
ESEA Flexibility

Request from Pennsylvania



333 Market Street
Harrisburg PA 17126-0333

Submitted to the US Department of Education
February 28, 2013

Revised Submission (DRAFT) – May 24, 2013

Revised Submission (DRAFT) – June 17, 2013

Revised Submission (DRAFT) – June 27, 2013

Revised Submission (DRAFT) – July 14, 2013

Revised Submission (DRAFT) – July 19, 2013

Sent electronically to ESEAFlexibility@ed.gov to the attention of:

Paul S. Brown, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

TABLE OF CONTENTS

CONTENTS		PAGE
Cover Sheet for ESEA Flexibility Request for Window 3		iv
Waivers		v
Assurances		vii
Consultation		ix
Evaluation		xii
Overview of SEA’s Request for the ESEA Flexibility		1
Principle 1: College- and Career-Ready Expectations for All Students		5
1.A	Adopt college- and career-ready standards	5
1.B	Transition to college- and career-ready standards	7
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	22
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support		27
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support	27
2.B	Set ambitious but achievable annual measurable objectives	54
2.C	Reward schools	65
2.D	Priority schools	67
2.E	Focus schools	77
2.F	Provide incentives and supports for other Title I schools	84
2.G	Build SEA, LEA, and school capacity to improve student learning	88
Principle 3: Supporting Effective Instruction and Leadership		91
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems	91
3.B	Ensure LEAs implement teacher and principal evaluation and support systems	94

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	Att1
2	Comments on request received from LEAs (if applicable)	Att2
3	Notice and information provided to the public regarding the request	Att3
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	Att4
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	NA
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	NA
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	Att7
8	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 (if applicable)	NA
9	Table 2: Reward, Priority, and Focus Schools	Att9
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	Att10
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	Att11

APPENDIX	TITLE OF DOCUMENT	PAGE
P1-A	PA Leadership Standards	App P1A
P2-A	Alignment of Meaningful Interventions	App P2A
P3-A	Act 82	App P3A
P3-B	Consultation Workbook	App P3B
P3-C	Teacher-Principal Evaluation Pilot Final Report	App P3C
P3-D	Value-Added Estimates for Phase I of the PA Teacher and Principal Evaluation Pilot	App P3D
P3-E	Act 82 Stakeholder Group	App P3E
P3-F	Pie Charts with Implementation Dates	App P3F
P3-G	PVAAS Teacher Specific Reporting	App P3G
P3-H	Student Learning Objective Template	App P3H
P3-I	PDE 82 Rating Tool	App P3I
P3-J	Supervision Manual 2/15/13	App P3J
P3-K	Alternative Approval Process Draft	App P3K
P3-L	Old Dominion Study	App P3L
P3-M	Principal Tool Effectiveness Framework for Leadership	App P3M
P3-N	Principal Stakeholder Group	App P3N

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Dr. William E. Harner Acting 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: Dr. Carolyn Dumaresq Position and Office: Executive Deputy Secretary Contact's Mailing Address: PA Department of Education 333 Market Street Harrisburg, PA 17126-0333 Telephone: 717-772-4789 Fax: 717-787-7222 Email address: cdumaresq@pa.gov	
Chief State School Officer (Printed Name): Dr. William E. Harner, Acting Secretary	Telephone: 717-783-9780
Signature of the Chief State School Officer: X_____	Date: July 19, 2013
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 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 schoolwide 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.
- 10. The requirements in ESEA section 1003(g) (4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

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

- 11. 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.
- 12. 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.

13. 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.

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 the flexibility, as described throughout the remainder of this request.
2. It will adopt 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 new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
3. It will develop and 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). (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 report to the public its lists of reward schools, priority schools, and focus schools at the

time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)
- 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 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 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State 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 3).
- 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 this request.
- 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 and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): 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. It will also 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.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school years. (Principle 3)

Pennsylvania did not select Option A in section 3.A.

CONSULTATION

Pennsylvania meaningfully engaged and solicited input from diverse stakeholders and communities in the development of this request. As required, Pennsylvania's Committee of Practitioners... 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: 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 Common 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:

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 Common 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.

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

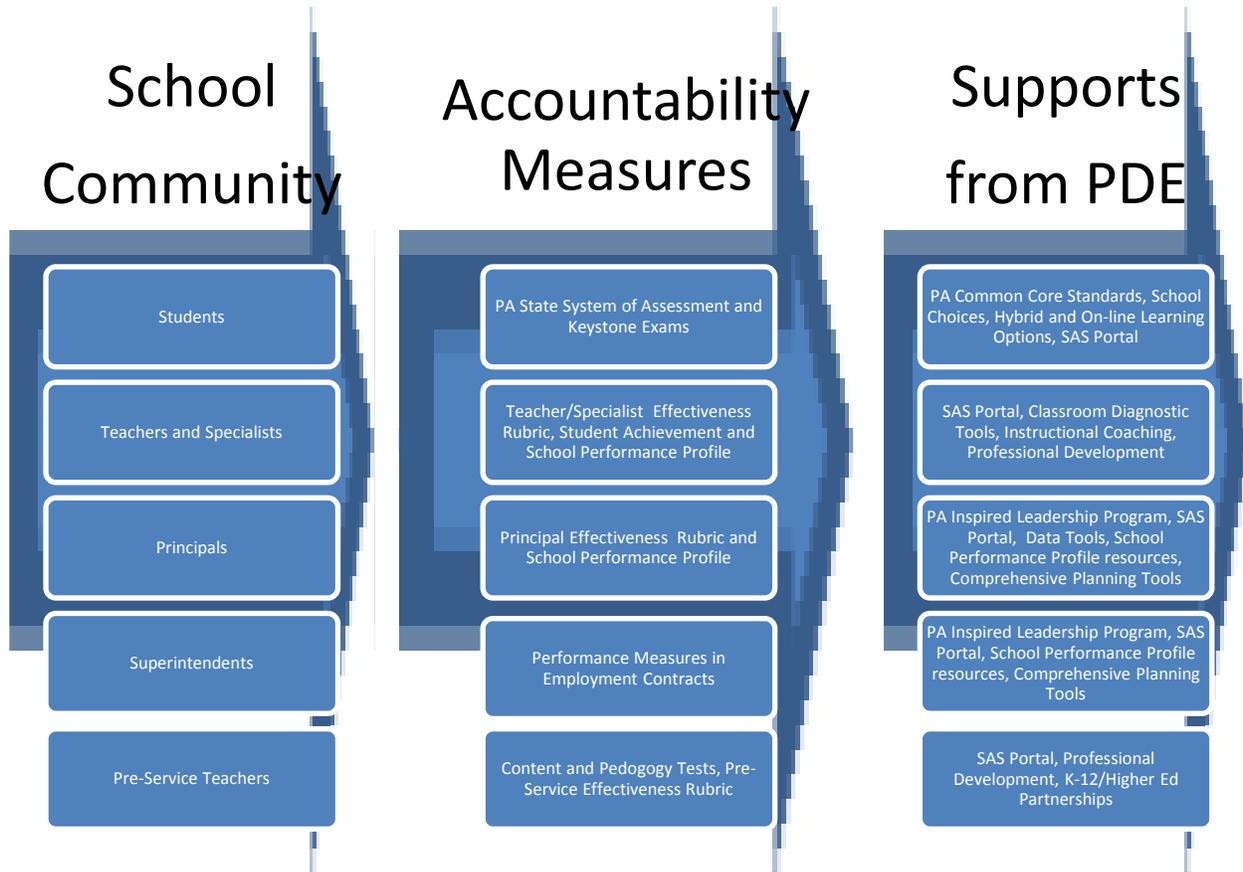
The Pennsylvania Department of Education requests flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and 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’S 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.

Registered Users To Date
141,830

Total Page Views To Date
28,285,252
[View more stats](#)

15 Upcoming Trainings & Events

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).

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 Pennsylvania Common Core Standards. These standards embrace the content and rigor of CCSS but 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 Common Core Standards for 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 Common 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 Common 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. An initiative currently underway is the creation of a PK – 12 curricula for both English Language Art and Mathematics.

The high school Keystone Exams in Literature and Algebra 1, administered for the first time during the 2010-2011 school year and resumed in the 2012-2013 school year, were developed

based on the CCSS. State tests in grades three through eight will be fully aligned to the PA Common Core Standards beginning in 2014-2015.

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 (Reading, Writing, 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. Priority schools will be required to implement meaningful interventions. Pennsylvania will require Priority schools to complete a needs assessment and implement targeted strategies designed to meet identified needs.

Pennsylvania will identify 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 will also be required to complete a needs assessment, utilize data, and create an action plan that defines a set of interventions to improve student performance.

Both Priority and Focus schools will 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 will provide training and technical assistance in developing, implementing, and evaluating the effectiveness of school improvement plans.

Similarly, the School Performance Profile will include 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 11 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 five students with disabilities, three English Language Learners, and three economically disadvantaged students will be counted in the historically underperforming students with this lowered *n* count of 11; 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 will be made public, populated with 2012-13 data, beginning in late fall 2013. Likewise, the federally-required designations for Title I schools of Reward, Focus, and Priority status will be 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 will be 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 will be 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.

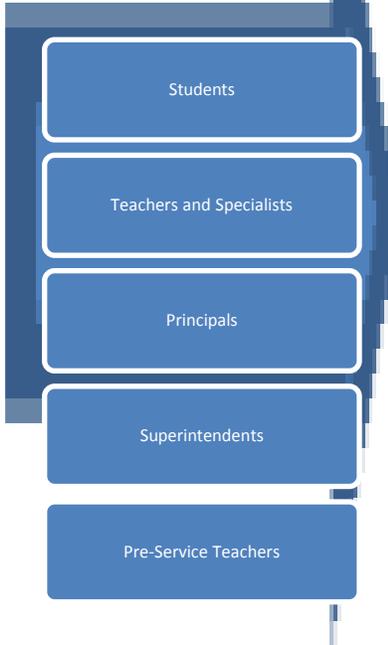
PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

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
<input checked="" type="checkbox"/> 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)	<input type="checkbox"/> 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)

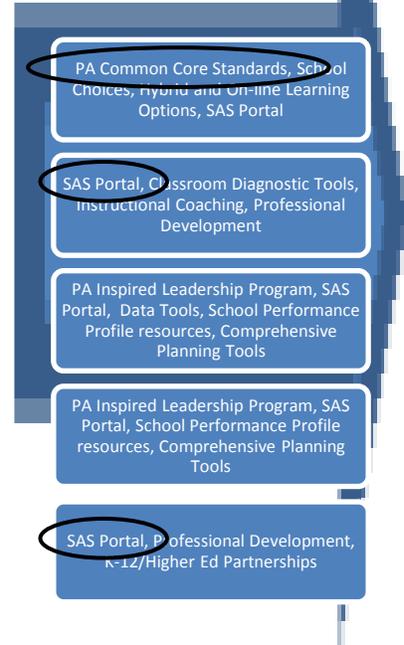
School Community



Accountability Measures



Supports from PDE



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 the past year, 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 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 Pennsylvania Common Core State 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 Pennsylvania Common Core Standards, for example, include pre-kindergarten standards. Overall, the PA Common 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 Common 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 will be complete. (Note that Keystone Exams are offered in Algebra I, 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

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

2009. 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 Pennsylvania Academic and Common 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 Common Core Standards follows later in this document.

Additional support for PA Common Core 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 Common Core, 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 state's intermediate units support PA Common Core 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 Common Core 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 Common 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 ongoing outreach to LEAs across the State.

ALIGNMENT

With the release of the Common Core State Standards in 2010, Pennsylvania completed an alignment study to assess the alignment of the Pennsylvania Academic Standards to CCSS. Generally, the content alignment was strong while the rigor of state standards was less than that of CCSS. Some grade level differentiation was also evident: in some cases, a shift downward while in others, a shift upward. PDE has created and posted its crosswalk alignment of PA Common Core Standards to CCSS on SAS <http://www.pdesas.org/Standard/CommonCore>. Its alignment of PA Common Core to CCSS is well documented.

Upon the decision to create Pennsylvania Common Core Standards for English Language Arts (ELA) and Mathematics, the Pennsylvania Academic Standards were evaluated through the lens of CCSS and the resultant PA Common 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 those who are in need of specially designed instruction due to a disability or because English is not their first language.

The PaTTAN support mechanisms to improve student achievement for children with disabilities 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.

For students with significant cognitive disabilities, Pennsylvania participates in National Center and State Collaborative (NCSC). As a NCSC state partner, Pennsylvania is in the process of implementing the materials and resources developed by NCSC as an instructional model, aligned to Common Core. These resources will support educators as they design and implement appropriate instruction that address content and skill expectation aligned to PA Common Core Standards. All NCSC curriculum and instruction assets will be posted in SAS; this includes content modules and element cards, curriculum resource guides, instructional units and scripted lessons, and core content connectors. Although currently complete for Mathematics, English Language Arts – when available - will also be posted and available on the SAS portal. These high quality materials will help to prepare students with the most cognitive disabilities for college and career ready opportunities post high school.

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 Common 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 – 2016). 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 Common 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 has recently added 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 will focus on implementation of PA Common Core Standards. Objectives include 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 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 2015-2016.

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

- Revision of the ELL overlays - ELL overlay is designed to ensure access to PA Common Core Standards in math and literacy. Overlays address formative/classroom instruction and assessment and align standards, concepts and competencies to WIDA levels to provide instructional support for classroom teachers. (Current overlays are available at <http://www.pdesas.org/module/sas/curriculumframework/eloverlay.aspx>.)
- 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.

- Technical Assistance – Effective the 2013-2014 school year, one full-time technical assistant will be employed to work with LEAs as needs are identified, coordinate and collaborate with PaTTAN and other state agencies in the effective use of the RtII process, and generally interact 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 Teaching and Learning.

As for students with disabilities, The Bureau of Teaching and Learning 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 Common Core Standards for diverse learners, including both English Language Learners and students with disabilities (see PaTTAN training agenda for 2013-2014- 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 2012-2013 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/>, Pennsylvania Common 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 Common Core tab within the SAS portal may serve to underscore the importance of SAS as a valuable resource. Page views within the Common Core tab of the Standards element show 354,994 views (from May 2012 through February 2013).

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.

SUPPORTING PENNSYLVANIA EDUCATORS

With LEAs transitioning from PA Academic Standards to PA Common 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/CommonCore> 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 ELL students and students with disabilities.
- Through the National Center and State Collaborative (NSCS), Pennsylvania has established a community of practice. Composed of educators, consultants, and school administrators, its goal is to increase educators' knowledge of PA Common Core and the materials and resources available to improve instructional practice. Data gathered from this community will inform continued professional development.
- Professional development through intermediate units to LEAs will utilize National Center and State Collaborative (NCSC) materials to build sustainable practices in the classroom. Pennsylvania is the recipient of a five-year State Personnel Development federal grant designed to focus on students with disabilities and how educators can access the PA Common Core. (Project MAX: Maximizing Access and Learning: Pennsylvania Common Core Standards Project)
- 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 2013 – an annual statewide event that focuses on standards, teaching, evaluation, and materials for STEM
 - 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 (PDE) has been awarded more than \$73 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 disadvantaged students, limited English proficient students and students with disabilities. Improvements in the local literacy context are important to the ultimate success of this initiative. PDE committed to creating 21st century literacy environments where children can acquire the reading, writing, speaking, listening and language skills they need to succeed academically.

Pennsylvania’s KtO year 1 major grant activities included the formation of a guiding coalition of literacy stakeholders from across policy, program, and family levels. Its goal is to promote literacy improvement in Pennsylvania by providing guidance to the PDE on how to most effectively and efficiently align and improve birth through grade 12 literacy research, literacy policy, and most importantly literacy practice across the Commonwealth.

To date, Pennsylvania has trained over 290 intermediate unit trainers to provide professional development related to key literacy initiatives. In 2012, over 11,000 teachers and 1,500 administrators participated in these 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 Common Core State Standards, has proven to be effective in increasing students’ reading comprehension, engagement, and motivation.

Pennsylvania is currently in year three of the **i3 grant**. The grant provides 10 days (65

hours) of high-quality professional development in the Reading Apprenticeship framework to secondary teachers of science, history, and English Language Arts. To date, 61 high schools are participating in the RAISE Grant and 370 teachers and administrators have been trained in the Reading Apprenticeship framework. Over the next two years, an additional 260 teachers will be trained, impacting approximately 75,600 secondary students across the Commonwealth.

In an effort to build capacity in each of the RAISE schools, a 30-hour online course in Reading Apprenticeship has been developed and made available through the grant to all administrators of participating RAISE schools. Additionally, teacher leaders from each RAISE school come together for a statewide meeting three times a year to share successful practices, problem-solve, deepen their understanding of Reading Apprenticeship, and hone facilitation skills.

- Additional supports and resources to support the transition to college and career-ready are in development in concert with IU curriculum personnel. Resources in process include a PK-12 model curriculum for English Language Arts and Mathematics as well as detailed implementation plans for districts. Included will be such assets as public relations materials and a guide on using the many SAS resources available online.

PREPARING NEW EDUCATORS

It is critical that educators entering the profession have a sound working knowledge of the content and expectations of Pennsylvania Common 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 Common 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 Common 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 Common 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 Common 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 Common 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 Common Core Standards.

- Algebra I Resources - In preparation for the Keystone Algebra I exam, educators have easy access to a multitude of lessons and activities directly aligned to the Algebra I standards.
- Library Model Curriculum – This model curriculum guide links the PA Common Core Standards to the school library and shows the strong connection of the library to PA Common 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 Common Core English Language Arts, History, and Science standards.
- Online Resources – Common Core resources from other states and consortia are listed and available for use by PA educators – including the Tri-State Rubric and Publishers Criteria.
- Implementation of National Center and State Collaborative (NCSC) Material and Resources – Aligned to PA Common Core, these nationally developed resources will support students eligible for alternate assessments as well as provide a “ramp” for students with disabilities and at-risk students in the general population.

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 Common Core Standards, Pennsylvania has begun several initiatives to move students to graduating college and career ready.

- Development of 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 PSSA tests based upon PA Common Core Standards; these grade 3 through 8 tests will be fully implemented in 2014 – 2015 and reflect a more rigorous, generally higher Depth of Knowledge level than the current PSSAs.
- Effective with the graduating class of 2017, students must demonstrate proficiency in the Algebra I, Biology, and Literature Keystone Exams in order to graduate. Proficiency in these three exams point to students on the pathway to college and career ready preparedness.
- The Pennsylvania School Performance Profile, a work in progress, 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 the one-percent population of students with significant cognitive disabilities, is in redesign to align with the PA Common Core Standards. Scheduled for field testing in 2013-2014, these assessments will be operational in 2014-2015.

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.

<p>Option A</p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> 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.</p> <p>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.</p>	<p>Option C</p> <p><input type="checkbox"/> 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.</p> <p>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)</p>
---	--	--

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 I, Biology, 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 will be implemented in 2014-15; these assessments will be aligned to PA Common Core Standards. Standards setting for the new PSSAs will be scheduled after the first administration.

TRANSITION TO NEW PA ASSESSMENTS: End-of-Course Keystone Exams

At the secondary level, Keystone Exams in Algebra I, Biology, and Literature are already aligned to the PA Common Core Standards and were initially administered in spring 2011. A one-year hiatus occurred in 2011-2012, but resumed in 2012-2013 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. The Keystone Exams are one component of Pennsylvania's proposed system of high school graduation requirements. Keystone Exams will help LEAs guide students toward meeting state standards. Effective with the graduating class of 2017, students must score at Proficient or Advanced on the Keystone Exams in order to graduate.

TRANSITION TO NEW PA ASSESSMENTS: Timeline

The 2012 – 2013 PSSA is based on current PA Academic Standards Assessment Anchor and Eligible Content - not the PA Common Core Standards Assessment Anchor and Eligible Content. In 2012 – 2013, the grades 3-5 assessments will include embedded field test items aligned to PA Common Core Standards. The 2013-2014 PSSA is based on current Assessment Anchor and Eligible Content - not the PA Common Core standards. The grades 6-8 assessments will include embedded field test items aligned to PA Common Core Standards.

The 2014 – 2015 PSSA assessments in grades 3 through 8 will all be based on PA Common Core 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 Common Core aligned assessments.

State Testing Timeline	
Year	Assessments
2011 – 2012	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 – 2013	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 I, 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 I, Literature, Biology
2014-15	Grades 3-8 English Language Arts PSSA (PA CC) Grades 3-8 Mathematics PSSA (PA CC) Grades 3-8 & 11 Mathematics & Reading PASA* Grades 4 & 8 Science PSSA Grades 4, 8 & 11 Science PASA* Keystone Exams: Algebra I, 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 Public Welfare, 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.
- Increasing student use of afterschool 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.

SUMMARY

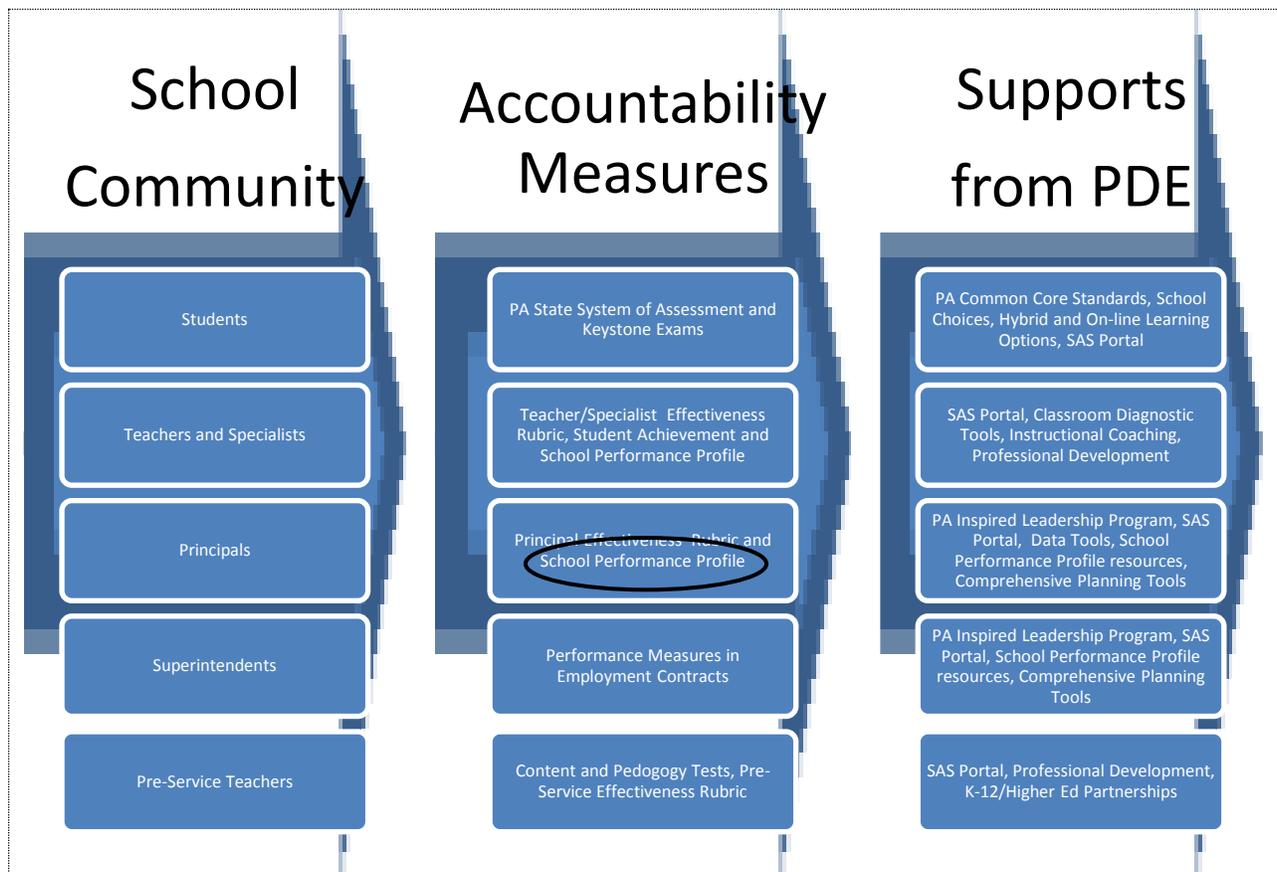
While Pennsylvania has committed to preparing students for college and career readiness, the notion of continuous improvement applies to both SEAs and LEAs. Ongoing support by the State is concomitant with successful implementation of PA Common Core and the resultant student achievement gains. Reflection 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, must also be used as an analytic tool to define 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. It too 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 students.



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 more fair 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 2011-2012 and 2012-2013 school years, test participation AMOs will be measured for Mathematics PSSA, Reading PSSA, Algebra I Keystone, and Literature Keystone, as applicable. For the 2013-2014 school year, test participation will be measured for Mathematics, Reading, Science, and Writing PSSA as well as Algebra I, Literature, and Biology Keystone Exams. For the 2014-2015 school year and beyond, test participation will be measured on all state assessments aligned to the PA Standards.
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 is determined by comparing the percent of students who are proficient or advanced in the 2012-13 baseline year with 100% proficiency. The benchmark for closing the achievement gap is that 50% of the gap will be closed over a six-year period. *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 11, a significant change from the current 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 and PVAAS data where applicable. 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 will serve as the baseline data year; therefore, the accountability system cannot 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 2012-2013 data, only the state assessment results combined with test participation and graduation rate/attendance AMOs will be used. Consequently, there will be no *Reward: High Progress* schools identified.

Differentiated Recognition	
School Status	Criteria
Reward: <i>High Achievement</i>	<p>Highest 5% Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra I/Literature for Keystone Exams)</p> <p style="text-align: center;">AND</p> <p>Meets all four Annual Measurable Objectives (AMOs). AMOs include:</p> <ul style="list-style-type: none"> • Test Participation in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – Historically Underperforming Students <p>(Note: For 2012-13 data, Closing the Achievement Gap will not be measured as this is the baseline year.)</p> <p style="text-align: center;">AND</p> <p>Not a Priority School or Focus School</p>
Reward: <i>High Progress</i>	<p>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 I/Literature for Keystone Exams for All Students</p> <p style="text-align: center;">OR</p> <p>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 I/Literature for Keystone Exams combined for the All Student group and the Historically Underperforming Student group.</p> <p style="text-align: center;">AND</p> <p>Meets all four AMOs. AMOs include:</p> <ul style="list-style-type: none"> • Test Participation in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – Historically Underperforming Students <p>(Note: For 2012-13 data, Closing the Achievement Gap will not be measured as this is the baseline year.)</p> <p style="text-align: center;">AND</p> <p>Not a Reward: High Achievement School, Focus School, or Priority School</p>
Focus School	<p>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 I/ Literature Keystone Exams).</p> <p style="text-align: center;">OR</p> <p>Title I school with a Graduation Rate below 60%</p> <p style="text-align: center;">OR</p> <p>Test Participation below 95%</p> <p style="text-align: center;">AND</p> <p>Not a Priority School</p>
Priority School	<p>Lowest 5% of Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra I/Literature for Keystone Exams)</p> <p style="text-align: center;">OR</p> <p>Title I school receiving School Improvement Grant (SIG) funds</p>

DIFFERENTIATED ACCOUNTABILITY AND RECOGNITION: Timeline for Implementation

Pennsylvania proposes to implement the new differentiated accountability/differentiated recognition system beginning in fall 2013, using spring 2013 PSSA/Keystone results and test participation data, 2012-2013 attendance rate data, and spring 2012 graduation rate data.

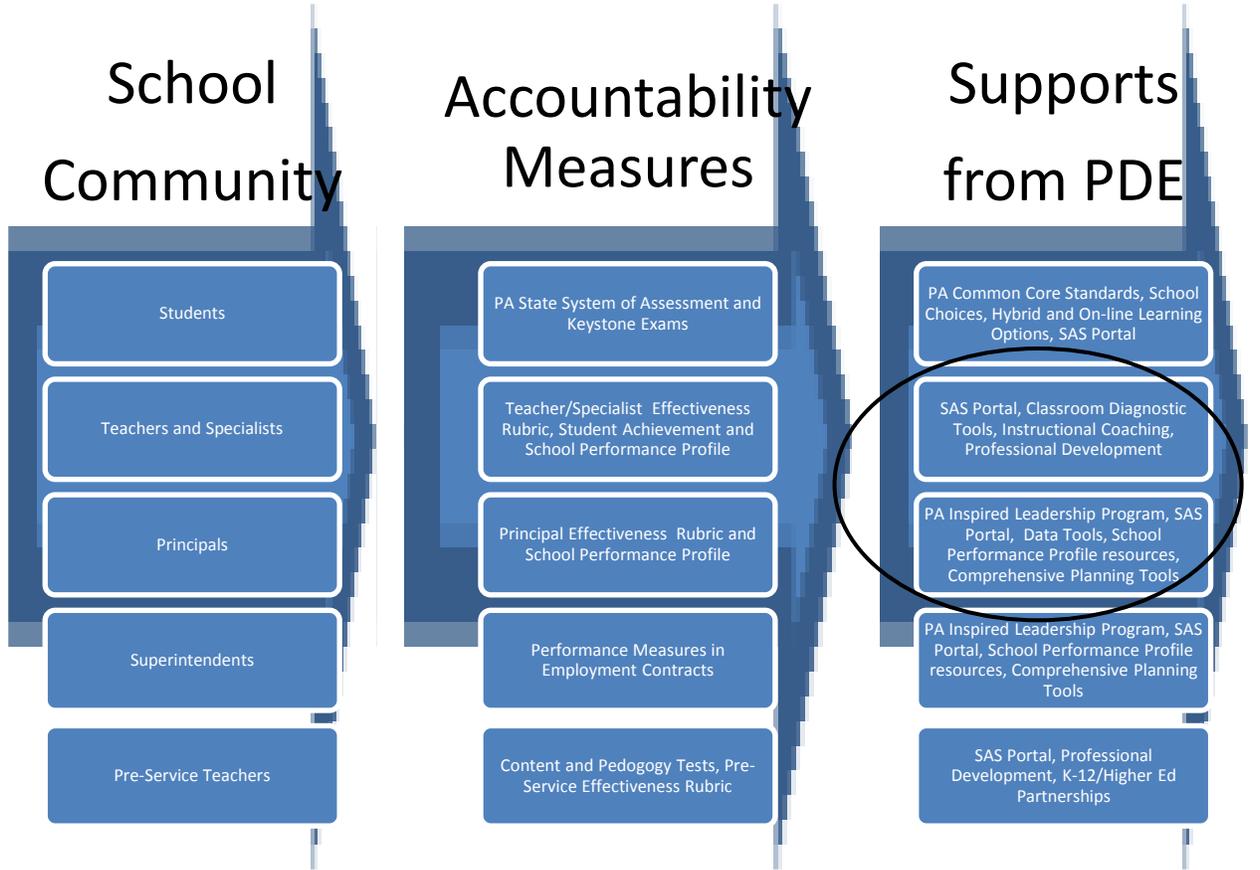
Recognition in fall 2013 will be limited in the Reward category to only high achievement schools since a second year of test result data will be required before the degree to which achievement gaps are closed can be determined. For fall 2013 recognition, the AMOs for test participation and attendance/graduation will be applied.

Once the differentiated recognition is made public in the fall, Title I Focus and Priority schools will be 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: <i>High Achievement</i> Priority Focus
2014-15	PSSA based on PA Common Core State Standards and PASA; Keystone Exams w/ project alternative	2013-14 assessment results compared to 2012-13 baseline to determine if AMOs met; all four AMOs applied	Reward: <i>High Achievement</i> Reward: <i>High Progress</i> Priority Focus
2015-16	PSSA based on PA Common Core State Standards and PASA; Keystone Exams w/ project alternative	2014-15 assessment results compared to 2012-13 baseline to determine if AMOs met	Reward: <i>High Achievement</i> Reward: <i>High Progress</i> Priority Focus

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

SUPPORTS



Pennsylvania’s support system for all schools, including those not recognized, 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 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 resources such as the Early Warning System and 9th grade early warning research as well as contact information and strategies to employ. These resources can be accessed by clicking on the data element displayed on the SPP 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 such as the Comprehensive Literacy Needs Assessment, Kindergarten Readiness Inventory and Keystones to Opportunity (Striving Readers grant) training modules linked to this data point. 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 will utilize 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, reading, and writing. The science PSSA is administered in grades 4 and 8. The Keystone Exams are the end-of-course tests in

Algebra 1 (mathematics), Literature (reading) and Biology (science) in accordance with current ESEA high school testing requirements. The Historically Underperforming Students group includes an unduplicated count of students with disabilities, economically disadvantaged students, and English Language Learners.

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: [I]f 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%	<ul style="list-style-type: none"> 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
Academic Improvement: Closing the Achievement Gap – All Students	5%	<ul style="list-style-type: none"> Percent of gap closure met (mathematics, reading, writing, and science)
Academic Improvement: Closing the Achievement Gap – Historically Underperforming Students	5%	<ul style="list-style-type: none"> Percent of gap closure met (mathematics, reading, writing, and science)
School Performance Profile Academic Performance Scoring		
Indicator	Weight	Data Elements
Academic Growth	40%	<ul style="list-style-type: none"> Academic progress of groups of students from year-to-year. All subjects (mathematics, reading, writing, and science)

<p>Other Factors Influencing or Reflecting Academic Achievement</p>	<p>10%</p>	<ul style="list-style-type: none"> • Cohort Graduation Rate • Promotion Rate • Attendance Rate • Advanced Placement or International Baccalaureate or College Credit Offered • PSAT/Plan Participation
<p>Extra Credit</p>		
<p>Extra Credit for Advanced Achievement</p>	<p>Up to 7 points</p>	<ul style="list-style-type: none"> • Percent PSSA advanced (mathematics, reading, writing, and science) • Percent advanced industry standards-based competency assessments • Percent 3 or higher on Advanced Placement Exams

SCHOOL PERFORMANCE PROFILE: Data Element Descriptors

Data Element Descriptors	
Indicator: Academic Achievement	Descriptor
Mathematics – Percent Proficient or Advanced on PSSA/Keystone Algebra 1	<p>The first four data elements are the four PSSA tests for grades 3-8 and end-of-course Keystone Exams, including the percent of all students scoring Proficient or Advanced. Test scores are earned scores for 11 or more students enrolled for a full academic year.</p> <p>Scaling is 1 to 1. If the percent proficient or advanced is 83.3, the score for the performance measure is 83.3.</p>
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)]	<p>These career readiness assessments are used to calculate career readiness based upon whether students reach Competent or Advanced. Test scores are reported for 11 or more students.</p> <p>Scaling is 1 to 1. If the percent competent or advanced is 78.8, the score for the performance measure is 78.8.</p> <p>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.</p>
Grade 3 Reading – Percent Proficient or Advanced	<p>Grade 3 reading is a proven predictor of future success; hence, this tested subject receives additional emphasis. Test scores are earned scores for 11 or more students enrolled for a full academic year.</p> <p>Scaling is 1 to 1. If the percent proficient or advanced is 89.9, the score for the performance measure is 89.9.</p>

Data Element Descriptors	
Indicator: Academic Achievement	Descriptor
<p>SAT/ACT College Ready Benchmark</p>	<p>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 11 or more students.</p> <p>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.</p> <p>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.</p>
Indicator: Closing the Achievement Gap – All Students Group and Historically Underperforming Students Group	
<p>Mathematics – Percent of Required Gap Closure Met</p>	<p>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 11 or more students.</p> <p>The achievement gap is determined by</p>
<p>Reading – Percent of Required Gap Closure Met</p>	
<p>Science – Percent of Required Gap Closure Met</p>	

<p>Writing – Percent of Required Gap Closure Met</p>	<p>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 schools opening after the 2012-13 school year, the baseline year will be the first year the school is open.)</p> <p>Once the achievement gap is determined, schools are measured on the success in closing that gap. The benchmark for success is defined as follows: <i>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 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.</i></p>
<p>Indicator: Academic Growth</p>	
<p>Mathematics – Meeting Annual Academic Growth Expectations</p>	<p>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</p>
<p>Reading – Meeting Annual Academic Growth Expectations</p>	
<p>Science – Meeting Annual Academic Growth Expectations</p>	

<p>Writing – Meeting Annual Academic Growth Expectations</p>	<p>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 10 or more students.</p> <p>The PVAAS Growth Index is converted to a scale ranging from 50 to 100. <i>If the PVAAS Growth Index for a school is a zero, then the school score is 75.</i></p> <p><i>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 score is 50. (A score can be no lower than 50.) Performance measure scores are scaled proportionally within the range of -3 to +3.</i></p> <p><i>-3 to -2 (50.0 to 60.0)</i> <i>-2 to -1 (60.0 to 70.0)</i> <i>-1 to +1 (70.0 to 80.0)</i> <i>+1 to +2 (80.0 to 90.0)</i> <i>+2 to +3 (90.0 to 100.0)</i></p>
<p>Indicator: Other Factors Influencing or Reflecting Academic Achievement</p>	
<p>Cohort Graduation Rate or Promotion Rate (If No Graduation Rate)</p>	<p>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 11 or more students.</p> <p>Scaling is 1 to 1. If the graduation rate (or promotion rate) is 93.1, the score for the performance measure is 93.1.</p>
<p>Attendance</p>	<p>Attendance rate is calculated for all schools. This measure is reported for 11 or more students.</p> <p>Scaling is 1 to 1. If the attendance rate is 96.0, the score for the performance measure is 96.0.</p>

<p>Advanced Placement (AP) or International Baccalaureate (IB) or College Credit Offered</p>	<p>Programs representing academic rigor will be measured in the following manner: <i>If a school offers one AP, IB, or College Credit course in each of the four core academic areas, it is awarded maximum score – a performance measure of 100 (minimum of one offering in each of three core areas would be 75 points, etc.).</i></p> <p>This measure is reported for 11 or more students.</p>
<p>PSAT/Plan Participation</p>	<p>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 11 or more students.</p> <p>PDE’s current benchmark is defined as follows: <i>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 score of 100 (60 x 1.667) for this performance measure. Thirty percent participation would receive a score of 50 (30 x 1.667), etc. (Scoring is scaled proportionally using the multiplier of 1.667.)</i></p>
<p>Indicator: Extra Credit for Advanced Achievement (up to 7 points) may be earned for each of the following:</p>	
<p>Mathematics – PSSA Advanced Achievement (1%)</p>	<p>Percent of Students Advanced on Mathematics PSSA/Keystone Algebra 1</p>
<p>Reading – PSSA Advanced Achievement (1%)</p>	<p>Percent of Students Advanced on Reading PSSA/Keystone Literature</p>
<p>Science – PSSA Advanced Achievement (1%)</p>	<p>Percent of Students Advanced on Science PSSA/Keystone Biology</p>
<p>Writing – PSSA Advanced Achievement (1%)</p>	<p>Percent of Students Advanced on Writing PSSA</p>

Industry Standards-Based Competency Assessments – Advanced Achievement (1%)	Percent of Students Advanced on Industry Standards-Based Competency Assessments
Advanced Placement – College Credit Equivalency (2%)	Percent of Grade 12 cohort scoring 3 or higher on any one AP 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.

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 Pennsylvania Academic and Common 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 Common 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.

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 will annually report to the public its lists of Title I Reward, Focus, and Priority schools beginning in fall 2013 using 2012-13 data. PDE will update its current “report card” website at <http://paayp.emetric.net/> to reflect the approved accountability system described herein. School report cards through 2012-13 will remain accessible.

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.

As has traditionally been done each fall in Pennsylvania relative to AYP 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 anticipates 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 late April. Over the summer months, PDE will host 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.

<p>Option A</p> <p><input type="checkbox"/> 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.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> 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:</p> <ol style="list-style-type: none"> 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 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 – 2012				
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 Common Core Standards (reading, writing and math) 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%	<ul style="list-style-type: none"> • 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
Academic Improvement: Closing the Achievement Gap – All Students	5%	<ul style="list-style-type: none"> • Percent of gap closure met (mathematics, reading, writing, and science)

School Performance Profile Academic Performance Scoring		
Indicator	Weight	Data Elements
Academic Improvement: Closing the Achievement Gap – Historically Underperforming Students	5%	<ul style="list-style-type: none"> Percent of gap closure met (mathematics, reading, writing, and science)
Academic Growth	40%	<ul style="list-style-type: none"> Academic progress of groups of students from year-to-year. All subjects (mathematics, reading, writing, and science)
Other Academic Indicators	10%	<ul style="list-style-type: none"> Cohort Graduation Rate Promotion Rate Attendance Rate Advanced Placement or International Baccalaureate or College Credit Offered PSAT/Plan Participation
Extra Credit		
Extra Credit for Advanced Achievement	Up to 7 points	<ul style="list-style-type: none"> Percent PSSA advanced (mathematics, reading, writing, and science) Percent advanced industry standards-based competency assessments Percent 3 or higher on Advanced Placement Exams

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 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.

Academic Performance Formula – All Building Configurations					
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	1.25	1.25	0.75	1.25	1.25

Academic Performance Formula – All Building Configurations					
Indicators	K-12 Schools	Secondary Schools	Comprehensive CTCs	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Gap Closure Met					
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				
Reading – 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					
Indicators	K-12 Schools	Secondary Schools	Comprehensive CTCs	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Writing – PSSA Advanced Achievement	Percent of Students Advanced on Writing 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				

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. 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 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.

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: Participation rate will be calculated as approved currently for AYP accountability for the PSSA assessments. 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). 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. 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 chart on the following page shows the application of the calculations shown above 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 96.11. Assuming this sample high school had met its 95% test participation and 85% graduation rate AMOs, this school would be recognized as *Reward: High Achievement* under Pennsylvania’s differentiated accountability system.

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	0.08	=	6.27	7.50
Reading - Percent Proficient or Advanced on PSSA	100.00	92.80	x	0.08	=	6.96	7.50
Science - Percent Proficient or Advanced on PSSA	100.00	70.22	x	0.08	=	5.27	7.50
Writing - Percent Proficient or Advanced on PSSA	100.00	98.40	x	0.08	=	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.

<p>Option A</p> <p><input type="checkbox"/> 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.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> 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.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>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)</p>
---	--	--

ANNUAL MEASUREABLE 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 has established the 2012–2013 school year as the baseline year so that the first measure of Closing the Achievement Gap will be available in the 2013–2014 school year. Earned scores

are used for students enrolled for a full academic year. Results are reported for 11 or more students.

LEAs and Pennsylvania (the SEA) will share the same goal of closing the achievement gap by 50% in six years, using 2012-13 assessment data as the baseline. 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.

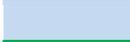
For 2013-14 designations only, to determine whether or not a Title I school has met each of its AMOs associated with closing the achievement gap, the All Students and Historically Underperforming Students groups for a Title I school will be compared to the overall statewide performance for that tested area (math and reading only) For example, a school with grades 3-5 will have its percent proficient and advanced in math compared to the overall state performance in math. If the school percent average in math is equal to or greater than the state performance in math, the school will have met its AMO. The comparison will be made for each subject area and for each of the two accountability groups (All Students and Historically Underperforming Students). If either student group in any subject area is below the state average, the school will be identified as not having met its AMO for closing the achievement gap. This calculation methodology is applicable to 2013-14 designations only. For 2014-15 designations, test results from 2013-14 will be compared to the baseline year 2012-13 results and school-level AMO determinations can be made according to the achievement gap targets rather than statewide performance.

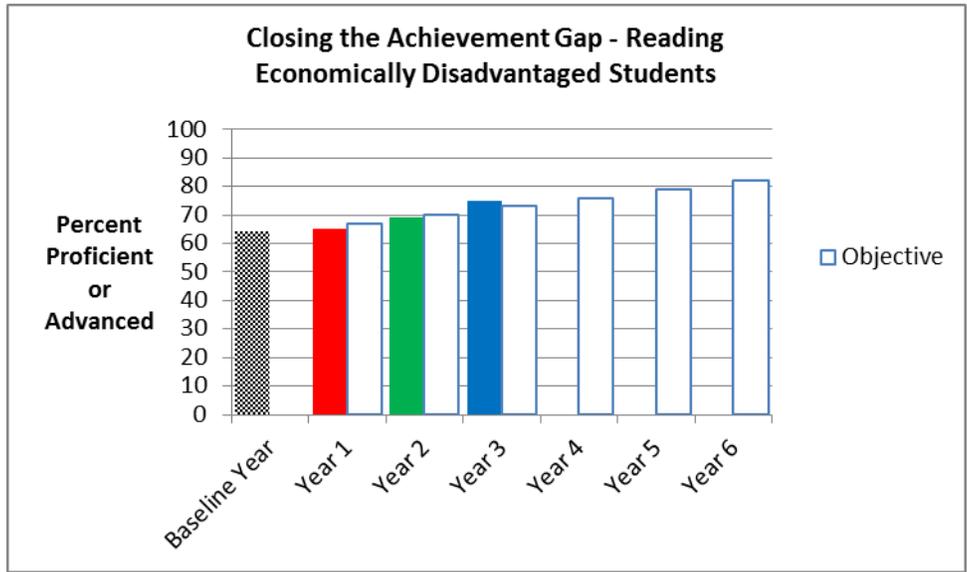
Please refer to the separate attachment for Pennsylvania’s state-level AMOs in math (3-8)/Algebra I and reading (3-8)/Literature. High school AMO data will be submitted when available pending the completion of Keystone Exam scoring and reporting in early summer 2013.

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. As illustrated below, graphical representations are color coded as follows:

	Met 90 percent or more of achievement gap
	Met 80 - 89.9 percent of achievement gap
	Met 70 - 79.9 percent of achievement gap
	Met 60 - 69.9 percent of achievement gap
	Met less than 60 percent of achievement gap



		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, 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 2012-2013 school year; thus, *Closing the Achievement Gap* scores will be included for the first time using 2013-2014 test results compared to 2012-13 test results.

Once the achievement gap is determined with 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. The *All Students* group will be used for accountability purposes. For school status associated with the 2011-2012 and 2012-2013 school years, test participation AMOs will be measured for Mathematics PSSA, Reading PSSA, Keystone Algebra I, and Keystone Literature, as applicable. For the 2013-2014 school year, test participation will be measured for Mathematics, Reading, Science, and Writing PSSA as well as Keystone Exams (Algebra I, Literature, and Biology). For the 2014-2015 school year and beyond, test participation will be measured on all state assessments aligned to the PA Common 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 is proposing 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 will determine 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%.

Note: When data is available to calculate a six-year cohort rate, PDE will request approval to employ it as an additional option for the graduation rate AMO.

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. As described above, this approach to using the four and five year cohort graduation rate reflects the approach originally proposed in Pennsylvania's 2013 Accountability Workbook:

Pennsylvania will use four-year and five-year adjusted cohort graduation rates to calculate the 2013 AMOs and School Performance Profile scores. Pennsylvania will report and use for accountability purposes its adjusted cohort graduation rate using 2011 and 2012 graduation data. Pennsylvania will perform two calculations to determine graduation rate.

1. A four-year cohort rate will be calculated by dividing the number of students in the 2012 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.

Both 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, though not applicable in 2013, would be a 15 percent reduction of the difference between the previous year's five-year cohort graduation rate and the 85% goal.

Note: When data is available to calculate a six-year cohort rate, PDE will request approval to employ it as an additional option for the graduation rate AMO.

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 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 all student subgroups with an n size of 11 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 $\frac{1}{2}$ of the gap over six years, i.e., $\frac{1}{6}$ 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. (Note: When data is available to calculate a six-year cohort rate, PDE will request approval to employ it as an additional option for the graduation rate AMO.)

- 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 which 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 11 or more to ensure a stronger representation of subgroups. An even greater level of inclusion is achieved with the Historically Underperforming Student group. For example, a subgroup of students with disabilities consisting of five students would not be a reportable subgroup with an n size of 11, but those students would be represented when included in the Historically Underperforming Student group as long as there are at least six 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 recognized 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 a Title I school that does not meet one or more of its AMOs 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. The Comprehensive Planning Tool must be used to develop the school improvement plan.

Differentiated Recognition	
School Status	Criteria
Reward: <i>High Achievement</i>	<p>Highest 5% Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra I/Literature for Keystone Exams)</p> <p style="text-align: center;">AND</p> <p>Meets all four Annual Measurable Objectives (AMOs). AMOs include:</p> <ul style="list-style-type: none"> • Test Participation in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – Historically Underperforming Students (Note: For 2012-13 data, Closing the Achievement Gap will not be measured as this is the baseline year.) <p style="text-align: center;">AND</p> <p>Not a Priority School or Focus School</p>
Reward: <i>High Progress</i>	<p>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 I/Literature for Keystone Exams for All Students</p> <p style="text-align: center;">OR</p> <p>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 I/Literature for Keystone Exams combined for the All Student group and the Historically Underperforming Student group.</p> <p style="text-align: center;">AND</p> <p>Meets all four AMOs. AMOs include:</p> <ul style="list-style-type: none"> • Test Participation in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – Historically Underperforming Students (Note: For 2012-13 data, Closing the Achievement Gap will not be measured as this is the baseline year.) <p style="text-align: center;">AND</p> <p>Not a Reward: High Achievement School, Focus School, or Priority School</p>
Focus School	<p>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 I/ Literature Keystone Exams).</p> <p style="text-align: center;">OR</p> <p>Title I school with a Graduation Rate below 60%</p> <p style="text-align: center;">OR</p> <p>Test Participation below 95%</p> <p style="text-align: center;">AND</p> <p>Not a Priority School</p>

Priority School	Lowest 5% of Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra I/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, Title 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

Since 2012 – 2013 is the baseline year 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.

Note that 2012 - 2013 is being used as the baseline year due to the introduction of Keystone Exams aligned to the PA Common Core Standards versus the 2011 - 2012 eleventh grade PSSA aligned to the PA Academic Standards.

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: <i>High Achievement</i>	<p>Highest 5% Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra I/Literature for Keystone Exams)</p> <p style="text-align: center;">AND</p> <p>Meets all four Annual Measurable Objectives (AMOs). AMOs include:</p> <ul style="list-style-type: none"> • Test Participation in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – Historically Underperforming Students (Note: For 2012-13 data, Closing the Achievement Gap will not be measured as this is the baseline year.) <p style="text-align: center;">AND</p> <p>Not a Priority School or Focus School</p>
Reward: <i>High Progress</i>	<p>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 I/Literature for Keystone Exams for All Students</p> <p style="text-align: center;">OR</p> <p>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 I/Literature for Keystone Exams combined for the All Student group and the Historically Underperforming Student group.</p> <p style="text-align: center;">AND</p> <p>Meets all four AMOs. AMOs include:</p> <ul style="list-style-type: none"> • Test Participation in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Graduation Rate (or Attendance Rate) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – All Students • Closing the Achievement Gap in Mathematics/Reading PSSA (and/or Algebra I/Literature Keystone Exams) – Historically Underperforming Students (Note: For 2012-13 data, Closing the Achievement Gap will not be measured as this is the baseline year.) <p style="text-align: center;">AND</p> <p>Not a Reward: High Achievement School, Focus School, or Priority School</p>

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

See Attachment 9 – a revised list will be provided by October 1, 2013

- 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 PDE Institute. Note that this is the same conference at which Blue Ribbon Schools, the Milken Educator Award, and PA Teacher of the Year (NSTOY) finalists/winner are recognized. The Governor/First Lady typically presides at this ceremony.
- Invited to present their strategies for success during the annual PDE 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 I/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.

See Attachment 9 – a revised list will be provided by October 1, 2013

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 Pennsylvania Common 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 Tools 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 Toss 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 IUs specifically target their lowest-performing schools (based on aggregate math and reading PSSA scores) and reach out to these schools inviting them to participate in the training and technical assistance available.

Compelling school leaders to effectively utilize available supports from PDE can be achieved,

however, through other means. Pennsylvania proposes that 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 will provide 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. The ARL will develop a working relationship with the IUs within his/her assigned region and ensure that the IU is targeting the Priority schools, and conversely, the Priority schools are accessing the available IU services. 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 cadre of PDE-selected Academic Recovery Liaisons will receive training from PDE, IU, and PaTTAN staff and national/international consultants. ARLs will work with Pennsylvania partners such as the Mid-Atlantic Comprehensive Center (MACC) and Regional Education Lab (REL) and will participate in convenings, such as those held by CCSSO and Achieve, as invited, 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.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

PRIORITY SCHOOLS: Timeline

Pennsylvania will require implementation of meaningful interventions with its Priority schools, per the following timeline:

Prior to official designation as a Priority School for 2013-14, preliminary designations using 2011-12 data will be used and schools will be notified in summer 2013 of their potential status as Priority Schools based on this prior year data. At that time of notification, schools will be required to review existing school improvement plans and will receive notification of the resources and personnel available to them for technical assistance through their local Intermediate Unit and/or PATTAN office.

August 2013 – Schools with preliminary identification as Priority Status must continue implementation of existing school improvement plans and will receive services from their local IUs relative to accessing appropriate interventions and supports available from PDE. Interventions must be directly related to identified needs based on the AMOs.

October 2013 – Schools receive notification of status as a Priority school based upon criteria using 2012-2013 data; PDE assigns Academic Recovery Liaison

October - December 2013 – Schools develop improvement plan based upon implementing *all* meaningful interventions identified for the turnaround principles using the Comprehensive Planning Tool

December 2013 – Schools submit improvement plan to PDE for approval

February 2014 – PDE returns plans to LEAs/schools

March 2014 (ongoing) – Schools build capacity to implement improvement plans in 2014-2015 school year

July 2014 – Schools officially begin implementation of improvement plans
To meet the federal requirement that Priority Schools complete three full years of implementing all seven school turnaround principles, schools maintain Priority School designation for 2014-15, 2015-16, and 2016-17 regardless of subsequent AMO and SPP results.

June 2015, 2016, 2017 – Schools submit self-evaluation of improvement plan efficacy to PDE

This timeline allows adequate time for recruiting and developing the cadre of Academic Recovery Liaisons (ARL) through summer 2013. After June 2015, and annually thereafter, Priority schools will revise their plans based on ARL-guided self-evaluation and preliminary data available on the 2014-2015 assessments.

- 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 that make all of their AMOs for three consecutive years will be designated in accordance with the recognition criteria described in this section. For example, even if a Title I Priority school, in its first year following the initial designation achieves the criteria for a Reward: High Progress school, it remains a Priority school for an additional two years. 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 after the third consecutive year of sustained improvement/progress. 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.

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 I/ 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 – a revised list will be provided by October 1, 2013

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.

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.

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. Technical assistance and professional development for the 2013-2014 school year will consist of:

- Conceptual understanding and connections between PA Common 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-Common 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\(Rtii\)](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 for the 2013-2014 school year:

- 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 soon to be available for grades 3-12) align to the PA Common 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.drctdirect.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 an 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 Common 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\(ELL\)](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 2012-2013. 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

- Use of PA/ NCSC (National Center and State Collaborative) Resources
<http://www.ncscpartners.org/>; Students with Significant Cognitive Disabilities (students eligible for the alternate assessment) and Struggling Learners (for example: ELL, socio-economically disadvantaged, students with disabilities who do not qualify for the alternate assessment) will be supported in several ways:
 - PA Core Content Connectors in Math and ELA: Originally developed by NCSC as bridges to the Common Core for students with significant cognitive disabilities. Some are directly linked; others represent a link to practices that support learning of core content. (similar to skills necessary for application of the long term transfer goals) They represent chunks of the content parsed into finite measureable pieces. The core content connectors exemplify a reduced depth and breadth of the full content. These have been aligned to PA Common Core Standards using content experts and are to be prioritized as eligible content to be aligned with the PA Alternate Assessment.
 - NCSC Resources with PA Alignment: Instructional resources have been a priority with NCSC. As a result, instructional resources to support instruction that targets learning aligned to the core content connectors have been developed in math and continue to be developed in ELA. These resources are currently being reviewed and aligned to the practices and content representing PA initiatives.

Before release, they will all be customized to reflect alignment with PA content through the PA core content connectors. These resources will provide teachers knowledge about what to teach and suggestions in regard to how to teach and assess the content. Some, if not all, of these resources will be available through the SAS portal.

- Curriculum Resource Guides
- Content Modules
- Instructional Families
- Element Cards
- UDL Units
- Math and Language Arts Scripted (MASSI) and Systematic Instruction (LASSIs)
- Instructional Resource Guide
- Professional Development 2013-14: These resources are in process of being embedded with the professional development associated with the RtII initiative and Tier 3 Interventions. The Reading and Math initiatives have committed to inserting professional development in regard to instruction, the core content connectors and the NCSC resources within their initiatives for 2013-14. Pennsylvania is also looking to expand this learning within the autism initiative and Project Max.

FOCUS SCHOOLS: Timeline

Pennsylvania will require implementation of meaningful interventions with its Focus schools, per the following timeline:

Prior to official designation as a Focus School for 2013-14, preliminary designations using 2011-12 data will be used and schools will be notified in summer 2013 of their potential status as Focus schools based on this prior-year data. At that time of notification, schools will be required to review existing school improvement plans and will receive notification of the resources and personnel available to them for technical assistance through their local Intermediate Unit and/or PATTAN office. All schools designated as Focus schools MUST implement at least one meaningful intervention directly related to a criterion influencing that designation at the beginning of the 2013-14 school year.

August 2013 – Schools with preliminary identification as a Focus school must continue implementation of existing school improvement plans and will receive services from their local IU relative to accessing appropriate interventions and supports available from PDE

October 2013 – Schools receive notification of preliminary status as a Focus school based upon recognition criteria using 2012-2013 data; PDE provides comprehensive listing of resources available to access to address LEA/School-specific needs

October to December 2013 – Schools develop improvement plan based upon implementing selected interventions identified for the turnaround principles appropriate for the school's improvement needs. Every Focus school must implement at least one meaningful intervention directly relating to the AMO(s) not met.

December 2013 – Schools submit improvement plan to PDE for approval

February 2014 – PDE returns plans to LEAs/schools

March 2014 (ongoing) – Schools build capacity to implement improvement plan in 2014-2015 school year

July 2014 – Schools begin implementation of comprehensive improvement plans, implementing remaining interventions not otherwise in place during the 2013-14 school year.

Schools maintain Focus School designation for 2014-15 and 2015-16 school years regardless of subsequent AMO results

October 2014 – Schools receive recognition status based upon recognition criteria using 2013-2014 data

June 2015 and 2016 – Schools submit self-evaluation of improvement plan efficacy to PDE

Schools designated as Focus schools based upon 2013-2014 data will be required to implement an improvement plan. Schools no longer meeting the initial criteria as Focus based upon 2013-2014 and 2014-15 data will still be required to implement the improvement plan and will maintain their designation as a Focus school; however, if at the end of the 2015-2016 school year they no longer meet the criteria of a Focus school, they will be designated per recognition criteria using 2015-2016 data.

- 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.

FOCUS SCHOOLS: Exit Criteria

Focus schools making all AMOs for three consecutive years 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 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.

No school designated in Focus status will exit that status until the graduation rate AMO (if applicable) has been met for three consecutive years.

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 related to unmet AMO targets for achievement in the specified content areas, test participation rate, and/or graduation rate. If a Title I school not otherwise designated as Reward, Focus, or Priority fails to achieve an AMO for two 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

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 continue with Supplemental Educational Services or 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 Priority and 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 Common 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 and an SEA turnaround district liaison 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 will be to build local capacity to ensure that reform efforts will continue to be sustained in the absence of direct SEA support.

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 2013-2014 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 will be given priority for on-site monitoring for the 2013-2014 school year. Site visits will include a review

of each Title I Focus school within the district.

LEA ACCOUNTABILITY

Beginning with the 2013-2014 school year, the School Performance Profile will provide 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 will include assurances that the LEA provides the human and fiscal resources necessary to implement the plan and improve student achievement. LEAs must also provide the leadership support to the school principal via a district level liaison who will champion turnaround efforts and serve as a partner in the reform effort.

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 2014-2015 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 schools within an LEA and the average daily membership of any Priority school.

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 EVALUATION AND SUPPORT SYSTEMS

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
<input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> 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). 	<input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> 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.

Currently, PDE leaders are working with the State Board of Education to draft the corresponding regulations called for in Act 82 and which are scheduled to be fully promulgated by June 30, 2013. These regulations, like the law, are being informed by the

most recent pilot with teachers (Phase 3) and principals (Phase 2) during 2012-13. Consequently, teachers and principals directly engaged in the use of the draft tools and processes have had significant input into the final form rating tools and methods for implementing the new evaluation system and supporting resources aimed at achieving effective instruction and leadership in Pennsylvania’s public schools.

Concurrent with the drafting of the regulations and the ongoing pilot phases, PDE staff and consultants have been working on a comprehensive manual that will guide educators through the application of the law and regulations with specific directions on how to apply the new evaluation rubrics and rating tools. Therefore, PDE considers the “guidelines” required in this section in three parts: the law, the regulations, and the manual. While all three are attached with this proposal, only Act 82 has been officially adopted. The other two documents are provided in draft form and may be modified after this proposal is submitted. Additional documentation regarding the stakeholder groups and meeting dates is included in Appendix P3-A (which includes all consultation for all ESEA Flexibility Principles).

Results from evaluations may be used for continual improvement of instruction and to inform personnel decisions in addition to tenure.

- a. The system is built for multiple purposes – to provide a support system for educator improvement by identifying areas of weakness in teacher practice and aligning free state-provided professional development to each of the 22 components and essential concepts of Danielson’s Framework.
- b. The system is designed to be used for decisions regarding tenure and retention non-retention as outlined in current state law.

For teachers who earn a rating of “needs improvement” remaining in the classroom for up to a decade without consequences unless a subsequent rating of Needs Improvement is issued by the same employer within a ten-year period, the following will now be required:

- a. Pennsylvania State Law requires a minimum of two evaluations a year for non-tenured staff and a minimum of one annual evaluation per year for tenured staff.
- b. Current state law explicitly states that two consecutive unsatisfactory evaluations are grounds for dismissal.
- c. The second Needs improvement becomes an unsatisfactory if given by the same employer, and the third would be unsatisfactory and grounds for dismissal.

Misinterpretations may have been made as related to the 30% of the educator’s evaluation based on value added assessment system data (PVAAS). The correct application of Pennsylvania’s system after running all scenarios shows that good teachers in low performing schools will not be rated unsatisfactory and poor performing teachers in the BEST schools will not be masked.

Concerns related to the Principal’s Evaluation tool have also been addressed. Developed through research relative to best practices, with ongoing input from stakeholder groups and the American Institute for Research (AIR), the primary focus of the principal’s evaluation is

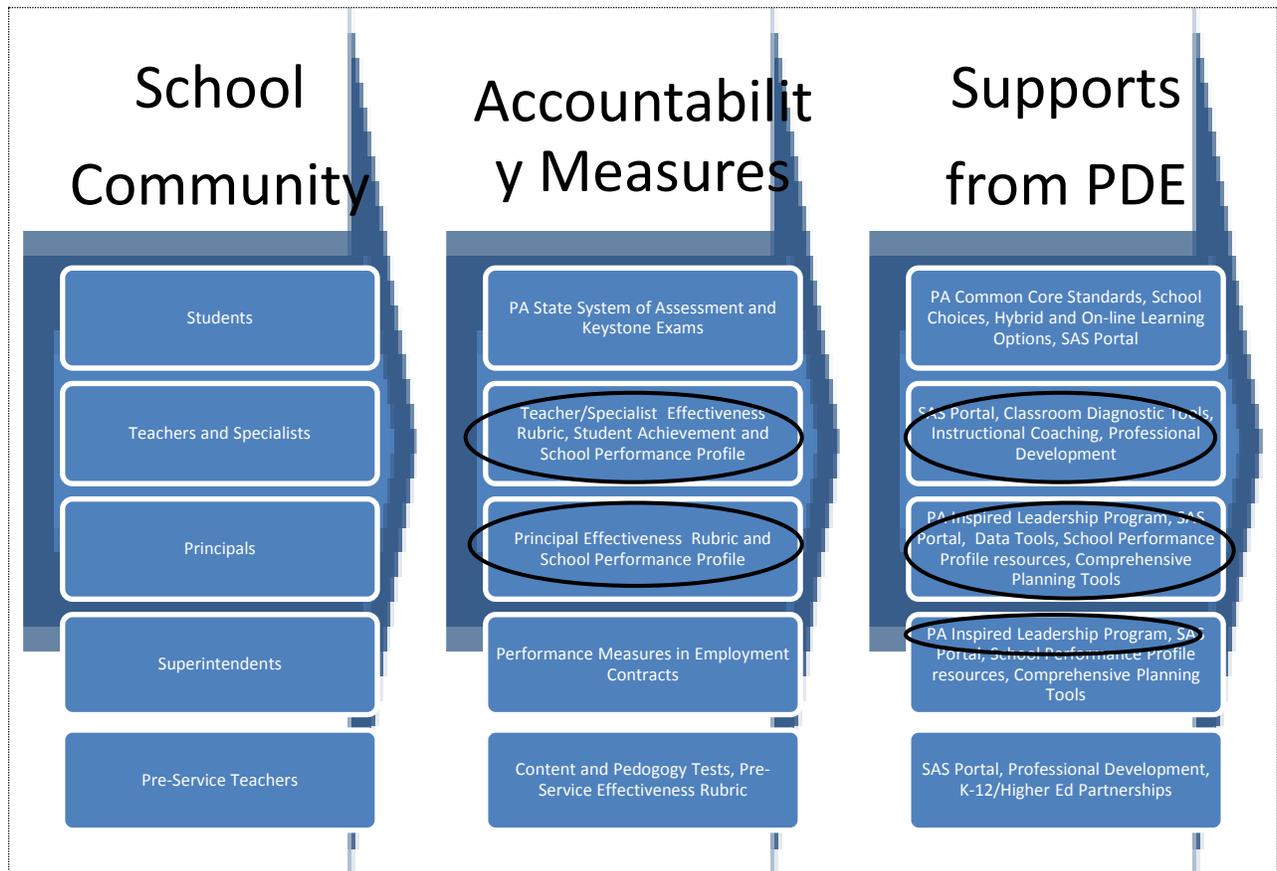
posited in measuring the building leader’s impact on student achievement. Act 82 dictates that the Principal Evaluation system (also referred to as the Framework for Leadership) includes both an assessment of the building leader’s practice, as measured by the clearly articulated rubric, concomitant with the application of a value added measures (VAM) component. A percentage of the principal’s evaluation will be based on the School Performance Profile (which in essence serves as the building grade). In addition a percentage of the building leader’s evaluation will be based on a correlation between her/his evaluation of individual teacher practice and student performance, as measured by standardized assessments for those educators of tested subjects and SLO performance indicators as developed by teachers in non-tested subjects.

Feedback from systems and building leaders involved in Phase II of the implementation process will inform the further development and refinement of the rubric that will be one component of the Framework for Leadership that includes guiding questions for administrators for use in vertical and horizontal dialogues with other professionals and connectedness documents that will inform both the principal’s evaluation system and that of teachers and specialists.

Act 82 specifically requires that the principal shall be evaluated using multiple measures of student achievement data, inclusive of building level data derived from the School Performance Profile (15%) and the correlation data that links the teacher performance evaluation and student achievement (15%) along with the elective data to include principal designed Student Learning Objectives (SLOs), and LEA or nationally recognized assessments (20%). Taken together with the data from the practice side (50%), this will be converted to a three-point rating scale for the annual summative evaluation of overall performance.

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.



TEACHER EFFECTIVENESS: Teacher Evaluation – Background

Pennsylvania began the development of the new teacher evaluation system in 2010 supported by an \$800,000 Gates Foundation grant to facilitate the development of statewide policy, tools, and processes to evaluate teachers and principals developing a model in which student achievement is a significant factor affecting performance ratings. Through the involvement of a stakeholder group (see Appendix P3-B) that included educational and business organizations in the Commonwealth, a framework was selected for the teacher observation piece (Charlotte Danielson *Framework for Teaching*). A small pilot of five local education agencies (LEA) volunteered to use this rubric in the 2010-2011 school year to inform their teacher evaluation process. At the end of this first pilot, a University of Pittsburgh researcher (see Appendix P3-C) conducted a qualitative analysis focusing on the training and the comprehensiveness, validity, transparency, practicality, and quality of the proposed system. In addition, a third party researcher (see Appendix P3-D) conducted a quantitative analysis evaluating the relationships

between professional practices as measured by classroom observation scores and teacher contribution to student achievement.

The results of these studies moved the stakeholder group to make recommendations for revisions, specifically identifying the need for more focused training for the principals using the Danielson *Framework for Teaching* during the formal observation process. With the support from the stakeholder group, PDE conducted a second pilot in 2011 involving 120 LEAs, including school districts, charter schools, intermediate units, and comprehensive career and technical centers.

Employing the same researchers, PDE continued to examine its proposed system and make adjustments at the conclusion of the second pilot. In 2012, and in conjunction with Pennsylvania’s Race to the Top (RTTT) grant, over 290 LEAs joined the final phase of the pilot. A currently ongoing pilot, PA will be collecting data from these LEAs in June 2013 for the researchers as PA continues to evaluate the relationships between professional practices as measured by classroom observation scores and teacher contributions to student achievement.

The Educator Effectiveness System recognizes that teachers in tested areas are one facet of the education community in a school. Many other classroom teachers have assignments (e.g., librarian, art teacher, social studies teacher) in non-tested areas. Still others (e.g., dental hygienist, guidance counselor, occupational therapist) provide critical support services for students. Thus, the Educator Effectiveness System is designed to meet the needs of all of these key educators. The table below lists the multiple measures and the applicability of each measure to each group, as appropriate.

Teacher Effectiveness System: Application of Multiple Measures	
Element	Audience
Observation Evidence	Classroom Teachers – with eligible PVAAS score Classroom Teachers – without eligible PVAAS score Educational Specialists and Licensed Professionals
Building Level Data	Classroom Teachers – with eligible PVAAS score Classroom Teachers – without eligible PVAAS score
Elective Data	Classroom Teachers – with eligible PVAAS score Classroom Teachers – without eligible PVAAS score Educational Specialists and Licensed Professionals
Teacher Specific Data	Classroom Teachers – with eligible PVAAS score

The teacher evaluation component of the Educator Effectiveness System consists of evidence from observation for all educator groups as well as at least one additional measure.

For the classroom teacher in a tested area, multiple measures include both student achievement and growth. While the system includes four components, a staggered

implementation timeline was developed to ensure that the multiple measures are properly vetted (see Appendix P3-F).

Teacher Effectiveness System: Classroom Teachers With Eligible PVAAS Score			
Key Components	Description	Weighting (%)	Implementation
Observation Evidence	Danielson <i>Framework for Teaching</i> observation instrument	50	2013 - 2014
Building Level Data	School academic performance score derived from the School Performance Profile	15	2013 - 2014
Elective Data	Teacher designed Student Learning Objectives, LEA assessments, or nationally recognized assessments	20	2014 - 2015
Teacher Specific Data	Growth measure – 3-year rolling average (PVAAS)	15	2015 - 2016

For the classroom teacher in a non-tested area, multiple measures include student achievement (building level data) and elective data. While this system includes three components, a staggered implementation timeline was developed for this group as well.

Teacher Effectiveness System: Classroom Teachers Without Eligible PVAAS Score			
Key Components	Description	Weighting (%)	Implementation
Observation Evidence	Danielson <i>Framework for Teaching</i> observation tool	50	2013 - 2014
Building Level Data	School academic performance score derived from the School Performance Profile	15	2013 - 2014
Elective Data	Teacher designed Student Learning Objectives, LEA assessments, or nationally recognized assessments	35	2014 - 2015

For the non-teaching professional employee, multiple measures include student performance for all students based upon elective data.

Teacher Effectiveness System: Educational Specialists and Licensed Professionals			
Key Components	Description	Weighting (%)	Implementation
Observation Evidence	Danielson <i>Framework for Teaching</i> observation tool	80	2014 - 2015
Student Performance	Student performance of all students in the school building in which the non-teaching professional employee is employed	20	2014 - 2015

This new system goes beyond the inclusion of multiple measures and is founded in the belief that effective educators need opportunities to articulate their instructional approaches, receive objective feedback for reflection, and proactively identify areas for their own professional growth. To this end, PDE has committed resources to assist in this cycle of continuous professional improvement leading to improved student achievement.

TEACHER EFFECTIVENESS: The Teacher Evaluation System

Overview

PDE has developed a 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 that this system is collaborative and not isolating.

Observation/Evidence Component

Based upon the findings from a literature review produced by the University of Pittsburgh and the recommendation from a stakeholder group representing various professional organizations, the Danielson *Framework for Teaching* has been selected as the model recommended by PDE. This four domain with a twenty-two-component rubric provides the critical evidence to collect for each of the four performance ratings: Distinguished, Proficient, Needs Improvement, and Failing. As previously indicated, this component is 50% of the summative rating.

The *Framework for Teaching* is written in language familiar to teachers and evaluators. For the majority of classroom teachers, the domains represent the construct of their day:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

For those teachers with unique roles and responsibilities PDE has convened practitioners to better articulate the statements of evidence. Still using the Danielson *Framework for Teaching*,

professionals who work primarily with English Language Learners and/or students with special needs have identified statements of evidence that more precisely articulate the role of an effective teacher working with these groups of students. These statements are critical to ensure that evaluators are confident in collecting evidence that best represents what has been observed in these classrooms as well as the use of common language as they provide feedback to staff.

In addition, PDE is currently bringing together practitioners who represent specialists and licensed professionals (non-teaching professional employees). While these professionals may not have a classroom, they provide important supports to students. Based upon the general structure of the Danielson *Framework for Teaching*, these professionals are developing rubrics that are better aligned to their work, but still linked to their role in supporting a culture for learning.

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.

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.

Multiple Measures Components

Three components comprise the multiple measures used in this system: Building Level Data, Teacher Specific Data, and Elective Data.

1. Building Level Data - The Pennsylvania School Performance Profile will provide a quantitative academic performance score based upon a 100-point scale to represent the overall academic performance of each school in Pennsylvania. Scores are calculated based upon defined weighted data elements. If an element is not applicable to a school, that element is nulled out; the score is then adjusted accordingly. Hence, there is no penalty for a non-applicable element. For Educator Effectiveness, the 100-point scale is converted to a 0 – 3 scale to facilitate combining with the other multiple measures.

The score for a school is based upon indicators that define a high performing school.

Many data elements come together to create the academic score. These elements are categorized into five areas.

The first three areas represent 50% of the building level score:

- Indicators of Academic Achievement include PSSA performance, industry standards-based competency assessment performance, grade 3 reading proficiency, and SAT/ACT college ready benchmarks.
- Indicators of Closing the Achievement Gap - All Students scores how well a school is making progress toward proficiency of all students.
- Indicators of Closing the Achievement Gap – Historically Low Performing Students scores how well a school is making progress toward proficiency of high needs students who have historically not demonstrated proficiency.

This category represents 40% of the building level score:

- Indicators of Academic Growth/PVAAS measure the school's impact on the academic progress of groups of students from year-to-year.

This category represents 10% of the building level score:

- Other Academic Indicators assesses factors that contribute to student achievement (e.g., graduation rate, promotion rate).

Schools may earn additional points via Extra Credit for Advanced Achievement based upon advanced performance on state, industry standards-based competency assessments, and Advanced Placement exams.

2. Teacher Specific Data (classroom teachers in tested areas only)

Reporting at the teacher specific level from the Pennsylvania Value-Added Assessment System (PVAAS) will comprise 15% of the overall Educator Effectiveness system in Pennsylvania. PVAAS teacher-specific reporting estimates the effect of a teacher's performance on the academic progress of a group of students. The reports are based on the Education Value-Added Assessment System (EVAAS) methodology provided to Pennsylvania (PA) by SAS EVAAS.

Although measuring academic achievement is important, it only identifies where students are at a specific point in time rather than identifying how much students have progressed. PVAAS provides a measure of academic progress for students by taking into account - *both* their endpoints and their entering achievement levels. Progress depends on the effectiveness of the instructional program: how *well* an educator has met students' needs over a defined period of time. Students arrive at school at different levels of achievement. By concentrating on progress, PVAAS puts the emphasis on what educators *can* influence.

PVAAS teacher-specific reporting serves several purposes including providing a teacher-

specific growth measure to be used as part of Pennsylvania’s Educator Evaluation System, as well as providing diagnostic feedback to teachers regarding their influence on the academic growth of students - including high achieving, low achieving, middle achieving and subgroups of students; including economically disadvantaged, English Language Learners, students with disabilities/IEPs, migrant, gifted, male, female, Title I, and migrant.

PVAAS teacher-specific reporting will inform decisions about which teachers may function effectively in various roles:

- Promoting differentiated instruction in the classroom
- Tutoring students in need of extra support
- Serving as mentors for beginning teachers
- Serving as cooperating teachers assigned to work with student teachers
- Serving as instructional coaches
- Becoming lead teachers
- Serving as members of a school-wide planning committee
- Participating in curricular planning
- Serving as professional development committee members

Teachers receiving PVAAS teacher-specific reporting are temporary or permanent professional employees who hold a valid PA teaching certificate and who have full or partial responsibility for content specific instruction of assessed Eligible Content as measured by PA’s assessments (PSSA and/or Keystone Exams). *This may include other teachers than those who are teachers of record.* Pennsylvania defines the teacher of record as “a temporary or permanent professional educator assigned by a school entity as the primary instructor for a group of students.” [Source: *Highly Qualified Teacher Guidelines* (<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506867&mode=2>)]

- This currently includes PA certified teachers providing content-specific instruction in assessed Eligible Content in subjects/courses/grades assessed by the PSSA and Keystone Exams (with and without accommodations).
- This includes the grades/subjects/courses of PSSA reading and mathematics in grades four through eight; PSSA science in grades four and eight; PSSA writing in grades five and eight; and Keystone-related courses.

Note: The Pennsylvania Alternate System of Assessment (PASA) is not included in PVAAS analyses since there are too few students tested statewide to build a statistical model to yield value-added measures for teachers from this assessment.

Appendix P3-G describes the PVAAS methodology and teacher-specific reporting.

3. Elective Data

PDE has identified Student Learning Objectives (SLO) as the process for the elective data (see Appendix P3-H). Central to the concept is that student achievement can be measured in ways that reflect performance learning of content standards. Teachers draw connections between student learning targets, assessments tasks, and scoring tools. Classroom teachers in both tested and non-tested areas define goals for student learning, collect baseline data, identify target data, and assess how well students met those objectives at the end of the instructional period.

Currently Pennsylvania is using a train-the-trainer model in the development of training to support practitioners in the design and implementation of a Student Learning Objective (SLO). Once this training has been completed, practitioners will come together to develop model SLOs in various content areas, concentrating at first in content areas for which there is no state assessment. These models will be placed on the SAS portal and will available be to educators across the Commonwealth.

Development and implementation of the SLO will be a collaborative process between the educator and their assigned evaluator. This process will be informed by a substantial amount of online support materials provided through PDE, including a process template, content-specific models, assessment literacy modules and refinement checklists. Training to develop SLOs and content-specific performance measures will also be provided through the intermediate unit trainers. It is the intent of these support processes to inform LEAs as to the appropriate standard to which the SLO is to be developed and implemented.

While each educator will establish specific SLOs (using available baseline student achievement data) for the grades/course/content areas in which they teach, PDE recommends that teachers of similar grades/course/content areas work together in developing SLOs. This collaboration can take place within the school or across schools within a district.

The educator's assigned evaluator would be expected to approve, supervise the implementation of and determine if the SLO has been met. PDE recommends that teachers and evaluators hold a pre-implementation and mid-implementation conversation regarding the expected outcomes of the SLO, in addition to the sign-off by both the evaluator and the educator on the Elective Rating as determined by the implementation of the SLO.

TEACHER EFFECTIVENESS: Rating Tool – Teacher Evaluation

PDE is in the process of finalizing a new rating tool that will be used for those with an instructional certificate (see Appendix P3-I). The tool will provide the weighting for each of the four components as well as a conversion chart for a final performance rating. The performance rating categories are defined as Distinguished, Proficient, Progressing, and Failing. Each professional must be rated annually. There are two versions of the rating tool. One will be used for the summative rating for teachers with an eligible PVAAS score and the second for all others.

While the form has been designed for an individual rating, the individual summative rating will

remain with the LEA; only aggregate reporting by performance rating will be submitted to PDE.

Regulatory language will accompany the rating tool to ensure evaluators understand each of the sections that will produce the final performance rating. This language will reinforce policy and procedure: fidelity from LEA to LEA is critical. This underscores PDE's expectation that LEAs will implement the new evaluation with fidelity and will support any LEA who has implementation questions.

TEACHER EFFECTIVENESS: Differentiated Supervision - Teacher Evaluation

Recognizing the need to implement meaningful differentiated supervision, Educator Effectiveness's supervision model may be used to determine the summative rating for a professional for the Observation/Evidence component comprising 50% of the final summative rating.

Differentiated supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment of the formal observation process using the Danielson *Framework for Teaching*. In addition, it provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement.

Participation in differentiated supervision may be available to any tenured professional who has received at least a Satisfactory rating on the Danielson *Framework for Teaching* or an alternate rating system approved by the PDE in the previous two years. Tenured professionals who are newly hired by a district will be eligible to participate in differentiated supervision after successfully completing their first year in the formal observation mode.

LEAs will collaboratively create a timeline for the completion of the professional's differentiated supervision action plan that includes the mid-year review and the end-of-year reporting documents. As part of differentiated supervision, the professional employee will be required to complete a mid-year review and an end-of-the-year self-reflection report with respect to goal setting, planning, progress, and results. It is also recommended that the professional employee report the findings of his/her action plan to a professional learning community.

The professional will select a differentiated supervision mode in collaboration with the supervising administrator. All differentiated supervision modes must be aligned to the Danielson *Framework for Teaching* or a PDE approved alternate system and/or is related to a district or school initiative designed to improve instructional practices. Such modes may include, but not limited to, peer-coaching, self-directed/action research project, or portfolio (see Appendix P3-J).

TEACHER EFFECTIVENESS: Training - Teacher Evaluation

Any large-scale change must be supported with focused, high quality professional development. PDE partnered with its statewide intermediate units (IU) to deliver a two-day

training module for evaluators. These trainers were initially trained in October 2012 by a representative from the Danielson Group and will receive refresher training each year; refresher training focuses on areas identified by the trainers. Since this training is delivered regionally, trainers are familiar with the LEAs and are often aware of the LEA's strengths as well as areas of challenge. Also, these trainers continue to support the LEAs as they encounter issues in implementation or areas needing clarification. This training is offered at no cost to the LEAs that have participated in the pilots.

A core focus has been to provide a vehicle for frequently scheduled opportunities to receive feedback from the work being done with the LEAs. Beginning with the second pilot, PDE has held monthly webinars with its IU regional contacts across the state. These webinars provide the opportunity for both PDE and IU representatives to share critical information. PDE has the opportunity to provide the most recent updates as the implementation date nears. Often PDE is able to hear questions that best represent the thinking of those involved in the work at the local level. In addition, the regional contacts ask questions to assist them to better communicate and provide support at the local level. These monthly webinars inform the development of the Frequently Asked Question (FAQ) documents produced by PDE and posted on the PDE website (<http://www.education.state.pa.us>).

In addition, PDE has committed to providing inter-rater reliability training for evaluators. PDE has contracted with Teachscape: an online program that provides evaluators the opportunity to enhance their knowledge base and understanding of the domains and components in the Danielson *Framework for Teaching*. Currently, Pennsylvania has purchased 5,330 licenses for the *Framework for Teaching Proficiency System* and the online system is available to evaluators at no cost. In addition, participants are able to practice collecting evidence and then by referencing the Danielson *Framework for Teaching* rubric, rate the teacher. Each of these practice videos models the same activity on the proficiency test as well as providing explicit feedback on the rating of the component. Finally, the participant takes a proficiency test to ensure that the focus on collecting evidence has been captured successfully. Since this is the first year of availability, PDE plans to ask for feedback from participants to ensure that the professional development program selected is effective in assisting evaluators to hone their evidence collecting skills and applying that evidence to the Danielson *Framework for Teaching* for both formative and summative feedback. Participants who successfully complete this course also receive Act 45 hours.

Since the rating tool will represent a new way of determining a performance rating, PDE is developing an administrative manual to assist LEAs in their implementation of the new system. This manual will provide guidelines as well as recommendations to assist LEAs as they address the new system and provide direction to their staff.

PDE has also committed to providing support for teachers. This support is available on the Standard Aligned System (SAS) portal (<http://www.pdesas.org/>), a system that is available to all PA educators at no cost. One professional development opportunity, available through Pennsylvania's contract with Teachscape, is the *Framework for Teacher Effectiveness Series*.

This online course provides a deep understanding of the Danielson *Framework for Teaching* by domain and component. In addition, the course provides the participant an opportunity to view master-scored videos of proficient teaching as a model.

The second support provided for teachers, also housed on the SAS portal, is a series of online courses aligned to the Danielson *Framework for Teaching*. These courses have been developed to provide an opportunity for teachers to gain a deeper knowledge of the components within the framework. These courses combine both the theory behind the strategies as well as classroom embedded activities to practice the theory. A facilitator supports each course so that the participant is able to ask clarifying questions. In addition, evaluators are able to select from these offerings to develop a plan of assistance for teachers who have demonstrated an area of need. These courses offer Act 48 credit and are also available at no cost.

TEACHER EFFECTIVENESS: Alternative Evaluation Rating Process – Teacher Evaluation

Act 82, Section 1123 of the Public School Code, also permits an LEA to create an alternative rating tool that must be approved by PDE as meeting or exceeding the measures found in the statute. PDE is finalizing a tool that will guide LEAs through this process by clearly outlining the targets LEAs must meet if seeking approval for an alternative tool. If LEAs seek permission to use a different framework for the observation process, then a detailed alignment to the Danielson *Framework for Teaching* must be completed by the LEA. If permission is being sought to divert from the multiple measures components, a more robust review may be needed. PDE is currently creating a Technical Advisory Committee (TAC) composed of educational researchers, statisticians, and psychometricians to review the multiple measures alternatives (see Appendix P3-K).

TEACHER EFFECTIVENESS: Moving Forward - Teacher Evaluation

As Pennsylvania is poised to implement the new teacher evaluation system in compliance with Act 82, a new stakeholder group has been assembled for input (see Appendix P3-E). This group, composed of practitioners ranging from classroom teachers to higher education faculty as well as parents, met in October 2012 to review and receive detailed explanations of each required components of the new teacher evaluation system. Their questions and feedback assisted the team in refining the work. In February 2013, this stakeholder group will review the final rating tool and again will provide feedback. In March 2013, the Pennsylvania State Board of Education will receive its final briefing and as outlined in the legislation, the rating tool and its supportive regulatory language will be published in the *PA Bulletin* by June 30, 2013. Once published, this will become the system that is to be implemented statewide.

PRINCIPAL EFFECTIVENESS: Principal Evaluation - Background

While teacher quality is a critical element, school leadership also plays a paramount role. Research clearly confirms the role of principals in retaining teachers, improving student learning and creating effective schools; thus, the principal evaluation component of Pennsylvania's Principal Effectiveness instrument will provide data regarding the practices of the principal and various outputs involving student and building achievement.

Pennsylvania's efforts on principal assessment can be traced to 2004-05 when a stakeholder's group of superintendents, principals, and association leaders were brought together with individuals from higher education to review research on how school leaders could impact student achievement. As a result, a set of three core and six corollary leadership standards were incorporated into Act 45 of 2007, which became the basis for the Pennsylvania Inspired Leadership program (PIL). Certified principals and assistant principals, newly hired after January 1, 2008, are required to participate in a PIL induction program that addresses Pennsylvania's Leadership Standards. Superintendents, principals, and assistant principals must also satisfy Act 45 continuing education requirements by completing PIL program courses. A work team from the Pennsylvania Department of Education, using available research in conjunction with input from a stakeholder's group (composed of superintendents and principals), crafted a principal rubric with a focus on:

- Providing sample evidence that could be measured within each of the Core and Corollary Leadership Standards
- Establishing competency levels for each of the Core and Corollary Leadership Standards, requiring an explanation of the evidence used to substantiate the numerical ratings for each of the domains and the overall competency level
- Determining frequency of assessments
- Utilizing assessments that are valid and help inform principal professional development needs
- Incorporating multiple forms of assessment and varying the types of data collected to obtain a holistic view of principal performance

With the goal of improving instructional leadership, classroom practice, and student achievement, the principal evaluation system provides a fair and balanced measure of the critical impact principals have on the learning environment.

The National Institute for School Leadership (NISL), in addition to developing the PIL curriculum, was contracted to develop a School Leadership Standards Evaluation Instrument that would inform development of an evaluation instrument capturing the essential skills and competencies necessary to increase student achievement and teacher effectiveness.

Piloted during the 2010-2011 school year, feedback was largely negative and offered the following criticisms:

- The critical piece in developing any evaluation instrument is the objectivity component that would impact on "who the evaluator will be."
- Compatibility between teacher and principal evaluation tools is essential.
- Research from the Old Dominion Study (See Appendix P3-L) which found positive correlation between those going through the PIL program and the achievement of students in buildings led by PIL trained administrators, particularly at the secondary level, was largely ignored.
- The principal evaluation document must include both qualitative and quantitative feedback.
- Consideration must be given to those principals transitioning into a new building.

- There must be collaborative goal setting denoted in the principal’s evaluation document.

PDE has concluded that while the observation/evidence component will be a part of the annual summative rating for a principal, it also is the basis of the formative supervision provided by the evaluator.

Principal Effectiveness System		
Elements	Description	Weighting (%)
Observation Evidence	Observation instrument	50
Building Level Data	School academic performance score derived from the School Performance Profile	15
Correlation Data	Correlation between student performance and teacher evaluation*	15
Elective Data	Principal designed Student Learning Objectives, LEA assessments, or nationally recognized assessments	20

* Under development

PRINCIPAL EFFECTIVENESS: The Principal Evaluation System

Overview

After receiving feedback based upon the 2010 – 2011 principal evaluation pilot, it was clear that a staggered Educator Effectiveness System implementation was necessary. Thus, the teacher system was identified as a first priority. As noted above, the teacher evaluation system will begin its implementation in 2013- 2014, with full implementation in 2014 – 2015.

The principal evaluation system is currently in its second pilot (2012 – 2103). Approximately 194 LEAs (1,249 schools) are currently using the revised observation instrument and will provide feedback to PDE on its quality and efficacy. This feedback will inform the development of the final instrument.

Building level data is derived from the School Performance Profile, as described above in the Teacher Evaluation System. Correlation Data will seek to link *Framework for Teaching* performance ratings to student achievement. This work is in the development phase; simulations are in process. Elective Data, also in development, will include building specific measures paralleling the evidence used in the Teacher Evaluation System.

Observation Evidence

The observation instrument for principal evaluation (Appendix P3-M) consists of four domains:

- Strategic/Cultural Leadership - The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff

development. The leader articulates and models a clear vision of the school's culture that involves students, families, and staff.

- **Systems Leadership** - The school leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school leader must efficiently, effectively, and safely manage the building to foster staff accountability and student achievement.
- **Leadership for Learning** - The school leader assures a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices.
- **School and Community Leadership** - The school leader promotes the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.

PRINCIPAL EFFECTIVENESS: Rating Tool – Principal Evaluation

PDE is in the process of finalizing a new rating tool that will be used for those with principal certification. The tool will provide the weighting for each of the four components as well as a conversion chart for a final performance rating. Each professional must be rated annually.

While the form has been designed for an individual rating, the individual summative rating will be kept with the LEA and only aggregate reporting by performance rating will be submitted to PDE.

Regulatory language will accompany the rating tool to ensure that evaluators understand each of the sections that produce the final performance rating. This language will reinforce policy and procedure; fidelity from LEA to LEA is critical. This underscores PDE's expectation that LEAs will implement the new evaluation with fidelity and support any LEA who has implementation questions.

PRINCIPAL EFFECTIVENESS: Implementation - Principal Evaluation System

Following two years of research and development, Pennsylvania is in Phase Two of the implementation of a principal effectiveness instrument, which will become the universal evaluation tool for building administrators effective July 1, 2014. It is to be used with all building leaders, in compliance with Act 82. Currently, all School Improvement Grant (SIG) schools and Race to the Top (RTTT) grant recipients are piloting the hybrid instrument. Throughout the implementation process, a principal stakeholder group (see Appendix P3-N) has been meeting in an advisory capacity to review, evaluate, and revise the document based on feedback from the field. This group will continue to convene quarterly to assist in making any course corrections required prior to full implementation in 2014-15. Recognizing that building leadership is second only to teaching in its impact on student learning, the Department has also been soliciting input from our intermediate unit trainers, who not only conducted turn-around training in the field, but also continue to monitor the fidelity of implementation. Plans call for a full briefing to be provided to the Pennsylvania State Board of Education in March 2014, as denoted in the legislation. In addition, the final version of the rating tool concomitant

with supportive regulatory language will be published in the PA Bulletin by June 30, 2014.

Since the rating tool will represent a new methodology to determine performance ratings, PDE will develop an administrative manual to assist LEAs in their implementation; the manual will include guidelines as well as recommendations to assist LEAs and provide direction to their building principals.

PRINCIPAL EFFECTIVENESS: Training - Principal Evaluation

As noted above relative to development and implementation of the teacher evaluation system, monthly webinars with regional leads have proven beneficial. These webinars provide the opportunity for both PDE and IU representatives to share critical information. These monthly webinars now include the principal evaluation system and serve a similar function in terms of dialogue and feedback.

Training on the use of the teacher and principal frameworks will be sustained through the Pennsylvania Inspired Leadership Program (PIL). PIL is a standards-based professional education program offered by the Department of Education through eight regional sites to all active school and system leaders in Pennsylvania. Currently, certified first time principals, vice principals/assistant principals and candidates applying for administrative certificates must participate in the Principal Induction Program.

During the fall of 2012, PIL regional coordinators provided in depth training on the principal effectiveness instrument to IU representatives. The regional coordinators and IU representatives worked collaboratively to provide training to central office administrators and principals.

The strategic intent of PIL is to continue to provide school and system leaders with an aligned and clearly articulated program of preparation, induction, and continuing professional development.

PRINCIPAL EFFECTIVENESS: Alternative Evaluation Rating Process – Principal Evaluation

New legislation does permit an LEA to create an alternative rating tool that must be approved by PDE as meeting or exceeding the measures found in the statute. A PDE developed tool will guide LEAs through this process by clearly outlining the required targets LEAs must meet in order to gain approval for an alternative tool.

If LEAs request permission to use a different framework for the observation process, then the LEA must complete a detailed alignment to the PIL framework. If permission is being sought to divert from the multiple measures components, a more robust review may be needed. PDE is currently creating a Technical Advisory Committee (TAC) composed of educational researchers, statisticians, and psychometricians to conduct reviews.

EDUCATOR EFFECTIVENESS: A Coherent Educator Effectiveness System

Two decades of research have consistently told us that teachers matter more to student

learning than any other in-school factor. Improving the effectiveness of teachers is critical to student success, as well as creating safe, nurturing school environments based on the premise of high expectations for all. Through the Educator Effectiveness Project, Pennsylvania is actively engaged in improving teaching and learning by implementing better teacher, educational specialist, and principal evaluation systems and providing these professionals with the feedback they need to improve their practice.

Research clearly shows that next to classroom instruction, building leadership has the greatest impact on student achievement. Pennsylvania's Principal Effectiveness Instrument will be the major vehicle to improve leadership, learning and overall school performance - as the role of the principal is critical in retaining quality teachers, improving student learning, and creating effective schools.

Measuring principal effectiveness is an important element in promoting and sustaining acceptable levels of teacher performance as it impacts on student learning. Superintendents need to have the tools necessary to accurately and objectively assess the performance of principals on the essential duties of the building leader. Principals need to be advised of expectations and performance standards.

Pennsylvania's Educator Effectiveness System, embracing both teacher and principal effectiveness, addresses student achievement with the belief that all professionals within a school have a major responsibility to create and support an effective learning environment for students.