professional development resources designed to support the requirement that 50% of the evaluation is based on multiple measures of student performance. The other 50% of their evaluation is based on a rubric designed to identify strengths and needs associated with their professional practices.

Beginning with the 2013-14 school year, in accordance with the new law, all teachers are evaluated based on the Danielson Framework for Teaching rubric (which assesses planning and preparation, classroom environment, instruction, and professional responsibilities), multiple performance measures (including the School Performance Profile), and student achievement growth attributable to the individual teacher.

Beginning in 2014-15, all principals and specialists are similarly evaluated, using rubrics and multiple measures associated with their professional responsibilities. Similarly, all superintendents and assistant superintendents are required, under recent changes to *PA's School Code*, to annually report on their district website annual performance measures for which they are responsible and whether or not those performance measures have been met.

To support these accountability measures, PDE provides substantial professional development, delivered virtually via the Standards-Aligned System portal, and in person, via Pennsylvania's 29 intermediate units and the PA Training and Technical Assistance Network (PaTTAN). Of significant concern is fidelity in applying the aforementioned rubrics; therefore, PDE has invested in resources designed to achieve inter-rater reliability.

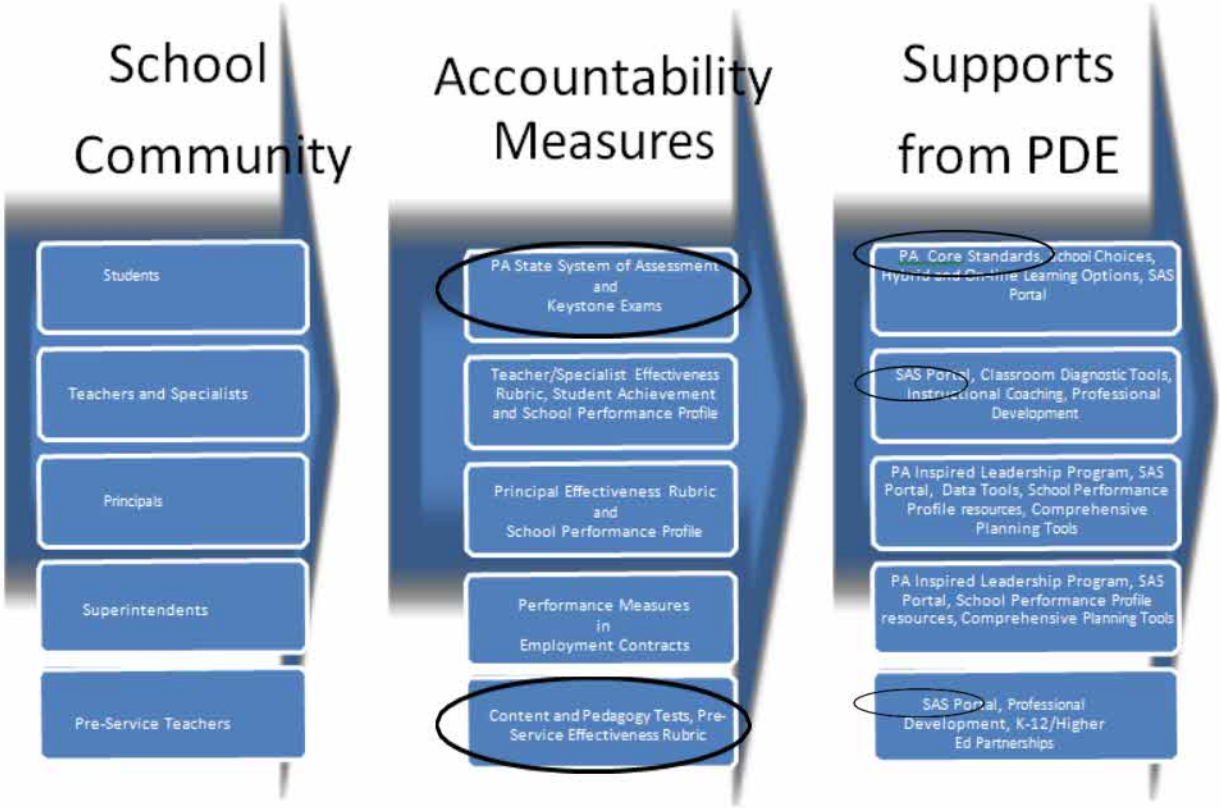
Districts are permitted to request approval of alternative rating systems; however, that system must be at least as rigorous as the state system. Likewise, new PA School Code provisions allow for alternative paths to certification for principals and superintendents. Professional development requirements are in place to support these candidates. All educators are required to continually engage in professional growth, with PDE providing opportunities specifically aligned to the evaluation criteria identified above.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**
☒ The State has adopted college- and career- ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)


School Community
Students
Teachers and Specialists
Principals
Superintendents
Pre-Service Teachers
Accountability Measures
PA State System of Assessment and Keystone Exams
Teacher/Specialist Effectiveness Rubric, Student Achievement and School Performance Profile
Principal Effectiveness Rubric and School Performance Profile
Performance Measures in Employment Contracts
Content and Pedagogy Tests, Pre-Service Effectiveness Rubric
Supports from PDE
PA Core Standards, School Choices, Hybrid and Online Learning Options, SAS Portal
SAS Portal, Classroom Diagnostic Tools, Instructional Coaching, Professional Development
PA Inspired Leadership Program, SAS Portal, Data Tools, School Performance Profile resources, Comprehensive Planning Tools
PA Inspired Leadership Program, SAS Portal, School Performance Profile resources, Comprehensive Planning Tools
SAS Portal, Professional Development, K-12/Higher Ed Partnerships

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

Overview

The US Department of Education reports that of jobs added nationwide in 2011, 60 percent went to those with at least a bachelor's degree, and 90 percent to those with at least some college. Over the next decade, as many as two-thirds of all new jobs will require education beyond high school.[1] Preparing students for post-secondary training and success in the workplace requires effort beyond past expectations. The release of the Common Core State Standards provided the opportunity for Pennsylvania to evaluate its existing standards and make decisions as to meeting the challenge of both college preparedness and work force readiness. While Pennsylvania Academic Standards were strong content-wise, the rigor of the PA Common Core State Standards (CCSS) exceeded the state standards and were ultimately adopted by the State Board of Education in July 2010. Further deliberation by the State Board resulted in the direction to create PA Common Core Standards.

Pennsylvania educators from across the state convened in 2012 to meld the PA Academic Standards with CCSS. Completed in January 2012, these English Language Arts and Mathematics standards were customized to embrace the content and rigor of Common Core as well as the best of what Pennsylvania Academic Standards offered. The PA Core Standards, for example, include pre-kindergarten standards. Overall, the PA Core Standards reflect a rigorous set of standards that embraces the CCSS Anchor Standards in English Language Arts as well as the CCSS Standards for Mathematical Practice.

In concert with the revision of the standards is the revision of the state assessments. With the Pennsylvania System of School Assessments in the process of revision and alignment to PA Core (grades 3 through 8) and the implementation of end of course assessments at the high school that replace the PSSA at grade 11, the alignment of standards and assessments are complete. (Note that Keystone Exams are offered in Algebra 1, Biology, and Literature.)

Key to Pennsylvania initiatives is the Pennsylvania Department of Education's Standard Aligned System (SAS) portal (http://www.pdesas.org/). The Standards Aligned System (SAS) was developed by the Pennsylvania Department of Education and became operational in 2009.

[1] U.S. Department of Education Releases Blueprint to Transform Career and Technical Education (April 2012)

A comprehensive, researched-based resource to improve student achievement, SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of this state-of-the-art portal. The SAS portal is designed to organize and deliver educational content carefully aligned to the PA Core Standards and provide educators with integrated classroom tools to enhance teaching effectiveness, including addressing critical issues as meeting the needs of diverse learners. It also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the Commonwealth.

The SAS portal is continually refreshed to begin the process of informing and educating Local Education Agencies (LEAs) on the standards, their design, and supplementary resources to support implementation. Further discussion on SAS and its support of PA Core Standards follows later in this document.

Additional support for PA Core Standards is the annual SAS Institute, a four-day event held in Hershey, PA, and open to all LEAs at minimal cost. Since the adoption of PA Core Standards, each year's institute has offered multiple sessions related to student achievement and effective implementation of standards. While SAS has been the focus, nationally noted educators – to include Grant Wiggins, Jay McTighe, and Charlotte Danielson – have presented at the institute in support of standards based curriculum and effective classroom strategies.

Outreach continues as the Commonwealth's intermediate units support PA Core Standards implementation. Intermediate units are entrepreneurial, highly skilled, technology-rich, and agile providers of cost-effective, instructional, and operational services to school districts, charter schools, and over 2,400 non-public and private schools. Additionally, intermediate units are direct providers of quality instruction to over 50,000 Pennsylvania students. Over the years, intermediate units have responded to a wide array of needs as they developed in schools and communities throughout the state. Today, intermediate units continue to fulfill their mission of service by addressing traditional and emerging needs, serving as essential links for learning in Pennsylvania, and as a liaison between local schools and the Pennsylvania Department of Education.

Intermediate units have participated in the development of training modules for PA Core Standards and have been trained to deliver professional development to LEAs. With the ability to customize their services to meet individual LEA needs, intermediate units have been vital in responding to all aspects of curriculum and instruction.

In addition to intermediate units, the Pennsylvania Training and Assistance Network (PaTTAN), an extension of the Pennsylvania Department of Education's Bureau of Special Education, PaTTAN works in partnership with families and local education agencies, to support programs and services to improve student learning and achievement. PaTTAN

offices are located across the state and are instrumental in supporting learning for all students through such initiatives as Response to Instruction and Intervention (RtII), inclusive practices, special education leadership, English Language Learner (ELL) support, and early intervention. PaTTAN excels in its ability to meet the needs of diverse learners via workshops, guided practice, seminars, statewide conferences, distance learning, videoconferences, and online courses.

The need to support and provide resources for Pennsylvania educators is ongoing. SAS is always a work in progress. As initiatives evolve, the SAS portal responds with refreshed materials, professional development, and high quality vetted resources. So too the intermediate units and PaTTAN staffs embrace the state's student achievement goals and restructure its offerings and services to reflect such. Specifically, the intermediate units have an agreement with the State to assist in the development of SAS resources, to include, but not limited to, model curriculum maps and additional training materials for PA Core transition. PaTTAN, as an extension of the Bureau of Special Education, is responsive to all State initiatives related to students with disabilities and maintains an outgoing outreach to LEAs across the State.

Alignment

Upon the decision to create PA Core Standards for English Language Arts (ELA) and Mathematics, the Pennsylvania Academic Standards were evaluated through the lens of CCSS and the resultant PA Core Standards were determined to be the high quality standards Pennsylvania deemed essential to meet the college and career ready expectations demanded of high school graduates. Inclusive of the ELA Standards was the adoption of the ELA Standards in Reading and Writing for History and Social Studies as well as in Science and Technical Subjects. The reading and writing standards (6-12) for history and science mirror the CCSS and are available at http://www.pdesas.org/Standard/StandardsBrowser.

Special Populations

The state's college and career readiness aspirations extend to all students - including economically disadvantaged students and low-achieving students - those who are in need of specially designed instruction due to a disability or because English is not their first language.

The PaTTAN supports mechanisms to improve student achievement for children with disabilities that focuses on evidence-based practices. PaTTAN's operational milestones include the development and implementation of a comprehensive Response to Instruction and Intervention (RTII) plan to improve performance of all students, providing training and resources to schools statewide to implement RTII utilizing scientifically based approaches in the context of improving student performance. Other milestones include training and support in the use of Pennsylvania Value Added Assessment System (PVAAS). PVAAS offers a statistical analysis of state assessment data that provides districts and their schools with growth data to add to achievement data) and classroom diagnostic tests (online

assessments, divided by content area) designed to provide diagnostic information to guide instruction and remediation in meeting the standards.

The Pennsylvania Alternate State Assessment (PASA) for reading and math, designed for students with significant cognitive disabilities, has been redesigned to align with the PA Core Standards, effective March 1, 2014. The alternate eligible content identifies upper boundary of performance for students eligible for the Alternate Assessment. Alternate eligible content was developed with the content and disability experts by starting with the PSSA assessment anchors and eligible content. The alternate eligible content was vetted through online comment process and onsite presentations, followed by an independent review by an outside expert, Dr. Diane Browder. The 2014-15 assessment is based on the PA Standards. Standard setting was conducted in May/June 2015.

Pennsylvania's English Language Proficiency (ELP) standards were last updated in 2007 and at that time were closely aligned to the state's 2001 English Language Arts curriculum framework. Pennsylvania is currently updating its English Language Proficiency Standards, comparing cognitive function/rigor to the PA Core Standards. The summative frameworks will remain in effect until ACCESS 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners) becomes the assessment measure (2015 – 16). The Model Performance Indicators will be upgraded to align with Pennsylvania, and the CCSSO publication, *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards,* will guide the development of the indicators.

World Class Instructional Design and Assessment (WIDA) has analyzed the linguistic demands of the college and career ready standards. As a result, they have revised and amplified their 2007 English Language Proficiency Standards to correlate to college-and-career- ready standards and to make explicit the Academic Language demands contained within. Pennsylvania plans to adapt the 2012 version of WIDA's framework and will build upon WIDA's 2012 framework by providing linkages to the PA Core Standards. This work will highlight the importance of the academic language required to succeed in the content areas by expanding standards that contain Pennsylvania specific content to include the cognitive functions and linguistic demands that teachers will need to focus on to ensure that our English Learners are engaging in the same cognitively demanding activities and accessing the college and career ready standards as are native English speaking students. The current and future focus of the ESL program area advisors within PDE is the development and delivery of professional development on assisting our LEAs in meeting the challenges and opportunities presented by the college and career ready standards. Face to face professional development for administrators on planning for transitioning ELLs to the new standards and guidance for this topic through our Basic Education Circulars (BEC) provide the Department of Education's guidance on the implementation of law (regulation and policy) addressing program requirements and regulations.

PDE is proposing to add an additional ESL content advisor; a major part of her role is to

develop and disseminate professional development on effective procedures and strategies for instruction of language and content. To sustain the professional development, a series of webinars and face-to-face trainings for the field will be scheduled so that implementing the protocol and strategies at the classroom level will occur with fidelity. Other important work includes the development of a revised set of ELL overlays (http://www.pdesas.org/module/sas/curriculumframework/) designed to guide classroom teachers as they instruct ELLs at various levels of language acquisition. The 2013 annual statewide ELL Symposium focused on implementation of PA Core Standards, including identifying the academic language demands, the language forms and functions that students need to understand and produce the standards, as well as supports and modes of differentiation.

All professional development will be available to content and ESL area teachers and will be archived on the PA Standards Aligned System (SAS) for ease of access by teachers and administrators.

Pennsylvania is also a member state of the Assessment Services Supporting ELLs through Technology Systems (ASSETS) Consortium. The full system will measure student progress in attaining the academic English necessary to succeed in school and ultimately post-secondary studies and work. It will include a computer-based language proficiency test, screener, interim assessments, and formative resources. Utilizing ASSETS resources, Pennsylvania will implement professional development to ensure educator and LEA preparedness for full operationalization of the ASSETS assessment system in SY 2015-16.

PDE is in the process of a multi-pronged effort to strengthen its outreach to schools that have an ELL population:

- Pennsylvania's ELL Overlays for Literacy and Mathematics were updated to demonstrate correspondence to the PA Core Standards for Language Arts and Mathematics, and were posted to the Standards Aligned System in April 2014. These ELL Overlays assist educators by making explicit the process of differentiating instruction and assessment for English language learners based on these rigorous standards (see attached Penn*Link announcement (see Attachments 1 & 2)). Link to ELL Overlays for Literacy and Mathematics: http://www.pdesas.org/curriculumframework/elloverlay/#
- Pennsylvania's ELPS Formative Framework is in the process of being updated to correspond to the PA Core Standards for English Language Arts and Mathematics. This will provide educators with additional models of English language learners comprehension and production by proficiency level and grade. To lead this work, Pennsylvania has contracted Lynore Carnuccio, a nationally recognized expert in the development and implementation of English language development standards to lead a working group of Pennsylvania experts. A draft will be completed by June 2015 and presented to stakeholders for additional review and input. The final document should be posted in December 2015.

- Increased Professional Development – In addition to providing training to support use of the aforementioned ELL overlays, webinars, online trainings, and other delivery methods, outreach to LEAs will focus on addressing their needs and following through with appropriate training opportunities. Specifically, in 2014-15, annual professional learning related to the PA ELP Standards includes a three day train-the-trainer workshop to be presented by the WIDA Consortium: *ELD Standards in Action: Training of Trainers* (description below). This training will be offered to select ESL Contacts at regional intermediate units across the Commonwealth, as well as to the top ten school districts with the highest number of English language learners. This training will prepare approximately 40 ESL experts to provide turnaround training to local educators. To further assist in the roll out and implementation of the updated PA English Language Development Standards Formative Framework, Pennsylvania will contract with an ELL expert to develop and deliver train-the-trainer workshops at the three regional PaTTAN centers during school year 2015-16.
- Technical Assistance – Effective the 2013-14 school year, one full-time technical assistant was employed to work with LEAs as needs are identified; this individual coordinates and collaborates with PaTTAN and other state agencies in the effective use of the RtII process, and generally interacts with LEAs to maintain a line of communication. This service is in addition to the two full-time ELL content advisors in the Bureau of Curriculum, Instruction and Assessment.

As for students with disabilities, the Bureau of Curriculum, Instruction and Assessment and the Bureau of Special Education will collaborate on providing LEAs with targeted training and technical assistance through the PaTTANs and intermediate units. Training via the PaTTAN and IU systems will focus on the implementation of Pennsylvania's Core Standards for diverse learners, including both English Language Learners and students with disabilities (see PaTTAN training agenda for 2013-14- 2Eii). Specifically, the professional development will utilize the Response to Instruction and Intervention (RtII) Framework as school improvement model for ensuring diverse learners equitable access college and career ready standards. The bureaus will be responsible for the monitoring of the school improvement plans on yearly basis to ensure key milestones and student targets are met.

Transitioning Assessment of Students with Disabilities
Based upon a student's IEP, the PSSA-Modified (PSSA-M) assessment was previously administered; however, effective the 2012-13 school year, Pennsylvania discontinued the use of its PSSA-Modified and those students participated in the PSSA State assessment. The PSSA is now offered with accommodations applicable to the needs of the student (e.g., the online version only displays one item on the screen at any one time). Thus, the transition has already occurred and students were prepared to participate in the State assessment.

Outreach and Dissemination
Primarily through the SAS portal http://www.pdesas.org/, PA Core Standards are available to all SAS users. While users may register to gain access to teacher tools, the site is open to all users. Standards can be viewed and downloaded in multiple ways. Copies of standards

can be printed in PDF versions or the standards can be viewed as they relate to the Assessment Anchors (AA) and Eligible Content (EC). Assessment Anchors and Eligible Content are the blueprints from which the state assessments are derived. Thus, as the standards are the backbone of the SAS portal, the AA/EC define what can be assessed in a large scale testing.

Analytics as to views of the PA Core tab within the SAS portal may serve to underscore the importance of SAS as a valuable resource. Page views within the PA Core tab of the Standards element show 372,878 views (from May 2012 through January 2015).

As noted above, the annual Standards Aligned System Institute has been a primary source of face-to-face communication with LEAs regarding awareness and understanding of standards.

With the institute averaging 1,200 attendees per year, it builds capacity very quickly across the state.

It is important to note that all SAS resources are accessible to all and they are applicable to both the general population as well as special populations such as economically disadvantaged and low achieving populations.

Supporting Pennsylvania Educators

With LEAs transitioning from PA Academic Standards to PA Core Standards in English Language Arts and Mathematics, PDE offers a variety of supports to assist in the transition. Success in translating standards into classroom practice lies with leadership, professional development, and materials and resources to inform classroom instruction.

- In partnership with intermediate units, PDE has developed training modules that are designed as train the trainer, i.e., intermediate unit curriculum personnel have been trained to deliver modules to schools and districts that in turn can train within their respective entities. These modules are also posted on SAS http://www.pdesas.org/Standard/PACore and can be accessed and used independently. Modules include such topics as unpacking the standards, rigor, assessments, evaluating existing curriculum, and writing; a PowerPoint, a script, and all relevant handouts are available.
- Intermediate units and PaTTAN consultants continue to offer workshops and individualized sessions for LEAs. Topics range from unpacking the standards to evaluating existing curriculum to working with economically disadvantaged and low-achieving students, ELL students and students with disabilities.
- The SAS portal offers professional development for educators on a variety of topics. These Act 48-applicable courses are framed around Educator Effectiveness and address such issues of engaging students, flexible and responsive teaching, setting expectations, and communicating with families. While not specifically addressing economically disadvantaged and low-achieving students, these professional development modules focus on the importance of acknowledging individual student needs and working with families.

- Through the PA Training and Technical Assistance Network (PATTAN), training is provided to support the shifts required to address changes in curriculum, instruction, assessment, and IEP development as a result of changes in the alternate eligible content for the alternate assessment. The five year OSEP funded Personnel Development Grant (Project MAX: Maximizing Access and Learning: PA Core Standards Project) provides an opportunity to look at direct implementation in specific classrooms.

  PaTTAN has engaged teachers working with students with significant cognitive disabilities in the development of instructional materials and resources, item development, and communication to address the changes in the PA Core Standards. A monthly webinar series is provided starting with over 800 teachers on the first one. The series is available for later viewing on the PaTTAN website along with the listserv and instructional resources.

  Fall Series:
  - What's New: PA Alternate Eligible Content, Assessment and Instruction
  - Using the Alternate Eligible Content to Write Standards Aligned IEPs
  - Instructing Math and Reading/ELA Using the Alternate Eligible Content: Getting Started

  Spring Series:
  - Increasing Academic Expectations with the Alternate Eligible Content: Increasing Communication/Language Expectations
  - Increasing Academic Expectations with the Alternate Eligible Content: A Closer Look at Math
  - Increasing Academic Expectations with the Alternate Eligible Content: A Closer Look at ELA/Reading
  - Academic Expectations with the Alternate Eligible Content: Creating Lessons

- ESL technical assistants, supported by Title III funding, work with LEAs across the state work ranging from Annual Measurable Achievement Objectives improvement planning for identified districts, focused professional development sessions, one-on-one consulting with LEAs, and presentations at statewide ELL symposiums.
- Science, Technology, Engineering, and Math (STEM) activities throughout the state are designed to bring STEM education professionals from across the Commonwealth together to network, collaborate, learn, and share ideas in order to improve/enhance STEM education at the local level, and increase capacity for STEM within the state of Pennsylvania. Sample STEM activities are as follows:
  - STEMathon –the premier statewide conference for all disciplines of STEM education – science, technology, engineering, and mathematics.
  - Attendees come from every corner of the state of Pennsylvania, as well as surrounding states. Conference activities include world-class keynotes, breakout sessions on a wealth of STEM topics, and opportunities to network with the STEM leaders and visionaries that are transforming

education. - See more at: http://www.iu13.org/events/all/stemathon/#sthash.siMVpp33.dpuf

- Governor's PA STEM competition - an annual event designed to expose students to the diverse STEM employment opportunities that exist in their communities.
- Chevron STEM Center – established by the Carnegie Science Center and funded by Chevron, it offers featuring SciTech days, science fairs, and other student competitions
- Math/Science Partnerships – ten funded Math Science Partnerships across the state funded through federal programs provide intensive professional development (at least 80 hours/year) on STEM

- The Pennsylvania Department of Education has been awarded more than $110 million through the United States Department of Education's Striving Readers Comprehensive Literacy Program. The Keystones to Opportunity (Striving Readers) Grant (KtO) was awarded to support Pennsylvania's comprehensive approach to improving literacy outcomes for all children, including economically disadvantaged students, low-achieving students, limited English proficient students and students with disabilities. Improvements in the local literacy context are important to the ultimate success of this initiative. The Pennsylvania Department of Education committed to creating 21st century literacy environments where children can acquire the reading, writing, speaking, listening and language skills they need to succeed academically.

  For year two, the KtO Operational Team hosted three regional three-day data retreats for its sub grantees. During these data retreats, the team provided intensive training on the Victoria Bernhardt's Multiple Measures Method for Data Analysis for Continuous School Improvement. This training also embedded the elements of the Local Comprehensive Literacy Plans that were written by the sub grantees. The first Pennsylvania Comprehensive Literacy Conference was held in State College with over 300 attendees. The conference included keynote speakers, breakout sessions, and sub grantee poster sessions. We also held a highly competitive application process for the 2014 Literacy Innovation Awards and named eight district sub grantees as award winners.

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To date, Pennsylvania has trained over 290 intermediate unit trainers to provide professional development related to key literacy initiatives. Over 20,000 teachers and 4,500 administrators participated in these literacy trainings.

- Pennsylvania is one of five states participating in the RAISE (Reading Apprenticeship Improving Secondary Education) grant, a federally funded Investing in Innovation Grant (i3) awarded to WestEd's Strategic Literacy Initiative in 2010. The $22.6 million grant addresses persistent academic achievement gaps in the nation's high schools by scaling up its proven model of academic literacy instruction through the Reading Apprenticeship framework. This research-based framework, in strong alignment to the Core State Standards, has proven to be effective in increasing students' reading comprehension, engagement, and motivation.

  Pennsylvania is currently participating in three federal grants made available through WestEd's Strategic Literacy Initiative. These three grants provide up to 65 hours of professional development for middle and high school ELA, science and history teachers, as well as their administrators, in the Reading Apprenticeship framework. This research-based framework guides teachers in designing instruction to support and improve academic literacy and learning.

  Currently in its fourth and final year, the Reading Apprenticeship Improving Secondary Education (RAISE) i3 grant has provided approximately 570 teachers and administrators with training in Reading Apprenticeship. With 58 high schools participating in the grant, an estimated 75,600 students have been impacted. (This is based on each teacher's first year of implementation).

  The second federal i3 grant awarded to WestEd's Strategic Literacy Initiative is the Internet-based Reading Apprenticeship Improving Science Education (iRAISE) grant. In its second year, iRAISE provides 65 hours of professional development to high school science teachers in a completely online learning environment. Teachers engage in both synchronous and asynchronous sessions to learn how to improve students' literacy in science. To date, 34 Pennsylvania high school science teachers, representing 22 school districts, have participated in the grant. For the 2015-16 school year, approximately 45 additional teachers will be recruited to participate in the final year of iRAISE.

  The third grant awarded to WestEd's Strategic Literacy Initiative, in which Pennsylvania participates, is the Reading Apprenticeship Writing Connections (RAWC) grant. This federal Supporting Effective Educator Development (SEED) grant provides middle level teachers in ELA, science and history, grades 6-8, with training in Reading Apprenticeship with a connection to writing to improve content area literacy

and learning. Currently in its first year, the RAWC grant is providing approximately 70 teachers and administrators with 65 hours of professional development in Reading Apprenticeship. This professional development is a hybrid of face-to-face and online learning in an effort to provide ongoing learning and support throughout the school year. An additional 240 teachers are being recruited for the final year of the grant, which concludes in June 2016.

In an effort to build capacity in the schools participating in these grants, each participating RAWC and RAISE school team selects a teacher leader. These teacher leaders participate in three additional days of face-to-face learning to deepen their understanding of Reading Apprenticeship, problem-solve, share successful classroom practices, and hone their facilitation skills in leading team meetings at their school. A facilitated, online course for administrators has also been developed to assist principals in providing support for Reading Apprenticeship implementation and strengthening content literacy instruction in their respective schools. This course is provided to administrators from participating schools at no cost.

- Additional supports and resources to support the transition to college and career-ready have been developed in concert with IU curriculum personnel. Resources include a PK-12 model curriculum for English Language Arts and Mathematics as well as detailed implementation plans for districts. Pennsylvania educators are in the process of creating K-12 online courses in Pennsylvania Learns iTunes U. Aligned to the model curriculum, the courses are a valuable resource as educators employ technology and seek resources aligned to the PA Core Standards.

Preparing New Educators

It is critical that educators entering the profession have a sound working knowledge of the content and expectations of PA Core and the end goal of college and career ready.

Preparing New Educators: Teachers

- In keeping with its goal of ensuring that Pennsylvania teacher certification candidates have the knowledge and skills needed to perform the job of an entry-level teacher in Pennsylvania public schools, the Pennsylvania Department of Education (PDE) initiated the development of a new testing program: the Pennsylvania Educator Certification Tests (PECT). The PECTs were developed in alignment with Pennsylvania regulations and standards, including the Pennsylvania Program Framework Guidelines and the relevant Pennsylvania Academic Standards. The Pre-service Academic Performance Assessment (PAPA) is the means of assessing reading, mathematics, and writing skills for undergraduate candidates seeking a state-approved Pennsylvania educator preparation certificate. All undergraduate candidates for initial certification will be required to pass the PAPA as well as the test corresponding to the specific certification area.
- Recent changes in teacher certification were designed to focus new elementary

level teachers by offering either a PK – 4 or 4 – 8 certificate rather than the issuance of a K – 6 certificate. Specifically, for those who will practice in the 4th through 8th grades, the college programs offer pedagogy aimed at middle level students and requires that prospective teachers pass a test that awards a concentration in a core content area.

- The importance of meeting the needs of students with disabilities and English Language Learners is reflected in the recently added pre-service requirement that requires candidates to have earned 9 credits (270 hours) in teaching students with disabilities and 3 credits (90 hours) in teaching English Language Learners.
- The newly implemented Professional Core of courses, competencies, and experiences for K-12 teacher preparation require that programs must be designed to address the issues and knowledge that are relevant for K-12 levels of teaching and learning: Development, Cognition, and Learning, Subject Matter Content and Pedagogy, Assessment, Professionalism, Adaptations and Accommodations for Diverse Students in an Inclusive Setting, and Meeting the Needs of English Language Learners.
- The PDE review process for program approval for teacher preparation colleges has been revised to reflect an outcomes-based rather than a classroom focused evaluation.
- A monitoring system is in place to annually evaluate teacher preparation programs and to designate any program that meets the State's definition of low-performing or at risk of low-performing. The data used for determining low-performance or at-risk status is based on the reporting of programs that lead to initial certification. If so designated, the program receives a conditional approval status during the major review.
- A Title II Eligible Partnership program is in the planning stages, and when implemented, will create collaborative relationships between K-12 schools and higher education. The interchange will meld the needs of schools with the colleges' student teacher programs.
- Feedback from the field has been instituted to all educators applying for a certificate through the PA Teacher Information Management system. A brief six-question survey asks applicants to assess how well their undergraduate programs prepared them for classroom instruction, assessment of students, content knowledge, and impact on student achievement. While not necessarily pre-service training, this feedback informs teacher preparation program improvement.

Preparing New Educators: Administrators

- Pennsylvania's administrative preparation program is based upon its Pennsylvania Inspired Leaders (PIL) Standards (See Appendix P1-A.) Derived from the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, the core standards capture the strategic thinking skills, standards-based systems theory, and data-informed decision making necessary for instructional leaders.
- For new principals and other administrators, the National Institute for School

Leadership (NISL) offers high-quality, research-based professional development programs designed to give principals the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools. This training brings the best practices used to train corporate CEOs and military commanders to our school leaders. Researchers benchmarked the training of school principals and the training of leaders in business, the military, medicine, and other fields to create a state-of-the-art executive education program for principals. The teaching materials build on the best learning strategies (simulations and case studies, in both written and video formats) for adult professional education.

Participants develop skills in six types of thinking: strategic, visionary, systems, instructional, ethical and change agent and use these skills to plan and implement contextually sensitive initiatives and interventions for their own schools.

As related to standards and high expectations, several units of instruction focus on critical elements of student achievement:

- *Elements of Standards-Based Instructional Systems and School Design* - including the principal 's critical role/responsibilities in orchestrating an aligned and coherent standards-based instructional system, and ensuring that meeting standards comes first in everything the school does.
- *Leadership for Excellence in Literacy and Mathematics* – including the principal's role in setting up processes within the school to ensure continuous improvement in teaching and learning.
- *The Principal as Strategic Thinker* – including the principal's role of creating a vision of high expectations accompanied by deliberative decision-making and decisive actions—with accountability for success.

- Educator Effectiveness training is a two-day workshop that focuses on an understanding of the Danielson *Framework for Teaching* and the expectations for teacher performance. The training focuses on an understanding of the four domains as well as the clinical supervision and evaluation process – including differentiated supervision. As a result of this training, principals are poised to implement the evaluation system and cognizant of the instructional expectations for teachers in the Commonwealth.

Instructional materials

The primary source for resources lies with the Standards Aligned System (SAS) portal. Located online at http://www.pdesas.org/, SAS offers a wide array of tools:

- PA Core Standards and Anchor and Eligible Content – While the standards themselves provide guidance for curriculum and instruction, the Anchor and Eligible Content documents are the test blueprint – what is assessed on the PSSA and Keystone Exams. At the Keystone Exam level, sample questions are provided.
  PA Core Standards for History and Science – Reading and writing in the content area are supported by standards for history and social studies and science and technology

for grade 6 – 12.

- Classroom Diagnostic Tools – This easily accessible online tool allows classroom teachers to administer an assessment to discern the level of performance of each and every student in the classroom. Available for English Language Arts, Mathematics, and Science for grades 6 – 12, student performance levels are linked to a multitude of lessons and resources for instruction – whether for remediation or acceleration.
- Grade Level Emphasis Guides – These documents detail the major shifts grade by grade in both English Language Arts and Mathematics.
- Standards Crosswalks – These documents show the alignment between and among the PA Academic Standards, the Common Core State Standards, and the PA Core Standards.
- Training Modules – The training modules described above are housed in SAS, and educators may download the modules for self-guided instruction on implementing the standards.
- Voluntary Model Curriculum (VMC) – When revised, the VMC units with sample lesson plans will be explicitly aligned to the PA Core Standards. These units and lessons offer embedded strategies to address the needs of ELLs and struggling learners.
- ELL Overlays – When revised and aligned to the PA Core Standards, the ELL overlays provide classroom teachers with strategies for creating lessons for students at various levels of language acquisition.
- Learning Progressions - The charts of learning progressions define the road or pathway that students travel as they progress toward mastery of the skills needed for career and college readiness. Linked to the Voluntary Model Curriculum units and lesson plans, learning progressions provide teachers with yet another framework for designing and delivering instruction.
- Curriculum Frameworks – Revised curriculum frameworks for both English Language Arts and Mathematics focus on long-term transfer goals, big ideas, and essential questions framed around the PA Core Standards.
- Algebra 1 Resources - In preparation for the Keystone Algebra 1 exam, educators have easy access to a multitude of lessons and activities directly aligned to the Algebra 1 standards.
- Library Model Curriculum – This K-12 model curriculum links the PA Core Standards to the school library and shows the strong connection of the library to PA Core.
- Literacy Design Collaborative – The Literacy Design Collaborative (LDC) teaching tasks provide a blueprint for seamlessly integrating literacy and content standards in a rigorous, authentic classroom experience. Designed for English language arts and content area teachers in history and science, these tasks focus on PA Core English Language Arts, History, and Science standards.
- Math Design Collaborative – Race to the Top funding has provided for a two-year implementation of Math Design Collaborative (MDC) across the state. Intermediate units work with middle and high school teachers to embed MDC in classroom

instruction. The lessons, to be posted on SAS, not only meet the demands of the content standards but also reinforce problem solving strategies. By the end of this initiative, the goal is to have trained approximately 900 teachers across 28 intermediate units.

- Online Resources. Resources from other states and consortia are listed and available for use by PA educators – including the Tri-State Rubric and Publishers Criteria.
- Race to the Top is supporting the development of online courses K-12 in English Language Arts and Mathematics. Accessible to all at no cost, these courses align to PA Core Standards and engage students in instruction supported by rich technology.
- In pilot stages, selected schools across the state have implemented FIRST, an online application that enables teachers to monitor their instruction to ensure alignment to standards. Teachers measure and report their progress in meeting standards and assess direction for instruction based upon their recorded observations.

Accelerated Learning Opportunities

Pennsylvania is supporting several pathways to expand access to college-level courses and their prerequisites.

- Advanced Placement (AP)/International Baccalaureate (IB) – While Pennsylvania has encouraged LEAs to expand earning opportunities for all students, the School Performance Profile now recognizes the importance of offering challenging coursework and awards points to LEAs who offer AP or IB and extra credit in the academic performance score for having students score 3 or higher in Advanced Placement courses in the core content areas.
- College courses in the high school give students the ability to simultaneously earn high school and college credit. Community colleges and four-year institutions partner with schools and jointly offer rigorous, college level courses that meets both LEA and college requirements.
- Credit flexibility allows students to earn academic credit requirements toward graduation by demonstrating competency outside the prevailing Carnegie units and seat time. Competency-based learning strategies within schools will result in graduating highly skilled students prepared for the 21st century economy.
- Demonstration of content mastery and the support for constructive anywhere, anytime student learning experiences can improve dropout rates, re-engage students, and provide opportunities for accelerated learning.
- Race to the Top is supporting an initiative to facilitate online learning for students, with an emphasis on STEM. Race to the Top is committed to implementing an online curriculum, with an emphasis on STEM, by designing a statewide means of achieving equitable access to high quality, rigorous courses for all students. The Online Course Choice initiative is designed to vet online courses via a rubric that will evaluate the content and quality of. LEAs may then access these vetted courses, having confidence in their overall quality.
- Although many districts have been offering "cyber services" for years, true hybrid

schools are new to Pennsylvania. While not specifically designed for accelerated learning, the PA Hybrid Learning Initiative provides access to national experts, leading-edge resources and collaborative tools to help schools interested in evaluating or implementing new hybrid school models. From the perspective of implementing rigorous standards, hybrid learning enables teachers to accelerate learning, provide more individualized instruction, and self-pacing.

Increasing Rigor

In addition to the adoption and implementation of the more rigorous PA Core standards, Pennsylvania has several initiatives in place to move students to graduating college and career ready.

- Pre-K standards that align with K -12 standards and set clear expectations for students as they segue into the K – 12 system. These standards set the stage for a more rigorous learning environment.
- Transition to revised Pennsylvania System of School Assessments (PSSA) based upon PA Core Standards; these grade 3 through 8 tests have been developed and administered in 2014 – 15 they reflect a more rigorous, generally higher Depth of Knowledge level than the prior PSSAs.
- Effective with the graduating class of 2017, students must demonstrate proficiency in the Algebra 1, Biology, and Literature Keystone Exams in order to graduate. Proficiency in these three exams points to students on the pathway to college and career ready preparedness.
- The Pennsylvania School Performance Profile is designed to provide a building level academic performance score for teachers and principals as part of the Educator Effectiveness System. Employing multiple measures of a school's academic performance, these measures contribute to scoring focused on increasing rigor in the schools through emphasis and weighting on the following:
  - Offering Advanced Placement (AP), International Baccalaureate, or College Courses
  - Meeting Advanced Placement scoring benchmarks
  - Meeting SAT/ACT college ready benchmarks
  - Meeting proficiency levels on industry certification exams [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- The Pennsylvania Alternate State Assessment (PASA) for reading and math, designed for students with significant cognitive disabilities, has been redesigned to align with the PA Core Standards, which became effective March 1, 2014. The alternate eligible content identifies upper boundary of performance for students eligible for the Alternate Assessment. Alternate eligible content was developed with the content and disability experts by starting with the PSSA assessment anchors and eligible content. The alternate eligible content was vetted through online comment process and onsite presentations, followed by an independent review by an outside expert, Dr. Diane Browder. The 2014-15 assessment is based on the PA Core College and Career Ready Standards. Standard setting will be conducted in May/June 2015.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☐ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☒ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

Transition to New PA Assessments: Grades 3-8 PSSA

Pennsylvania assesses students in grades 3 through 8 on the Pennsylvania System of School Assessment (PSSA) in math and reading and at the high school level via end-of-course Keystone Exams (Algebra 1, Biology, and Literature). Assessment Anchors and Eligible Content – the test blueprints – have been developed and are in the hands of educators as they prepare for the new assessments.

The new PSSAs in grades 3 through 8 were administered in 2014-15; these assessments were aligned to PA Core Standards. Standards setting for the new PSSAs occurred after the first administration.

Transition to New PA Assessments: End-of-Course Keystone Exams

At the secondary level, Keystone Exams in Algebra 1, Biology, and Literature are already aligned to the PA Core Standards and were initially administered in spring 2011. A one-year hiatus occurred in 2011-12, but resumed in 2012-13 replacing the 11th grade PSSA; these end-of course exams are designed as indicators of whether or not students are on track for college and career readiness. Academic achievement standards were set for the Keystone Exams in May 2011 based on the 2011 administration and subsequently approved by the State Board of Education.

Transition to New PA Assessments: Timeline

The 2012 – 13 PSSA was based on PA Academic Standards Assessment Anchor and Eligible Content - not the PA Core Standards Assessment Anchor and Eligible Content. In 2012 – 13, the grades 3-5 assessments included embedded field test items aligned to PA Core Standards. The 2013-14 PSSA was based on PA Academic Standards, Assessment Anchor and Eligible Content - not the PA Core standards. The grades 6-8 assessments included embedded field test items aligned to PA Core Standards.

The 2014 – 15 PSSA assessments in grades 3 through 8 were based on PA Core Standards Assessment Anchors and Eligible Content. If funding permits, Keystone Composition will be added to the assessments and Civics and Government will be field-tested.

The testing schedule below reflects past practice and serves as a foundation to understand the transition to PA Core aligned assessments.

State Testing Timeline	
Year	**Assessments**

2011 – 12	Grades 3-8 & 11 PSSA Mathematics and Reading Grades 4-8 & 11 PSSA-Modified Mathematics and Reading Grades 3-8 & 11 PASA* Mathematics and Reading Grades 4, 8, & 11 PSSA Science Grades 8 & 11 PSSA-Modified Science Grades 4, 8 & 11 Science PASA* Grades 5, 8, & 11 PSSA Writing
2012 – 13	Grades 3-8 Mathematics and Reading PSSA Grades 3-8 & 11 Mathematics and Reading PASA Grades 5 & 8 Writing PSSA Grades 4 & 8 Science PSSA Grades 4, 8 & 11 Science PASA* No PSSA-Modified Grades 3-5 Stand-alone Writing Field Test Keystone Exams: Algebra 1, Literature, Biology
2013-14	Grades 3-8 Mathematics and Reading PSSA Grades 3-8 & 11 Mathematics & Reading PASA* Grades 5 & 8 Writing PSSA Grades 4 & 8 Science PSSA Grades 4, 8 & 11 Science PASA* Grades 6-8 Stand-alone Writing Field Test Keystone Exams: Algebra 1, Literature, Biology
2014-15	Grades 3-8 English Language Arts PSSA (PA Core) Grades 3-8 Mathematics PSSA (PA Core) Grades 3-8 & 11 Mathematics & Reading PASA* Grades 4 & 8 Science PSSA Grades 4, 8 & 11 Science PASA* Keystone Exams: Algebra 1, Literature, Biology

**The Pennsylvania Alternate System of Assessment (PASA) is a statewide alternate assessment for students with the most significant cognitive disabilities.*

Coordination Across State Agencies

Having a well-prepared and educated workforce is beneficial to the Commonwealth of Pennsylvania, its citizens, industries, businesses, and employers. It is recognized that by 2018, nearly two-thirds of all American jobs and more than one-half of Pennsylvania jobs will require some form of postsecondary education and training. Educating students to be successful in the workplace and providing appropriate career readiness pathways is a priority, as students must acquire the skills necessary for 21st century careers. Collaboration between and among the Pennsylvania Department of Education and its related agencies, the Department of Human Services, concomitant with Labor & Industry, has focused on appropriate education and training opportunities for students to be career ready and assist them in reaching the first critical milestone – a high school diploma. This goal begins at the pre-school level and continues throughout the educational journey.

Current statewide efforts include the following:

- Stronger preschool/K-12 alignment in curriculum, instruction, and assessment The Office of Childhood and Early Learning (OCDEL) collaboration on the Standards

Aligned System - both through the integration of early education resources into the portal and an overall focus on use of standards-aligned curriculum and assessments in state-funded Pre-K programs is committed to a PreK-12 articulation.

- Birth to age 5 focus on school readiness initiatives, including early learning [*Guiding Parents Smoothly (GPS)* for parent education, a focus on best practices for transitioning children (Early Childhood Executive Leadership Institute)] The OCDEL focus on infant- toddler strategies will result in technical assistance to expand this area. The online GPS is designed to help families set the right course for their children's success in kindergarten and beyond. OCDEL has been piloting its Kindergarten Entry Inventory for the past two school years and will be piloting an electronic database this year.
- Refinement of current data protocols Data sources, including the Pennsylvania Value- Added Assessment System (PVAAS) will inform teacher effectiveness and related student achievement progress. PVAAS is providing student level data to be sure students are on a trajectory for academic preparedness and college readiness. This includes PVAAS Student Projections to PSSAs and Keystones. As of February 2015 LEAs will be provided with PVAAS Student Projections to PSAT, ACT and SAT for students enrolled in grades 6-12.
- Increasing student use of after school programs and services PA's network of afterschool programs and services currently serve over 157,000 students and play an important role in helping students remain in school by providing opportunities to increase student achievement. The Pennsylvania Statewide Afterschool Youth Development Network (PSAYDN) brings together key policymakers, state agency representatives, local leaders, advocates, and providers in an effort to sustain a shared mission and vision for after school services. These out-of-school time programs and services are a "valued resource" in designing new flexible credit programs and strategies to meet students' educational needs.
- Development and implementation of Career and Technical Education (CTE) programs of study based on relevant career and technical content and competencies as well as state academic standards, programs of study will support career readiness. Students also have the opportunity to earn postsecondary credit for skills and tasks learned at the secondary level and to have that credit apply toward a postsecondary certificate, diploma, or degree. CTE programs of study serve as a pathway to postsecondary education and ensure students make the transition without experiencing delays or duplication of learning.
- Implementation of a Statewide Strategic Plan related to Pennsylvania Workforce Development. This initiative supports three major goals: better connecting job seekers with job creators, developing a competitive work force, and building a pipeline for talent. This interagency collaboration is designed to address recent graduates as well as workers in need of assistance. From the perspective of career ready, this plan will inform curriculum that makes students employment-ready with portable and stackable evidence-based credentials that measure work place skills and are reliable predictors of work place success.

- Collaboration with Department of Banking The goal is to increase the financial literacy of all students in the Commonwealth. A K-12 financial literacy curriculum is now posted in the SAS Teacher Tools. This curriculum provides instructional models for integrating financial literacy across the curriculum as well as standalone secondary course options.

Summary

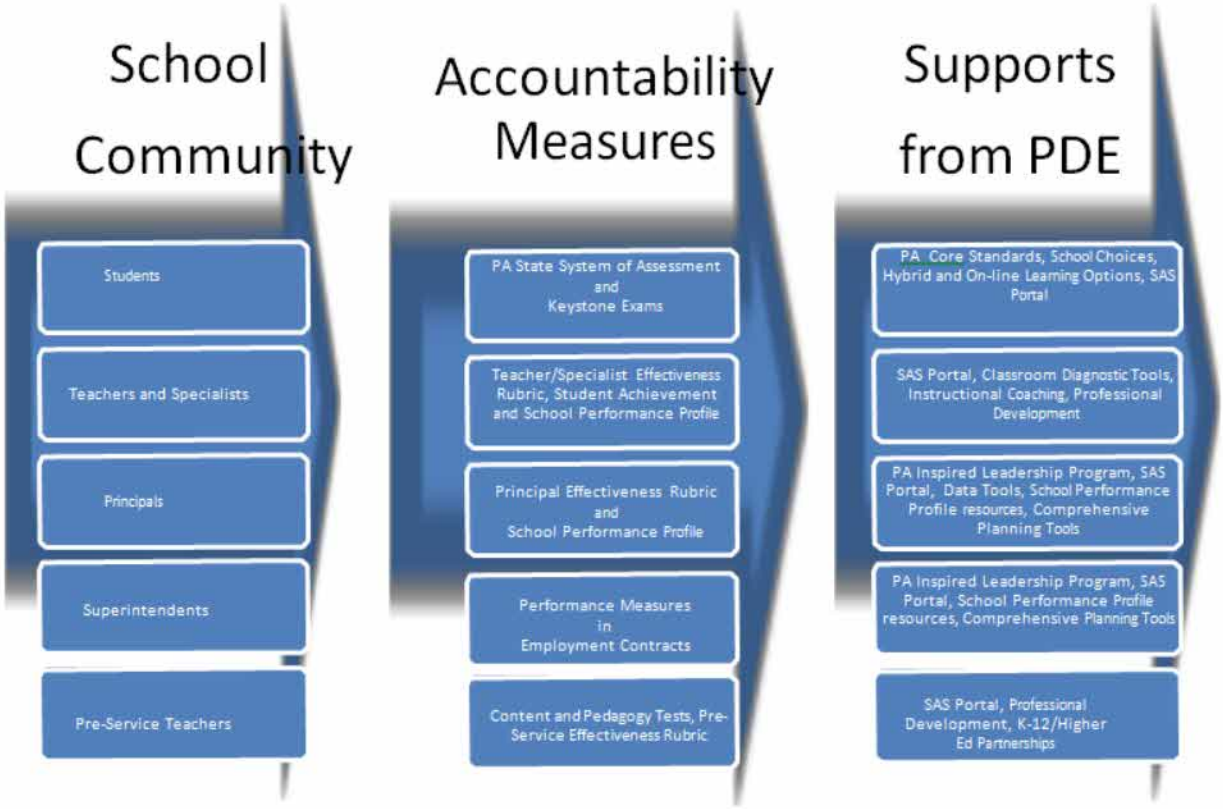
While Pennsylvania has committed to preparing students for college and career readiness, the notion of continuous improvement applies to both SEAs and LEAs. Ongoing support by the State is concomitant with successful implementation of PA Core Standards and the resultant student achievement gains. Reflection of ongoing work and future plans suggest that Pennsylvania is responsive to LEA needs in its SAS portal, its IU and PaTTAN professional development and consultation services; yet, meeting the needs of the less than proficient students – whether identified as ELL or students with disabilities or low-performing students – will require additional effort and more outreach.

The School Performance Profile (SPP), a tool that provides an academic score for every school, is now a robust analytic tool that defines a school's strengths and needs. It is incumbent upon Pennsylvania to educate its stakeholders to understand that the SPP is more than an evaluative measure of school level performance associated with the educator evaluation process. With a School Supports tab that now provides models of implementation of proven strategies from schools across the state and simulation models to guide schools in determining the impact of SPP improvements, it contributes to continuous improvement and increased student achievement by serving as a resource for research-based supports and interventions directly tied to specific data elements/indicators of student performance.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for



Differentiated Accountability: Four Annual Measurable Objectives (AMOs)

Schools will be held accountable under the ESEA flexibility provision that allows for a departure from the "Adequate Yearly Progress" (AYP) nomenclature that identifies schools in categories ranging from Making AYP to Corrective Action. That system, with various methods of achieving AYP such as through Safe Harbor, or not making AYP by having one subgroup miss a target, can be misleading to the general public in terms of understanding the actual academic performance of a school. Pennsylvania proposes to use a fairer and reasonable approach to accountability by considering four specific Annual Measureable Objectives (AMOs). Title I schools may be designated as *Reward: High Achievement, Reward: High Progress, Focus, or Priority based on the AMOs and other federal requirements associated*

with each designation. Although not all Title I schools will be associated with one of the aforementioned categories, all Title I schools will have access to and will receive support in implementing the interventions best suited to the needs identified through their AMO data and the School Performance Profile as related to the educator evaluation process.

Differentiated Accountability: Four AMOs

The AMOs described below set clear, measurable goals related to test participation, graduation/attendance, and closing achievement gaps.

Every Title I school will be subject to four AMOs:

1. **Test Participation Rate** – To meet this AMO, the school must achieve 95% participation on the PSSAs and Keystone Exams. The All Students group will be used for accountability associated with school level designations (Reward, Focus, Priority status). For school status associated with the 2011-12, 2012-13 and 2013-14 school years, test participation AMOs were measured and reported for Mathematics PSSA, Reading PSSA, Algebra 1 Keystone, and Literature Keystone, as applicable. For school status associated with the 2014-15 school year, and thereafter, test participation will be measured and reported for Mathematics and ELA, PSSA as well as Algebra 1, and Literature, Keystone Exams, as applicable. For the 2014-15 school year and beyond, test participation will be measured on all state assessments aligned to the PA Core Standards. In addition to measuring and using Math/Algebra 1 and ELA/Literature test participation AMOs for school status designations (Reward, Focus, Priority status), Pennsylvania will continue to report test participation rates for Science/Biology assessments. As an alternate method of achieving this AMO, any school failing to meet its annual 95% participation rate may use an average of the current rate and the previous year's rate. If the school still fails to meet this AMO then a 3 year average can be used by including the immediately preceding year to the previous year.
2. **Graduation Rate/Attendance Rate** – To meet this AMO, the school must achieve an 85% graduation rate (applied to four-, five-, and six-year cohorts) or meet the target of a reduction of the difference between its previous year's graduation rate and the goal of 85% by 10% when using the four year cohort, by 15% when using the five year cohort, or by 20% when using the six year cohort, OR, if no graduation rate is applicable, an attendance rate of 90% or improvement from the previous year. For accountability purposes, these rates will apply to the All Students group.
3. **Closing the Achievement Gap: All Students** – The achievement gap in 2013-14 has been determined by comparing the percent of students who were proficient or advanced in the 2012-13 baseline year with 100% proficiency In 2014-15, the baseline will be reset for grades 3-8 math and ELA. The benchmark for closing the achievement gap is that 50% of the gap will be closed over a six-year period from the baseline year. All Students is defined as all students enrolled for a full academic year taking the PSSA, Keystone Exams, or the Pennsylvania Alternate System of Assessment (PASA).

4. **Closing the Achievement Gap : Historically Underperforming Students** – Using the same approach as in #3 above, this AMO applies to a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners enrolled for a full academic year taking the PSSA, Keystone Exams, or PASA. If a student is in more than one of the individual groups (e.g., special education and English Language Learner) s/he is counted only once.

The All Students and Historically Underperforming Students are not a cohort but rather students in the school meeting the definition during the reported year. The N size for all of the AMOs listed above is 30, a significant change from the previous Pennsylvania N size of 40.

For all of the AMOs above, student performance at the school, district, and state level will be reported for every traditional disaggregated subgroup.

Differentiated Accountability: PSSA and Keystone Exams/PA Value-Added Assessment System/AMOs

To identify the highest and lowest achieving Title I schools in Pennsylvania as federally-required to determine status relative to the federally-determined status designations of Reward, Focus and Priority schools, Pennsylvania will utilize the academic performance indicators embedded in the School Performance Profile. For Reward: High Achieving, Focus, and Priority designations, PDE will determine the highest and lowest ranking Title I schools using math and reading scores. PVAAS data will be used for Reward High Progress Schools in years where a new baseline is established for closing the achievement gap measures as in the 2014-15 school year for grades 3-8 Math and ELA. Otherwise, Reward High Progress schools will be determined using aggregate progress in closing the achievement gap in Reading and Mathematics for PSSA and/or Algebra 1/Literature for Keystone Exams combined for the All Student group and the Historically Underperforming Student group. The additional consideration of meeting AMOs and School Improvement Grant (SIG) funding status are also included in the criteria. (See chart below.) The School Performance Profile itself is not a factor in determining federally- required designations, but does play a key role in providing supports specific to the data elements used in making the designations.

Differentiated Recognition

The table below illustrates how the Title I school designations (Reward, Focus, and Priority) will be determined. School year 2012-13 served as the initial baseline data year; therefore, the accountability system would not be fully applied until a second year of data is available to determine the extent to which achievement gaps are being closed. For initial designations made in fall 2013, using 2012-13 data, only the state assessment results combined with test participation and graduation rate/attendance AMOs were used. Consequently, using 2012-13 data PVAAS measures will be used to identify *Reward: High Progress* schools. This will also hold true in 2014-15 when the baselines are reset for closing the achievement gap associated with the Math/ELA PSSA.

Differentiated Recognition	
School Status	**Criteria**
Reward: *High Achievement*	Highest 5% Title I schools (based on aggregate Mathematics and ELA proficiency for PSSA and/or Algebra 1/Literature for Keystone Exams) AND Meets all four Annual Measurable Objectives (AMOs). AMOs include: • Test Participation in Mathematics/ELA PSSA (and/or Algebra 1/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • *Closing the Achievement Gap* in Mathematics/ELA PSSA (and/or Algebra 1/Literature Keystone Exams) – All Students • *Closing the Achievement Gap* in Mathematics/ELA PSSA (and/or Algebra 1/ Literature Keystone Exams) – Historically Underperforming Students (Note: For 2014-15 data, the baseline for *Closing the Achievement Gap* will be reset in math and ELA. See page 54 on how this AMO will be met in 2014-15) (Note: ELA replaces Reading in 2014-15) AND Not a Priority School or Focus School
Reward: *High Progress*	For the 2012-13 school year: Highest 5% Title I schools based on aggregate PVAAS growth score in Reading and Mathematics for PSSA and/or Algebra 1/Literature for Keystone Exams for All Students. For 2014-15 school year: Highest 5% Title I schools based on aggregate PVAAS growth score in ELA and Mathematics for PSSA for All Students. Note: 2012-13 and 2014-15 are baseline years for determining closing the achievement gap measures. OR For 2013-14 school year: Highest 5% Title I schools based on aggregate progress in closing the achievement gap in Reading and Mathematics for PSSA and/or Algebra 1/Literature for Keystone Exams combined for the All Student group and the Historically Underperforming Student group. For 2015-2016 school year and beyond: Highest 5% Title I schools based on aggregate progress in closing the achievement gap in ELA And Mathematics for PSSA and /or Algebra 1 and Literature for Keystone Exams. AND Meets all four AMOs. AMOs include: • Test Participation in Mathematics/ELA PSSA (and/or Algebra 1/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • *Closing the Achievement Gap* in Mathematics/ELA PSSA (and/or Algebra 1/Literature Keystone Exams) – All Students • *Closing the Achievement Gap* in Mathematics/ELA PSSA (and/or Algebra 1/Literature Keystone Exams) – Historically Underperforming Students (Note: For 2014-15 data, the baseline for *Closing the Achievement Gap* will be reset in math and ELA. See page 54 on how this AMO will be met in 2014-15) (Note: ELA replaces Reading in 2014-15.)

	AND Not a Reward: High Achievement School, Focus School, or Priority School
Focus School	Lowest 10% of Title I schools (based on highest achievement gap for the Historically Underperforming students AMO). The aggregate achievement gap is for combined Mathematics/ELA PSSA (and/or Algebra 1/ Literature Keystone Exams). (Note: ELA replaces Reading in 2014-15. OR Title I school with a Graduation Rate below 60% OR Test Participation below 95% AND Not a Priority School
Priority School	Lowest 5% of Title I schools (based on aggregate Mathematics and ELA proficiency for PSSA and/or Algebra 1/Literature for Keystone Exams) (Note: ELA replaces Reading in 2014-15. OR Title I school receiving School Improvement Grant (SIG) funds

Differentiated Accountability Recognition: Timeline for Implementation Pennsylvania began implementing a new differentiated accountability/differentiated recognition system in fall 2013, using spring 2013 PSSA/Keystone results and test participation data, 2011-12 attendance rate data, and spring 2012 graduation rate data. Note: Graduation rates and attendance rates are determined using previous year data.

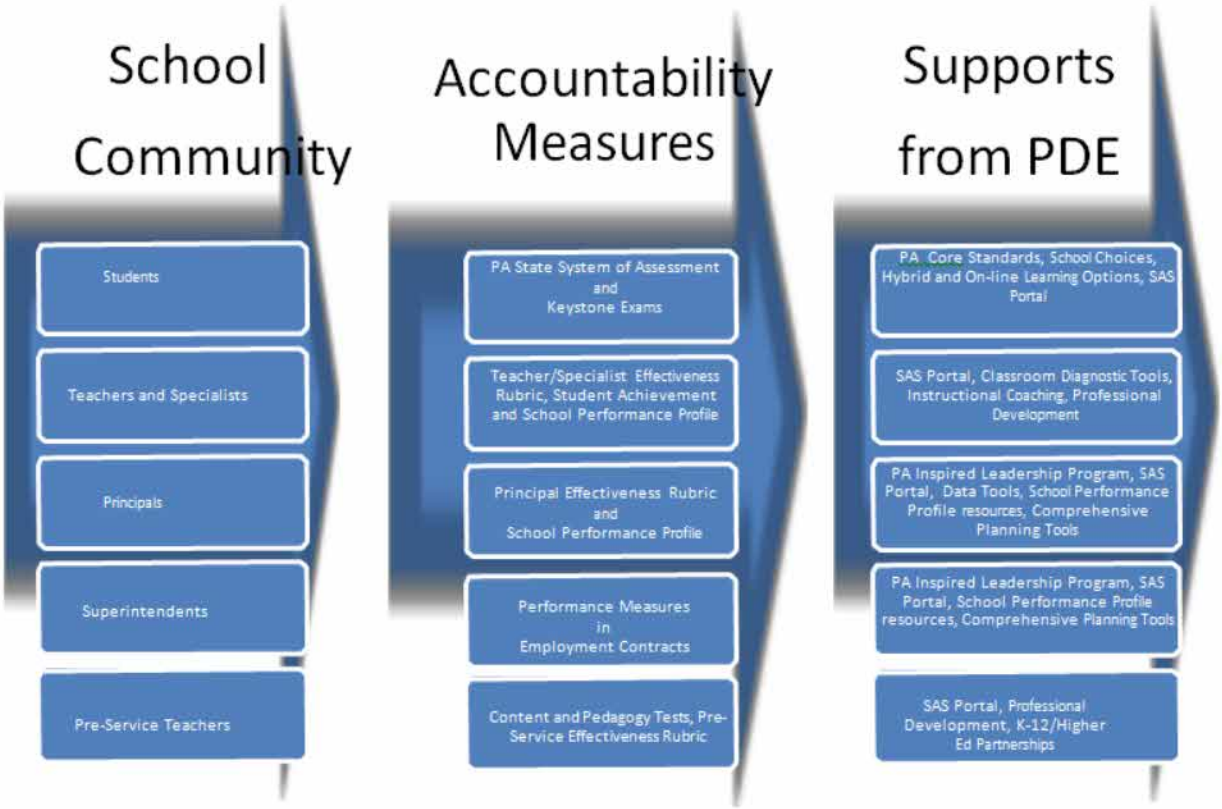
Once the differentiated recognition has been made public, Title I Focus and Priority schools were required to develop plans, with technical assistance provided by PDE through the intermediate unit and PaTTAN offices (described under Supports); these schools will have access to topic- and subject-specific experts, including special education and English Language Learner staff. Plan implementation will be supported by IU and PaTTAN staff and monitored by PDE staff.

Timeline for New Differentiated Accountability/Recognition			
School Year	**Assessments**	**Data Used for Current SY Accountability Status**	**School Designations For Current SY**
2013-14	PSSA based on PA Academic Standards and PASA*; Keystone Exams w/ project alternative	2012-13 assessment results create baseline for AMOs and inform school rankings to identify highest and lowest performing Title I schools. Test participation and graduation/attendance rates used for AMOs.	Reward: *High Achievement Reward: High Progress* Priority Focus
2014-15	PSSA based on PA Core Standards and	2013-14 assessment results compared to 2012-13 baseline to determine if AMOs	Reward: *High Achievement*

	PASA; Keystone Exams w/ project alternative	met; all four AMOs applied.	Reward: *High Progress* Priority Focus
2015-16	PSSA based on PA Core Standards and PASA; Keystone Exams w/ project alternative	2014-15 baseline will be reset for grades 3-8 Math/ELA.	Reward: *High Achievement* Reward: *High Progress* Priority Focus

**PASA – Pennsylvania System of Alternate Assessment is a statewide alternate assessment designed for students with the most significant cognitive disabilities.*

Pennsylvania's support system for all schools, including those not designated, is designed to



improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students. The support system is designed to assist students, teachers and specialist, principals and other school-level leaders, superintendents and other central office leaders, as well as higher education institutions that offer teacher preparation programs. In fact, anyone with internet access can utilize the Standards Aligned System (SAS) portal developed and maintained by the PA Department of Education. The SAS portal hosts a vast array of resources, both static and interactive, all designed to impact student achievement. The SAS portal is the keystone of Pennsylvania's system of accountability and support for effective educators and successful students.

Because the SAS portal is so vast, the PA Department of Education utilizes two other primary elements of education infrastructure to provide consultation, training, and technical assistance to ensure that educators know how to use the SAS portal resources and other elements of the support system effectively. These two critical elements are Pennsylvania's 29 intermediate units (IUs) and three PA Training and Technical Assistance Networks (PaTTANs).

Support: School Performance Profile

The School Performance Profile (SPP) is a support resource to all schools because it is designed to provide immediate access to tools and intervention strategies directly related to the data element for which the school needs assistance. The SPP provides assistance to all schools in their school improvement efforts. For example, if a school sets a goal to improve

its graduation rate, school personnel will be able to find associated resources, access information, and grade level applicability. These resources can be found under the SPP School Supports tab. Likewise, if a school sets a goal to improve its results in the "Ready by 3" category, it will be able to find PA resources associated with that area of need. The information below provides detail regarding the SPP:

School Performance Profile: A Support Tool for Accessing Research-based Resources and Making Data-informed Decisions

Pennsylvania utilizes a School Performance Profile (SPP) to support schools based on multiple measures of performance. The SPP is one of several critical components of the support system and is designed to provide educators, board members, families, and the larger community with an easy-to-understand index on which they can find their local schools, know the indicators and data elements upon which those schools are rated, and compare the performance of their schools against other schools nearby or with similar demographic characteristics. The SPP described herein is the same index referenced in the next section on Educator Effectiveness, as it serves as a portion of the teacher, specialist, and principal annual evaluation. But, perhaps most significantly, the SPP is the gateway to the specific resources available to educators to directly address deficits/areas for improvement relative to specific data elements.

All public schools in Pennsylvania are assigned an SPP score as described below for the purpose of fulfilling statutory requirements for a building-level score associated with the educator effectiveness evaluation system. Traditional public schools, charter schools, cyber charter schools, and full-time career and technical centers are all subject to the SPP.

PDE leaders anticipate the SPP serving as a resource for LEAs to communicate and compare performance, analyze performance indicators as related to achievement, and encourage best practice. To facilitate these practices, the SPP indicators are substantiated with research and include built-in analysis tools to inform goal setting, planning, and aligning resources to improve student achievement.

The first table identifies the indicators used in the SPP, the weight (percent) of each indicator, and the data elements associated with each indicator. The second table describes the data elements and the calculations used for each.

Note that PSSA refers to the Pennsylvania System of School Assessment and includes the student tests given in grades 3 through 8 in mathematics and ELA. The science PSSA is administered in grades 4 and 8. The Keystone Exams are the assessments in Algebra 1 (mathematics), Literature (reading) and Biology (science) in accordance with current ESEA high school testing requirements. Note that in 2014-15, ELA replaced Reading and Writing for the PSSA.

Also note that Pennsylvania's Value Added Assessment System (PVAAS) used for

accountability purposes does not control for demographic variables. It is widely known that students with certain socioeconomic or demographic (SES/DEM) characteristics tend to score lower, on average, than students with other SES/DEM characteristics, and there is concern that educators serving those students could be systematically disadvantaged in the modeling. However, this adjustment is not statistically necessary for a sophisticated value-added model, like those underlying PVAAS. This is because the PVAAS models use all available testing history for each individual student and do not exclude students who have missing test data. In essence, each student serves as his or her own control, and to the extent that SES/DEM influences persist over time, these influences are already represented in the student's data.

The benefit of the PVAAS approach has been confirmed by a variety of value-added experts, citing both the general statistical models and the specific models used in PVAAS:

1. As a 2004 Ed Trust study stated, specifically with regards to the SAS Education Value Added Assessment System (EVASS) modeling, which is the basis for the PVAAS approach: "If a student's family background, aptitude, motivation, or any other possible factor has resulted in low achievement and minimal learning growth in the past, all that is taken into account when the system calculates the teacher's contribution to student growth in the present. [1]"
2. In 2004, a SAS and Vanderbilt team published a study that closely examined SES/DEM adjustments and concluded that SES and demographic covariates add little information beyond that contained in the covariance of test scores. [2]
3. A 2007 paper by RAND researchers J.R. Lockwood and Dan McCaffrey explicitly verified the SAS EVAAS models, citing them by name, when they wrote the following: "William Sanders, the developer of the TVAAS model, has claimed that jointly modeling 25 scores for individual students, along with other features of the approach is extremely effective at purging student heterogeneity bias from estimated teacher effects... The analytic and simulation results presented here largely support that claim. [3]"
4. An economist-based perspective by UCLA researchers Pete Goldschmidt, Kilchan Choi and Kyo Yamashiro provided a similar finding in their study comparing value-added models: " adding in an adjustment for student SES (as measured by eligibility for free- or reduced-price lunch) adds very little once a student's initial status is controlled..." This indicates that student initial status captures many of the effects that SES is attempting to measure. In other words, by controlling for initial status, the model already captures the preceding effects that SES might have on students. [4]

References:

*1+ Carey, K. (Winter 2004). The Real Value of Teachers: If Teachers Matter, Why Don't We Act Like It? (The Education Trust: Washington DC).

[2] Ballou, D., W. Sanders, and P. Wright. 2004. "Controlling for Student Background in Value-Added Assessment." Journal of Education and Behavioral Statistics, 29(1), pp. 37-65.

[3] Lockwood J.R. and D.F. McCaffrey (2007). "Controlling for individual heterogeneity in longitudinal models, with applications to student achievement." Electronic Journal of Statistics, Vol. 1, p. 244.

[4] Choi, K., P. Goldschmidt, and K. Yamashiro (2006). Exploring Models of School Performance: From Theory to Practice (CSE Report 673). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), p. 24.

Finally, promotion rate is calculated by using the retention rate. Students retained in a grade are identified. That number, relative to the original number of students in that grade (applied across all grades in the school) establishes the retention rate. Retention rate is subtracted from 100 to arrive at the promotion rate. Promotion rate is not used if graduation rate is available (for example, a high school or junior/senior high school). Promoting students inappropriately will likely have a negative impact on the static achievement score, closing the achievement gap, and PVAAS score. For a given subject related to an inappropriate promotion – that could have significant and negative consequences.

School Performance Profile: Indicators

School Performance Profile Academic Performance Scoring		
Indicator	**Weight**	**Data Elements**
Academic Achievement	40% (44% for a Comprehensive CTC)	• PSSA/Keystone Exam performance (mathematics, reading, writing, and science) • Industry standards-based competency assessment performance • Grade 3 reading proficiency (PSSA) • SAT/ACT college ready benchmarks Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and Biology.
Academic Improvement: *Closing the Achievement Gap* – All Students	5% (3% for a Comprehensive CTC)	• Percent of gap closure met (mathematics, reading, writing, and science) Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and Biology.
Academic Improvement: *Closing the Achievement Gap* – Historically Underperforming Students	5% (3% for a Comprehensive CTC)	• Percent of gap closure met (mathematics, reading, writing, and science) Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and Biology.
Academic Growth	40%	• Academic progress of groups of students from year-to-year; all subjects (mathematics, reading, writing, and science) Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and

		Biology.
Other Factors Influencing or Reflecting Academic Achievement	10%	• Cohort Graduation Rate • Promotion Rate • Attendance Rate • Advanced Placement or International Baccalaureate or College Credit Offered • PSAT/Plan Participation Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and Biology.
Extra Credit		
Extra Credit for Advanced Achievement	Up to 7 points	• Percent PSSA advanced (mathematics, reading, writing, and science) • Percent advanced industry standards-based competency assessments • Percent 3 or higher on Advanced Placement Exams Note: As the ACT organization replaces Plan with Aspire, ACT Aspire participation will be used.

School Performance Profile: Data Element Descriptors

Data Element Descriptors	
Indicator: Academic Achievement	**Descriptor**
Mathematics – Percent Proficient or Advanced on PSSA/Keystone Algebra 1	The first four data elements are the four PSSA tests for grades 3-8 and Keystone Exams for high school accountability, including the percent of all students scoring Proficient or Advanced. Test scores are earned scores for 30 or more students enrolled for a full academic year. Scaling is 1 to 1. If the percent proficient or advanced is 83.3, the score for the performance measure is 83.3. Best banked scores by grade 11 are used for the Keystone Exams. Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing for the PSSA. Keystone Exams assess Algebra 1, Literature, and Biology.
Reading – Percent Proficient or Advanced on PSSA/Keystone Literature	
Science – Percent Proficient or Advanced on PSSA/Keystone Biology	
Writing – Percent Proficient or Advanced on PSSA	
Industry Standards-Based Competency Assessments - Percent Competent or Advanced [NOCTI and NIMS (National Institute for Metalworking Skills)]	These career readiness assessments are used to calculate career readiness based upon whether students reach Competent or Advanced. Test scores are reported for 30 or more students. Scaling is 1 to 1. If the percent competent or advanced is 78.8, the score for the performance measure is 78.8.

	Student scores are attributed to the Career and Technical Center if it is a full- time school; otherwise, scores are attributed to the home school.
Grade 3 Reading – Percent Proficient or Advanced	Grade 3 reading is a proven predictor of future success; hence, this tested subject receives additional emphasis. Test scores are earned scores for 30 or more students enrolled for a full academic year. Scaling is 1 to 1. If the percent proficient or advanced is 89.9, the score for the performance measure is 89.9. Note: For 2014-15 school year and thereafter, ELA replaces Reading.
SAT/ACT College Ready Benchmark	Students scoring 1550 or higher on the three areas of the SAT and/or 22 or higher on the four areas of the ACT have a high likelihood of success in their freshman year in college. Scores are reported for 30 or more students. This scoring is based upon the grade 12 cohort and the percent who earn a total score of 1550 or higher on the SAT and/or 22 or higher on the ACT. This is based upon the number of students in the grade 12 cohort – not the number of tests taken. Scoring is based on students' highest total scores. The performance measure is a scaled score such that if 40% or more of the Grade 12 cohort's SAT/ACT scores have met the college-ready benchmark, the performance measure is 100 (40 x 2.5). Otherwise, the performance measure is the percent of the Grade 12 cohort's SAT/ACT scores that have met the college- ready benchmark multiplied by 2.5.
Indicator: *Closing the Achievement Gap* – All Students Group and Historically Underperforming Students Group	
Mathematics – Percent of Required Gap Closure Met	For both groups of students, *Closing the Achievement Gap* is calculated for each of the PSSA subjects and Keystone Exams This measure is reported for 30 or more students. The achievement gap is determined by comparing the percent of students who are proficient or advanced in a baseline year with 100% proficiency. The baseline year has been established as the 2012-13 school year for science and Biology, Keystone, Algebra 1, and Literature and 2014-15 for all other subjects. (For schools opening after the 2012-13 school year, for science and Biology, the
Reading – Percent of Required Gap Closure Met	
Science – Percent of Required Gap Closure Met	
Writing – Percent of Required Gap Closure Met	

	baseline year will be the first year the school is open.) For schools opening after the 2014-15 school year, for all other subjects, the baseline year will be the first year the school is open.) Once the achievement gap is determined, schools are measured on the success in closing that gap. The benchmark for success is defined as follows: *Fifty percent (one-half of the achievement gap) is* closed *over a six-year period. This success rate is measured annually such that if a* ***school*** *is on track or exceeding the annual rate needed to close the gap, a score of 100 is earned for the performance measure. If a school has closed 80% of the gap, a performance measure of 80 is earned. A school not making any progress in closing the gap or even widening the gap earns a performance measure of zero. If the percent of students proficient or advanced for the group is 95% or higher and there are less than* 30 *students not proficient or advanced. Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing for the PSSA. Keystone Exams assess Algebra 1, Literature, and Biology.*
Indicator: Academic Growth	
Mathematics – Meeting Annual Academic Growth Expectations Reading – Meeting Annual Academic Growth Expectations Science – Meeting Annual Academic Growth Expectations Writing – Meeting Annual Academic Growth Expectations	The Pennsylvania Added Assessment System (PVAAS) Growth Index is the basis for the Indicator of Academic Growth calculation. The PVAAS Growth Index is the growth measure (change of the achievement level for a group of students across grades) divided by the standard error (level of evidence one has around a particular measure in relationship to the amount of growth made with a group of students). This measure is reported for 30 or more students. The PVAAS Growth Index is converted to a scale ranging from 50 to 100. *If the PVAAS Growth Index for a school is a zero, then the school performance measure is 75.* *If the PVAAS Growth Index is 3 or higher, the school performance measure score is 100. If the PVAAS Growth Index is -3 or lower, the school performance measure is 50.*

	(A performance measure can be no lower than 50.) Performance measure scores are scaled proportionally within the range of *-3 to +3.* *-3 to -2 (50.0 to 60.0)* *-2 to -1 (60.0 to 70.0)* *-1 to +1 (70.0 to 80.0)* *+1 to +2 (80.0 to 90.0)* *+2 to +3 (90.0 to 100.0)* Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing for the PSSA. Keystone Exams assess Algebra 1, Literature, and Biology.
Indicator: Other Factors Influencing or Reflecting Academic Achievement	
Cohort Graduation Rate or Promotion Rate (If No Graduation Rate)	The cohort graduation rate applies to a secondary school with a graduating class. If graduation rate is not available, promotion rate is used. (Both use previous year data.) This measure is reported for 30 or more students. Scaling is 1 to 1. If the graduation rate (or promotion rate) is 93.1, the value for the performance measure is 93.1.
Attendance	Attendance rate is calculated for all schools. This measure is reported for 30 or more students. Scaling is 1 to 1. If the attendance rate is 96.0, the value for the performance measure is 96.0.
Advanced Placement (AP) or International Baccalaureate (IB) or College Credit Offered	Programs representing academic rigor will be measured in the following manner: If a school offers one AP, IB, or College Credit course in each of the four core academic areas, it is awarded a performance measure of 100 (minimum of one offering in each of three core areas would be a performance measure of 75, etc.) This measure is reported for 30 or more students.
PSAT/Plan Participation	Students who take PSAT/Plan tend to score higher on SAT and ACT; thus, this indicator measures the percent of the grade 12 cohort who took the PSAT or Plan at some point in their school careers. This measure is reported for 30 or more students. PDE's current benchmark is defined as

	follows: *Sixty percent of students in the grade 12 cohort will have taken the PSAT. If the school meets the 60% benchmark, then it receives a maximum* value *of 100 (60 x 1.667) for this performance measure. Thirty percent participation would receive a performance measure of 50 (30 x 1.667), etc. (Scoring is scaled proportionally using the multiplier of 1.667.)* Note: As the ACT organization replaces Plan with Aspire, ACT Aspire participation will be used.
Indicator: Extra Credit for Advanced Achievement (up to 7 points) may be earned for each of the following:	
Mathematics – PSSA Advanced Achievement (1%)	Percent of Students Advanced on Mathematics PSSA/Keystone Algebra 1
ELA – PSSA Advanced Achievement (1%)	Percent of Students Advanced on ELA PSSA/ Keystone Literature
Science – PSSA Advanced Achievement (1%)	Percent of Students Advanced on Science PSSA/ Keystone Biology
ELA – PSSA Advanced Achievement (1%)	Percent of Students Advanced on ELA PSSA
Industry Standards-Based Competency Assessments – Advanced Achievement (1%)	Percent of Students Advanced on Industry Standards-Based Competency Assessments
Advanced Performance – College Credit Equivalency (2%)	Percent of Grade 12 cohort scoring 3 or higher on any one AP Exam or 4 or higher on any one IB exam

Note that the "extra credit" section is designed to recognize achievement above and beyond expectations. Without extra credit, the highest possible SPP score is 100. With extra credit, schools may earn an SPP score of up to 107. For 2014-15 school year and thereafter, ELA replaces Reading and Writing for the PSSA. Keystone Exams assess Algebra 1, Literature, and Biology. The percent assigned to extra credit for ELA/Literature will be 2%.

Support: Standards-Aligned System

The online Standards Aligned System (http://www.pdesas.org/) is the primary vehicle for providing resources directly to educators. The SAS website is designed around six major strands, each targeting improved student achievement:

- Standards - Searchable databases of all PA Core Standards and Assessment Anchors
- Curriculum Framework - Long Term Transfer Goals, Big Ideas, Essential Questions, Concepts and Competencies for all content areas
- Materials and Resources - Searchable, aligned classroom resources, learning

progressions, lesson plans, and a Voluntary Model Curriculum
- Assessment - An assessment creator, as well as information on state exams and graduation requirements
- Instruction - Source for the Educator Effectiveness resources as well as a collection of videos and best practice strategies to meet needs of diverse learners
- Safe and Supportive Schools - An evidence-based framework for school and student safety, positive educational environment, and engagement

While the above six major strands offer a wealth of resources, the robustness of SAS is further reinforced by its interactive elements – from classroom diagnostic tools to a curriculum mapper to teacher-specific e-portfolios.

The SAS portal includes resources specific to English Language Learners and students with disabilities. The ELL Overlay is a framework for classroom instruction and formative assessment for teaching students who are English Language Learners. The framework addresses the students' communication needs in the areas of ideas and concepts necessary for academic success in the content areas of mathematics and language arts.

Likewise, there are abundant resources available for educators on modification, adaptations and instructional supports to best serve students with disabilities in the least restrictive, most inclusive settings possible. Every year, more features are added to the SAS portal, and for every item included, a Quality Review Team comprised of subject-specific specialists determines whether or not content will be added based on quality and alignment to PA Core Standards.

Support: Classroom Diagnostic Tests and Other Tools
Registered users of the SAS portal who have PA Professional Personal Identification (PPID) can upload their student rosters and take advantage of the Classroom Diagnostic Tools (CDTs) available on the SAS portal. These formative assessments, aligned to the PSSA and Keystone Exams, may be given up to five times per year and generate student-specific information tied directly to SAS portal instructional resources.

In addition, PDE provides many statistical data tools for educators. These include the PA Value- Added Assessment System (PVAAS) to determine actual versus predicted student growth and eMetric that allows for in-depth analysis of individual student assessment results. Scheduled to be available on July 1, 2015, PDE will be making available to all LEAs the Fidelity Implementation Review and Support Tool (FIRST). FIRST is an online dashboard designed to assist educators in monitoring the alignment of instruction to PA Core Standards.

The capacity needed to support all of the LEAs in the use of the SAS portal, CDTs and other tools is beyond what PDE alone can provide; key partners work closely in the development and deployment of PDE initiatives and research-based strategies and interventions. These key partners include the intermediate units and Pennsylvania Training and Technical

Assistance Network (PaTTAN) offices.

Support: Intermediate Units (IUs)
Pennsylvania's School Code was amended in 1970 to create 29 intermediate units (IUs) to provide regional education services to the schools within their respective geographic areas. Since their inception, the intermediate units have built strong relationships within their regions and across the state. PDE secures services from IUs through contractual agreements that capitalize on IU staff members' particular areas of expertise such as special education, migrant education, professional development, subject area consultation, and more.

For example, IU specialists provide training and technical assistance to local educators on the use of all features within the SAS portal, Classroom Diagnostic Tools, PVAAS, eMetric, and more. IUs developed PAIUnet, a statewide, private, high-speed network on which the SAS portal resides so that digital content does not need to travel through the Internet "cloud." IUs are the infrastructure for implementing virtually all PDE initiatives, such as the Educator Effectiveness system described under Principle 3.

Support: Pennsylvania Training and Technical Assistance Network (PaTTAN)
The Pennsylvania Training and Technical Assistance Network (PaTTAN) is designed to support the efforts and initiatives of PDE's Bureau of Special Education and to build the capacity of intermediate units and LEAs to serve students who receive special education services. While there are 29 IUs, each typically serving one to three counties (PA has 67 counties), there are only three PaTTAN locations: eastern, central, and western regions of the state. They are supported with federal IDEA funds.

With staff members who are expert in all areas of special education and differentiated instruction and supports, Pennsylvania's PaTTAN system leads the Response to Instruction and Intervention (RtII) effort across the state. RtII refers to the use of a standards-aligned, comprehensive school improvement and/or multi-tiered system of support for implementing PA's Standards Aligned System (SAS). Response to Instruction and Intervention rests on using a continuum of student performance data to continuously inform, monitor, and improve student access and response to high-quality core and supplemental instruction/intervention. Through a multi-tiered system of support, educators have a road map for facilitating systems change within the context of data-based decision-making and instructional matching. The intent of RtII is to improve learning as efficiently, effectively, and equitably as possible for all students.

Support: Pennsylvania Institute for Instructional Coaching (PIIC)
The PA Institute for Instructional Coaching is jointly funded by PDE and the Annenberg Foundation to support master teachers working with educators in kindergarten through high school for the purpose of improving professional practice to positively impact student achievement. Instructional coach mentors are intermediate unit employees or contractors who are either identified as instructional coaches or who are responsible for supporting improved instruction through coaching-like duties.

Educators who meet specific criteria can earn an instructional coach endorsement on their teaching certificates; instructional coaching in PA is very clearly defined and follows a set of principles and practices to ensure that the value and integrity of instructional coaching is maintained. The director of PIIC is a key member of the PDE-led Coaching Collaborative, comprised of higher education, IU, PaTTAN, and K-12 educators. The Coaching Collaborative recommends policies, procedures, and professional development to establish and sustain best practices in instructional coaching.

Support: Pennsylvania Inspired Leadership Program (PIL)
Just as PIIC is designed to support the continual growth and development of classroom teachers through coaching, PIL was developed to ensure that school leaders receive timely and effective support through a multi-year, 4-course program delivered to cohorts of principals and other school leaders. Open to administrators at the building and central office levels, participants engage in professional reading, discussion, activities, and projects throughout the year. They are expected to apply what they are learning within their roles and responsibilities.

PIL is delivered by trained facilitators across eight regions, each region led by an IU-based regional coordinator. Although understood to be an intensive and demanding series of courses, sessions fill quickly because the content and collegiality are considered invaluable to most participants. (PIL course content is explained in detail in Principle 1.) PDE covers the cost of providing PIL courses through state and federal funds.

Support: *Comprehensive Planning Tools*
Pennsylvania's regulations require a variety of plans, including professional development, technology, and special education. ESEA requirements for school improvement plans add to the mix of required "blueprints." In addition, Pennsylvania has a long history of district-level strategic planning. To facilitate deliberate, systemic approaches to improvement, PDE developed the *Comprehensive Planning Tool*, an online resource built on solid research to support the process of identifying needs through root-cause analyses, developing strategies based on evidence-based practices, and monitoring implementation efforts.
Schools/districts are divided into three phases, so that every LEA develops its plans on a manageable cycle, with support from IU staff specially trained in the use of the online tool. IUs also facilitate school improvement planning and review school improvement plans required under ESEA.

High performing LEAs with varied demographic conditions share common characteristics. These nine characteristics are strongly correlated to consistently high performing educational institutions. As planning teams go through the Comprehensive Planning Process, they will look for the presence of these characteristics. The characteristics are:

- Clear and Shared Focus
- High Standards and Expectations
- Effective Leadership

- High Levels of Collaboration and Communication
- Curriculum, Instruction, and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement

Communication

PDE annually reports to the public its lists of Title I Reward, Focus, and Priority schools beginning in fall 2013 using 2012-13 data. Required federal reporting measures, beginning with data for the 2012-13 school year, are accessible at www.eseafedreport.com. A link to this reporting site is also provided on the SPP under the Academic Performance tab.

Title I schools identified as Reward, Focus, or Priority will be notified prior to public release of that information and will be advised of the opportunities, required actions, and technical assistance specifically associated with their status. PDE will issue a press release and conduct media briefings at the time the differentiated accountability and recognition results are released to the public.

PDE began preparing educators and the general public for the new differentiated accountability and recognition system beginning with the PA Association of Federal Program Coordinators (PAFPC) annual conference in the spring. On an ongoing basis, PDE posted webinars and post podcasts and supporting documentation to explain the new system.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☐ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The information provided below as it pertains to the School Performance Profile is in relationship to the supports referenced in other sections and is not directly associated with the accountability measures utilized to identify schools as Reward, Focus, or Priority. The SPP serves as a critical support tool for multiple subjects regarding achievement, growth, and improvement by illustrating the specific data unique to each school, then allowing users of the profile to access research-based supports, interventions and resources associated with each data element. The SPP's design is specifically intended to provide alignment between school-level needs and resources associated with meeting those needs. The supports benefit both the students within the school and the educators whose evaluations include the SPP score as a portion of their multiple measures component. By accessing the resources within the SPP to target interventions and achieve results that improve student performance, the students benefit and the educators improve on the multiple measures component of their evaluation as it relates to the school-level score.

Pennsylvania Proficiency Rates (Proficient and Advanced) – PSSA/PSSA-M/PASA Earned Scores 2011 – 12				
Student Group	**Mathematics**	**Reading**	**Science**	**Writing**
All Students	74.3	71.0	60.8	73.2
American Indian/Native American	69.5	66.1	56.5	68.9
Asian/Pacific Islander	88.4	81.4	70.3	83.9
Black/African American (not Hispanic)	51.1	47.7	32.4	52.4
Latino/Hispanic	57.1	50.7	39.4	54.9
Multi-Racial/Ethnic	68.8	65.8	57.7	65.7
White (not Hispanic)	80.6	77.9	68.3	78.8
Economically Disadvantaged	60.5	55.0	45.7	57.4
English Language Learner	35.4	19.7	25.0	29.8
Special Education	44.0	40.1	37.1	38.1

The table below illustrates how academic achievement (50%), academic improvement (10%, and academic growth (40%) are used to report a school's performance relative to the PA Core Standards (ELA and math beginning in 2014-15, reading, writing and math in prior years) and PA Academic Standards (biology). The remaining 10% includes primarily those data elements that indicate preparation for post-secondary and workforce success. Likewise, the extra credit points available all relate to college and career readiness.

School Performance Profile Academic Performance Scoring		
Indicator	**Weight**	**Data Elements**
Academic Achievement	40% (44% for a Comprehensive CTC)	• PSSA/Keystone Exam performance (mathematics, reading, writing, and science) • Industry standards-based competency assessment performance • Grade 3 reading proficiency (PSSA) • SAT/ACT college ready benchmarks Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and Biology.
Academic Improvement: *Closing the Achievement Gap* – All Students	5% (3% for a Comprehensive CTC)	• Percent of gap closure met (mathematics, reading, writing, and science) Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and Biology.

Academic Improvement: *Closing the Achievement Gap* – Historically Underperforming Students	5% (3% for a Comprehensive CTC)	• Percent of gap closure met (mathematics, reading, writing, and science) Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and Biology.
Academic Growth	40%	• Academic progress of groups of students from year-to-year. All subjects (mathematics, reading, writing, and science) Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone exams assess Algebra 1, Literature, and Biology.
Other Academic Indicators	10%	• Cohort Graduation Rate • Promotion Rate • Attendance Rate • Advanced Placement or International Baccalaureate or College Credit Offered • PSAT/Plan Participation Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and Biology.
Extra Credit		
Extra Credit for Advanced Achievement	Up to 7 points	• Percent PSSA advanced (mathematics, reading, writing, and science) • Percent advanced industry standards-based competency assessments • Percent 3 or higher on Advanced Placement Exams or 4 or higher on IB exams Note: For 2014-15 school year and thereafter, ELA replaces Reading and Writing. Keystone Exams assess Algebra 1, Literature, and Biology.

The School Performance Profile academic score is determined by applying assigned weightings to each data element used as a performance measure. The table below outlines the assigned weightings based upon each school's grade configuration for the 2012-13 and 2013-14 school years.

Following the table for the 2012-13 and 2013-14 school years is the table outlining the weightings based upon each school's grade configuration for the 2014-15 school year and thereafter.

For each element, the earned points are determined by multiplying the performance measure by the assigned weighting. Possible points for each data element are determined by multiplying the maximum performance measure by the assigned weighting. Performance measures are based on a 100-point scale.

Total earned points and total possible points are tabulated for all applicable data elements. A calculated score is then determined by dividing the total earned points by the total possible points and multiplying that result by 100. Once the calculated score is determined, any credit for advanced achievement is added to determine the final score.

To comply with the requirement that "an SEA must demonstrate that a school may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school." Significant will be determined as not meeting the criteria established for the "Closing the Achievement Gap" AMO (ELA/Literature and/or Mathematics/Algebra 1) or closing the graduation rate gap for any individual ESEA subgroup as well as Pennsylvania's historically underperforming student subgroup. The baseline years for Keystone exams will be 2012-13 and grades 3-8 PSSA will be 2014-15. Since no gap measure can be calculated for PSSA exams because the baseline has been reset, meeting this requirement will be met if subgroups score above the state-wide average proficiency. Should any Title I school fail to meet the above it will be ineligible to receive a Reward status designation in any given year.

Academic Performance Formula – All Building Configurations 2012-13 and 2013-14 School Years					
Indicators	**K-12 Schools**	**Secondary Schools**	**Comprehensive CTCs**	**K-8 Schools with Grade 3**	**K-8 Schools w/out Grade 3**
Academic Achievement (40%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Reading – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00

Science – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Writing – Percent Proficient or Advanced on PSSA	7.50	7.50	4.75	7.50	10.00
Industry Standards-Based Competency Assessments - Percent Competent or Advanced	2.50	5.00	25.00	NA	NA
Grade 3 Reading – Percent Proficient or Advanced on PSSA	2.50	NA	NA	10.00	NA
SAT/ACT College Ready Benchmark	5.00	5.00	NA	NA	NA
***Closing the Achievement Gap* –All Group (5%)**	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Reading – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Science – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Writing – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
***Closing the Achievement Gap* –Historically Underperforming Students (5%)**	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Reading – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Science – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Writing – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Academic Achievement Factor Total	50.00	50.00	50.00	50.00	50.00

Indicators of Academic Growth (40%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Reading – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Science – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Writing – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Academic Growth Factor Total	**40.00**	**40.00**	**40.00**	**40.00**	**40.00**
Other Academic Indicators (10%)	% Factor	% Factor	% Factor	% Factor	% Factor
Cohort Graduation Rate or Promotion Rate (if no Graduation Rate)	2.50	2.50	2.50	5.00	5.00
Attendance	2.50	2.50	2.50	5.00	5.00
Advanced Placement (AP) or International Baccalaureate (IB) or College Credit Offered	2.50	2.50	2.50	NA	NA
PSAT/Plan Participation	2.50	2.50	2.50	NA	NA
Other Academic Indicators Factor Total	**10.00**	**10.00**	**10.00**	**10.00**	**10.00**
Overall Factor Total	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**

Extra Credit for Advanced Achievement (up to 7 points)	**Added Factor is 1% of each of the following (2% for Advanced Placement):**
Mathematics – PSSA/Keystone Exam Advanced Achievement	Percent of Students Advanced on Mathematics PSSA/Keystone Exam
ELA – PSSA/Keystone Exam Advanced Achievement	Percent of Students Advanced on Reading PSSA/ Keystone Exam
Science – PSSA/Keystone Exam Advanced Achievement	Percent of Students Advanced on Science PSSA/ Keystone Exam

Academic Performance Formula – All Building Configurations	
Writing – PSSA Advanced Achievement	Percent of Students Advanced on ELA PSSA/ Keystone Exam
Industry Standards-Based Competency Assessments – Advanced Achievement	Percent of Students Advanced on Industry Standards-Based Competency Assessments

Advanced Placement – College Credit Equivalency	Percent of Grade 12 Cohort scoring 3 or higher on any one AP Exam Note: In 2013-14, the percent of students scoring 4 or higher on an IB exam was included as an extra credit option.

NOTES:

Graduation Rate: Regardless of the weighting assigned for graduation rate, a Title I school with a graduation rate of below 60 is automatically placed in Focus status (unless already designated as Priority). Pennsylvania's concept of multiple measures results in the input of approximately 30 different measures for the final score/index (25 different measures beginning with 2014-15 school year). Graduation rate is a culminating input. Giving more value to the other metrics – based on data prior to graduation data - is more predictive and will better reflect the "health" of a school with the desired impact of improving graduation rate. The 60% default rate is a decisive measure: a Title I school below the 60% graduation rate defaults to Focus status (unless already designated as Priority) regardless of the score from other measures. In addition, the graduation rate is a stand-alone AMO for accountability purposes. Consequently, any school that fails to achieve the 85% graduation rate minimum is required to improve its graduation rate by reducing the gap between its previous rate and the 85% goal by 10% when using the four-year cohort, by 15% when using the five-year cohort, and by 20% when using the six-year cohort. (See more information on the calculation of graduation rate for AMO purposes in the next section.) Otherwise, it will have failed to meet its AMO on that measure.

Closing the Achievement Gap: Due to Pennsylvania shifting to more rigorous assessment standards beginning in 2014-15, as it pertains to the School Performance Profile, no closing the Achievement Gap calculations can be made until 2015-16 in grades 3-8 math/ELA.

Pennsylvania Alternate System of Assessment (PASA): PASA results would be included as part of the *Closing the Achievement Gap* for Historically Underperforming Students, which would capture any student taking the PASA and not scoring proficient or higher.

PVAAS does not include students taking the PASA, alternate assessment for the 1% of students with complex needs. These assessment data cannot be included in PVAAS as there are not enough students in PA taking the PASA by district, school, grade, and subject to yield value-added measures. This issue of value-added modeling for this group of students is a national issue. Pennsylvania is one of several states participating in a federal grant to research this issue of growth of students with complex needs.

Participation Rate: For the PSSA, the numerator will be the number of scored test booklets. This number will be divided by the enrollment at the end of the test window – the denominator. For Keystones, we will use the banked scores through grade 11. Participation Rate for Keystones will be based upon the number of grade 11 students enrolled at the end the test window as the denominator. The number of those students in the denominator who have a record of a scored test booklet is the numerator. The participation rate for Keystone Exams is the ratio of these two

values.

Career and Technology Centers: The Pennsylvania Association of Career and Technical Administrators (PACTA) support the increased weight given to the technical skill measures in the school performance system for comprehensive career and technical schools. NOCTI and NIMS assessments are used by students not only to demonstrate competence to employers, but are critical to the awarding of post-secondary credit as part of articulation agreements with higher education institutions. Students are awarded from six up to 27 credits based in large part on the scores on these assessments. The opportunity for post-secondary credit provides a powerful incentive for students to continue their education beyond high school. Comprehensive CTCs offer a wide variety of career and technical programs that are articulated with post-secondary programs such as advanced manufacturing, electro-mechanical, and engineering technology. The mission of a comprehensive CTC where all students are involved with a career area justifies a balance between the industry standards assessments and the State Assessments. At a traditional high school, typically only a fraction of the students are involved with a CTC program, thus less weighting/emphasis on Industry Standards-Based Assessments. All CTC students will still be required to pass the Keystone Exams to meet graduation requirements.

Extra Credit Calculations: For any school to receive the full value of extra credit (7 points), it would have to have 100% of the students advanced on all assessments (40% for AP 3 or higher or IB 4 or higher). Junior/senior high schools and senior high schools do have an opportunity for more extra credit but as the rigor increases with high school, reflecting success at that level is appropriate. Furthermore, the additional extra credit available at the high school reflects participation in programs that are voluntary at that level. Based on initial SPP data, the table below represents an analysis of final scores and earned extra credit based on school configuration. As can be concluded from the table, although secondary schools earn slightly more extra credit, their final score/index falls below that for elementary and middle schools.

School Type	Average Score*	Average Extra Credit
All Schools	77.0	1.24
Secondary Schools	70.2	1.50
K-8 Schools without Grade 3	79.1	1.21
K-8 Schools with Grade 3	79.5	1.16
K-12 Schools	65.0	1.02
Comprehensive CTCs	62.7	.78
* Based on 100 point scale		

The table below outlines the assigned weightings based upon each school's grade configuration for the 2014-15 school year and thereafter.

Academic Performance Score – All Building Configurations[1]					
Indicators[2]	**K-12 Schools**	**Second-ary Schools**	**Compre-hensive CTCs[3]**	**K-8 Schools with Grade 3**	**K-8 Schools w/out Grade 3**
Academic Achievement (40%)	**% Factor**	**% Factor**	**% Factor**	**% Factor**	**% Factor**
Mathematics/Algebra 1 – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
English Language Arts/Literature – Percent Proficient or Advanced on PSSA/Keystone Exam	15.00	15.00	9.50	15.00	20.00
Science/Biology – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Industry Standards-Based Competency Assessments - Percent Competent or Advanced	2.50	5.00	25.00	Not Applicable	Not Applicable
Grade 3 English Language Arts – Percent Proficient or Advanced on PSSA	2.50	Not Applicable	Not Applicable	10.00	Not Applicable
SAT/ACT College Ready Benchmark	5.00	5.00	Not Applicable	Not Applicable	Not Applicable
Closing the Achievement Gap – All Group (5%)	**%Factor**	**%Factor**	**%Factor**	**%Factor**	**%Factor**
Mathematics/Algebra 1 – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
English Language Arts/Literature – Percent of Required Gap Closure Met	2.50	2.50	1.50	2.50	2.50
Science/Biology – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25

[1] If a school has no grades/subjects with state assessments, attribution of test scores will use the feeder school calculation previously employed for AYP. The LEA-wide data for the next tested grade for the school will be used to yield the School Performance Profile score. For a school with no tested grades/subjects (e.g., a K-2 school), the grade 3 scores from the LEA will be used as part of the SPP score in addition to other academic indicators such as attendance and promotion rates. For a secondary school configuration without tested grades (e.g., a grade 9 school), grade 11 scores from the LEA will be used. Furthermore, if a performance measure is not available (such as a closing the achievement gap measure in a baseline year) or there is an insufficient sample to determine a performance measure those possible points are removed from the denominator in calculating the SPP score prior to the addition of any extra credit.

[2] Previous factor weightings assigned to Writing are included in English Language Arts/Literature factor weightings.

[3] Comprehensive CTC academic achievement is weighted at 44% while Closing the Achievement Gap is weighted at 3% for each group.

Closing the Achievement Gap – Historically Underperforming Students (5%)	**% Factor**	**% Factor**	**% Factor**	**% Factor**	**% Factor**
Mathematics/Algebra 1 – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
English Language Arts/Literature – Percent of Required Gap Closure Met	2.50	2.50	1.50	2.50	2.50
Science/Biology – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Academic Achievement Factor Total	**50.00**	**50.00**	**50.00**	**50.00**	**50.00**
Indicators of Academic Growth (40%)	**% Factor**	**% Factor**	**% Factor**	**% Factor**	**% Factor**
Mathematics/Algebra 1 – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
English Language Arts/Literature – Meeting Annual Academic Growth Expectations	20.00	20.00	20.00	20.00	20.00
Science/Biology – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Academic Growth Factor Total	40.00	40.00	40.00	40.00	40.00
Other Academic Indicators (10%)	**% Factor**	**% Factor**	**% Factor**	**% Factor**	**% Factor**
Cohort Graduation Rate or Promotion Rate[4] (If No Graduation Rate)	2.50	2.50	2.50	5.00	5.00
Attendance	2.50	2.50	2.50	5.00	5.00
Advanced Placement (AP) or International Baccalaureate (IB) or College Credit	2.50	2.50	2.50	Not Applicable	Not Applicable
PSAT/Plan[5] Participation	2.50	2.50	2.50	Not Applicable	Not Applicable
Other Academic Indicators Factor Total	10.00	10.00	10.00	10.00	10.00
Overall Factor Total	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**

[4] Promotion rate is not included in 2012-13 calculations; it will be included in subsequent years.

[5] Plan will be replaced by ACT Aspire when ACT Aspire is fully operational.

Extra Credit for Advanced Achievement (up to 7 points)	Added Factor is 1% of each of the following except 2% for English Language Arts/Literature and Advanced Placement:
Mathematics/Algebra 1 – PSSA/Keystone Exam	Percent of Students Advanced on Mathematics/Algebra 1 PSSA/Keystone Exam
English Language Arts/Literature – PSSA/Keystone Exam	Percent of Students Advanced on English Language Arts/Literature PSSA/Keystone Exam
Science/Biology – PSSA/Keystone Exam	Percent of Students Advanced on Science/Biology PSSA/Keystone Exam
Industry Standards-Based Competency Assessments	Percent of Students Advanced on Industry Standards-Based Competency Assessments
Advanced Placement or International Baccalaureate Exams	Percent of Grade 12 Students Scoring 3 or higher on any one AP Exam and/or 4 or higher on any one IB Exam (x2.5)

The chart on the following page shows the application of the calculations shown above (2012-13 and 2013-14 chart) to a sample high school. The sample high school's School Performance Profile index is 91.55 (before extra credit) based on 82.4 points earned out of a possible 90 points. Typically, the divisor would be 100 but there is no data yet for the Indicators of Closing the Achievement Gap since 2012-13 is the baseline year. With extra credit for Advanced scoring on the PSSA, Industry Certification and Advanced Placement, the final index score for this sample high school is 96.1.

Sample High School

Data Element	Maximum Measure	Performance Measure	x	Factor Value	=	Earned Points	Possible Points
Indicators of Academic Achievement							
Mathematics - Percent Proficient or Advanced on PSSA	100.00	83.59	x	0.0758	=	6.27	7.50
Reading - Percent Proficient or Advanced on PSSA	100.00	92.80	x	0.0758	=	6.96	7.50
Science - Percent Proficient or Advanced on PSSA	100.00	70.22	x	0.0758	=	5.27	7.50
Writing - Percent Proficient or Advanced on PSSA	100.00	98.40	x	0.0758	=	7.38	7.50
Industry Certification Exams - Percent Competent or Advanced	100.00	68.42	x	0.05	=	3.42	5.00
Grade 3 Reading - Percent Proficient or Advanced on PSSA	0.00	0.00	x	0.00	=	0.00	0.00
SAT/ACT College Ready Benchmark	100.00	100.00	x	0.05	=	5.00	5.00
Indicators of *Closing the Achievement Gap* - All Students							
Mathematics - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year					
Reading - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year					
Science - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year					
Writing - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year					
Indicators of *Closing the Achievement Gap* - Subgroups							
Mathematics - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year					
Reading - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year					
Science - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year					
Writing - Percent of Required Gap Closure Met	100.00	No Factor - Baseline Year					
Indicators of Academic Growth/PVAAS							

Mathematics - Meeting Annual Academic Growth Expectations	100.00	100.00	x	0.10	=	10.00	10.00
Reading - Meeting Annual Academic Growth Expectations	100.00	100.00	x	0.10	=	10.00	10.00
Science - Meeting Annual Academic Growth Expectations	100.00	83.00	x	0.10	=	8.30	10.00
Writing - Meeting Annual Academic Growth Expectations	100.00	100.00	x	0.10	=	10.00	10.00
Other Academic Indicators							
Cohort Graduation Rate	100.00	97.40	x	0.025	=	2.44	2.50
Promotion Rate	0.00	0.00	x	0.000	=	0.00	0.00
Attendance Rate	100.00	94.68	x	0.025	=	2.37	2.50
Advanced Placement, International Baccalaureate, or Dual Enrollment Offered	100.00	100.00	x	0.025	=	2.50	2.50
PSAT/Plan Participation	100.00	100.00	x	0.025	=	2.50	2.50
				Total Points	=	82.40	90.00
Calculated Score = Total Earned Points/Total Possible Points					=	91.55	

Credit for Advanced Achievement						
Percent PSSA Advanced - Mathematics	100.00	58.43	x	0.01	=	0.58
Percent PSSA Advanced - Reading	100.00	66.51	x	0.01	=	0.67
Percent PSSA Advanced - Science	100.00	34.07	x	0.01	=	0.34
Percent PSSA Advanced - Writing	100.00	38.21	x	0.01	=	0.38
Percent Advanced - Industry Certification Exams	100.00	57.89	x	0.01		0.58
AP 3 or higher	100.00	100.00	x	0.02	=	2.00
Final Score = Calculated Score + Credit for Advanced Achievement					=	96.11

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/ language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

Annual Measurable Objectives (AMOs)

Pennsylvania is setting ambitious but achievable Annual Measurable Objectives (AMOs) in the following areas:

Closing the Achievement Gap
Test Participation
Graduation Rate
Attendance Rate (if no graduation rate)

AMO: *Closing the Achievement Gap*

Pennsylvania has established *Closing the Achievement Gap* as its basis for setting Annual Measurable Objectives (AMOs) for all students and all groups of students for academic achievement. The achievement gap is determined by comparing the baseline percent of students who are proficient or advanced to the goal of 100% proficiency. This emphasis on *Closing the Achievement Gap* for the SEA, LEAs, and all schools is intended to increase the likelihood of improved student achievement for all students and student subgroups.

Pennsylvania's Annual Measurable Objectives for closing the achievement gap for all LEAs, schools, and subgroups are based upon setting annual equal increments toward a goal of reducing by half the percentage of students who are not proficient within six years. For accountability purposes as described at the outset of this section, the *All Students* and the *Historically Underperforming* groups will be used. For reporting purposes, each traditional disaggregated subgroup will be used. For both accountability and reporting purposes, these AMOs will be applied to each student group in each assessed subject in each year. This methodology of focusing on *Closing the Achievement Gap* sets reasonable standards of achievement for each LEA, school, and subgroup.

Pennsylvania will use confidence intervals to meet the 50% gap closure target over six years. Confidence intervals address potential fluctuations with n size, especially in the initial years, as the number of students required to be moved into proficiency could be relatively small. For example:

Group Size	=	100
Baseline Year Proficiency	=	40%
Achievement Gap	=	60 percentage points
Gap to be Closed in Six Years	=	30 percentage points
Annual Closure Needed	=	5 percentage points
Number of Students Represented	=	5

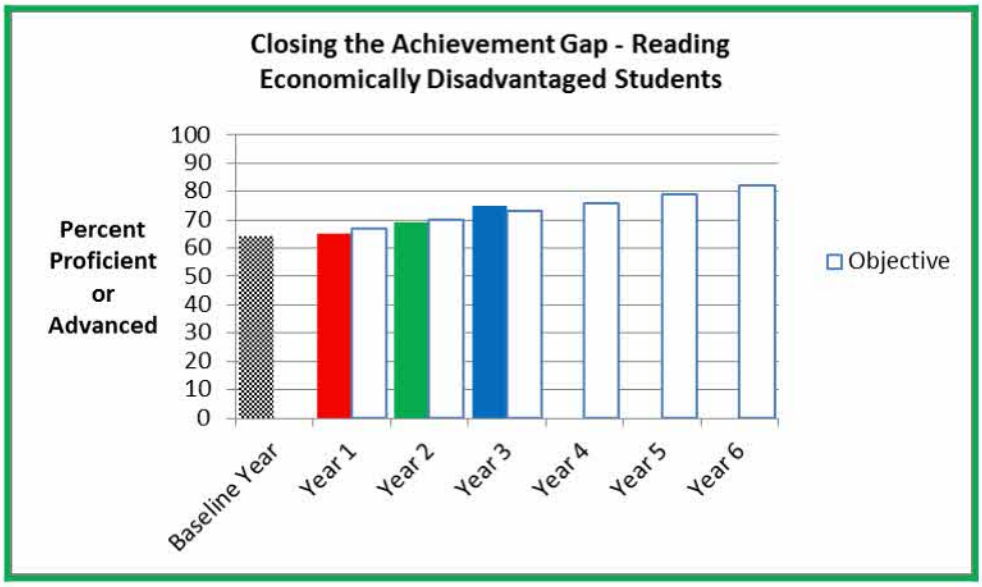
In the short term, the impact of one student on this measure is significant. In the example above, one student represents 20% of the number of students who must move to proficiency in the first year.

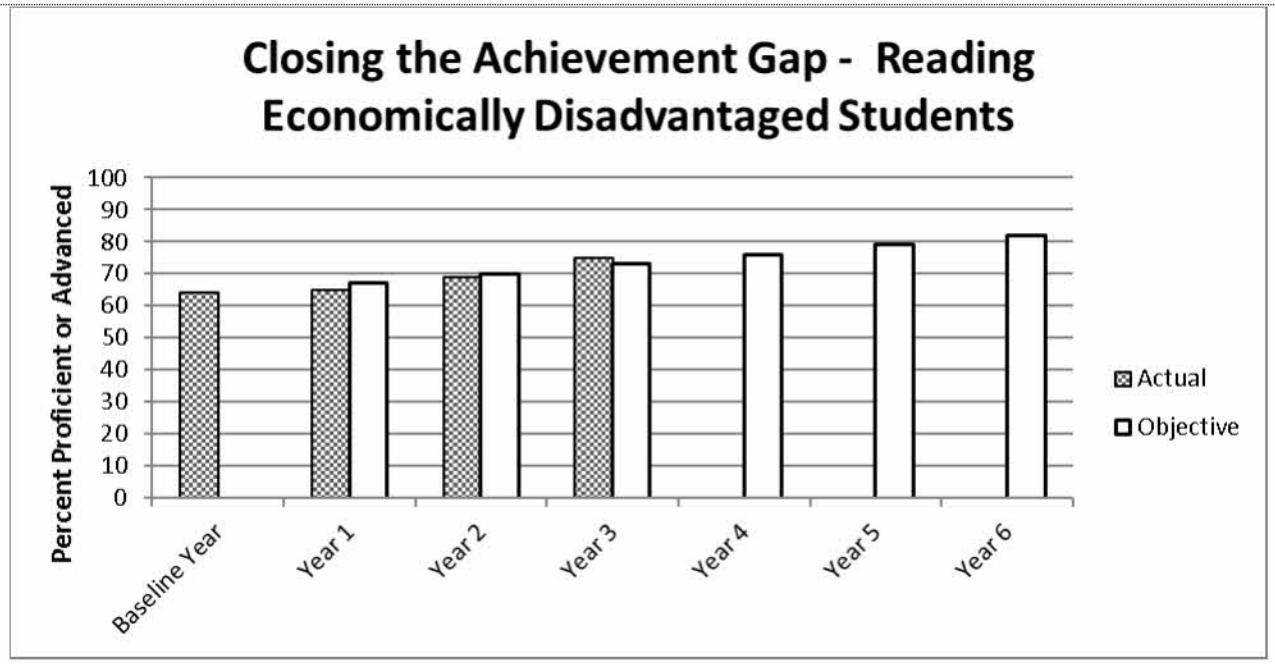
To measure *Closing the Achievement Gap*, a baseline year is required. Pennsylvania established the 2012-13 school year as the baseline year for all subjects. In 2014-15, the baseline will be reset for grades 3-8 Math/ELA. Earned scores are used for students enrolled for a full academic year. Results are reported for 30 or more students.

LEAs and Pennsylvania (the SEA) will share the same goal of closing the achievement gap by 50% in six years. LEA and SEA reporting will be done on this AMO by each traditional disaggregated subgroup as well as the Historically Underperforming Students group and the All Students group.

As an example of how progress toward closing the achievement gap will be displayed at the school, LEA, and SEA levels, the sample graph and data table below illustrate the AMO displays for academic achievement for economically disadvantaged students in reading (through Year 3):

Displaying Annual Measurable Objectives for Academic Achievement
Annual Measurable Objectives (AMO) and their attainment status are displayed for each LEA, school, and subgroup. Actual values as well as graphical representations will be provided.





		Reading – Economically Disadvantaged – AMO Progress						
		Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Percent P or A	Actual	64.0	65.0	69.0	75.0			
	Objective	NA	67.0	70.0	73.0	76.0	79.0	82.0

AMO: Incorporating *Closing the Achievement Gap* in the School Performance Profile

In addition to displaying the AMOs for academic achievement for each LEA, school, and group, a measure of *Closing the Achievement Gap* is included as a weighted value in each school's School Performance Profile.

Closing the Achievement Gap is used for accountability purposes and is also included in the School Performance Profile for two groups of students:

All Students – defined as all students enrolled for a full academic year taking the PSSA/Keystone Exam or PASA

Historically Underperforming Students – defined as a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners enrolled for a full academic year taking the PSSA/Keystone Exam or PASA. If a student is in more than one of the individual groups (e.g., special education and English Language Learner), s/he is only included in the Historically Underperforming Student group one time – a non-duplicated count. This group is not a cohort but rather students currently in the school meeting the definition during the reported year.

For both groups of students, *Closing the Achievement Gap* is calculated for each of the PSSA

subjects (mathematics, reading, writing, and science) and Keystone subjects (Algebra, Literature, and Biology). The achievement gap is determined by comparing the baseline percent of students who are proficient or advanced to the goal of 100% proficiency. The baseline year has been established as the 2012-13 school year; thus, *Closing the Achievement Gap* scores will be included for the first time using 2013-14 test results compared to 2012-13 test results. Since the baseline year will be reset for grades 3-8 math and ELA in 2014-15, *Closing the Achievement Gap* scores will be included using 2015-16 results compared to 2014-15 results.

The achievement gap was based on 2012-13 data; schools are measured on the success in closing that gap, beginning with 2013-14 data.

- The benchmark for success is defined as closing one-half of the achievement gap over a six-year period.
- This success rate is measured annually; if a school is on track or exceeding the cumulative rate needed to close the gap, a score of 100 is earned.
- If a school has closed 80% of the gap, a score of 80 is earned.
- A school not making any progress in closing the gap or even widening the gap earns a score of zero.
- Closing the gap is cumulative; i.e., if the annual goal is exceeded one year and not met the following year, the gain is calculated on a cumulative basis.

The example below illustrates how achievement gap closure is calculated:

The Historically Underperforming Student group achieves 40% Proficient or Advanced in the baseline year.

Achievement gap = 60 percentage points (100% – 40%).

One-half of the achievement gap is 30 percentage points. (Closing one-half of the achievement gap over a six-year period)

Over six years, the school must increase the percent proficient or advanced by 5 percentage points each year of the six-year period to meet the goal. (30/6 = 5). The score is scaled proportionally based upon percent of annual goal met.

5 percentage point or more increase (meeting or exceeding the 5% annual goal) = 100%

4 percentage point increase (meeting 80% of the annual goal) = 80%

3 percentage point increase (meeting 60% of the annual goal) = 60%

2 percentage point increase (meeting 40% of the annual goal) = 40%

No increase or decline = 0%

The annual goal closure is cumulative; if the school improves scores by 6 percentage points in year one and 4 percentage points in year two, it earns a 100% in year 1 and year 2.

AMO: Incorporating *Closing the Achievement Gap* in Supplemental Reporting on the SPP

Closing the Achievement Gap AMOs for every disaggregated subgroup for every subject area

tested per school will be reported on the School Performance Profile site so that all members of the school community, including parents, are aware of the progress being made by each subgroup on each subject area assessed. However, these AMOs will not be calculated into the School Performance Profile score or utilized for differentiated accountability and recognition. Publicly reporting on these AMOs is to ensure that all students' needs are known and addressed.

AMO: Test Participation

Participation on state assessments will remain a primary component of the accountability system. Presently, ESEA requires all districts, schools, and subgroups to assess a minimum of 95% of their students on the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and/or the state English Language Learner (ELL) assessment.

Test Participation Rate – To meet this AMO, the school must achieve 95% participation on the PSSAs and Keystone Exams using either current year data or the 3-year average, as described earlier. The *All Students* group will be used for accountability purposes. For school status associated with the 2011-12 and 2012-13 school years, test participation AMOs will be measured for Mathematics PSSA, Reading PSSA, Keystone Algebra 1, and Keystone Literature, as applicable. For the 2013-14 school year, test participation will be measured for Mathematics, Reading, Science, and Writing PSSA as well as Keystone Exams (Algebra 1, Literature, and Biology). For the 2014-15 school year and beyond, test participation will be measured on all state assessments aligned to the PA Core Standards.

Any Title I school with less than a 95% test participation rate for the *All Students* group in reading, writing, mathematics, or science will automatically fail to make its AMO in the aggregate; as a result, it will be identified as a Focus school, regardless of every other AMO and SPP score. English Language Learners in their first and second year of US schooling must take the state ELL assessment. English Language Learners must also take all other state assessments except that in the first year of schooling they are not required to participate in the Reading PSSA/ Keystone Literature. Exceptions to the ELL assessment requirement will be made only where accommodations for ELLs with disabilities are not available for a particular test.

AMO: Graduation Rate

High school graduation rate is also a primary component of the accountability system. The end goal is to graduate all students who are postsecondary- and workforce-ready. To reach this goal, PDE began using a five-year adjusted cohort graduation rate to supplement its current four-year cohort rate; this five-year rate provides an opportunity to accommodate students with disabilities whose IEPs dictate more time. PDE determines if the graduation rate AMO is met by using the following:

- For 2013, PDE will first look at the four-year cohort 2012 graduation rate based on the cohort of 9th grade students in 2008-09. If the goal of an 85% graduation rate is met or exceeded, the goal is achieved.

- If the four-year goal is not met, PDE will determine if the target is met by calculating the difference between the 2011 graduation rate and the 85% goal, and if the difference has been reduced by at least 10%, the target will have been met.
- If the four-year goal or target is not met, PDE will then look at the five-year cohort graduation rate. PDE will calculate the five-year rate following the formula provided in the December 22, 2008 *High School Graduation Rate Non- Regulatory Guidance (http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf)*.
- In 2013 PDE will not be able to determine if a target has been met using the five-year cohort as there is no five-year 2011 graduation rate from which to find a gap between the rate and the 85% goal. Moving forward in subsequent years, if the goal of 85% is not met using the five-year cohort calculation, PDE will determine if the target is met by determining if the difference between the previous year's five-year graduation rate and the 85% goal has been reduced by at least 15%.
- When data is available, PDE will use a six-year cohort graduation rate if the four and five year targets have not been met. If the six-year graduation rate of 85% is not met, PDE will determine if the target is met by determining if the difference between the previous year's six-year graduation rate and the 85% goal has been reduced by at least 20%.

A Title I school with a graduation rate below 60% and not otherwise designated as a Priority school will be designated as a Focus school.

Pennsylvania will use four-year, five-year, and six year adjusted cohort graduation rates to calculate the 2015 AMOs and School Performance Profile scores. Pennsylvania will report and use for accountability purposes its adjusted cohort graduation rate using 2013 and 2014 graduation data. Pennsylvania will perform three calculations to determine graduation rate.

1. A four-year cohort rate will be calculated by dividing the number of students in the 2013 cohort into the number of students who graduated in four years.
2. A second calculation will be performed to provide for those students who may have required a fifth year to graduate. PDE will follow the guidance provided in the *High School Graduation Rate Non-Regulatory Guidance,* December 22, 2008.
3. A third calculation (when available) will be performed to provide for those students who may have required a sixth year to graduate. PDE will follow the guidance provided in the *High School Graduation Rate Non-Regulatory Guidance, December 22, 2008.*

All three calculations would require meeting the goal of 85%. The target for the four-year adjusted cohort rate would be a 10 percent reduction of the difference between the previous year's graduation rate and the 85% goal. The target for the five-year adjusted cohort rate would be a 15 percent reduction of the difference between the previous year's five-year cohort graduation rate and the 85% goal. And the target for the six year adjusted cohort rate would be a 20% reduction of the difference between the previous year's graduation rate and

the 85% goal.

Pennsylvania will measure the graduation rate for LEAs and schools with a graduating class of the following:

- All Students
- Historically Underperforming Students
- Students with Individualized Education Programs
- English Language Learners (Limited English Proficient students)
- Economically Disadvantaged Students (Determinations of status as "economically disadvantaged" are based upon free and reduced breakfast and lunch information)
- Major Racial / Ethnic Subgroups:
- White (Non-Hispanic)
- Black / African American (Non- Hispanic)
- Latino / Hispanic
- Asian or Pacific Islander
- Native American or Alaskan Native
- Multi-Racial / Ethnic

Note: Data identifying members of these subgroups are supplied and verified by school personnel.

AMO: Attendance Rate

Attendance continues to be a primary component of the accountability system when graduation rate is not applicable to a school. The end goal is for all students to attend school with high rates of attendance. To reach this goal, PDE is proposing an Annual Measureable Objective for attendance of 90%.

Attendance rates will be displayed for groups with an n size of 30 or more. However, for accountability status, only the attendance rate of the aggregate of students (*All Students* group) will be used. Any Title I school that demonstrates an improved attendance rate that is not otherwise identified as a Focus or Priority school will be considered as having met the Attendance Rate AMO.

AMOs: Achieving the Targets (general)

- For ***Closing the Achievement Gap***, an AMO will have been met if the cumulative achievement gap closure is occurring at a rate reflecting success in meeting the goal of closing ½ of the gap over six years, i.e., 1/6 of the originally calculated gap each year.
- For **test participation**, an AMO is considered to have been met if the test participation rate is 95% or higher.
- For **graduation rate**, an AMO is considered to have been met if the four, five, or six year cohort graduation rate is 85% or the gap between the previous year's rate and the current rate is reduced by at least by 10% using the four-year cohort, by 15% using the five-year cohort, or by 20% using the six-year cohort. For **attendance rate**, an

AMO is considered to have been met if the attendance rate is 90% (or improvement from previous year).

AMOs: Rates of Annual Progress

Since baseline year performance is likely to be different for each LEA, school, and subgroup, the method of calculating each Annual Measurable Objective will require that those LEAs, schools, and subgroups that are further behind will need to make greater rates of annual progress to meet the *Closing the Achievement Gap* AMOs.

For example, if the baseline year proficiency rate on the mathematics state assessment for a subgroup is 64%, the achievement gap is 36 percentage points. Closing half of that achievement gap over a six-year period would require progress in proficiency of 3 percentage points annually (100 – 64 = 36; 36/2 = 18; 18/6 = 3 percentage points annually).

Conversely, if the baseline year proficiency rate on the mathematics state assessment for a subgroup is 40%, the achievement gap is 60 percentage points. Closing half of that gap over a six-year period would require progress in proficiency of 5 percentage points annually (100 – 40 = 60; 60/2 = 30; 30/6 = 5 percentage points annually). In this example, a greater rate of annual progress is required for the subgroup.

Holding schools accountable for their overall academic performance based on multiple measures and reporting every measurable subgroup's progress in meeting Annual Measurable Objectives represents both depth and breadth in measures designed to represent college and career readiness. Furthermore, Pennsylvania has shifted from an n size of 40 to an n size of 30 or more to ensure a stronger representation of subgroups. An even greater level of inclusion is achieved with the Historically Underperforming Student (HUS) group. For example, a subgroup of students with disabilities consisting of fifteen students would not be a reportable subgroup with an n size of 30, but those students would be represented when included in the Historically Underperforming Student group as long as there are at least fifteen other students from the economically disadvantaged student subgroup and/or the English Language Learner student subgroup.

Pennsylvania recognizes that all Title I schools will not be designated using the federally-required status labels of Reward, Focus, and Priority when the measures below are applied. Only Title I schools will be subject to the federally-required designations. However, all schools – including non-Title I schools - will earn a published School Performance Profile score and their performance relative to the AMOs described above will be reported publicly as well. The role of the SPP for the purposes of this ESEA Flexibility proposal is to ensure all Title I schools have access to a comprehensive report on their performance, specific information about their AMOs, and most importantly, the research-based interventions available to them that are accessed by clicking on the data element/indicator for which they are seeking support.

Note that, using 2014-15 as the baseline, a Title I school that does not meet one or more of its AMOs for 3 consecutive years and is not designated as Focus or Priority will still be held

accountable for developing a school improvement plan that targets the specific AMO deficiencies. Further, Title I schools missing one or more subgroup AMOs or graduation rates for 3 consecutive years will also be required to develop an improvement plan. The *Comprehensive Planning Tool* must be used to develop the school improvement plan.

Differentiated Recognition	
School Status	**Criteria**
Reward: *High Achievement*	Highest 5% Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra 1/Literature for Keystone Exams) AND Meets all four Annual Measurable Objectives (AMOs). AMOs include: • Test Participation in Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • *Closing the Achievement Gap* in Mathematics/Reading PSSA (and/or Algebra 1/Literature Keystone Exams) – All Students • *Closing the Achievement Gap* in Mathematics/Reading PSSA (and/or Algebra 1/Literature Keystone Exams) – Historically Underperforming Students (Note: For 2014-15 data, the baseline for *Closing the Achievement Gap* will be reset in math and ELA. See page 54 on how this AMO will be met in 2014-15) AND Not a Priority School or Focus School
Reward: *High Progress*	For 2011-12 and 2012-13 school years: Highest 5% Title I schools based on aggregate PVAAS growth score in Reading and Mathematics for PSSA and/or Algebra 1/Literature for Keystone Exams for All Students OR For 2013-14 school year and beyond: Highest 5% Title I schools based on aggregate progress in closing the achievement gap in Reading and Mathematics for PSSA and/or Algebra 1/Literature for Keystone Exams combined for the All Student group and the Historically Underperforming Student group. AND Meets all four AMOs. AMOs include: • Test Participation in Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • *Closing the Achievement Gap* in Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams) – All Students • *Closing the Achievement Gap* in Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams) – Historically Underperforming Students (Note: For 2014-15 data, the baseline for *Closing the Achievement Gap* will be reset in grades 3-8 math and ELA. AND

	Not a Reward: High Achievement School, Focus School, or Priority School
Focus School	Lowest 10% of Title I schools (based on highest achievement gap for the Historically Low Performing students AMO). The aggregate achievement gap is for combined Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams). OR Title I school with a Graduation Rate below 60% OR Test Participation below 95% AND Not a Priority School
Priority School	Lowest 5% of Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra 1/Literature for Keystone Exams) OR Title I school receiving School Improvement Grant (SIG) funds

The following table provides the preliminary distribution of schools based on 2011-12 School Performance Profile data and graduation rate and test participation information plus the use of PVAAS as a substitute for closing the achievement gap.

Category	Title I Schools	
	Number	Percent
Reward Schools (High Achievement)	94	5%
Reward Schools (High Progress)	100	5.3%
Reward Schools (Total)	194	10.4%
Focus Schools	188	10%
Priority Schools	94	5%

***Reward School Calculation for Estimating Distribution of School Designations**

Beginning with the 2013-14 school year, Tile I reward: high progress schools will be evaluated based upon meeting AMOs to include:

- *Closing the Achievement Gap* AMO – All Students/All Tested Subjects
- *Closing the Achievement Gap* AMO – Historically Underperforming Students/All Tested Subjects
- Test Participation Rate AMO – All Students/All Tested Subjects
- Graduation Rate (or Attendance Rate) AMO – All Students

However, the baseline years for establishing the closing the achievement gap measure, PVAAS will be used to identify high progress Title I schools in addition to the AMOs for attendance/graduation and test participation. The highest 5% Title I schools with aggregate math and reading available PVAAS data will be identified as high progress schools.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Differentiated Recognition	
School Status	Criteria
Reward: *High Achievement*	Highest 5% Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra 1/Literature for Keystone Exams) AND Meets all four Annual Measurable Objectives (AMOs). AMOs include: • Test Participation in Mathematics/Reading PSSA (and/or Algebra 1/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • *Closing the Achievement Gap* in Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams) – All Students • *Closing the Achievement Gap* in Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams) – Historically Underperforming Students (Note: For 2014-15 data, the baseline for *Closing the Achievement Gap* will be reset in grades 3-8 math and ELA. AND Not a Priority School or Focus School
Reward: *High Progress*	For 2011-12 and 2012-13 school years: Highest 5% Title I schools based on aggregate PVAAS growth score in Reading and Mathematics for PSSA and/or Algebra 1/Literature for Keystone Exams for All Students OR For 2013-14 school year and beyond: Highest 5% Title I schools based on aggregate progress in closing the achievement gap in Reading and Mathematics for PSSA and/or Algebra 1/Literature for Keystone Exams combined for the All Student group and the Historically Underperforming Student group. AND Meets all four AMOs. AMOs include: • Test Participation in Mathematics/Reading PSSA (and/or Algebra 1/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • *Closing the Achievement Gap* in Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams) – All Students • *Closing the Achievement Gap* in Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams) – Historically Underperforming Students (Note: For 2014-15 data, the baseline for *Closing the Achievement Gap* will be reset in grades 3-8 math and ELA. AND Not a Reward: High Achievement School, Focus School, or Priority School

2.C.ii Provide the SEA's list of reward schools in Table 2.

See Attachment 9

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Differentiated Recognition: Reward Schools

Title I Reward schools will be recognized in the following manner:

- Receive the Keystone Award (specific to achievement or progress) at the annual Pennsylvania Association of Federal Programs Coordinators' conference. Invited to present their strategies for success during the annual PDE SAS Institute (December), Title I Improving School Performance Conference (January), Annual Federal Programs Conference (April), and other venues as appropriate, including but not limited to those functions held for professionals serving specific populations (Special Education, ELL, Migrant Education, Dropout Prevention, etc.).
- Compete for Collaboration and/or Innovation Grants (depending on the availability of funding).
  - Collaboration Grants – for Reward schools making a commitment to work with Focus schools within their respective geographic regions. (The collaboration grant will be written and endorsed by both the Reward and the Focus school partner and must include measurable outcomes for one or more defined areas of need – validated need supported by the School Performance Profile scoring. Funding will be awarded to both the Reward and Focus school.
  - Innovation Grants – to promote the implementation of new learning structures and processes designed to meet individual student needs. Innovation grant projects must be able to serve as a replicable model with the potential to be brought to scale.
- Invited to collaborate with PDE to develop new policies and design and pilot new practices.

All grant funding per above is pending availability of appropriate and allowable funding sources. Title I funds associated with grants must be used in accordance with allowable uses of such funds and will be monitored by PDE's Division of Federal Programs.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of

factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Differentiated Recognition	
School Status	**Criteria**
Priority School	Lowest 5% of Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra 1/Literature for Keystone Exams) OR Title I school receiving School Improvement Grant (SIG) funds

The lowest 5% of all Title I schools will be identified as Priority schools and will therefore be eligible for sustained supports.

2.D.ii Provide the SEA's list of priority schools in Table 2.

A revised list is attached.
This listing of schools will remain priority through 2016-17.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

The Pennsylvania Department of Education is committed to providing meaningful and sustainable interventions to Commonwealth Title I schools in Priority and Focus Status. Strategies include leveraging already available resources as well as integrating continuous improvement processes offered by professional organizations. We view the following turnaround principles as part of an integrated framework to focus our school improvement efforts. As described in Principle 2-Appendix A, the ESEA Turnaround Principles are aligned with Pennsylvania's school improvement, principal and teacher effectiveness frameworks as well as its overall theory of action.

While school turnaround involves dramatic changes in systems, processes and cultures, it also demands the deliberate identification and use of resources already available. Pennsylvania is not proposing a one-size fits all approach to school improvement: context matters and as such, the following are examples of interventions available to our Priority and Focus Schools. Note that all Priority Schools are required to implement interventions associated with all seven school turnaround principles. The manner and degree to which the

principles are implemented may vary due to the unique needs/student population within each school.

Principle 1: Providing strong leadership by (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

1. The Pennsylvania Framework for Leadership is the established tool in Pennsylvania to review and document performance of building level leaders. The Supervisor will utilize the framework to establish readiness to lead the turnaround effort. Included in the readiness assessment is the SEA's ability to provide support and flexibility to the building principal. Additionally, principals with a minimum of three years in the current building should provide data for those three years including but not limited to the following areas:
    a. Student achievement on the State assessments
    b. Student attendance/graduation rates
    c. Student discipline numbers broken down by disciplinary consequence (detention, in-school suspension, out of school suspension, expulsion)
    d. Teacher attendance
    e. Teacher retention

Flat or downward data trends signify a need to consider replacing the principal.

2. Develop a pipeline of turnaround leaders by identifying, recruiting, selecting, and supporting school leaders who are likely to be successful in accelerating student achievement and supporting adult learning. Partnerships with graduate schools of education specializing in leadership development as well as the establishment of a consortia of LEAs will provide a deeper pool of potential turnaround leaders.
3. Examination of the school-based data as described above will allow school leaders to identify areas for operational flexibility. Included in those options may be to implement a staggered schedule to ease transition related student disruptions; reallocate or repurpose staff to focus on targeted instructional needs (including participation in the Pennsylvania Instructional Coaching Institute); conduct an internal curriculum audit to ensure fidelity in the implementation of college and career ready standards; and finally reallocating funds to support systemic and sustained adult learning.

Principle 2: Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort, (2) preventing ineffective teachers from transferring to these schools.

PDE has developed a teacher effectiveness system that strikes a balance between teacher

practice and the inclusion of multiple measures that include student achievement and student growth. Each component has been thoughtfully developed and thoroughly vetted. PDE has never wavered from the goal of improving student achievement: teacher effectiveness is paramount to that worthy goal. This focus on providing multiple opportunities for teachers to continually grow professionally reinforces the collaborative - not isolating - aspect of the system.

To support teacher development, PDE is developing free, on-line high quality professional development aligned to the domains and components of the Framework for Teaching, Pennsylvania's rubric for effective teaching. Teachers may access these courses on a voluntary or assigned basis. Additionally, school leaders will be encouraged to review Principle 2-Appendix A with their staffs to provide explicit examples of teacher practice and its connectedness to school improvement/school turnaround principles. Additionally, teachers have free access to online Framework overview tools as designed by Teachscape via the SAS portal.

To support principal development in teacher effectiveness, training is available via Pennsylvania Inspired Leadership courses, intermediate units and an inter-rater reliability tool focused on implementing the Danielson Framework with fidelity.

With the implementation of Act 82 of 2012, LEAs will be encouraged to develop a systemic approach for implementation, including policies regarding ongoing training and discussions about a common language for effective teaching, developing focused performance improvement plans and transfer rules for ineffective teachers.

Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.

Pennsylvania recognizes the need to provide thoughtful and effective learning time for all students. As such, it also recognizes that providing time for thoughtful and effective teacher collaboration will allow schools to implement programs with fidelity.

Example: A school may come to consensus that the only focused time for data analysis is after the normal school day. As such, the staff has agreed to a common day of the week for focused, accountable activities; the principal has reallocated funds to provide teachers with remuneration as agreed upon via collective bargaining.

Principle 4: Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.

The use of a curriculum audit process will allow schools to evaluate the differences that exist between the written, taught and tested curriculum. In addition, it will provide data for

prioritizing curricular needs, especially for English language learners and students with special needs. This process can be integrated into the school improvement planning process and used to inform decisions related to ESEA Turnaround Principles 1 and 2.

Principle 5: Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

Aligned with the above mentioned flexibility in scheduling and staffing, principals have the following tools available to assist in the purposeful and structured use of data to continuous improvement.

1. The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content area, designed to provide diagnostic information to guide instruction and remediation. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying student academic strengths and areas in need of improvement by providing links to classroom resources. The diagnostic reports feature easy-to-follow links to targeted curricular resources and materials, including units and lesson plans found within the SAS system. The CDT is available to districts at no cost. The purpose of the CDT is to provide information that will help guide instruction by providing support to students and teachers. The CDT reports are designed to provide a picture or snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors and Eligible Content and Keystone Assessment Anchors and Eligible Content. The CDT goes beyond focusing only on what students should know and be able to do at a particular grade and/or course. It also provides a snapshot of how and why students may still be struggling or extending beyond the grade and/or course Eligible Content. This valuable information is typically not identified through other types of assessments. Teachers, through the use of CDT reports, may access additional information through the Learning Progression Maps. Learning Progression Maps display a grade by grade continuum of skills and pinpoint when instruction should begin as well as when mastery should occur; these maps allow teachers to pinpoint where students are struggling along or extending beyond the learning continuum. The CDT helps identify and provides suggestions for "next steps" in student academic development.
2. The development of an Early Warning System (EWS) is part of the statewide initiative, Opening Doors, to improve graduation rates. Opening Doors aims to identify middle school students who are likely to drop out of high school and then provide them with guidance and support to stay in school. Based on the seminal research of Robert Balfanz, the Early Warning System provides educators with a framework to track, identify and intervene with students identified as having risk factors in English, math, attendance, and discipline.
3. Kindergarten Entry Inventory (KEI) is a reliable reporting tool that offers teachers an instructional strategy for understanding and tracking a student's proficiency at kindergarten entry. It will also gather a consistent set of kindergarten outcomes across the Commonwealth. The inventory is based on Pennsylvania's Learning

Standards for Early Childhood and the PA Core Standards. The KEI includes 30 indicators and reports data in the following domains:

- Social and Emotional Development
- English Language Arts
- Mathematics
- Approaches to Learning
- Health, Wellness, and Physical Development

Effective use of this tool and ensuing data analysis will provide elementary schools with a standards based approach to prepare students to be proficient readers: ready by 3.

4. Continuous improvement tools such as the *Schools to Watch Protocol* and the *High Schools that Work* assessments and surveys are examples of data-driven research based tools available to guide schools in their school improvement efforts. These tools are designed to move schools into high performing categories while recognizing the unique needs at each age/grade level.

Principle 6: Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Pennsylvania is rich with resources to improve school climate. Included in this area is training in Positive School Wide Behavioral Supports, Bullying Prevention and Restorative Practices. Careful examination of school wide non-academic data, system development and resource allocation will determine the complexity of interventions for Principle 6. However, immediate interventions could include the development of data systems within schools to study school safety and discipline trends based on the cycle of the school year as well as by grade/subject area, and time of day. Improving school climate requires changes in systems, protocols, procedure, and culture.

Principle 7: Provide ongoing mechanisms for family and community engagement.

Leveraging the resources of the community, schools may bring together youth serving organizations to create learning experiences to engage youth, particularly middle and high school, in their communities and provide them with the necessary 21st century skills. The connected community serves families via parent involvement programs, workforce development, and community action while students participate in learning opportunities designed to support their in-school learning experiences.

The growing use of digital media (e.g., social media, email, websites, and blogs) offers many opportunities to interact with parents and guardians who may not be able to participate in family involvement activities during the normal school day.

PRIORITY SCHOOLS: Meaningful Interventions

Turning around the Priority schools requires developing a comprehensive state-level strategy, structure, and process to drive and support turnaround efforts. All stakeholders must be focused on results and informed of key decisions.

Truly effective school turnaround requires making controversial decisions that up end the status quo. Parents, educators, students, and community members will be informed of key decisions made by school leaders to inform a multi-year turnaround plan.

Aligned with the ESEA waiver turnaround principles, The Pennsylvania Department of Education theory of action will drive and support turnaround efforts statewide to include the following:

1. **Conditions**
   Cultivate a policy environment, create a governance structure, and develop local leadership capacity necessary for dramatic school turnaround.
2. **Strategy**
   Commit to a comprehensive, cohesive, agency-wide vision, mission, and set of aligned activities to turn around the State's Priority and Focus schools.
3. **Organizational Structure and Communication**
   Design a coherent, agency-wide structure and communications strategy to effectively execute and communicate the State's turnaround plan.
4. **Resource Targeting**
   Focus time, energy, and funds where they are most needed and will have the greatest impact.
5. **Accountability**
   Develop an accountability system that sets clear standards, monitors progress, and incentivizes dramatic reform.
6. **Human Capital**
   Through the implementation of the Educator Effectiveness System, the State has invested in highly effective teachers and leaders to drive turnaround at the LEA and school levels.

Interventions aligned to school needs should be based upon characteristics that research supports as those associated with high performing schools. Defining those characteristics will assist Priority and Focus schools in evaluating their needs and acting accordingly.

Guiding schools to select meaningful interventions includes defining the characteristics of high performing schools. These characteristics are as follows:

- Clear and Shared Focus
- High Standards and Expectations
- Effective Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction, and Assessment Aligned to Standards
- Frequent Monitoring of Teaching and Learning

- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement

By linking these characteristics to theories of action and the ESEA turnaround principles (see Appendix P2-A), schools may then respond to the questions associated with each characteristic and make connections to Pennsylvania's initiatives, including the Danielson-based Framework for Teaching and the PA Inspired Leaders' professional education program. These questions are directly embedded in Pennsylvania's online *Comprehensive Planning Tool*, which is organized around the characteristics of high performing schools as listed above. The SPP serves as the entry point for data-based decision making and is further extrapolated through the school systems questions within the *Comprehensive Planning Tool*s designed to uncover the root cause of problems. Alignment with Pennsylvania's Educator Effectiveness frameworks provides the critical connection for professional responsibility in fostering school improvement.

PRIORITY SCHOOLS: Targeted Resources

For the last several years, PDE has implemented a Statewide System of Support utilizing the expertise within intermediate units to provide training and technical assistance on the PDE supports described earlier in this Principle 2 description. The Statewide System of Support has included the following:

- Standards-Aligned System
- Classroom Diagnostic Tess and Other Tools (eMetric and PVAAS)
- *Comprehensive Planning Tools*

In addition, PDE utilizes IUs to provide training and technical assistance associated with:

- Pennsylvania Institute for Instructional Coaching (PIIC)
- Pennsylvania Inspired Leadership Program (PIL)

As described in the next section on Educator Effectiveness, PDE also relies on IUs, with substantial funding from PA's Race to the Top grant, to provide the training and technical assistance to implement the following initiatives:

- Teacher Effectiveness
- Specialist Effectiveness
- Principal Effectiveness I
- PA Institute for Instructional Coaching (with significant funding provided through a major foundation as well)

Recognizing that schools must address issues of safety and security, PDE has contracted with IUs to provide training and technical assistance in developing safe schools by implementing Student Assistance Team training and anti-bullying programs.

PRIORITY SCHOOLS: Targeted Resources - Academic Recovery Liaisons

Despite all of the opportunities described above and previously in greater detail under *Supports,* many schools, particularly those with very low achievement, have not availed themselves of these services. Consequently, in PDE's Race to the Top grant implementation, PDE leaders required that the lowest-performing schools (based on aggregate math and reading PSSA scores) be supported with training and technical assistance as described below.

Compelling school leaders to effectively utilize available supports from PDE can be achieved, however, through other means. Priority schools will be required to demonstrate that they have participated in the training and technical assistance available to them and are implementing and evaluating the efficacy of their implementation efforts.

PDE provides a regionally-assigned Academic Recovery Liaison (ARL) to facilitate and oversee Priority schools' use of the training, technical assistance, and tools available to them from PDE (these priority schools include brick and mortar charter schools as well as cyber charter schools). The ARL will develop a working relationship with the Priority school leadership team and the regional IUs within his/her assigned region and ensure that the IU is supporting the Priority schools, wherever possible. The Priority schools, with the assistance of the ARL, should be are accessing the available IU services to meet the needs embedded in the school improvement plan. Likewise, where there are needs associated with special populations, such as students with disabilities and English Language Learners, the ARL will facilitate the connection between school leaders and the appropriate PDE resources, such as the PaTTAN offices and Title III officials. The ARL will share updates with the authorizing entity for their associated charter schools to ensure their awareness of progress.

The cadre of PDE-selected Academic Recovery Liaisons are receiving training from PDE, IU, and PaTTAN staff and state/national/international consultants. ARLs will work with Pennsylvania partners such as the Mid-Atlantic Comprehensive Center (MACC), the Pennsylvania Inspired Leadership Program, local colleges and universities, and Regional Education Labs (REL). ARLs will participate in convenings, such as those held by CCSSO and Achieve, as appropriate, for the purpose of improving their services to Priority schools. Each ARL will be committed to his/her Priority schools for three years. Priority schools and ARLs will be required to maintain documentation related to training, technical assistance, implementation, and evaluation. In other words, tracking and reconciliation of records associated with input and output measures related to training and technical assistance will be compared against impact; impact will ultimately be determined by whether or not the Annual Measurable Objectives are met. Leading indicators on the *Comprehensive Planning Tool* will also serve as a basis for determining progress on a qualitative level.

Finally, the Priority school principal, with the LEA superintendent/CEO, will commit to working with the Academic Recovery Liaison to ensure that the various programs and initiatives across the district and school are coordinated within the context of the Comprehensive Plan.

In addition to targeted intervention by having the ARL ensure the use of all Supports previously identified, directed opportunities will be provided:

- **Pennsylvania Comprehensive Literacy Plan**– The literacy plan and the local literacy needs assessment provide road map for literacy learning while the local literacy needs assessment is a self-study analysis of current practice.
- **Hybrid Learning Environment** – Hybrid learning environments allow students to engage in small group, personalized, focused instruction based on real-time data. Instruction is delivered using a combination of on-line and face-to-face instruction.
- **Targeted Cohort for PIL** – Designed to support principals of Priority schools, professional development will focus on research based turnaround strategies. Additionally, participants in the targeted cohort will have the benefit of turnaround-specific support and guidance.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

PRIORITY SCHOOLS: Exit Criteria

Title I Priority schools are expected to exit from this status when they make all AMOs related to their designation in the second and third year of any given three year cycle, and do not otherwise qualify for Priority status. They will be then be designated in accordance with the recognition criteria described previously. The use of three consecutive years adds a dimension of assurance that schools are likely to sustain improvement/progress. Successful transition to a higher school status will be determined. A school newly designated as a Focus school following Priority school status will be required to follow the guidelines for supports for Focus schools. Otherwise, schools no longer designated as Priority or Focus will be required to monitor the performance measures identified in the School Performance Profile and AMOs for a minimum of one year. All Priority Schools must continue to implement the seven school turnaround principles for at least three full years.

For schools not exiting Priority status within the three 3-year improvement planning cycle, the LEA will implement significant changes aligned to the four (4) School Improvement Grant (SIG) options. Any school previously or currently identified as a SIG school will be required to select a different model from one it as already used, unless that school can demonstrate improvement, based on the most recent data available, in their aggregate Mathematics and Reading proficiency for PSSA and/or Algebra 1/Literature for Keystone Exams.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Differentiated Recognition	
School Status	**Criteria**
Focus School	Lowest 10% of Title I schools (based on highest achievement gap for the Historically Low Performing students AMO). The aggregate achievement gap is for combined Mathematics/Reading PSSA (and/or Algebra 1/ Literature Keystone Exams). OR Title I school with a Graduation Rate below 60% OR Test Participation below 95% AND Not a Priority School

2.E.ii Provide the SEA's list of focus schools in Table 2.

See Attachment 9

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA's focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Targeted Interventions

Pennsylvania has a robust system in place to provide technical assistance to support LEAs in meeting the diverse learning needs of our students. Through the PaTTAN and intermediate unit network, PDE has committed to a statewide scalable, targeted technical assistance State System of Support.

PaTTAN is an initiative of the Pennsylvania Department of Education's Bureau of Special Education. The purpose of PaTTAN is to support the efforts of PDE and to build the capacity of LEAs to serve students who receive special education services and supports or who are at

risk for needing special education. All PaTTAN services are provided at no cost to LEAs across Pennsylvania. The PaTTAN system is funded by PDE through IDEA-B grant funds.

Key to the effectiveness of the PaTTAN system is a robust partnership with the 29 intermediate units (IUs). Each IU receives support via PDE to fund Training and Consultation (TAC) staff who work closely with PaTTAN staff to support diverse learners including students with disabilities, those at risk for developing disabilities and English Language Learners.

Together PaTTAN and TAC staffs provide an effective statewide and regional network of support and services in the areas of prevention, intervention, and special education. The PaTTAN-IU IDEA funded State-system of support will align technical assistance for the 2013-2014 school year to provide strategic support to focus and priority schools per the commitments in this waiver application.

The action plan for the 2015-16 school year for focus schools will be a cooperative effort between the Pennsylvania Department of Education and the twenty nine intermediate Units covering all Pennsylvania Focus Schools. The plan includes a Lead Focus School coordinator working with the Intermediate Units to develop AMOs for each focus school based upon three Level of need. This plan will also have a school improvement leader at each IU and target the focus schools in their region. The Intermediate Units will work closely with the Focus School Leadership Team to study the comprehensive plans and school improvement plans and develop action plans based upon deficiencies in the building. .

The three levels of focus schools will be based upon the SPP scores. Each level will require different amount of support with level 3 being the lowest and level 1 the highest. There will also be professional development training with the ARLS and IU leaders to share successful programs for improvement student learning. This common sharing will occur at monthly meetings with the priority schools and the intermediate unit leaders. The information will be given to each focus school as guidance on improving their SPP scores and other designated AMOs. The Intermediate Unit leader will report each month to the Pennsylvania Department of Education on the progress being made in each school.

PaTTAN – IU support will provide targeted technical assistance to focus schools struggling to meet the needs of their diverse learners, students with disabilities, and English Language Learners, as well as the needs of students that led to the Focus schools being identified as such through the Comprehensive Planning process. This process requires Focus schools to choose at least one of the systemic challenges (system guiding questions) and then develop an action plan that contains strategies and interventions that target the need/deficit of that specific turnaround principle. The Federal Monitors, Intermediate Unit CP/SIP contacts, and Academic Recovery Liaisons have all received a review of these materials and discussed the correlation of the offline document with the components of the online web application that

houses the Action Plans. Access to Title I School Improvement funding is contingent upon submission and approval of Comprehensive plans.

Responsibilities for level one focus schools include the following: * Identify a Lead Focus School Coordinator at each IU. * Verify the school leadership team member for each focus school * Participate in monthly professional development trainings conducted by the State Focus School Coordinator (SFSC). * Assist focus school leadership teams in the selection of one goal from the school improvement plan that will enable the school to address the deficiency that resulted in its focus school status. * Provide turnaround training and resources for focus school leadership teams based upon the selected goal. Examples of training include school improvement planning, comprehensive planning, data decision-making, curriculum planning, and other appropriate programs for student success. * Provide quarterly contact with each focus school. * Monitor and report evidence, on a semi-annual basis, related to the progress of each focus school toward achievement of its goal. Responsibilities for level two focus schools include the following: * Identify a Lead Focus School Coordinator at each IU. * Verify the school leadership team member for each focus school * Participate in monthly professional development trainings conducted by the State Focus School Coordinator (SFSC). * Assist focus school leadership teams in the selection of two goals from the school improvement plan that will enable the school to address the deficiency that resulted in its focus school status. * Provide turnaround training and resources for focus school leadership teams based upon the selected goal. Examples of training include school improvement planning, comprehensive planning, data decision-making, curriculum planning, and other appropriate programs for student success. * Provide monthly contact with each focus school. * Monitor and report evidence, on a semi-annual basis, related to the progress of each focus school toward achievement of its goal. * Incorporate successful priority school strategies to assist focus schools toward improving student learning.

Responsibilities for level three focus schools include the following: * Identify a Lead Focus School Coordinator at each IU. * Verify the school leadership team member for each focus school * Participate in monthly professional development trainings conducted by the State Focus School Coordinator (SFSC). * Assist focus school leadership teams in the selection of two goals from the school improvement plan that will enable the school to address the deficiency that resulted in its focus school status. * Provide turnaround training and resources for focus school leadership teams based upon the selected goal. Examples of training include school improvement planning, comprehensive planning, data decision-making, curriculum planning, and other appropriate programs for student success. * Provide bi-weekly contact with each focus school. * Monitor and report evidence, on a quarterly basis, related to the progress of each focus school toward achievement of its goal. * Incorporate successful priority school strategies to assist focus schools toward improving student learning. * Work collaboratively with focus school principals to design system and structures to support best practices.

To ensure the above process is followed, all Focus schools will not be approved by PDE for

Title I School Intervention (1003a) funding until their Comprehensive plans are reviewed and approved. Additionally, the Division of Federal Programs has initiated a tiered monitoring schedule to ensure that Focus, Priority and Other Title I schools are identifying and providing students with appropriate and targeted interventions and supports. Priority schools will be monitored annually, Focus Schools will be monitored every other year and Other Title I Schools will be monitored every 4 years. Additionally, Focus schools will have the support of Intermediate Unit leads who will report on progress on a semi-annual basis. If necessary, based on IU feedback, the State Focus School Coordinator will provide direct technical assistance.

The PaTTAN-IU targeted support for diverse learners, students with disabilities and English Language learners will utilize Response to Instruction and Intervention (RTII) as the overarching school improvement model K-12. This on-site technical assistance and guided practice will be offered to focus schools. Ongoing technical assistance and professional development will consist of:

- Conceptual understanding and connections between PA Core State Standards, PA Educator Effectiveness System and multi-tiered systems of support
- Data analysis and instructional matching skills for all students including students with disabilities and English Language Learners Differentiated professional and interdisciplinary learning and collaborative teaming based upon building level data and professional needs
- Empirically-based instructional and behavioral methodologies/strategies
- Reliable and valid assessment measures including universal screeners and formative, diagnostic, and summative assessments
- Systems level indicators and monitoring of change efforts and impact of multi-tiered system of support
- Systems level change and consultation/coaching
- Implementation roadmap and assistance
- Alignment with PA Core State Standards and intensity and instructional focus and impact among providers of core and supplemental instruction (Tiers 1, 2, and 3) for diverse learners (including English Language Learners)
- Analysis of Building, Grade and Individual Needs
  http://www.pattan.net/category/Educational%20Initiatives/Response%20to%20Instruction%20and%20Intervention%20(RtII)

Within in the context of RTII (technical assistance and professional development activities described above) and dependent upon the needs of the Focus schools, the following targeted technical assistance will be available to LEAs:

- Effective Instruction- Multi-tiered system of support
- Effective Instruction for All Learners: Embedded Formative Assessment Professional Learning Community Training Series. School-based teams improve student learning through planned implementation and coaching in the area of formative assessment,

and evidence based practices aligned to five key learning strategies. Teams develop competencies related to the interpretation and application of formative assessment data relative to these five strategies and refine their ability to adapt instruction and enhance student outcomes. Professional learning in the area of formative assessment occurs within the context of a professional learning community to support the learning needs of diverse learners.

- Classroom Diagnostic Tool. These free statewide on-line diagnostic assessments offered in grades 6-12 and 3-12 align to the PA Core State Standards in reading, mathematics, and science as well as the Keystone Exams. The diagnostic assessment results enable Pennsylvania teachers to use data to inform and differentiate instruction for all PA students. https://pa.drcedirect.com

Mathematics:

- Keystone Algebra Course for Special Education Teachers – This online course strengthens teachers' content and pedagogical knowledge of the content contained on the Algebra 1 Keystone Exam.
- Algebra Lesson Study: Collaboration between Special Education and Secondary Mathematics – This guided professional practice model will allow participants to experience every stage of the lesson study process first hand. It will simultaneously instruct and prepare participants to lead a school/district through a cycle of lesson study.
- RtII in Mathematics for Secondary Schools – This series (coming in 2013-14) will help schools monitor student learning and intensify instruction.
- RtII in Mathematics for Elementary Schools – This series (coming in 2013-14) will help schools monitor student learning and intensify instruction. http://www.pattan.net/category/Educational%20Initiatives/Mathematics

English Language Learners:

- Tier One: ELLs and the PA Core Standards (elementary and secondary)
  - ESL Core Instruction
  - Core Content areas
- RtII and ELLs: Monitoring ELLs' progress in ESL instruction (listening, speaking, reading and writing) and literacy development in a multi-tiered system of support
- Development and implementation of a Trainer of Trainer (TOT) module on RtII and ELLs for IU RtII point person with the purpose of building capacity in this area
- Development and implementation of a TOT Module on literacy development and Second language acquisition including data interpretation for IU Literacy point person
- Designing and developing intensive and systematic interventions for ELLs in Tier One. http://www.pattan.net/category/Educational%20Initiatives/English%20Language%20Learners%20(ELL)

Literacy

- Effective analysis and use of data to determine instructional needs: DIBELS Next
- Procedures for data collection: DIBELS Next
- Enhancing standards aligned instruction at Secondary Tier 1: The ANSWER Key to Open Response
- Higher level questioning and response: Socratic Seminar focus on diverse learners
- Increasing oral language development: K-3
- Developing literacy in the Career and Technical Center setting
  http://www.pattan.net/category/Educational%20Initiatives/Reading

Supporting students with Autism

- Focused on-site consultation for Autism Support Teachers: 248 participating sites across the Commonwealth in 2012-13. Provided by PaTTAN and includes on-site coaching, guided practice and modeling and where appropriate, virtual consultation for each participating site. Includes system to provide meaningful inclusive practice
  http://www.pattan.net/category/Educational%20Initiatives/Autism
  http://www.pattan.net/Videos/Browse/?topic=3
  Intensive Skill Training in Applied Behavior Analysis for Teams Supporting Students with Autism
  http://www.pattan.net/Videos/Browse/?topic=3

Supporting Students with Intellectual Disabilities

- The Pennsylvania Alternate State Assessment (PASA) for reading and math, designed for students with significant cognitive disabilities, has been redesigned to align with the PA Core Standards, which became effective March 1, 2014. The alternate eligible content identifies upper boundary of performance for students eligible for the Alternate Assessment. Alternate eligible content was developed with the content and disability experts by starting with the PSSA assessment anchors and eligible content. The alternate eligible content was vetted through online comment process and onsite presentations, followed by an independent review by an outside expert, Dr. Diane Browder. The 2014-15 assessment is based on the PA Core College and Career Ready Standards. Standard setting will be conducted in May/June 2015.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

2012-13 to 2017-18 Priority and Focus School Timeline						
Cycle	Data Source	SIP – Development & Planning year	Implementation SIP Plan	Implementation SIP Plan	Implementation SIP Plan	New Status Identification Re-Run new Priority/Focus list

Cycle 1: Fall 2013 Identify Priority Schools	2012-13 Data	2013-14	YEAR 1: **2014 / 2015** Full implementation of all 7 principles.	YEAR 2: **2015 / 2016** Full implementation of all 7 principles Fall 2016. Preliminarily notify potential Priority schools of their possible designation in 2017-18 based on 2015-16 data. Notified schools begin SIP planning.*	YEAR 3: **2016 / 2017** Full implementation of all 7 principles Fall 2017. Officially, notify schools of formal Priority status based on 2016-17 data.	2017-18. Schools no longer meeting definition of Priority exit that status. Established criteria used to determine accountability designation. OR Failed to make it out of Priority status. Select SIG model. Older Priority schools revise SIP and begin year 1 SIG implementation. Newly identified Priority schools enter 2017-18 school year. Implementation begins 2017-18.
Cycle 1: Fall 2013 Identify Focus Schools	2012-13 data	2013-14	YEAR 1: **2014/2015** Implementation of at least 1 principle.	YEAR 2: **2015/2016** Implementation of at least 1 principle. Fall 2016. Preliminarily notify potential Focus schools of their possible designation in 2017-18 based on 2015-16 data. Notified schools begin SIP planning.*	YEAR 3: **2016/2017** Implementation of at least 1 principle. Fall 2017. Officially, notify schools of formal Focus status based on 2016-17 data.	2017-18. Schools no longer meeting definition of Focus exit that status. Established criteria used to determine accountability designation. OR **Failed to make it out of Focus status. Older Focus schools revise SIP and begin year 4 implementation in 2017-18. Newly identified Focus schools begin year 1 implementation.

* PDE will ensure that in Title I schools not designated as Priority or Focus schools, appropriate interventions will occur if any individual ESEA subgroup, or the "historically underperforming" combined subgroup do not meet AMO targets for achievement in the specified content areas, test participation rate targets, and graduation rate targets over 3 consecutive years. As well, PDE will require interventions in other Title I schools close to not meeting AMOs. Therefore, Title I schools meeting any of the below criteria are also notified and a school improvement plan required if:

1. They are in the 10.1-15% highest achievement gap for the Historically Low Performing Students, or;
2. They have a graduation rate from 60.1%-70%, or;
3. They have a test participation rate from 95%-97%.
4. They miss an AMO for 3 consecutive years, or miss subgroup AMOs or graduation rates for 3 consecutive years.

Similarly, any Title I schools not meeting *Priority* status but between 5% and 10% of Title I schools (based on aggregate Math and reading proficiency for PSSA and/or Algebra/Literature for Keystones) will be notified and a plan required.

** Focus schools have an additional 3 years to develop and implement a revised SIP plan and provided additional supports. If after three additional years the school does not exit Focus status, the school will enter Priority status. NOTE: Reward School lists will be re-run on an annual basis.

Focus Schools: Exit Criteria

Focus schools making all AMOs related to their designation in the second and third year of any given three year cycle will be designated in accordance with the recognition criteria described previously. Schools otherwise designated as a Priority school will be required to follow the guidelines for supports for Priority schools. Otherwise, schools no longer designated as Priority or Focus will be required to monitor the performance measures used to establish the differentiated accountability designations identified in the School Performance Profile for a minimum of one year.

Schools not exiting Focus status within the three-year improvement planning cycle will be required to develop and implement a revised improvement plan with additional supports. If after three additional years, the school does not exit Focus status, the school will enter Priority status.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

INTRODUCTION

With the exception of the Academic Recovery Liaisons identified as a key support for Priority Schools, virtually all other resources identified within this proposal are available to every public school in Pennsylvania. While all schools have access to the support and professional development provided by its partners, PDE recognizes the need to provide additional and intensive support to Priority and Focus schools. With a goal to move these schools out of these status rankings in a deliberate and focused manner, both IUs and PaTTAN support the implementation of intervention strategies based upon the turnaround principles. Specifically, the goal is to develop capacity based upon deliberate, focused, and frequent data-based decision making and implementing strategies for historically underperforming students. This capacity applies to not only Priority and Focus Schools but to all schools where improvement needs have been identified.

The Pennsylvania Department of Education, working together with PaTTAN offices and intermediate units, will ensure that in Title I schools not designated as Priority or Focus schools, appropriate interventions will occur if the all students group, any individual ESEA subgroup, or the "historically underperforming" combined subgroup do not meet AMO targets for achievement in the specified content areas, test participation rate targets, and graduation rate targets over multiple years." If a Title I school not otherwise designated as Reward, Focus, or Priority fails to achieve an AMO for three consecutive years, a school improvement plan targeting the unmet AMO(s) must be developed. The plan must be completed using the *Comprehensive Planning Tool* and must include the following:

- Meaningful interventions directly associated with the unmet AMO(s)
- Developed with the involvement of staff responsible for its implementation
- Approved by the school and LEA executives (principal and superintendent or equivalent positions)
- Reviewed by the local intermediate unit and forwarded by the local intermediate unit to PDE's Division of Federal Programs

In addition, all Title I schools will be encouraged to utilize best practices in school improvement planning by creating a school level plan. Trainings will be offered to all Title I schools in both synchronous and asynchronous environments focusing on the process and techniques for effective school improvement planning, with an emphasis on strategies,

evidence measures, and evaluation. School Improvement Planning is not a process with a fixed beginning and end.

The process is a continuous cycle of planning, implementation and evaluation, which provides a framework for consistent and sustainable school improvement over time. School leadership teams will investigate their school strengths and challenges, analyze data, plan and reflect on effective strategies for improvement, and evaluate current results.

The School Performance Profile offers a coherent structure to link accountability and support activities. The SPP's efficacy lies not only in its research-based scoring protocol but its collection of data that underpins the scoring. With key data housed in one place, educators have the ability to access this information and utilize it to analyze strengths and needs as related to school improvement. With data strategically interfaced into the SPP, the school supports component provides an unmatched functionality: universal strategies designed to improve student achievement linked to SPP elements; thus, schools are provided with specific direction in implementing improvement strategies.

Tiered strategies linked to SPP performance measures will provide research-based yet common- sense approaches to improving student achievement. In addition to strategy options, funding sources, where available, will be specified. The SPP will assist all schools in their school improvement efforts. For example, if a school defines a need to improve its graduation rate, school personnel will be able to access resources such as the Early Warning System and ninth grade early warning research as well as contact information and strategies to use the information. These resources can be accessed simply by clicking on the School Supports tab displayed on the SPP. Likewise, if a school would like to improve its results in the "Ready by 3" category, it will be able to find PA resources such as the Comprehensive Literacy Needs Assessment, Kindergarten Readiness Inventory and Keystones to Opportunity (Striving Readers grant) resources linked to this data point.

LEAs previously required to set aside 20% of Title I funding for Supplemental Education Services may choose to design their own tutoring/supplemental programs. Having this option will give schools the ability to customize remedial services to meet student needs.

Differentiated Recognition

PDE will recognize Title I Reward schools exhibiting high achievement and high progress. Reward schools will serve as demonstration sites and be eligible to form formal partnerships with Focus schools.

Using remaining Title I School Improvement and Title IA set-aside funding, competitive grants will be available for schools that show improvement and move students toward proficient and advanced levels. These grants will support Title I initiatives and can be used to reward teachers and students. Examples include providing teachers an opportunity to purchase classroom materials, technology for classroom use, etc. Students can be rewarded in educationally related ways, as well.

Differentiated Accountability and Support

Title I schools may use their previously allocated Supplemental Education Services (SES) funding to assist with costs associated with implementing their comprehensive improvement plans.

PDE will provide technical assistance and workshops for struggling schools, including the Title I *Improving School Performance* conference, as well as regional best practices workshops. Principal academies will allow principals and other administrators to share both their successes and areas of need. Reward school staff, curriculum experts, reform specialists, as well as PDE staff, will carry out these principal academies. Sessions will focus on relevant school improvement strategies: developing effective comprehensive improvement plans, conducting needs assessments, leadership skills, etc.

The following table describes the level of engagement as determined by a school's federally-required designation. While recognizing schools with high achievement is key, those same schools must maintain vigilance of their indicators for success. Frequent and on-going review of data with intermediary plan corrections will allow schools to continually grow.

Differentiated Accountability and Support System		
School Status	**SEA Engagement**	**Level of Support**
Reward: High Achievement	Very low engagement	Access to all support tools and resources
Reward: High Progress	Low engagement	Access to all support tools and resources
Undesignated	Moderate engagement	May engage with PDE in conducting internal needs assessment, developing improvement plan* and identifying selected interventions Access to all support tools and resources Must use the *Comprehensive Planning Tool* to develop a targeted school improvement plan
Focus	Very high engagement	Required consultation with IU and PaTTAN (as appropriate to needs) Development of improvement plan* for areas of need PDE approves interventions Access to all support tools and resources
Priority	Very high engagement	Assigned Academic Recovery Liaison (ARL) Development of comprehensive improvement plan* with Academic Recovery Liaison PDE approves plan and interventions via ARL Accountability monitoring via ARL

* The improvement plan refers to the *Comprehensive Planning Tool*, an online resource built on solid research to support the process of identifying needs through root-cause analyses, developing strategies based on evidence-based practices, and monitoring implementation efforts. Support for using the tool is provided by IU staff specially trained in its use. IUs facilitate school improvement planning and review school improvement plans as required under ESEA.

High performing LEAs with varied demographic conditions have shown they share common characteristics. These nine characteristics are strongly correlated to consistently high performing educational institutions. As planning teams go through the Comprehensive Planning process, they will look for the presence of these nine characteristics for each of these characteristics, the tool provides guiding questions designed to uncover deficits/strengths in these areas and lead to goals and action items accordingly.

- Clear and Shared Focus
- High Standards and Expectations
- Effective Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction, and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement

Anticipated Results

PDE has set the conditions for instructional and educator accountability and quality. To support school and system accountability and quality, the Commonwealth provides a wide variety of resources available to all LEAs as previously described in the *Support* section. PDE recognizes the imperative to dramatically improve results in our Focus and Priority schools. We will target assistance to Focus schools and require participation and implementation of the following in all Priority schools:

- Culture: Pennsylvania Inspired Leaders (PIL) Cohort for Priority school principals
- Standards and Instruction: Implementation of the PA Core with fidelity and the use of formative assessments
- Monitoring: Ongoing and frequent data reviews at all school levels on leading indicators and early warning indicators, recognition of gains, immediate adjustments to lack of progress
- Operational Stabilization: Build an infrastructure, including processes and procedures, that has the appropriate resources and funding to support implementation of items i-iii

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Timely and Comprehensive Monitoring

Federal program regional coordinators are responsible for monitoring federal grant sub-recipients. For LEAs with Focus and Priority schools, federal program staff will conduct on-site and desk reviews to assess the quality of interventions being implemented in each Focus and Priority school. The review process provides opportunities for SEA staff to meet with local improvement teams to determine how the outcomes of school needs assessments are supported with differentiated interventions. The goal of monitoring and technical assistance is to build local capacity to ensure that reform efforts will continue to be sustained in the absence of direct SEA support. PDE ensures that Focus and Priority charter schools and cyber charter schools are held to the same accountability and monitoring standards as other Title I schools.

During on-site monitoring, the regional coordinators will conduct documentation review, observation of interventions, and interviews with appropriate staff. Desk reviews will include monitoring of expenditures as described below and virtual interviews (e.g., phone conferences, webinars, etc.) as appropriate. All LEAs with Title I Priority schools will be monitored through on-site and desk reviews minimally once each year, effective the 2013-14 school year. SEA monitoring staff will meet quarterly to discuss individual school progress on leading indicators and locally identified goals written in their improvement plans. Schools will be rated on the progress toward the indicators and goals and provided with additional on-site reviews and intensive support as needed.

Districts with identified Title I Focus schools will be monitored as part of a SEA two-year cycle. Districts are selected on an annual basis in consideration of risk assessment factors such as progress toward AMOs, schools identified as Focus and Priority, and previous compliance or program quality reviews. Districts with Title I Focus schools have been given

priority for on-site monitoring for the 2013-14 school year. Site visits will include a review of each Title I Focus school within the district. Effective with the 2015-16 monitoring cycle all LEAs will be monitored for implementation of teacher and principal evaluation systems as defined by Act 82. This monitoring will include confirmation of a LEAs use of the Act 82 Evaluation tool or approved alternative. PDE will also continue to provide training on teacher and principal SLOs (Student Learning Outcomes), evidence used when considering the evaluation of teachers and principals and use of evaluation results to inform professional development. All monitors will be trained annually on teacher and principal effectiveness requirements defined in Act 82.

For all other Title I schools, monitoring occurs once every four years. Beginning with the 2015-16 school year, however, all LEA monitoring will be aligned with the new Uniform Grants Guidance (UGG) regulations, which will include the submission of clear performance goals as part of each LEAs annual Title I application as well as incorporating the examination of progress towards achieving these goals as part of the monitoring process.

LEA Accountability

Beginning with the 2013-14 school year, the School Performance Profile provides parents and the general public with clear information about individual schools with the goal of improving student achievement in all schools and providing a mechanism for holding LEAs accountable for increasing graduation rates and closing the achievement gap.

School level improvement plans include assurances that the LEA provides the human and fiscal resources necessary to implement the plan and improve student achievement.

Ensuring Sufficient Support

All School Improvement Grants (SIG) authorized under 1003(g) are currently committed to schools implementing one of four rigorous intervention models as outlined in SIG final requirements. SIG 1003(g) funds are committed through the 2014-15 school year and are contingent upon continuation of SIG funding. School Improvement grant funds authorized under 1003(a) will be allotted to districts to serve Priority schools that do not receive 1003(g) funds. 1003(a) funds will be allocated on a formula basis in consideration of the total number of Priority and Focus schools. The School Intervention Grant (1003)a is awarded to Priority and Focus schools based on progress as determined by PVAAS data. This data provides a sound projection of the probability of success. PVAAS focuses on progress, rather than achievement and it is a better indicator of teacher effectiveness. Schools are grouped in at least three (3) categories. Schools showing significant progress are awarded a higher amount while schools showing average growth are awarded a medium allocation. The lower allocation is awarded schools showing less than average progress.

A review of fiscal capacity is included as part of each focus and priority school's annual school improvement Planning process. Any remaining 1003(a) funding may, after ensuring an appropriate needs assessment, be distributed to other Title I schools on either a formula or competitive basis.

Under NCLB, many LEAs were required to reserve 20% of their Title I allotments to

implement choice and/or Supplemental Educational Services (SES). With approved waivers, funds that the LEA previously reserved to meet requirements of ESEA section 1116(b)(10) will be used to support the implementation of interventions in an LEA's Focus schools or Priority schools in accordance with allowable use of Title I funds. Once the LEA demonstrates that sufficient resources are available to support interventions in its Priority and Focus schools, funds will be used to support instructional programs at the district-level or by providing Title I funds in school allocations under ESEA section 1113(c). An LEA may also reserve funds to support the implementation of interventions in an LEA's Focus schools or Priority schools in accordance with allowable use of Title I funds. Although the SEA will not require LEAs to use the funds in a specific way, all decisions must be made based on an LEA's careful analysis of local capacity and based on a comprehensive needs assessment. The LEA must demonstrate in its Title I application that resources have been allocated to its Priority and Focus schools sufficient to support the interventions described.

While the LEA assumes primary responsibility for implementing the intervention models or other interventions aligned to turnaround principles, SEA services will provide support for the implementation of the models including data analysis, budget review, identification of resources for sustainability, and professional development.

As previously described in this proposal, Pennsylvania has already developed and maintains a robust statewide system of support utilizing the SAS portal for substantial resources accessible to PreK-postsecondary educators and pre-service teachers. All of those resources are supported by the implementation and professional development efforts of the 29 intermediate units and 3 PATTAN offices. Pennsylvania utilizes a combination of state funds and federal funds to support the statewide system of support. The state's deployment of Academic Recovery Liaisons will significantly improve the perennially challenged schools' access to these resources.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	**Option B**
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

In June 2012, the Pennsylvania General Assembly passed, and Governor Tom Corbett subsequently signed into law, Act 82, which amends the PA School Code. Act 82 includes the statutory language associated with the teacher, specialist, and principal effectiveness initiative described in this section, including the use of student performance data as a significant part (50%) of a teacher's evaluation. The law was well informed by the work completed during the initial pilot phases of the evaluation rubrics during the previous 18 months. Those pilot projects were guided by a stakeholder group including teachers, specialists, principals, and their advocacy leaders. In addition, the Pennsylvania State Education Association (PSEA) was directly involved in the language used in the law and PSEA leaders testified at the hearings associated with the law.

Act 82 of 2012 defined three groups of professionals in the Commonwealth of Pennsylvania: 1) Teaching Professionals, 2) Non-Teaching Professionals and 3) Principals.

Since initially applying for the waiver, PDE has had the opportunity to seek input from representative stakeholders and refine our approach to Educator Effectiveness in the Commonwealth of Pennsylvania. These refinements reflect the work of many individuals across the State and have provided the PDE with a clear vision and theory of action for moving effective instruction and leadership in Pennsylvania. The following document reflects PDE's Theory of Action for each of the three groups defined by the Act and subsequent regulations.

The purpose of the PA educator evaluation system (ACT 82) is to provide educators with opportunities and information that improve practice and facilitate student learning and achievement. Under ACT 82, educators include teaching professionals, non-teaching professionals and principals.

This ~~particular~~ following section of the waiver ~~document~~ describe~~s~~ the educator evaluation system as it applies to teaching and non-teaching professionals.

Six ESEA Flexibility Principle 3 Requirements

Act 82 defined the following four performance levels for teaching and non-teaching professionals:

1) Distinguished-The employee's performance consistently reflects the employee's professional position and placement at the highest levels of practice.
2) Proficient-The employee's performance consistently reflects practice at the professional level.
3) Needs-Improvement-The employee is functioning below proficient for performance expectations required for continued employment
4) Failing- The employee does not meet performance expectations required for the position.

Beginning with the 2014-2015 school year data, PDE will collect all four performance level

ratings at the district level in each of the required components of the system.

The aforementioned performance levels are then utilized to evaluate all teaching and non-teaching professionals. Lastly, LEAs utilize the four performance levels to further distinguish satisfactory performance from unsatisfactory performance for retention purposes.

a. Pennsylvania State Law requires a minimum of two evaluations a year for non-tenured staff and a minimum of one annual evaluation for tenured staff.
b. State law also explicitly states that two consecutive unsatisfactory evaluations are grounds for dismissal for tenured staff.
c. An initial failing rating is considered an unsatisfactory evaluation. Two consecutive failing ratings (unsatisfactory) are grounds for dismissal for tenured staff.
d. Teachers who receive an initial needs improvement rating are considered satisfactory. However, a second needs improvement issued by the same employer in the same certification area within 10 years of the first needs improvement is considered an unsatisfactory rating, and a third needs improvement issued by the same employer within ten years in the same certification area would be considered unsatisfactory.

PDE has articulated that while the observation/evidence component will be a part of the final summative rating for a teacher, it also is the basis of the formative supervision provided by the evaluator. While the formal observation process consists of the pre-observation conference, observation/evidence gathering, and the post-observation conference, this is only one aspect. Evaluators are able to collect evidence through informal observations as well. Whether walkthroughs, school functions, or other venues, the evaluator collects information to inform the final rating. Critical to this is the collaborative approach: as an evaluator shares evidence collected, then in turn, a teacher may bring additional evidence to help inform the final rating. This process helps to ensure that the teacher owns the evaluation as part of his/her professional growth instead of receiving an evaluation that may only provide the final judgment made without input.

See administrative manual for further clarification-
http://www.portal.state.pa.us/portal/http;//www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS_0_148494_1427126_0_0_18/Educator%20Effectiveness%20Administrative%20Manual.pdf

Monitoring of LEA Implementation for Teaching and Non-Teaching Professionals:
Effective with the 2015-16 monitoring cycle all LEAs will be monitored for implementation of teacher and principal evaluation systems as defined by Act 82. This monitoring will include confirmation of a LEAs use of the Act 82 Evaluation tool or approved alternative. PDE will also continue to provide training on teacher and principal SLOs (Student Learning Outcomes), evidence used when considering the evaluation of teachers and principals and use of evaluation results to inform professional development. All monitors will be trained annually

on teacher and principal effectiveness requirements defined in Act 82.

Goals/Expected Outcomes of the PA Educator Effectiveness (EE) System:

1. Improve student learning and achievement
2. Improve teaching, service, and leadership effectiveness
3. Improve perceptions of educator quality and accountability by the public (legislators, parents, community, etc.)
4. Establish trusted and reliable measures to support educator retention, promotion, recognition, placement and hiring decisions
5. Provide for more educators entering the field with skills necessary to be effective
6. Increase standardization across LEAs/schools with respect to how effectiveness is operationalized discussed and evaluated
7. Clarify the role of the state, LEAs, schools and educators with respect to improving educator effectiveness and student learning (Note: see inputs addressed later in document)
8. Improve interdisciplinary collaboration and teaching

Intended Uses of System Results:

1. Allow the LEA to make a determination of overall effectiveness in terms of satisfactory/unsatisfactory, so that state can monitor progress of system and meet federal reporting requirements
2. Inform LEA and school-based human capital decisions related to: recruitment hiring, development, promotion, recognition, and retention.
3. Inform the assignment of educators to appropriate roles within the school/LEA.
4. Provide LEAs/schools with information regarding where system-level support or professional development is necessary.
5. Identify areas of educator strength and weakness to help LEAs target individual professional development opportunities and/or generate improvement plans.
6. Help LEAs evaluate educator performance over time.
7. Support the evaluation of local programs and initiatives and/or performance improvement strategies for educators.
8. Examine trends in retention – specifically what type (or level) of educator is leaving the field.
9. Inform discussions related to areas of strength/weakness in school performance.
10. Act as a catalyst for collaboration and the development of professional learning communities.
11. Support ongoing system evaluation, validation and improvement efforts at the local and/or state level.
12. Inform the specification/creation of high quality SLOs (including the specification of appropriate performance measures and indicators) for future years.
13. Inform the revision of educator/evaluator training materials.
14. Facilitate frequent and meaningful discussions between and among educators about effective practices.
15. Identify educators who require a performance improvement plan or those who are

eligible for differentiated supervision.

Design Principles

1. Improve Communication between and among educators.
2. Increase opportunities for Collaboration/Community Building.
3. Increase Clarity around Expectations for educator performance (i.e., what it means to be effective from a practice and outcome—based perspective).
4. Improve educator Understanding of and Focus on Assessment Anchors/and Eligible Content.
5. Provide more and better Data and Feedback to educators and schools regarding areas of strength and weakness.
6. Inform Targeted Professional Development activities and/or improvement strategies at the educator and school level.
7. Increase Transparency related to the procedures, materials, and types of data used to make decisions about the effectiveness of educators, schools and LEAs.
8. Increase Exposure to and Practice with Procedures, Strategies, and Activities believed to be Inherently Beneficial to educators. (e.g., setting of performance indicators, generation of performance improvement plans; use and interpretation of data to support decision making.)

Table 1 outlines the manner in which each of the design principles listed above is represented within the PA system. While this table provides a general summary, specifics related to the contribution of each component are discussed later in the document.

Table 1. Representation of Key Design Principles within the PA EE system

Design Principle	How the PA EE system support this Design Principle
Improve Communication between and among teachers and administrators	○ necessitates/prioritizes dialogue between and among educators ○ provides for clearly defined goals/expectations and a common language/culture related to effectiveness ○ dictates a standardized process related to evaluation for all educators within a LEA
Increase opportunities for Collaboration/Community Building	○ incorporates system level accountability measures that highlight the importance of "shared responsibility" at the school and student level ○ outlines procedures that necessitate common

	goals/understanding within and across LEAs and schools ○ provides for a common language/culture related to effectiveness ○ uses data/information resulting from a variety of sources that is important to multiple of stakeholder groups
Increase Clarity around Expectations for educator performance	○ utilizes materials that define and operationalize "educator effectiveness" (in terms of practice and outcome based measures) and how it is represented across performance levels
Improve educator Understanding of and Focus on Assessment Anchors/and Eligible Content	○ ties educator evaluation to student performance on assessments aligned to the PA Standards
Provide more and better Data and Feedback to educators and schools regarding areas of strength and weakness	○ necessitates formal and informal observation and documentation of educator practices using a clearly defined rubric ○ provides for the use of a variety of measures of student achievement at the teacher and school-level
Inform targeted Professional Development activities and/or improvement strategies at the educator and system level	○ provides for information and data that highlights areas of strength and weakness at the individual and school/LEA level
Increase Transparency related to the procedures, materials, and types of data used to make decisions about the effectiveness of teachers, schools and LEAs	○ uses clearly defined processes and tools to support evaluation ○ provides for documentation and tracking of educator and school performance (e.g., through creation of performance plans, observations notes, etc…) ○ includes public reporting of school-based performance, including areas of strength and weakness
Increases Exposure to and Practice with Procedures, Strategies, and Activities that are Inherently	○ promotes/necessitates activities believed to improve practice (goal setting, performance monitoring, formative assessment; review,

Beneficial to educators	understanding and interpretation of a variety of different types of data) ○ provides training that illustrates/defines what effective teaching, service and leadership looks like ○ provides for training that promotes data literacy ○ encourages collaboration with other educators [e.g., in defining SLO (Student Learning Objectives) Performance Indicators and Measures]

Inputs

This section outlines the inputs that have been put in place (or are expected to be put in place) at the state, LEA and school level to support the attainment of system goals. Inputs should be concrete, and support the defined theory of action (i.e., the previously defined design principles that are intended to motivate change).

State Level Inputs (provides resources to regions):

- Fiscal inputs –funding of the state system of support to LEAs through the Intermediate Units (IUs)
- Resources – tools to implement the system (SAS, Danielson rubrics, rating form, framework for SLOs, Principal Correlation Matrix Guidelines/Supports), and to support the use/interpretation of system-based results
- Training – face to face and online opportunities related to implementing the different components of the system with integrity
- Online Professional Development – on demand PD on teacher practice
- Working with higher education to align educator instruction

Expected LEA/School Inputs

- Systems to support and monitor the effectiveness of locally developed programs related to student achievement
- Resources and supports to improve student learning
- Policies and practices established specifically to support professional learning, collaboration and growth

School specific inputs should also clearly align to LEA initiatives and system goals.

PA Evaluation System for Teaching and non-Teaching Professionals

Component 1 - Classroom Observation/Practice (50% of a teacher's overall rating)

Description: Teaching Professionals are evaluated via classroom observation within the context of four domains: 1) Planning and preparation (20%), 2) Classroom environment (30%), 3) Instruction (30%), and 4) Professional responsibilities (20%). For each domain, teachers are rated on a scale of 0-3 (i.e., failing, needs improvement, proficient, and distinguished) in light of observed performance in comparison to provided domain-level performance descriptors.

The final Classroom Observation/Practice Rating is the weighted sum of the domain scores rounded to the nearest integer, resulting in a final rating of 0, 1, 2, or 3. Teachers who receive a rating of Needs Improvement or Failing are required to participate in a Performance Improvement Plan.

Component 1-Non-Teaching Professionals Observation/Practice (80% of a non-teaching professional's overall rating). Non-teaching professionals are evaluated via observation and practice instruments within the context of 4 domains: 1) Planning and preparation (25%), 2) The environment (25%), 3) Delivery of Service (25%), and 4) Professional development (25%). For each domain, teachers are rated on a scale of 0-3 (i.e., failing, needs improvement, proficient, and distinguished) in light of observed performance in comparison to provided domain-level performance descriptors. The final non-teaching professionals Observation/Practice Rating is the weighted sum of the domain scores rounded to the nearest integer, resulting in a final rating of 0, 1, 2, or 3. Teachers who receive a rating of Needs Improvement or Failing are required to participate in a Performance Improvement Plan.

Rationale for Inclusion: *Research Based*
Research that indicates that effective teachers are important to impact student achievement and that there are specific behaviors that represent effective teaching

- Classroom based measures of teaching effectiveness (as reflected by the skills/ competencies in Danielson rubric) are positively correlated with student learning outcomes. (Kane, et. al 2010; Boyd et al. (2009))
- Research has shown a relationship between measures of teacher quality and student achievement (Rivkin, et. al, 2005)
- Classroom observations provide teachers with valuable input regarding areas of strength and weakness
  http://tntp.org/assets/documents/TNTP_METMadeSimple_2012.pdf
- Literature review summarized Teacher and Principal Standards-Based Evaluation Systems conducted by independent consultant (see Suzanne Lane doc. from 2010)

Research Base for including observation and practice for Non-Teaching Professionals:

- Research supporting the efficacy of utilizing role and function specific observation and practice instruments for non-teaching professionals is not conclusive; therefore, the PDE modified the Danielson Framework with the professional standards associated with each of the respective non-teaching professionals
- PDE worked with AIR (American Institute for Research) to validate the instruments; See AIR Validity report (Appendix A)

PA Value Based:

- Inferences regarding an educator's overall effectiveness must be based, in part, on observed practices in the classroom
- Use of a classroom observation rubric, such as that represented by the Danielson Framework, provides teachers with a common language and set of

expectations/standards for effectiveness which PA believes is necessary to facilitate communication and collaboration

- The Danielson Framework includes behaviors/domains involving both on- and off-stage aspects of performance (e.g.,) whereas other frameworks are not as comprehensive with respect to the whole of professional practices
- The approach represented by the Danielson Framework is one in which the "commitment to the people doing the learning are the learners," which is demonstrated in how teachers implement the framework. PA believes that it is important for teachers to have an active role, but the goal is for the teacher to facilitate the student learning

Validity Based:

- Provides a standard, transparent system for evaluating teachers emphasizing domains that have been empirically defined as important
- The inclusion of an observational component is necessary to support the face validity of the system (supports public perceptions that the focus is really evaluating teachers)

Rationale for Domain Weights for Teaching Professionals: PDE made the decision to weight domains 2 and 3 higher than 1 and 4 (i.e., 30 percent compared to 20 percent) because they directly reflect the execution of practice and/or delivery of instruction.

Rationale for Domain Weights for Non-Teaching Professionals: PDE made the decision to weight all domains equally since non-teaching professionals are not responsible for the delivery of direct instruction to students.

Theory of Action:

Manner in Which EE System Will Support Fulfillment of Goals (TOA Claim)	Goals
Classroom observations allow evaluators to provide feedback to teachers regarding areas of strength and weakness that promote professional growth and improvement and allow for the modification of teaching practices throughout the year.	1,2,7,8
Clarity in the specification of expectations, as reflected in the Danielson Framework, forces teachers to focus on improving all aspects of their practice – including those not previously considered or believed to be important.	1,2,5,6,8
Comprehensive and explicit documentation, scoring rubrics and training materials provide for transparency with respect to expectations for educator performance, evaluation criteria and scoring rules.	3,4, 5,6,7,8

The classroom observation process sets the occasion for professional dialogue (e.g., pre and post – formal – and informal) focused on student achievement/learning between and among teachers and administrators.	1,2,7,8
Observation materials (i.e., rubrics) provide a common standard for collecting evidence.	4,6

Components 2-4: Multiple Measures of Student Achievement

Components 2-4 of the PA Educator Evaluation system represent the remaining 50% of an educator's overall performance rating within the PA Educator Evaluation System and are represented by multiple measures of student achievement. Within the context of the PA EE Model, a student achievement measure is a score or value that reflects a student's performance on a high quality assessment designed to 1) align to a specified set of academic and/or interpersonal skills standards, and 2) measure student proficiency relative to a clearly defined set of content/skill-based expectations. It is expected that districts perform due diligence in the review of assessments utilized by schools and teachers, to ensure they provide for reliable results and valid inferences that support the manner in which results are intended to be used.

Component 2 – Building Measure (15% of a teaching professional's overall rating and 20% Non-Teaching Professionals)

Description: Building level data will be represented using the academic score determined via the Pennsylvania School Performance Profile (SPP). The SPP provides a quantitative academic score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania. For Educator Effectiveness, the 100-point scale is converted to a 0–3 scale to facilitate combining with the other multiple measures.

Scores are calculated based upon four defined and weighted data elements, represented by indicators that jointly define a high performing school (See the Educator Effectiveness Administration Manual for details – at the link: http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903)

These indicators are categorized into five categories and are weighted as indicated when data is available.

- Indicators of Academic Achievement (40%) include PSSA Assessment/Keystone Exam performance, industry standards-based competency assessment performance (NOCTI/NIMS), grade 3 reading proficiency, and SAT/ACT college ready benchmarks.
- Indicators of *Closing the Achievement Gap* (5%) - All Students measures how well a school is making progress toward proficiency of all students in the school who take the PSSA Assessment/ Keystone Exam.

- Indicators of *Closing the Achievement Gap* (5%) – Historically Underperforming Students measures how well a school is making progress toward proficiency of high needs students who have historically not demonstrated proficiency. Students with disabilities, English Language Learners and economically disadvantaged students in a non-duplicated count form this group.
- Indicators of Academic Growth/PVAAS (40%) - measure the school's impact on the academic growth of students from year-to-year on PSSA Assessments/Keystone Exams.
- Other Academic Indicators assess factors that contribute to student achievement (10%) – including: graduation rate (or promotion rate), attendance rate, participating in courses offering of rigor (International Baccalaureate Diploma, Advanced Placement, or college credit programs), and PSAT/PLAN participation.

Rationale for Inclusion: *Research Based:*

- Research suggests that to make systemic change, one needs an approach that involves collaboration with multiple groups (Harris & Jones, 2010; Stoll & Seashore Louis, 2007; Wenger (2000))
- Research suggests that indicators included within the SPP index are relevant and related to student achievement See: http://paschoolperformance.org/Home/Research

PA Value Based:

- Focuses on the importance of improvement of the system as a whole, not isolated units
- SPP makes it clear that all educators have a responsibility to educate and contribute to the improvement of student learning
- Facilitates collaboration among teachers and administrators by promoting a system-based mentality to improvement

Validity Based

- Provides for the inclusion of additional, readily available, measures (beyond practice and growth) believed to be reflective of educator effectiveness at a system level (e.g., closing the achievement gap)
- Bolsters the face validity of the evaluation system (e.g., includes student achievement based on the PSSA/Keystones)
- Provides support for validity of inferences related to overall system performance by utilizing multiple measures
- Allows schools to serve as their own control group for making inferences related to improvement (e.g., growth, closing the achievement gap)

Manner in Which System Will Support Fulfillment of Goals (TOA Claim)	Goals
Provides feedback to teachers and administrators regarding areas of strength and weakness within a given school.	1,2
Provides a common language and set of indicators for thinking about the	4,5 6,7,8

performance of schools, by specifying critical indicators and benchmarks.	
Makes transparent the importance and role of the entire school as a professional community in improving educator effectiveness and student learning.	3,7
Motivates teachers (at all levels of effectiveness) to collaborate in generating strategies for school improvement.	1, 2,8
Informs state, LEA, and school based decisions regarding how to distribute funds and general resources (time, people) in support of system-wide professional development.	1,2

Component 3 – Teacher Specific Measure (15% of a teaching professional's overall rating) (See

Teacher Specific Decision Making Guide-
http://www.portal.state.pa.us/portal/http;//www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS_0_148494_1436840_0_0_18/Teacher%20Specific%20Data%20Decision%20Making%20Guide.pdf

Description: Teaching professional specific measures reflect an individual educator's contribution to student achievement as reflected by value-added data resulting from administration of the PSSA(PVAAS), student progress relative to IEP goals, performance on the state assessment, or performance relative to state define rubrics (SLOs). Teacher-specific data (PVAAS) will not be included as a part of the summative evaluation rating until a teacher has a PVAAS 3 year rolling average – based on 3 consecutive school years of PVAAS teacher specific reporting. Teachers receiving PVAAS teacher-specific reporting may include those who have full or partial responsibility for instruction of assessed eligible content, and therefore *may include teachers other than those who are the teacher of record.* (See Chapter 4 of http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903 for rules defining instructional responsibility and teacher attribution, as it relates to PVAAS).

The first PVAAS 3-year rolling average for use in a teacher's evaluation will be based on the growth of a teacher's students in SY13-14, SY14-15 and SY15-16. For each school year that growth is calculated the entering achievement level for the students is based on all prior state assessment data to get the most accurate baseline data for students when measuring growth. The entering achievement level is then compared to the performance on state assessments for that specific school year. The first time any LEA in Pennsylvania will have a 3 year rolling average for a teacher to use in his/her evaluation is after the completion of the SY15-16 statewide assessments – after the PVAAS are yielded for SY15-16.

In order to comply with the ESEA definition for growth, the PDE will refine its training to LEAs via the State System of Support (SSOS) to emphasize the need for measures that align with the ESEA definition of growth 1111(b)(3) and the utilization of pre-tests, end of course tests, and

objective based assessments. Additionally, it will be emphasized that teachers of English Language Learners utilize assessments that measure growth in the area of English Language Proficiency. If requested by USDE, PDE will demonstrate through data analysis immediately following full implementation (October, 2016) that its teacher and principal evaluation systems differentiate between teachers and principals that make significantly different contributions to student growth.

For teachers in non-tested grades and subjects, the PDE will emphasize the need for SLOs to demonstrate a change in student achievement over time.

Lastly, PDE will develop a revised SLO template that aligns with the ESEA definition of growth 1111(b)(3) that emphasizes a measure that includes the achievement of students between two or more points of time. This revised SLO template will be posted on the PDE website for use by educators for their teacher specific, and their elective, SLOs. Additionally, the IU trainers via the PDE SSOS will provide technical assistance to LEAs on the use of the updated SLO growth template.

Teachers who utilize IEP goals to support this component of the system will use the SLO process.

Teacher-specific ratings are converted to a 3 point scale to facilitate combining with the other multiple measures. The conversion tables are provided in the regulations as well as in the rating form tool available at www.education.state.pa.us under the Educator Effectiveness Project.

Rationale for Inclusion: *Research Based:*

- The teacher is the single, most important factor affecting student growth
- Value-added analysis is more accurate than any other single measure in predicting success over the course of a teacher's career (Taken from: http://tntp.org/assets/documents/TNTP_METMadeSimple_2012.pdf)
- Value added scores provide an indication of a teacher's ability to support students in mastering higher-level thinking skills in addition to helping them score well on traditional standardized tests. (Taken from: http://tntp.org/assets/documents/TNTP_METMadeSimple_2012.pdf)
- Teachers with high value-added scores have a major and enduring influence on their students' life outcomes, from their likelihood of going to college to saving for retirement.

PA Value Based:

- PA believes that inferences regarding an educator's overall effectiveness must be based, in part, on an educator's contribution to student learning.
- PA believes there is variability in student growth at the teacher level and that understanding this variability informs improvement strategies.

- PVAAS provides annual measures of student growth at the teacher level to inform the effectiveness of their teaching over time. PA has implemented PVAAS at the district/school level since 2006, so stakeholders are familiar with its value to support inferences related to student growth and performance.
- PVAAS allows for the provision of information to all teachers who have contributed to student learning (assessed by the PSSA/Keystones) as defined in Danielson's domain #1 and #3 - not just the teacher of record. Reflects a shared responsibility.
- PA believes it is important to monitor whether students are achieving grade level expectations (i.e., percent Proficient and Advanced.)

Validity Based

- Measures a teacher's contribution to student achievement in light of performance on assessments aligned to the State Content Standards (i.e., the measure is aligned to what we would expect teachers to be teaching).
- PA has a history of providing value-added results to schools and LEAs.
- Quantifies what is held as one of the key outcomes associated with effective instruction (necessary for face validity).

Theory of Action:

Manner in Which System Will Support Fulfillment of Goals (TOA Claim)	Goals
Requires teachers to better understand and focus on the content standards and eligible content	1,2
Provides data to teachers and administrators as to the degree of growth demonstrated by a teacher's group of students	1,2,3,4,6
Facilitates communication among peers regarding effective strategies for promoting growth relative to assessed content standards	1,2,8
PVAAS reports provide feedback and data to teachers regarding how/if student performance has changed (overall and by subgroup) which can inform their practice	1,2
Provides a common metric and set of performance standards to evaluate an educator's contribution to student growth	5,6

Component 4 – Elective Measure (20% of a teaching professional's overall rating) – Obtainable score 0-3

Description: Elective measures, reflect the extent to which a group of students achieved a specified academic goal aligned to the knowledge and skills outlined in the state content standards. These are assessed with LEA-designed measures and examinations; nationally recognized standardized tests; industry certification examinations; student projects pursuant

to local requirements, and student portfolios pursuant to local requirements.

Elective measures are generated within the context of an SLO process, and resulting scores are translated to a 0-3 scale to facilitate combination with the other multiple measures.

Rationale for Inclusion: *Research Based*

- Teacher-established SLOs provide an important professional growth opportunity and serve as a way to promote teacher competence, agency, and collaboration in the performance management system (Lachlan-Haché, et al., 2013)
- SLOs provide for an authentic measure of student performance (CTAC, 2013)
- Teachers believe that SLOs provide an accurate picture of student performance that is closely tied to their instructional practice (CTAC, 2013)
- Teachers have reported that the use of SLOs in the classroom: provide for improved planning and teaching practices, support collaboration with peers, and "have the potential to impact the outcome of student learning through data-informed planning" (CTAC, 2013; Donaldson 2012)
- *A 2012 report by The New Teacher Project (TNTP)* suggests there is a positive relationship between teacher involvement in the SLO process and satisfaction with the evaluation system

PA Value Based:

- PA believes that inferences regarding an educator's overall effectiveness must be based in part on the extent to which teachers are effective at establishing and achieving academic targets aligned to the PA Core Standards and Academic Standards
- The skills, activities and collaborations necessitated/promoted by the SLO process are inherently beneficial to teachers
- The SLO process is flexible, providing for a variety of ways to assess student learning
- SLO process is a natural fit with Danielson domains #1 and #3 (associated with classroom planning of instruction, delivering of instruction, and assessing the effectiveness of instruction) – which provides for system-level coherence

Validity Based:

- Provides for a rating of student learning/progress based on multiple measures of teacher prioritized content
- The SLO process allows teachers to contribute to and have an active role the evaluation process
- Allows all teachers, including those associated with non-tested grades and subjects, to be included in the accountability system and receive feedback regarding performance

Theory of Action:

Manner in Which System Will Support Fulfillment of Goals (TOA Claim)	**Goals**
SLO process promotes communication and collaboration between and among	1,2,6,8

educators within and potentially across schools, and provides an opportunity for educators to highlight individual practice.	
Training opportunities and materials developed to support the SLO process provide teachers with strategies to improve instruction and assessment practices.	1,2,5
Results of SLO Process provide data and feedback to educators regarding how well educators are able to achieve defined performance indicators.	1,2
The ongoing process of developing, monitoring and assessing student performance relative to academic targets facilitates good instruction and assessment practices.	1,2,4
SLO development process requires taking the time to understand student proficiency at the beginning of the year. This makes the gap between where students are and where they are expected to be transparent and supports the development of appropriate, targeted learning trajectories.	1,2
SLO process specifies the development of learning objectives that are aligned with the School Improvement Plan and the LEA's Strategic Plan	6,7
SLO's provide a means for non-tested educators to obtain evidence of student growth/development.	1,2

Timeline for Implementation and Weightings of Educator Effectiveness for Teaching and Non-Teaching Professionals:

Teacher Effectiveness System: Classroom Teachers With Eligible PVAAS Score

Key Components	Description	Weighting (%)	Implementation
Observation Evidence	Danielson *Framework for Teaching* observation instrument	50	2013 - 2014
Building Level Data	School academic performance score derived from the School Performance Profile	15	2014 – 2015 School Buildings that do not contain grades 3-8. Per Addendum to Principle 3 2015-2016 for school buildings with PSSA grades 3-8. Per Addendum to Principle 3
Elective Data	Teacher designed Student Learning	20	2014 - 2015

	Objectives, LEA assessments, or nationally recognized assessments		
Teacher Specific Data	Achievement on State Assessments IEP Progress Locally Developed Rubric (SLO) Growth measure – 3-year rolling average (PVAAS)	.10-5 .10-5 .10-15 .10-14.9 (15 total)	2014-2015 2014-2015 2014-2015 2015 - 2016

Teacher Effectiveness System: Classroom Teachers Without Eligible PVAAS Score

Key Components	Description	Weighting (%)	Implementation
Observation Evidence	Danielson *Framework for Teaching* observation instrument	50	2013 - 2014
Building Level Data	School academic performance score derived from the School Performance Profile	15	2014 – 2015 School Buildings that do not contain grades 3-8. Per Addendum to Principle 3 2015-2016 for school buildings with PSSA grades 3-8. Per Addendum to Principle 3
Elective Data	Teacher designed Student Learning Objectives, LEA assessments, or nationally recognized assessments	20	2014 - 2015
Teacher Specific Data	Achievement on State Assessments IEP Progress (SLO)) Locally Developed Rubric (SLO)	.10-5 .10-5 .10-15 (15 total)	2014-2015 2014-2015 2014-2015

Educator Effectiveness: Non-Teaching Professionals

Key Components	Description	Weighting (%)	Implementation
Observation Evidence	• Specialist Observation and Practice Instruments • Danielson Framework for Teaching Applied to	80	2014 - 2015

	Instructional Certificates who do not provide direct instruction • Framework for Leadership for Supervisory and Administrative Certificates not serving as a Principal		
Student Performance	Student performance of all students in the school building in which the non-teaching professional employee is employed	20	2014 – 2015 School Buildings that do not contain grades 3-8. Per Addendum to Principle 3 2015-2016 for school buildings with PSSA grades 3-8. Per Addendum to Principle 3

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

3b- Principals

This following section of the ~~document~~ waiver describes the educator evaluation system as it applies to Principals.

Goals/Expected Outcomes of the PA EE System:

1. Improve student learning and achievement
2. Improve teaching, service, and leadership effectiveness
3. Improve perceptions of educator quality and accountability by the public (legislators, parents, community, etc.)
4. Establish trusted and reliable measures to support educator retention, promotion, recognition, placement and hiring decisions
5. Provide for more educators entering the field with skills necessary to be effective
6. Increase standardization across LEAs/schools with respect to how effectiveness is operationalized discussed and evaluated
7. Clarify the role of the state, LEAs, schools and educators with respect to improving educator effectiveness and student learning (Note: see inputs addressed later in document)
8. Improve interdisciplinary collaboration and teaching

Six ESEA Flexibility Principle 3 Requirements

Act 82 defined the following four performance levels for principals:

i. Distinguished-The employee's performance consistently reflects the employee's professional position and placement at the highest levels of practice.
ii. Proficient-The employee's performance consistently reflects practice at the professional level.
iii. Needs-Improvement-The employee is functioning below proficient for performance expectations required for continued employment
iv. Failing- The employee does not meet performance expectations required for the position.

Beginning with the 2014-2015 school year data, PDE will collect all four performance level ratings at the district level in each of the required components of the system.

The aforementioned performance levels are then utilized to evaluate all principals. Lastly, LEAs utilize their four performance levels to further distinguish satisfactory performance from unsatisfactory performance for retention purposes.

Monitoring of LEA Implementation for Principals:
Effective with the 2015-16 monitoring cycle all LEAs will be monitored for implementation of teacher and principal evaluation systems as defined by Act 82. This monitoring will include confirmation of a LEAs use of the Act 82 evaluation tool or approved alternative. PDE will also continue to provide training on teacher and principal SLOs (Student Learning Outcomes), evidence used when considering the evaluation of teachers and principals and use of evaluation results to inform professional development. All monitors will be trained annually on teacher and principal effectiveness requirements defined in Act 82.

PDE has articulated that while the observation/evidence component will be a part of the final summative rating for a teacher, it also is the basis of the formative supervision provided by the evaluator. While the formal observation process consists of the pre-observation conference, observation/evidence gathering, and the post-observation conference, this is only one aspect. Evaluators are able to collect evidence through informal observations as well. Whether walkthroughs, school functions, or other venues, the evaluator collects information to inform the final rating. Critical to this is the collaborative approach: as an evaluator shares evidence collected, then in turn, a principal may bring additional evidence to help inform the final rating. This process helps to ensure that the principal owns the evaluation as part of his/her professional growth instead of receiving an evaluation that may only provide the final judgment made without input.

Pennsylvania's Public School Code mandates that Temporary Professional Employees must be evaluated twice each year using the summative evaluation form approved by PDE or an approved alternative. Permanent Professional Employees must be evaluated once each year on the PDE mandated form.

Design of PA Educator System for Principals (Act 82):

- 50% will comprise the observation/practice piece (Framework for Leadership)
- 15% will be derived from building level data (School Performance Profile – SPP)
- 15% will be comprised of correlation data that is determined by the relative strength of conversation regarding the connectedness between the average teacher observation/practice rating and teacher-level measures
- 20% will be incorporate Elective Data / SLOs for principals

Intended Uses of System Results:

1. Allow the LEA to make a determination of overall effectiveness in terms of satisfactory/unsatisfactory, so that state can monitor progress of system and meet federal reporting requirements.
2. Inform LEA and school-based human capital decisions related to: recruitment, hiring,

development, promotion, recognition, and retention.
3. Inform the assignment of educators to appropriate roles within the school/LEA.
4. Provide LEAs/schools with information regarding where system-level support or professional development is necessary.
5. Identify areas of principals' strengths and weaknesses to help LEAs target individual professional development opportunities and/or generate improvement plans.
6. Help LEAs evaluate principals' performance over time.
7. Support the evaluation of local programs and initiatives and/or performance improvement strategies for principals.
8. Examine trends in retention – specifically what type (or level) of principal is leaving the field.
9. Inform discussions related to areas of strength/weakness in school performance.
10. Act as a catalyst for collaboration and the development of professional learning communities.
11. Support ongoing system evaluation, validation and improvement efforts at the local and/or state level.
12. Inform the specification/creation of high quality principal SLOs.
13. Inform the revision of principal / evaluator training materials.
14. Facilitate frequent and meaningful discussions between and among educators about effective practices.
15. Identify principals who require a performance improvement plan.
16. Inform the specification/creation of high quality discussions regarding correlation data.

What is PA's "theory" as to how the implementation of an Educator Evaluation System will provide for the achievement of these goals? What design principles did PA strive to represent within the system as a key mechanism for change?

1. Improve communication between and among educators
2. Increase opportunities for collaboration/community building
3. Increase clarity around expectations for educator performance (i.e., what it means to be effective from a practice and outcome—based perspective)
4. Provide more and better data and feedback to educators and schools regarding areas of strength and weakness
5. Inform targeted professional development activities and/or improvement strategies at the educator and school level
6. Increase transparency related to the procedures, materials, and types of data used to make decisions about the effectiveness of educators, schools and LEAs.
7. Increase exposure to and practice with procedures, strategies, and activities believed to be Inherently beneficial to educators (e.g., generation of performance improvement plans; use and interpretation of data to support decision making)

Table 1 outlines the manner in which each of the design principles listed above is represented within the PA system. While this table provides a general summary, specifics related to the contribution of each component are discussed later in the document.

Table 1. Representation of Key Design Principles within the PA EE system	
Design Principle	How does the PA EE system support this Design Principle?
Improve Communication between and among teachers and administrators	○ necessitates/prioritizes dialogue between and among educators ○ provides for clearly defined goals/expectations and a common language/culture related to effectiveness ○ dictates a standardized process related to evaluation for all educators within a LEA
	○ incorporates system level accountability measures that highlight the importance of "shared responsibility" at the school and student level ○ outlines procedures that necessitate common goals/understanding within and across LEAs and schools ○ provides for a common language/culture related to effectiveness ○ uses data/information resulting from a variety of sources that is important to multiple of stakeholder groups
Increase Clarity around Expectations for educator performance	○ utilizes materials that define and operationalize "principal effectiveness" (in terms of practice and outcome based measures) and how it is represented across performance levels
Provide more and better Data and Feedback to educators and schools regarding areas of strength and weakness	○ necessitates formal and informal observation and documentation of educator practices using a clearly defined rubric ○ provides for the use of a variety of measures of student achievement at the teacher and school-level
Inform targeted Professional Development activities and/or improvement strategies at the educator and system level	○ provides for information and data that highlights areas of strength and weakness at the individual and school/LEA level
Increase Transparency related to the procedures, materials, and types of data used to make decisions about the effectiveness of teachers, schools and	○ uses clearly defined processes and tools to support evaluation ○ provides for documentation and tracking of educator and school performance (e.g., through creation of

LEAs	performance plans, observation notes, and other strategies) ○ includes public reporting of school-based performance, including areas of strength and weakness
Increases Exposure to and Practice with Procedures, Strategies, and Activities that are Inherently Beneficial to educators	○ promotes/necessitates activities believed to improve practice (goal setting, performance monitoring, formative assessment; review, understanding and interpretation of a variety of different types of data) ○ provides training that illustrates/defines what effective teaching, service and leadership looks like ○ provides for training that promotes data literacy ○ encourages collaboration with other educators

Inputs

This section outlines the inputs that have been put in place (or are expected to be put in place) at the state, LEA and school level to support the attainment of system goals. Inputs should be concrete, and support the defined theory of action (i.e., the previously defined design principles that are intended to motivate change).

State Level Inputs (provides resources to regions):

- Fiscal inputs –funding of the state system of support to LEAs through the Intermediate Units (IUs)
- Resources – tools to implement the system (Framework for Leadership, SPP, Principal Correlation Matrix Guidelines/Supports, Principal SLO template, rating form, SAS), and to support the use/interpretation of system-based results
- Training – face-to-face and online opportunities related to implement the different components of the system with integrity
- Online Professional Development – on demand PD on principal practice
- Working with Higher Ed to align principal certification programs

Expected LEA/School Inputs

- Systems to support and monitor the effectiveness of locally developed programs related to student achievement
- Resources and supports to improve student learning
- Policies and practices established specifically to support professional learning, collaboration and growth
- School specific inputs should also clearly align to LEA initiatives and system goals

PA Principal Evaluation System

Component 1 - Observation/Practice (50% of a principal's overall rating)

Description: Principals are evaluated using a Pennsylvania-developed observation rubric called the Framework for Leadership. The Framework for Leadership is structured using four domains, with various components supporting these domains. The domains are: 1) Strategic/Cultural Leadership (25%); 2) Systems Leadership (25%); 3) Leadership for Learning (25%); and 4) Professional and Community Leadership (25%). For each domain, principals are rated on a scale of 0-3 (i.e., failing, needs improvement, proficient, and distinguished) in light of observed performance in comparison to provided domain-level performance descriptors. The final Observation/Practice Rating is the weighted sum of the domain scores rounded to the nearest integer, resulting in a final rating of 0, 1, 2, or 3. Principals who receive a rating of Needs Improvement or Failing are required to participate in a Performance Improvement Plan.

Rationale for Inclusion: Through an extensive literature review (see below), various studies confirm importance of the role of the principal in establishing a climate for high expectations for student achievement. However, only a few states had developed frameworks that define specific behaviors that are indicative to effective school leadership/evaluation of principals. Therefore, Pennsylvania saw this void as an opportunity to build upon the already existing *Core & Corollary Leadership Standards as mandated by Act 45 of 2007 by* developing the Framework for Leadership that reflects the professional needs/growth of its school leaders.

Highlights from the Literature Review:

- Highlights from the Measures of Effective Teaching (MET) Report
  Resource: *http://www.metproject.org/reports.php*
  - Principals have the greatest indirect impact on student learning
  - An emphasis is needed for evaluators to be accredited and reaccredited after a set period of time to prevent rater drift
  - Having multiple observers helps to validate the growth, improvement, and evaluation process

- Highlights from the RAND Corporation Report: "First Year Principals in Urban School Districts":
  Resource: http://www.rand.org/content/dam/rand/pubs/technical_reports/2012/RAND_TR1191.pdf
  - The report provided an analysis of the relationship between first year principals and achievement within urban school districts
  - Results showed that when a principal leaves, student achievement suffers 2-3 years

- Highlights from the Wallace Foundation Report: "The School Principal as Leader" include the following competencies for effective school leaders:

Resource: http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.pdf

- Share a vision of academic success for all students.
- Create a climate hospitable to education.
- Cultivate leadership in others.
- Improve instruction.
- Manage people, data, and processes to foster school improvement

- Highlights from the April 2010 Policy Brief, Center for Analysis of Longitudinal Data in Education Research (CALDER):
  Resource: http://www.caldercenter.org/publications/calder-policy-brief-8.cfm
  - More effective principals are able to staff schools with more effective teachers
  - Experience is a predictor of principal effectiveness
  - The principal's job is complex; Effectiveness depends on sense of efficacy on tasks and how time is allocated for tasks
  - Principal evaluations of teachers can offer valuable feedback on teacher performance, as opposed to student test scores alone

The Framework for Leadership was vetted by the following organizations:

- Mid-Atlantic Regional Education Lab (REL)
- Mathematica
- Technical Advisory Committee (TAC)
- American Institute of Research (AIR) – Matt Clifford
- Stakeholders (superintendents and principals) representing LEAs of various sizes and locations throughout the Commonwealth

PA Value Based:

- Inferences regarding a principal's overall effectiveness must be based, in part, on observed practices
- Use of the Framework for Leadership provides principals, assistant principals, and CTC Directors with a common language and set of expectations/standards for effectiveness, which PA believes is necessary to facilitate communication and collaboration
- Use of the Framework for Leadership provides a mechanism for building leadership capacity within Pennsylvania schools and LEAs, so that aspiring leaders have a common framework for development

Validity Based:

- Provides a standard, transparent system for evaluating principals emphasizing domains that have been empirically defined as important
- The inclusion of an observational/practice component is necessary to support the face validity of the system. (Supports public perceptions that you are really evaluating school leaders)

Rationale for Domain Weights: PDE made the decision to weight all four domains equally (25% each) based on the belief that in total all domains represent a comprehensive view of leadership.

Theory of Action: In what way does the Observation/Practice component support the achievement of defined system goals?

Manner in Which System Will Support Fulfillment of Goals (TOA Claim)	Goals
Observation/practice will allow evaluators to provide feedback to principals regarding areas of strength and weakness that promote professional growth and improvement and allow for the modification of leadership practices throughout the year	1,2,7,8
Clarity in the specification of expectations, as reflected in the Framework for Leadership, forces principals to focus on improving all aspects of their practice – including those not previously considered or believed to be important	1,2,5,6,8
Comprehensive and explicit documentation, scoring rubrics and training materials provide for transparency with respect to expectations for educator performance, evaluation criteria and scoring rules	1 - 8
The observation process sets the occasion for professional dialogue (e.g., pre and post – formal – and informal) focused on establishing a climate/culture grounded in student achievement/learning	1,2,7,8
Observation materials (i.e., rubrics) provide a common standard for collecting evidence	4,6

Components 2-4: Multiple Measures of Student Achievement

Components 2-4 of the PA Educator Evaluation system represent the remaining 50% of a principal's overall performance rating within the PA Educator Evaluation System and are represented by multiple measures of student achievement. Within the context of the PA EE Model, a student achievement measure is a score or value that reflects a student's performance on a high quality assessment designed to 1) align to a specified set of academic and/or interpersonal skills standards, and 2) measure student proficiency relative to a clearly defined set of content/skill-based expectations. It is expected that districts perform due diligence in the review of assessments utilized by schools and teachers, to ensure they provide for reliable results and valid inferences that support the manner in which results are intended to be used .

Component 2 – Building Measure (15% of a principal's overall rating)

Description: Building level data will be represented using the academic score determined via the Pennsylvania School Performance Profile (SPP). The SPP provides a quantitative academic score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania. For Educator Effectiveness, the 100-point scale is converted to a 0–3 scale to facilitate combining with the other multiple measures.

Scores are calculated based upon four defined and weighted data elements, represented by indicators that jointly define a high performing school (See the Educator Effectiveness Administration Manual for details – at the link: http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903)

These indicators are categorized into five categories and are weighted as indicated when data is available.

- Indicators of Academic Achievement (40%) include PSSA Assessment/Keystone Exam performance, industry standards-based competency assessment performance (NOCTI/NIMS), grade 3 reading proficiency, and SAT/ACT college ready benchmarks
- Indicators of *Closing the Achievement Gap* (5%) - All Students measures how well a school is making progress toward proficiency of all students in the school who take the PSSA Assessment/ Keystone Exam
- Indicators of *Closing the Achievement Gap* (5%) – Historically Underperforming Students measures how well a school is making progress toward proficiency of high needs students who have historically not demonstrated proficiency. Students with disabilities, English Language Learners and economically disadvantaged students in a non-duplicated count form this group
- Indicators of Academic Growth/PVAAS (40%) - measure the school's impact on the academic growth of students from year-to-year on PSSA Assessments/Keystone Exams
- Other Academic Indicators assess factors that contribute to student achievement (10%) – including: graduation rate (or promotion rate), attendance rate, participating in courses offering of rigor (International Baccalaureate Diploma, Advanced Placement, or college credit programs), and PSAT/PLAN participation

Rationale for Inclusion: Why was the Building Measure considered important to include as a component of the Educator Evaluation system as it applies to teachers? Why, specifically was the SPP selected for inclusion as a multiple measure of student achievement within the PA state model?

Research Based:

- Research suggests that to make systemic change, you need an approach that involves collaboration with multiple groups (Harris & Jones, 2010; Stoll & Seashore Louis, 2007; Wenger (2000)).
- Research suggests that indicators included within the SPP index are relevant and related to student achievement. See: http://paschoolperformance.org/Home/Research

PA Value Based:

- Focuses on the importance of improvement of the system as a whole, not isolated units
- SPP makes it clear that all educators have a responsibility to educate and contribute to the improvement of student learning
- Facilitates collaboration among teachers and administrators by promoting a system-based mentality to improvement

Validity Based

- Provides for the inclusion of additional, readily available, measures (beyond practice and growth) believed to be reflective of educator effectiveness at a system level (e.g., closing the achievement gap);
- Bolsters the face validity of the evaluation system (e.g., includes student achievement based on the PSSA/Keystones)
- Provides support for validity of inferences related to overall system performance by utilizing multiple measures
- Allows schools to serve as their own control group for making inferences related to improvement (e.g., growth, closing the achievement gap)

Theory of Action: In what way does the Building Measure support the achievement of defined system goals?

Manner in Which System Will Support Fulfillment of Goals (TOA Claim)	Goals
Provides feedback to principals regarding areas of strength and weakness within a given school	1,2
Provides a common language and set of indicators for thinking about the performance of schools, by specifying critical indicators and benchmarks	4,5 6,7,8
Makes transparent the importance and role of the entire school as a professional community in improving educator effectiveness and student learning	3,7
Motivates principals (at all levels of effectiveness) to collaborate in generating strategies for school improvement	1, 2,8
Informs state, LEA, and school based decisions regarding how to distribute funds and general resources (time, people) in support of system-wide professional development	1,2

Component 3 – Correlation Data (15% of a principal's overall rating)

Description:
We adopted a process that *focuses on the conversation* between the supervising administrator and the principal / school leader based on the principal's knowledge, understanding and intended use of the evidence / data presented. The rating for correlation data is based on a *qualitative assessment* by the supervising administrator of the *level of understanding* (0, 1, 2, or 3) of the quantitative analysis conducted by the principal / school leader.

To aid the supervising administrator in assigning a correlation rating (0, 1, 2, or 3), a *Performance Level Descriptor Chart* has been developed. This chart will provide guidance for rating the conversation between the supervising administrator and the principal / school leader regarding the connectedness between Teacher Level Measures and Observation and Practice (Framework for

Teaching) ratings. Teacher Level Measures "shall include, but not be limited to any combination of one or more of the following data"

- Building Level Data / SPP
- Teacher Specific Data (PVAAS, etc.)
- Elective Data / Principal SLOs

The conversation will be measured based upon the principal /school leader's understanding of these aspects:

- Degree of understanding of evidence presented regarding the relationship between teacher-level measures and teacher observation and practice ratings
- Quality of explanation provided for observed relationships between teacher-level measures and teacher observation and practice ratings
- Plans for how the data will be used to support school and LEA goals

Rationale for Inclusion: Why was the inclusion of a correlation data measure considered important to include as a component of the Educator Evaluation system as it applies to principals?

Research Based:

- Effective school leadership has an impact on developing a culture focused on student achievement. As noted in the Wallace Foundation report: "The School Principal as Leader": "They [principals] have to be leaders of learning who can develop a team to deliver effective instruction."
  Resource: http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.pdf
- Highlights from the Measures of Effective Teaching (MET) Report: Principals have the greatest indirect impact on student learning.
  Resource: *http://www.metproject.org/reports.php*

PA Value Based:

- Since there is no direct statistical correlation between teacher specific data and the teacher observation/practice ratings, focusing on a qualitative review of a quantitative analysis will yield productive use of building data to inform decision-making

Validity Based

- Provides a standard, transparent system for evaluating principals emphasizing relative to their knowledge, analysis, and use of the data
- The inclusion of a correlation data component is necessary to support the face validity of the system (Supports public perceptions that you are really evaluating school leaders)

Theory of Action: In what way does Correlation Data support the achievement of defined system goals?

Manner in Which System Will Support Fulfillment of Goals (TOA Claim)	Goals
Requires principals to engage in meaningful conversations with a supervising administrator and/or peers regarding the principal /school leader's understanding of these aspects: • Degree of understanding of evidence presented regarding the relationship between teacher-level measures and teacher observation and practice ratings • Quality of explanation provided for observed relationships between teacher-level measures and teacher observation and practice ratings • Plans for how the data will be used to support school and LEA goals	1,2,3, 4,6
Provides evidence of a principal's and supervising administrator's ability to measure the degree of knowledge, analysis, and use of data to drive effective decision-making	1,2,3,4,6
Facilitates communication among peers regarding strategies for promoting effective leadership	1,2,8

Component 4 – Elective Data – Principal SLO (20% of a ~~teacher's~~ principal's overall rating) –

Description:
The principal Elective Data/SLOs align with LEA and/or schools goals. Elective data/SLOs are designed to serve several purposes:

- To provide educators with an opportunity to actively participate in their own evaluation
- To increase student achievement
- To improve educator effectiveness
- To foster collaboration among colleagues
- To align the work of individual educators with LEA and school goals

Results from the Framework of Leadership, Correlation Data, and/or Building Level Score can be used to help inform the focus areas for the Elective Data/SLOs. When determining critical content for the focus of the SLO, teachers and administrators should work to align their objectives with LEA-level priorities and school-level objectives.

During the 2014-15 school year, the Elective Data portion of the Principal Effectiveness system was voluntary to allow additional lead time for LEAs to marshal the necessary resources to comply with the various components of the system. PDE encouraged LEAs to begin developing Principal SLOs, provided technical assistance, and collaborated with local entities in obtaining feedback regarding the Principal SLO process itself. This feedback identified a need for PDE to provide additional sample Principal SLOs, as well as a need to create additional guidance as to how the Principal SLO process can best be leveraged to drive student achievement within a school building. Within this feedback, the need to focus on growth measures was also identified.

For the 2015-16 school year, all principals, assistant principals, and Career and Technology Directors are required to develop Principal SLOs. PDE will incorporate the feedback obtained from the

previous year and drive additional training and technical assistance to the field. Of particular focus will be strategies for incorporating growth measures into the Principal SLO process and how these measures can help to identify specific areas of focus for a Principal SLO. Along with growth measures themselves, guidance will be provided as to how other non-academic measures (such as attendance rates, discipline data, etc.) can help inform the Principal SLO process and the impact on student growth.

To maximize the utilization of growth measures within the Principal and Teacher Evaluation Systems, principals have several points of accountability for the growth of the students in their school and the growth of students for each teacher in their school. Through the Principal SLO process principals can utilize their multi-year PVAAS School and Teacher Value-Added/Growth and Diagnostic/Growth Reports to identify areas of focus for their Principal SLO. This includes specific state assessed subjects/grades/content areas, as well as specific groups of students (subgroups/IEP/ELL/ED; high, average and lower achieving students). The PVAAS growth reports determine the focus of the Principal SLO. Principals can then use the PVAAS Student Projection Data as part of the SLO process to determine which specific currently enrolled students are "on track" to at least reach proficiency, which students are at "moderate risk" of not reaching proficiency and which students are at "significant risk" of not reaching proficiency. Principals can analyze the state assessment results to determine specific standards/assessment anchors in those areas where a lack of growth has been determined. Once the Principal SLO has been established with a focus on increased need for growth, principals can monitor the growth of students during the school year with assessment tools such as the online, Classroom Diagnostic Tools provided by PDE at no cost to all LEAs in Pennsylvania. Overall the Principal SLO becomes a mechanism for raising levels of static achievement by focusing on student growth. Principals will be provided with specific questions in each subject/grade/content area to dig deeper into the root cause for the growth results in their school, as well as professional development to help LEAs analyze PVAAS growth data and determine the focus of the work for the principal. Principals can also work with their teachers in state assessed subjects/grades/ content areas to focus each teacher's SLO on areas where growth is needed with their specific groups of students based on the PVAAS School and Teacher Value-Added/Growth and Diagnostic/Growth Reports. Technical assistance training for principal SLOs will be provided by our State System of Support via our 29 Intermediate Units. If requested by USDE, PDE will demonstrate through data analysis immediately following full implementation (October, 2016) that its teacher and principal evaluation systems differentiate between teachers and principals that make significantly different contributions to student growth.

Rationale for Inclusion:
Research Based:

- Effective school leadership has an impact on developing a culture focused on student achievement. As noted in the Wallace Foundation report: "The School Principal as Leader": "They [principals] have to be leaders of learning who can develop a team to deliver effective instruction."
  Resource: http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.pdf

- Highlights from the Measures of Effective Teaching (MET) Report: Principals have the greatest indirect impact on student learning.
  Resource: *http://www.metproject.org/reports.php*

PA Value Based:

- The skills, activities and collaborations necessitated/promoted by the SLO process are inherently beneficial to principals
- The SLO process is flexible, providing for a variety of ways of establishing goal setting for the school
- SLO process is a natural fit with each of the Domains with the Framework of Leadership– which provides for system-level coherence

Validity Based:

- Provides for a rating of organizational goals based on multiple measures
- The SLO process allows principals to contribute to and have an active role in the evaluation process
- Provides a means of aligning LEA (district) goals with school objectives

Theory of Action:

Manner in which system will support fulfillment of goals (TOA Claims)	Goals
SLO process promotes communication and collaboration between and among educators within and potentially across schools, and provides an opportunity for educators to highlight individual practice	1,2,6,8
Training opportunities and materials developed to support the SLO process provide principals with strategies to improve instruction and assessment practices	1,2,5
Results of SLO Process provide data and feedback to educators regarding how well educators are able to achieve defined performance indicators	1,2
SLO development process requires taking the time to understand student proficiency at the beginning of the year. This makes the gap between where students are and where they are expected to be transparent and supports the development of appropriate, targeted learning trajectories	1,2
SLO process specifies the development of learning objectives that are aligned with the School Improvement Plan and the LEA's Strategic Plan	6,7

Principal Effectiveness System: Timeline for Implementation and Weightings			
Key Components	**Description**	**Weighting (%)**	**Implementation**
Observation Evidence	Framework for Leadership	50	2014 - 2015
Building Level Data	School academic performance score derived from the School Performance Profile	15	2014 - 2015
Elective Data	Principal designed Student Learning Objectives	20	2015 - 2016
Correlation Data	Teacher performance and Student Achievement	15	2014-2015