

RACE TO THE TOP

Pennsylvania Report

Year 2: December 2012–December 2013



U.S. Department of Education
Washington, DC 20202

June 2014

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided \$4.35 billion for the Race to the Top fund, of which approximately \$4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.¹ In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers. Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under the Race to the Top Phase 3, Race to the Top – Early Learning Challenge,² and Race to the Top – District³ competitions.

In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the Race to the Top Phase 1 and Phase 2 competitions. Race to the Top Phase 3 focuses on supporting efforts to leverage comprehensive statewide reform, while also improving science, technology, engineering, and mathematics (STEM) education.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, retaining, and rewarding effective teachers and principals; and
- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, local educational agencies (LEAs), and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs)⁴ take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU works with Race to the Top grantees to differentiate support based on individual State needs, and helps States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).⁵

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, onsite reviews, and Annual Performance Reports (APRs) to draft State-specific summary reports).⁶ The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 2 report for Phase 3 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately December 2012 through December 2013.

¹ The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

² More information on the Race to the Top – Early Learning Challenge can be found at <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>.

³ More information on Race to the Top – District can be found at <http://www2.ed.gov/programs/racetothetop-district/index.html>.

⁴ Participating local educational agencies (LEAs) are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the American Recovery and Reinvestment Act of 2009 (ARRA).

⁵ More information about the Implementation and Support Unit's (ISU's) program review process, State Annual Performance Report (APR) data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

⁶ Additional State-specific data on progress against annual performance measures and goals reported in the Year 2 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

Executive Summary

State's education reform agenda⁷

The Pennsylvania Department of Education (PDE) designed its Race to the Top Phase 3 application to accelerate key aspects of the State's strategic plan for education. As one of seven states to receive a Race to the Top Phase 3 grant, Pennsylvania received a total of \$41.3 million over four years. In school year (SY) 2011-2012, Pennsylvania's education system included 642 LEAs and 3,127 schools. Just over 40 percent of the State's more than 1.7 million students lived in poverty. One hundred ninety three LEAs chose to participate in Race to the Top at the start of the grant period. These LEAs represented 1,145 schools, 625,000 students, and 336,000 students in poverty. Fifty-four percent of students participating in Race to the Top were students living in poverty.

As part of its efforts to implement a comprehensive and coherent approach to education reform, Pennsylvania has been working to implement college- and career-ready standards and high-quality assessments through the adoption and implementation of what are now called the Pennsylvania Core Standards (PA Core Standards), which are aligned to the Common Core State Standards. This includes updating the State's Standards Aligned System (SAS) portal, an interactive website for teachers throughout the Commonwealth, with resources to support the transition from Pennsylvania's existing state standards to the PA Core Standards. The State has also revised its regulations on standards and assessments to reflect the transition to the PA Core Standards and the end-of-course Keystone Exams. Beginning with the Class of 2017, students must demonstrate proficiency through the Keystone Exams in mathematics, science and language arts to earn a high school diploma.

The State is also committed to improving educator effectiveness. As part of this effort, Pennsylvania is implementing new teacher, specialist, and principal evaluation systems that evaluate educators' professional practices and incorporate student growth as a significant factor. Through its Race to the Top plan, Pennsylvania will provide professional development on the use of the new evaluation systems, including how to utilize the information to improve teacher and principal effectiveness.

Pennsylvania's Race to the Top application also includes several initiatives that PDE believes will impact student outcomes and contribute to the State's education reform efforts. In particular, Pennsylvania will focus on expanding student and teacher access to quality courses and instructional resources, increasing access to data that can be used to inform instruction, implementing new educator evaluation systems, and expanding access to high-quality charter schools.

State Year 1 summary

In the first year of Race to the Top implementation, Pennsylvania focused on piloting components of its educator evaluation systems. Building upon lessons learned in the pilots conducted in SY 2010-2011 and SY 2011-2012, the State began using its teacher observation rubric in all LEAs in SY 2012-2013. It also moved into the second year of piloting the professional practices portion of its principal rubric in 237 LEAs. PDE trained its Intermediate Units (IUs) on the teacher observation rubrics and the IUs began training in LEAs.⁸ The State also provided inter-rater reliability training for individuals who will be conducting classroom observations, as well as professional development modules on the observation rubric.

Many of Pennsylvania's Race to the Top projects experienced delays in Year 1 due, in part, to a lack of sufficient State-level staff and management. PDE was delayed in a portion of its standards and assessments efforts, in particular the evaluation of STEM courses available from online course providers, and in developing Math Design Collaborative (MDC) common mathematics tasks for inclusion on the SAS portal. The State also experienced challenges in determining the best direction for its educator dashboard. In Year 1, the State explored multiple visions for this project with PDE staff without choosing a specific direction. These delays led to concerns about Pennsylvania's ability to execute against all elements of its Race to the Top plan in a high-quality and timely manner.

State Year 2 summary

Accomplishments

To support educators in implementing the new PA Core Standards, PDE completed a number of resources available to educators through the State's online SAS portal, including Classroom Diagnostic Tools (CDTs) for grades six through twelve (6-12) in mathematics and science and selected over 30 high-quality online STEM courses for the State's Online Course Catalog (OCC).

In fall 2013, PDE also launched its online School Performance Profile (SPP), a publicly accessible report card for every school in the State. The State plans to use data from the SPP to inform multiple reform initiatives, including educator evaluation systems and PDE's support for the State's lowest-achieving schools. The project team also carried out a series of "road shows" with stakeholders across the State in order to increase awareness and solicit feedback on the SPP.

In Year 2, PDE also continued to implement some aspects of Pennsylvania's educator evaluation systems. In fall 2013, all LEAs began implementation of the State's teacher evaluation system, with performance ratings based on professional practice and

⁷ This section reflects counts of schools and students reported in the State's Phase 3 application.

⁸ Pennsylvania's Intermediate Units (IUs) are part of the State's public education governance structure serving in a role between the State Education Agency (SEA) and the LEAs. The IUs provide region-based services to LEAs across the State. Under the State's Race to the Top plan, the IUs provide a variety of professional development opportunities to LEAs and assist the State in providing oversight of LEAs and their use of Race to the Top funds.

Executive Summary

building-level data.⁹ In order to support LEAs in implementing the new education systems, the State continued to offer professional development opportunities for LEAs through the State's regional IUs, and web-based professional development modules, and webinars. Pennsylvania also implemented multiple pilots on aspects of the State's evaluation systems to introduce the new systems to LEAs and gather feedback. For instance, the State piloted its principal and specialist observation tools in preparation for full implementation in SY 2014-2015 and conducted a student growth roster verification pilot in a portion of LEAs.

Challenges

For much of Year 2, Pennsylvania reported challenges with solidifying internal communications processes, which in part hindered the State's ability to make mid-course corrections and elevate concerns about implementation as needed, and do so across multiple reform areas. Furthermore, the State did not finalize its plan to monitor participating LEAs on programmatic and fiscal processes until October 2013, which limited PDE's understanding of the quality of Race to the Top implementation in participating districts for much of Year 2.

Pennsylvania also faced challenges with progressing against its timelines and goals in some projects to develop resources to support the implementation of the State's new standards and assessments and create data systems to improve instruction. For example, the State did not initiate its educator dashboard in spring 2013 as stated in the State's Scope of Work due to hiring and procurement challenges, thereby impacting the State's ability to meet its goal of providing LEAs and educators with greater access to quality data. Furthermore, as the State progresses further in its implementation of Race to the Top, it is critical that PDE prioritize putting additional feedback and continuous mechanisms into place to better identify common challenges and understand the additional resources still needed by LEAs to ensure they are equipped to implement the State's reforms with fidelity and quality.

By the end of its Year 1 budget period, June 30, 2013, the State reported expenditures totaling 7.2 percent of its Race to the Top grant.¹⁰ The slow pace of spending is reflective of delays in the

work and indicative of the accelerated pace that will be required for Pennsylvania to complete key grant activities prior to the end of the grant period.

Looking ahead to Year 3

During Year 3, Pennsylvania plans to continue progress toward its goal of increasing student achievement in Algebra and Biology and supporting the transition to the PA Core Standards. The State plans to build upon its work with the OCC to ensure students have access to high-quality STEM online courses and begin a statewide implementation of the MDC project beginning in fall 2014. Furthermore, PDE will facilitate the development of curriculum analysis tools for Algebra and Biology with support from the State's IUs to assist LEAs in aligning curricula to Pennsylvania's new standards and assessments.

As part of Pennsylvania's Race to the Top plans, PDE will also continue its data systems work. The State intends to complete a pilot of its Early Warning System project in spring 2014 and roll out the system with LEAs beginning in SY 2014-2015. PDE will also continue to enhance the State's longitudinal data system, Pennsylvania Information Management System (PIMS), to ensure the State and LEAs have access to accurate, high-quality data. The State is also exploring ways in which PDE can streamline its data collection process.

Additionally, the State will continue its implementation of educator evaluation systems for teachers, principals and specialists in Year 3. In SY 2013-2014, teachers will receive their first performance rating using Pennsylvania's educator effectiveness system; this first year will include observation and building-level data. In SY 2014-2015, the State will also fully implement the evaluation system for principals and specialists who are certified but do not provide direct instruction. In addition, educators will implement student learning objectives (SLOs) beginning in fall 2014 for use in evaluations in SY 2014-2015.

⁹ Pennsylvania reports that teachers will likely receive their performance rating in late summer/fall 2014 using school year (SY) 2013-2014 data. This lag is due to the fact that the State and LEAs must validate State assessment data. See *Great Teachers and Leaders* for additional information regarding the State's teacher and principal evaluation systems.

¹⁰ Pennsylvania amended its Year 1 budget period to span 18 months (December 22, 2011 to June 30, 2013) due to the delays in the State completing its Scope of Work. As a result, the State's Year 4 budget spans 6 months.

State Success Factors

Building strong statewide capacity to implement, scale up, and sustain proposed plans

Pennsylvania's Race to the Top team remains staffed with a director and assistant director who oversee the management of all grant projects and support for LEAs. Previously, PDE identified the lack of formalized internal communication as a challenge that, at times, hindered the State's ability to proactively address risks, delays, and related budget implications with project implementation. In turn, some amendment requests were delayed or are forthcoming to the Department. The lack of established protocols also impacted the State's ability to establish mechanisms to assess the quality of implementation of Race to the Top projects and gather feedback from the field. In spring of Year 2, the Race to the Top team developed an internal reporting process to gather monthly updates from grant project managers in order to more effectively identify challenges, risks, and/or delays.

After significant delays to selecting a Strategic Leadership Council (SLC) at the outset of the grant, Pennsylvania convened the SLC quarterly in Year 2 in alignment with the State's Scope of Work. The SLC consists of various stakeholders with the goal of advising PDE on Race to the Top activities and serving as a communications liaison to constituents. Each SLC meeting focuses on a Race to the Top initiative during which PDE staff provides updates on progress and any implementation challenges from the field. As of November 2013, the State reported that they intend to adjust the format and focus of the SLC meetings to provide more opportunities for SLC members to

advise Race to the Top leadership on implementation and strengthen two-way communication with stakeholders.

Pennsylvania's IUs, a network of agencies that provide educational services across the State, continued to serve an important role in the training of participating LEAs on Race to the Top initiatives. In Year 2, PDE reported that they sent regular updates and guidance to the Pennsylvania Association of Intermediate Unit (PAIU) executive and regional directors and provided direct training to IUs to ensure fidelity of implementation.

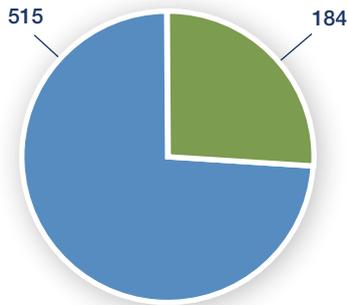
In order to track LEA and IU progress in implementing Race to the Top activities, determine quality, and ensure fiscal compliance, PDE also created a monitoring and oversight plan. During Year 1, Pennsylvania relied on a reimbursement process to monitor LEA expenditures and ensure activities aligned with their approved Race to the Top Scope of Work. However, this process did not provide the State with data to assess programmatic implementation of grant projects or information sufficient to identify those IUs and LEAs needing additional support. Despite significant delays, the State improved its plan for monitoring in Year 2, which PDE enacted in October 2013. PDE set a goal of visiting all 29 IUs before June 2014 and encourages representatives from LEAs to participate in the meeting. As of December 2013, PDE visited 12 IUs and met with representatives from 74 of their participating LEAs. Through the site visits, the State gathers information from LEAs to assess their progress on Race to the Top implementation to date. PDE also reports the monitoring visits help the State identify areas in which LEAs need additional support to ensure high-quality implementation.

State Success Factors

LEA participation

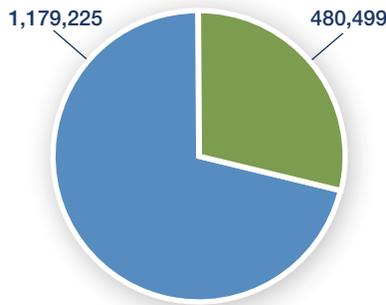
Pennsylvania reported 184 participating LEAs as of June 30, 2013. This represents approximately 29 percent of the State's K-12 students and 34 percent of its students in poverty. Nine LEAs withdrew from Race to the Top in Year 2.

LEAs participating in Pennsylvania's Race to the Top plan



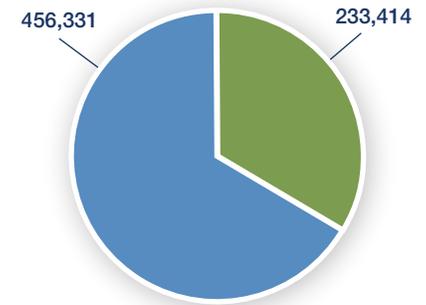
■ Participating LEAs (#)
■ Other LEAs

K-12 students in LEAs participating in Pennsylvania's Race to the Top plan



■ K-12 students (#) in participating LEAs
■ K-12 students (#) in other LEAs

Students in poverty in LEAs participating in Pennsylvania's Race to the Top plan



■ Students in poverty (#) in participating LEAs
■ Students in poverty (#) in other LEAs

The number of K-12 students and number of students in poverty statewide are calculated using pre-release data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD). Students in poverty statewide comes from the CCD measure of the number of students eligible for free or reduced price lunch subsidy (commonly used as a proxy for the number of students who are economically disadvantaged in a school) under the U.S. Department of Agriculture's National School Lunch Program. The students in poverty statewide count is an aggregation of school-level counts summed to one State-level count. Statistical procedures were applied systematically by CCD to these data to prevent potential disclosure of information about individual students as well as for data quality assurance; consequently State-level counts may differ from those originally reported by the State. Please note that these data are considered to be preliminary as of August 21, 2013.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Successes, challenges, and lessons learned

In its approved Race to the Top application, Pennsylvania committed to monitor, assist, and support participating IUs in Race to the Top activities as they play a vital role in disseminating programmatic information and training to LEAs on multiple reform areas. However, for the majority of Year 2, the State did not implement processes for assessing the quality of IU training or for communicating with LEAs. PDE did enact a formal plan to monitor programmatic and fiscal activities of IUs and LEAs in October 2013, which the State believes will help PDE better track LEA progress and improve State supports in the future. The State should continue to prioritize its emphasis on gathering feedback from the field and use this information to improve the training and supports provided through Race to the Top. Given that the State's onsite visits engage IU and LEA-level staff, PDE may also want to consider a shift toward establishing mechanisms to gather

direct feedback from educators to better understand the saturation of reforms across the field and other challenges of implementation.

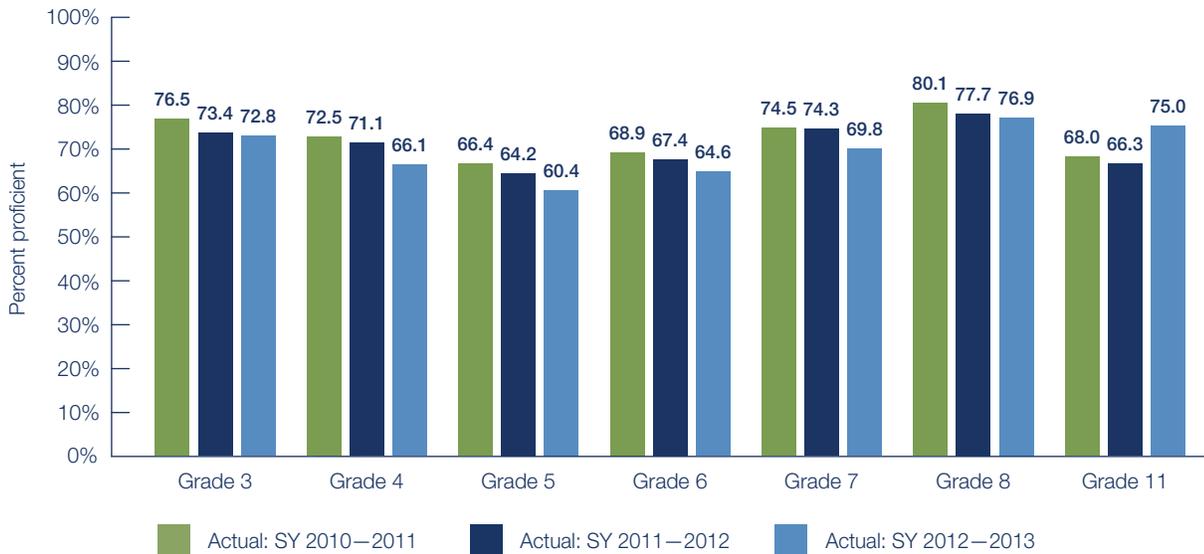
PDE also did not have clear internal protocols in place for project managers to elevate risks and concerns to the Race to the Top team in a timely way for part of Year 2, in addition to having some staff turnover. Without such mechanisms in place, the State faced challenges with identifying implementation challenges and enacting mid-course corrections to ensure high-quality implementation of Race to the Top projects. PDE also faced challenges with creating feedback loops with stakeholders across all of its projects to understand how the saturation and quality of the State's reform efforts. As of spring/summer 2013, PDE took steps to strengthen the internal communication protocols between the Race to the Top staff and grant project managers and is working with the Department to ensure the State's work plans are up-to-date so both PDE and the Department can manage meaningful timelines in the future.

State Success Factors

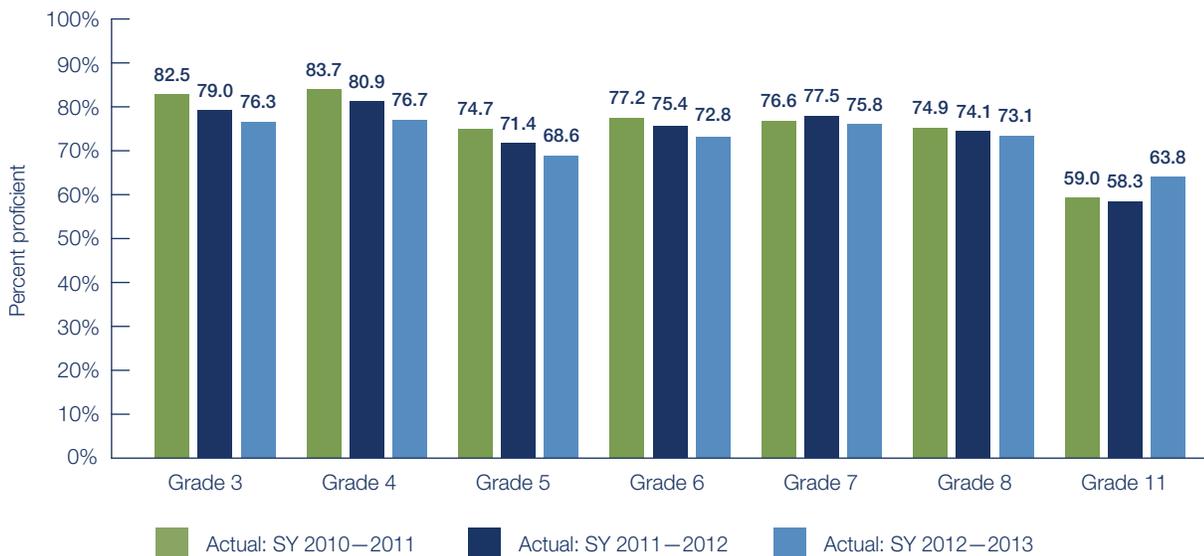
Student outcomes data

Pennsylvania's scores on State English language arts (ELA) assessments generally decreased in SY 2012-2013 when compared to SY 2011-2012. Pennsylvania's student proficiency in mathematics for SY 2012-2013 also generally decreased when compared to SY 2011-2012. However, Grade 11 proficiency in both ELA and mathematics increased in SY 2012-2013 when compared to SY 2011-2012.¹¹

Student proficiency on Pennsylvania's ELA assessment



Student proficiency on Pennsylvania's mathematics assessment



Preliminary SY 2012-2013 data reported as of: August 21, 2013.

NOTE: Over the last three years, a number of States adopted new assessments and/or cut scores.

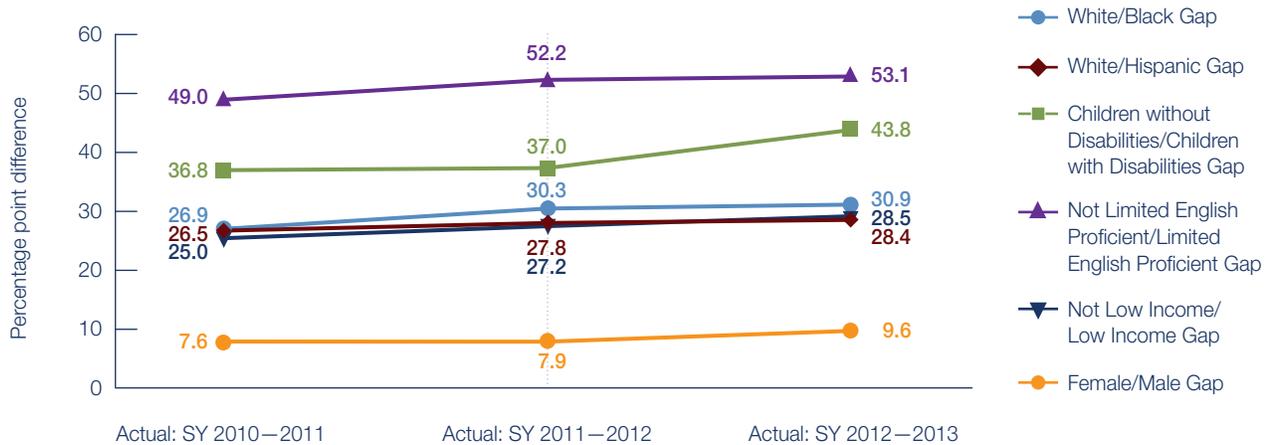
For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

¹¹ In SY 2012-2013, Pennsylvania implemented the State's new end-of-course Keystone Exams in Algebra I, Biology, and Literature. The State reports the Keystone Exams are designed as on track indicators of college- and career-readiness.

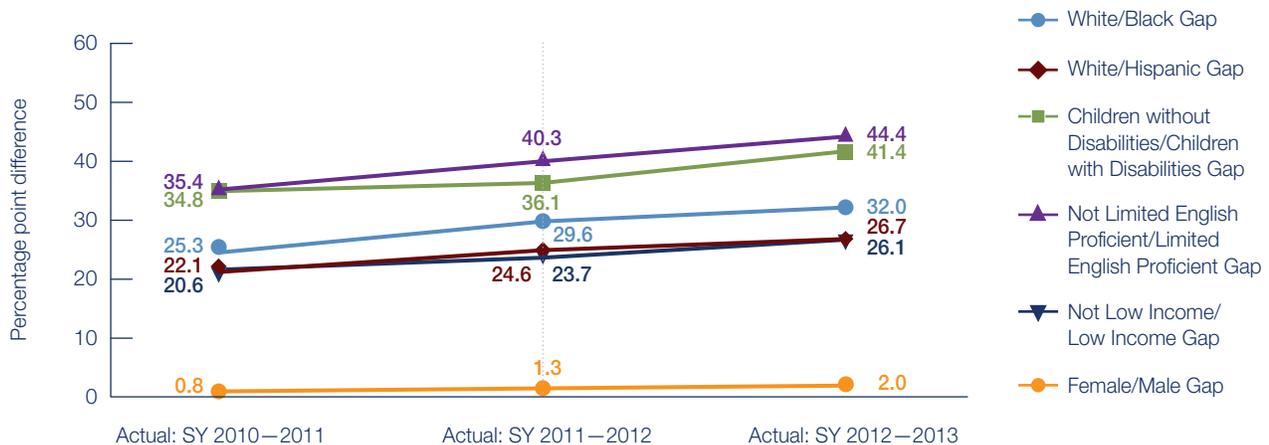
State Success Factors

Achievement gaps on Pennsylvania's State ELA assessment generally increased in SY 2012-2013 when compared to SY 2011-2012. Achievement gaps on Pennsylvania's State mathematics assessment also generally increased in SY 2012-2013 when compared to SY 2011-2012.

Achievement gap on Pennsylvania's ELA assessment



Achievement gap on Pennsylvania's mathematics assessment



Preliminary SY 2012-2013 data reported as of: August 21, 2013.

Numbers in the graph represent the gap over three school years between two sub-groups on the State's ELA and mathematics assessments.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

If the achievement gap narrowed between two sub-groups, the line will slope downward. If the achievement gap increased between two sub-groups, the line will slope upward.

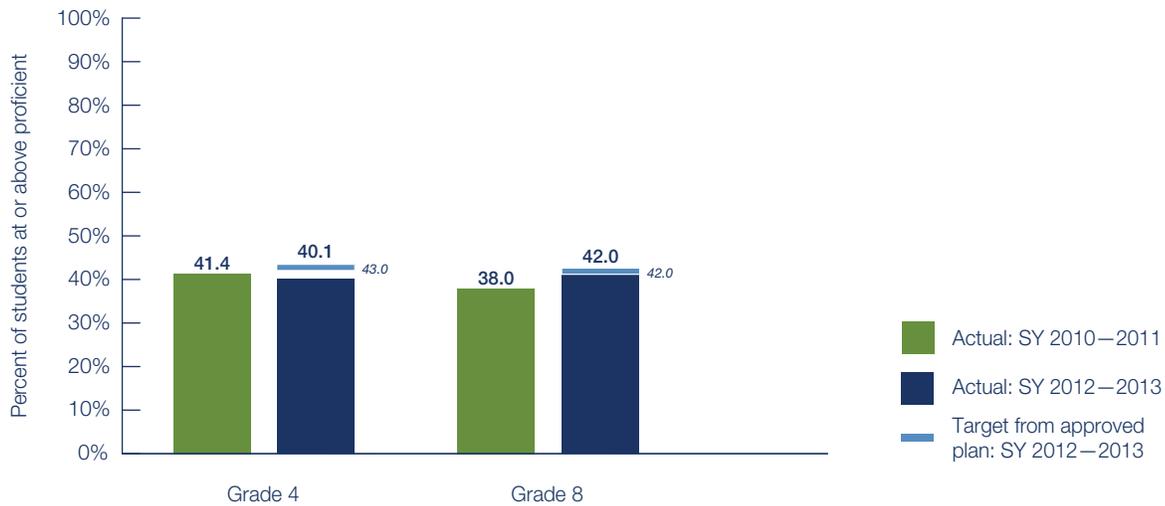
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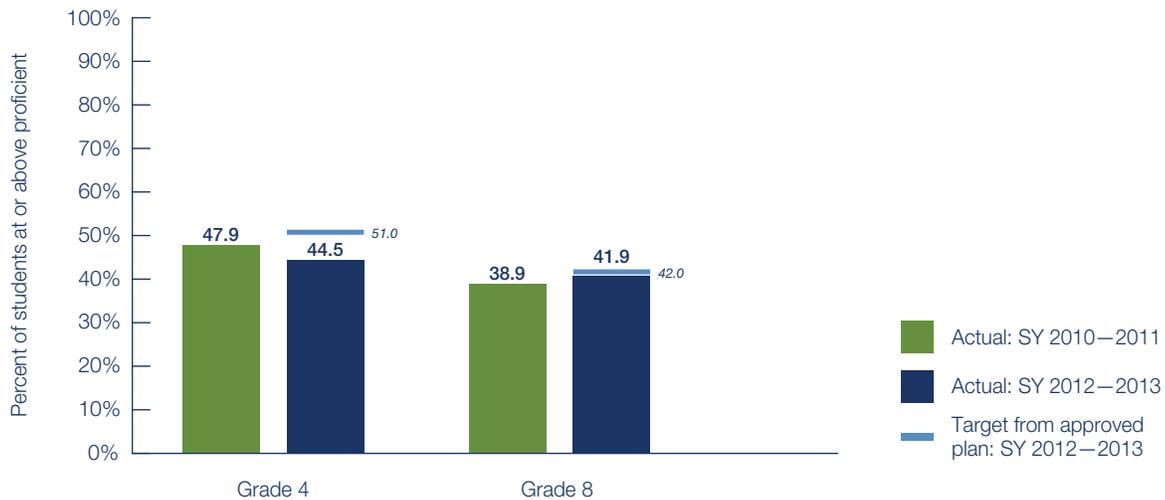
State Success Factors

The percentage of Pennsylvania's students in grades four and eight who were at or above proficient in National Assessment of Educational Progress (NAEP) reading in 2013 was not significantly different ($p < .05$) than in 2011. The percentage of Pennsylvania's students in grades four and eight who were at or above proficient in NAEP mathematics in 2013 was not significantly different than in 2011.

Student proficiency, NAEP reading



Student proficiency, NAEP mathematics



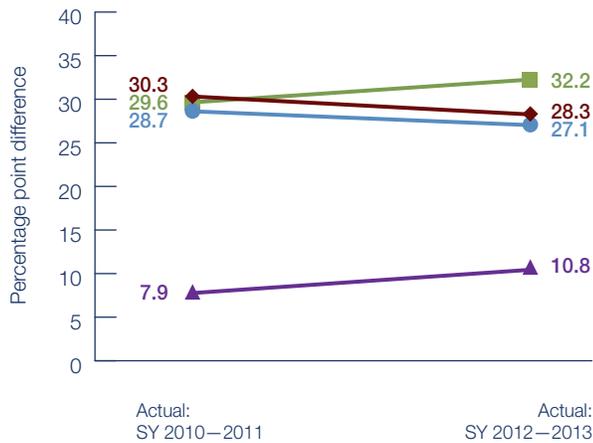
NAEP is administered once every two years. The two most recent years are SY 2010-2011 and SY 2012-2013. NAEP reading and mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Pennsylvania's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.

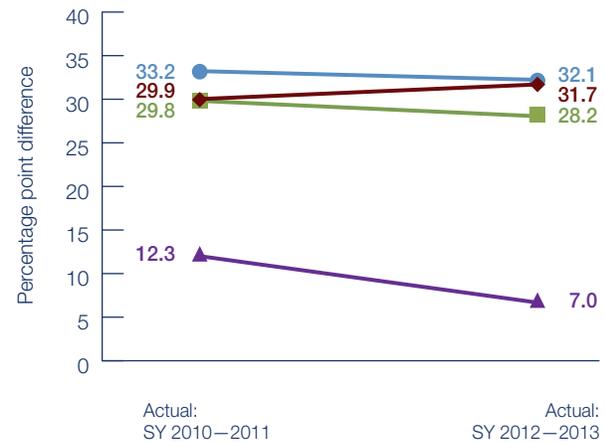
State Success Factors

Between SY 2010-2011 and SY 2012-2013, changes in Pennsylvania's grade four NAEP achievement gaps in reading were mixed, while Pennsylvania's grade eight NAEP achievement gaps in reading generally decreased. Pennsylvania's grade eight achievement gaps on the NAEP mathematics assessment showed mixed results between SY 2010-2011 and SY 2012-2013, and achievement gaps in grade four NAEP mathematics generally decreased.

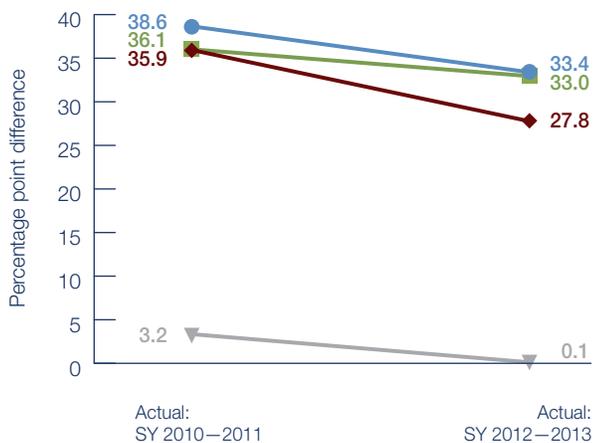
Grade 4 achievement gap on NAEP reading



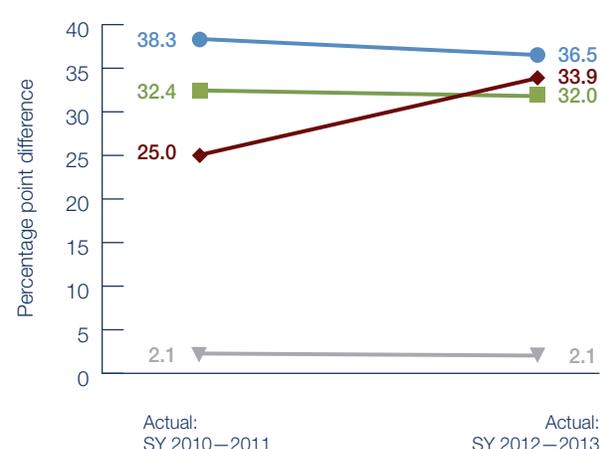
Grade 8 achievement gap on NAEP reading



Grade 4 achievement gap on NAEP mathematics



Grade 8 achievement gap on NAEP mathematics



- White/Black Gap
- ▲ Female/Male Gap
- Not National School Lunch Program Eligible/National School Lunch Program Eligible
- ◆ White/Hispanic Gap
- ▼ Male/Female Gap

NAEP is administered once every two years. The two most recent years are SY 2010-2011 and SY 2012-2013. Pennsylvania's NAEP reading and mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two sub-groups on the NAEP reading and NAEP mathematics.

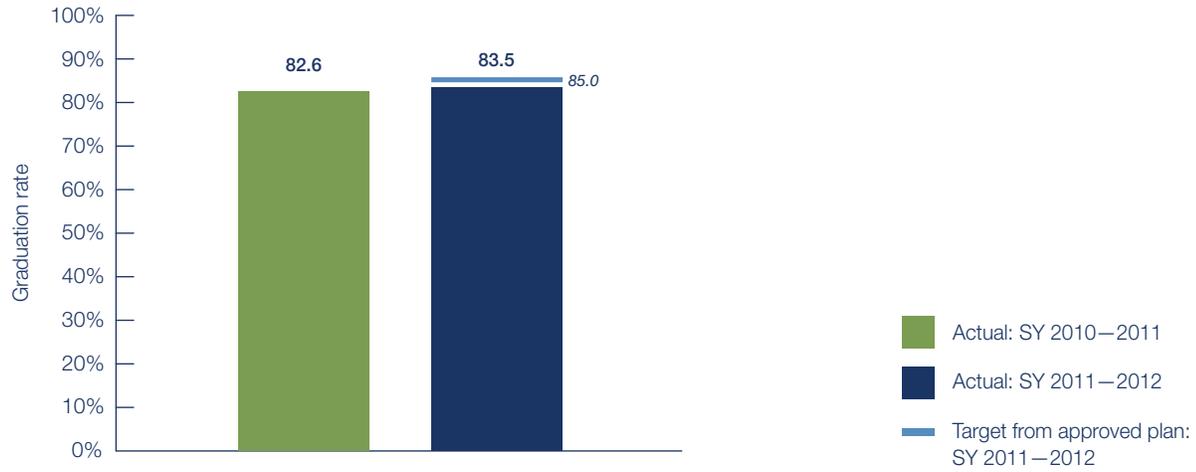
Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

If the achievement gap narrowed between two sub-groups, the line will slope downward. If the achievement gap increased between two sub-groups, the line will slope upward.

State Success Factors

In SY 2011-2012, Pennsylvania's high school graduation rate increased when compared to SY 2010-2011.

High school graduation rate



Preliminary SY 2011-2012 data reported as of: August 13, 2013.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in Race to the Top States.

Supporting the transition to college- and career-ready standards and high-quality assessments

In fall 2013, the State developed and adopted the PA Core Standards, which parallel the content and rigor of the Common Core State Standards, and, according to the State, align with the organization of the Pennsylvania Academic Standards. In Year 2, Pennsylvania remained a member of the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC) and continued to align the Pennsylvania System of School Assessment (PSSA) to the State's PA Core Standards, which the State will implement in SY 2014-2015.

In order to facilitate the implementation of new standards and assessments, the State set out to update and create instructional and curricular resources for educators available through the State's SAS portal. To assist educators in identifying student strengths and better target areas needing improvement, the State uploaded CDTs for mathematics, science, writing/composition, and reading/literature for grades 6-12 in the SAS portal. Each CDT provides teachers with links to additional curricular resources and materials within the State's SAS portal to better differentiate instruction. The State's original plans also included the completion of CDTs in mathematics and science for grades 3-5 by August 2013. However, the State has shifted its timeline to May 2014 in order to field test the CDTs and incorporate feedback from the field. In Year 2, the State also updated its Voluntary Model Curriculum (VMC) for mathematics, science, and ELA for grades 3-12. PDE indicated that the VMC units and lesson plans are aligned to the PA Core Standards and are designed to assist teachers with differentiating instruction based on needs identified through CDTs.

In Year 2, PDE also furthered its plans to increase student access to quality online STEM coursework. In order to maintain proprietary ownership and control of standards, Pennsylvania created a new OCC website to house approved courses. PDE reports that students and parents interested in online course options may enroll through their LEA. The State publicizes the availability of approved courses through PennLink, an email distribution that is sent to all administrators and educators across Pennsylvania, and the State's website.

Online Course Catalog

As of summer 2013, PDE reviewed and approved 34 standards-aligned Biology and Algebra 1 online courses from a number of vendors. The State also finalized contracts with additional reviewers in fall 2013 to expand its catalog to include Advanced Placement (AP) Calculus, AP Biology, and grade ten ELA online courses, which PDE plans to make available by June 2014. In order to ensure the online courses are high-quality and aligned to the PA Core Standards, the State also implemented a review process that utilizes elements of the International Association for K-12 Online Learning (iNACOL) rubric.

The State's MDC, a project to disseminate standards-aligned common mathematics formative assessment tasks and professional development, progressed slowly during Year 2. In Year 1, PDE amended its plans to begin this project in summer/fall 2013 due to delays in hiring the staff necessary to lead this project and faced additional challenges in hiring in Year 2. However, PDE made some progress by refining its strategy to implement the MDC. The State amended its plans in winter 2013 to provide common math tasks for middle school instead of all secondary grades, and to add a pilot in spring 2014 before implementing across the State in SY 2014-2015. PDE believes that an earlier focus on mathematics will lay a better foundation for learning before high school. Additionally, the State reports that a pilot will allow PDE to evaluate lessons learned and refine its strategy before statewide implementation in SY 2014-2015.

Pennsylvania's Race to the Top plans also included the development and implementation of curriculum analysis processes and tools. These processes and tools would be disseminated through Pennsylvania's IUs to ensure that the grades 3-12 mathematics and science curricula are aligned with the new PA Core Standards and prepare students for college and careers. While the State intended to develop a work plan by December 2013, PDE reports that it has yet to begin this project. PDE's implementation of the curriculum analysis resources is slated to begin in July 2014.

Successes, challenges, and lessons learned

In Year 2, Pennsylvania made some progress in strengthening the resources available via the SAS portal as part of its efforts to improve student performance on Algebra I and Biology Keystone Exams and to implement the PA Core Standards. The State updated its VMC for grades 3-12 to align to the PA Core Standards to support educators with the transition to the new standards through sample units and lesson plans. According to the State, the CDTs in mathematics, science, writing/composition, and reading/literature provide teachers with the ability to better assess student needs and resources to differentiate instruction in alignment with the diagnostic results.

Standards and Assessments

While PDE has demonstrated progress in its Standards and Assessments projects in Year 2, the State had additional delays and strategy changes from the State's approved plans. Furthermore, during a portion of Year 2, the State failed to sufficiently update its Scope of Work, which presented challenges for the State's ability to manage toward its timelines and goals. During the Year 2 onsite review, PDE reported plans to strengthen internal communication processes between Race to the Top staff and project managers to ensure the State can proactively address risks, delays, and challenges and submit amendments to the Department accordingly. The State is also working with the Department to update its Scope of Work to better reflect Pennsylvania's progress and plans to date.

PDE reports that educators are aware of the resources available on the State's SAS portal, such as VMC and CDTs, primarily from PDE PennLink messages disseminated to LEAs. It is unclear if the State has the ability to gather feedback from the field to assess the quality of the resources in which the State has invested and whether educators are utilizing the supports with fidelity. As noted above, as the State progresses further in its implementation of the State's PA Core Standards, it is critical that PDE prioritize putting mechanisms into place to gather feedback from teachers and leaders across the State to better identify common challenges and understand the additional resources still needed by LEAs.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Using data to improve instruction

In its Race to the Top plan, Pennsylvania committed to improving Pennsylvania's SLDS, known as PIMS to directly connect data to instructional practices. In turn, the State intended to build the capacity between PIMS and Pennsylvania's Value-Added Assessment System (PVAAS) to report teacher-specific student growth data for the State's educator effectiveness system. In winter/spring 2013, PDE determined the processes for teacher-student data linkage and in Year 2 began the process of modifying the State's data systems to align with these requirements. In Year 2, Pennsylvania provided LEAs the opportunity to participate in two voluntary PVAAS pilots in preparation for integrating teacher-specific student growth data in the State's educator effectiveness system: 1) a roster verification pilot for teachers of tested grades and subjects, and 2) a student growth pilot in which the State provided teachers in tested grades and subjects their student growth measure using SY 2012-2013 data from State assessments. The State reports plans to utilize survey feedback from these pilots to improve its systems for SY 2013-2014.

In Year 2, PDE finalized the State's SPP and publicly released the website in fall 2013. The State intended to release the SPP in October 2012, but experienced delays due to challenges with managing multiple vendors and data systems. The site displays school-level

academic indicators of each school, comprehensive career and technical center, and charter school in Pennsylvania. The State utilizes data from the SPP in its process for determining accountability status for Title I schools, as outlined in Pennsylvania's Elementary and Secondary Education Act (ESEA) Flexibility Request, as approved by the Department in August 2013.¹² Additionally, the SPP will provide a building-level academic score for teachers, specialists, and principals for educator evaluations.

As part of its Race to the Top plan, the State also committed to engaging stakeholders and providing professional development opportunities to IUs and LEAs on the SPP. In Year 2, the State built on its prior engagement with key constituencies to increase awareness and gather feedback on the SPP. PDE created an online professional learning community and led informational "road shows" throughout the State through which it gathered feedback to further enhance the SPP website. PDE also began training IU and LEA personnel on the SPP through in-person professional development and web-based resources available on the SAS portal. The State's plans indicate that the IUs will provide assistance to schools in alignment with their school improvement plans, as requested of IUs. As of summer 2013, PDE reports that the planning for this work is underway.

¹² On September 23, 2011, the Department offered each interested State educational agency (SEA) the opportunity to request flexibility ("ESEA flexibility") on behalf of itself, its LEAs, and its schools, 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. For more information on ESEA flexibility, see www.ed.gov/esea/flexibility.

Data Systems to Support Instruction

In Year 2, Pennsylvania further developed its plans for an educator dashboard, a system designed to provide real-time student data for use by administrators and educators to identify appropriate supports and instructional interventions. The State has indicated that it took steps to ensure that the dashboard complies with the Federal Educational Rights and Privacy Act (FERPA). In summer 2013, the State clarified that the educator dashboard will include an Early Warning System (EWS) that utilizes research-based indicators to identify students most at risk for dropping out of school. Additionally, the system will include an Intervention Catalog of resources to assist schools in the assignment of interventions to those students identified as at risk. Although Pennsylvania has clarified its vision for this dashboard, the State faced delays in Year 2 with implementing this project according to the State's original timeline due to challenges with securing the necessary technology to implement this project. The State originally committed to completing the EWS by March 2013 and to start LEA training in April 2013. However, PDE now plans to pilot the educator dashboard with eight LEAs and IUs in winter 2013 before full implementation in SY 2014-2015.

Successes, challenges, and lessons learned

The State made progress in Year 2 against its Race to the Top goals of strengthening its overall technology infrastructure to ensure data quality and increase access to school and district-level data. Despite delays in finalizing the SPP, PDE made strong efforts to increase awareness of its site in Year 2, reaching over 3,000 stakeholders as of summer 2013 during "road shows" held across the State. Additionally,

the State gathered feedback from stakeholders to further enhance its SPP website. According to the State, it is on track to use SPP data to inform many of its reform initiatives, including evaluations of teachers and principals and supports for the State's lowest-achieving schools.

In Year 2, Pennsylvania reported challenges with maintaining its timeline for modifying State data systems to calculate teacher-specific student growth data and training LEA staff on this process in preparation for the State's evaluation systems. In response, PDE's plans indicate the State will provide Pennsylvania's 24 largest LEAs with onsite and virtual technical assistance beginning in fall 2014 to directly mitigate challenges. The State provided guidance to LEAs about teacher-specific reporting and roster verification through the PennLink system and webinar trainings. PDE also gathered feedback on its system via surveys and "Help Desk" tickets during the PVAAS pilots in SY 2012-2013. However, as of Year 2, PDE has not developed a process to assess LEA capacity and readiness to calculate the student growth element for teacher and principal evaluations. In turn, it is not clear if the State is aware of common challenges and additional supports needed by LEAs.

In both the educator dashboard and SPP projects, the State faced significant delays due to challenges with data systems and working with multiple vendors. Pennsylvania did not submit timely requests to amend timelines and clarify its strategies for these projects. As of December 2013, the State is working with the Department to update its Scope of Work to better reflect its work for these projects and clarify how Pennsylvania will meet its original commitments from its approved application within the grant period.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions. In addition, Race to the Top States are providing high-quality pathways for aspiring teachers and principals, ensuring equitable distribution of effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective supports to all educators.

Improving teacher and principal effectiveness based on performance

Pennsylvania completed a pilot of its teacher professional practice observation tool based on *Charlotte Danielson's Framework for Teaching* in SY 2012-2013. Using lessons learned from this pilot, PDE finalized

the teacher observation tool in summer 2013, which is used for all classroom teachers and specialists with instructional certifications and unique roles and functions. Beginning in fall 2013, the State implemented its first year of the teacher evaluation system, with summative ratings consisting of professional practices (85 percent) and building-level data (15 percent). Pennsylvania will phase in other

Great Teachers and Leaders

elements of its educator effectiveness system for teachers in subsequent school years.¹³

As part of its Race to the Top plans, Pennsylvania also proposed to design and implement rigorous, transparent, and fair evaluation systems for specialists. In summer 2013, PDE clarified that Pennsylvania's educator effectiveness law, Act 82, categorized specialists into two groups: 1) educators with instructional certifications and unique roles and functions (*e.g.*, librarians and literacy coaches) and 2) non-teaching licensed professionals (*e.g.*, occupational therapists and social workers). As noted above, the State will apply the teacher observation tool for specialists with instructional certifications and unique roles and functions for evaluations in SY 2013-2014. In Year 2, the State drafted nine rubrics for non-teaching licensed professionals, which PDE piloted in fall 2013. PDE plans to gather feedback from participants following the pilot in order to refine the rubrics before full implementation in SY 2014-2015.

In winter/spring 2013, Pennsylvania completed its second of three pilots of the principal evaluation rubric with 237 LEAs. Using feedback from participants, the State made revisions and implemented a third pilot of the observation rubric in fall 2013 with 255 LEAs. The State's original plans indicated that LEAs would fully implement the principal evaluation system in SY 2014-2015.¹⁴ However, as of December 2013, the State has yet to complete the regulations for the principal effectiveness system and reports that the framework and timeline are not yet final.

In Year 2, Pennsylvania continued work on developing the student performance portion of its educator evaluation systems. As previously noted (see *Data Systems* section), the State built the capacity within its existing PIMS and PVAAS to provide teacher-specific student growth measures to educators of tested grades and subjects for the State's educator effectiveness system. The State's educator effectiveness framework utilizes a three-year rolling average of PVAAS student growth data, which will be included in summative performance ratings for the first time in SY 2015-2016.¹⁵ PDE clarified that the State will provide teachers of tested grades and subjects with their PVAAS student growth data for informational purposes each year before full implementation in SY 2015-2016. In preparation, the State conducted a pilot in fall 2013 of its release of PVAAS student growth data with educators in a select number of LEAs based on SY 2012-2013 results on State assessments.

Pennsylvania also committed to the development and application of SLOs for the student performance portion of the educator

effectiveness systems. PDE's timeline for the teacher evaluation system indicates that LEAs will integrate SLOs into the teacher evaluation system in SY 2014-2015. In Year 2, PDE engaged SLO workgroups of educators and experts to evaluate SLO templates, which will serve as models for educators across the State. Additionally, Pennsylvania began an SLO pilot with 120 LEAs in SY 2013-2014, engaging all content areas. PDE reported the State is utilizing site visits and surveys as ways through which the State will assess the quality of implementation of the pilot and gather feedback from the field. The State is also in the process of developing a third-party research project of the SLO pilot, but does not anticipate results until mid-summer 2014, which may limit the State's ability to implement changes before SLOs are fully implemented in educator evaluations in SY 2014-2015.

Providing effective support to teachers and principals

In accordance with the State's Race to the Top plan, Pennsylvania continued training LEAs on the State's educator effectiveness rubrics. In Year 2, the State leveraged a train-the-trainer model in which IUs train LEA staff who, in turn, deliver professional development to teachers, principals, and administrators at the school-level. As of June 30, 2013, nearly 80 percent of teachers and 95 percent of principals from participating LEAs were trained on the teacher observation rubric.

In Year 2, the State began training IUs and LEAs on the observation rubrics for principals and non-teaching licensed professionals. In spring and summer 2013, assistant superintendents of LEAs participating in the third pilot of the observation rubric trained principals on the tool. As of June 30, 2013, PDE reports that over 60 percent of principals and 80 percent of superintendents from participating LEAs received training on the principal observation tool. The State also intended to provide training to IUs on the rubrics for non-teaching licensed professionals by September 2013, and then train LEAs starting in October 2013. As of December 2013, the State started training IUs on the observation rubrics for these specialists with a focus on IUs with LEAs participating in the fall 2013 pilot. Following the principal and specialist pilots, PDE plans to make any needed revisions to the observation rubrics and continue training throughout the State.

In preparation for implementation of SLOs in SY 2014-2015, Pennsylvania also created resources and administered training for IUs and LEAs. The State created and embedded online resources for educators to design, build, and review SLO templates on the SAS

¹³ In SY 2014-2015, evaluation results for classroom teachers in tested grades and subjects and specialists with unique roles and functions will include data based on observations (50 percent), building-level data (15 percent), and elective data/student learning objectives (SLOs) (35 percent). Evaluation results for SY 2015-2016 will be based on observations (50 percent), building-level data (15 percent), elective data/SLOs (20 percent), and teacher-specific growth data that is a 3-year rolling average based on State assessments (15 percent).

¹⁴ In SY 2014-2015, classroom teachers and specialists with unique roles and functions in non-tested grades and subjects will include observation data (85 percent) and building-level data (15 percent). In SY 2015-2016, evaluation results for teachers in non-tested grades and subjects and specialists will include observations (50 percent), school performance profile results (15 percent), and elective data/SLOs (35 percent). Principal evaluation results will be based on observations (50 percent), school performance profile (15 percent), correlation between teacher State assessment data and the observation rating (15 percent), and elective data/SLOs (20 percent).

¹⁵ Given the timing of State assessments, the State believes educators will receive summative ratings on a lag. Educators will likely receive a summative rating for SY 2015-2016 by August 2016.

Great Teachers and Leaders

portal, including informational power points, guides, and model SLO templates. Assessment Literacy training is also available through the PDE website to support educators of non-tested grades and subjects in developing SLOs aligned to the PA Core Standards. The State also began face-to-face training for IUs and LEAs, including a convening of all 29 IUs in November 2013 for an introductory SLO training, focusing on best practices and principal engagement. Educators also had the opportunity to attend SLO informational sessions at the State's SAS Institute, a statewide convening hosted by PDE, in November 2013. In addition, in fall 2013, IUs began training LEA SLO implementation teams that will assist schools with creating quality SLOs in the SY 2013-2014 pilot. The training was also open to LEAs not participating in the pilot.

PDE added additional professional development modules aligned to the educator evaluation rubrics to be included on the SAS portal. To date, 40 modules have been developed and embedded in the State's SAS portal. These modules are aligned to the Danielson domains of the State's observation tools and if the observation reveals that an educator is in need of additional support in a domain, they can access appropriate professional development via the SAS portal.

The State's original plans also included engaging teacher preparation faculty in professional development opportunities delivered through the IUs on the educator evaluation systems beginning in fall 2012. As of fall 2013, PDE had not provided clear guidance or expectations to IUs regarding engagement of higher education faculty. However, PDE's Race to the Top staff engaged the State's Office of Higher Education in fall 2013 to establish a plan for this work to ensure that Pennsylvania's Institutions of Higher Education (IHEs) are aware of this plan and the State's educator effectiveness initiatives.

Successes, challenges, and lessons learned

In Year 2, PDE exceeded its goal of training 50 percent of teachers and principals on the observation tool by spring 2013 by training over 80 percent of teachers and 90 percent of principals as of June 2013. The State also exceeded its goals of training 25 percent of principals and superintendents on the principal observation tool in Year 2 by training over 60 and 80 percent, respectively.

At this time, the State has not demonstrated a systematic process for assessing the quality of implementation and professional development opportunities available for teachers and principals on the new evaluation systems. While IUs generally collect feedback in the form of surveys following training for LEAs, it is not clear if PDE staff systematically review this feedback information to identify additional needs to improve existing offerings for educators. LEAs also receive training through a variety of other venues, which the State recognizes to be a challenge for implementing systematic continuous processes as well. As the State moves forward with implementing its teacher and principal evaluation systems, it might be useful for PDE to shift toward ensuring the State has systems in place to gather data regarding how implementation is progressing in LEAs across the State, especially at the educator level, and systems to identify the impact of these reforms in the future.

Pennsylvania also identified the process of rolling out SLOs in preparation for implementation in SY 2014-2015 to be a challenge. PDE began an SLO pilot in fall 2013 and all IUs have also developed SLO training plans for their associated LEAs. However, LEA participation in SLO training opportunities and utilization of State resources are voluntary, which may make it challenging for the State to assess readiness across all LEAs and ensure the implementation of high-quality, rigorous SLOs at the local level.

Charter Schools and Other Initiatives

Ensuring successful conditions for high-performing charters and other innovative schools

In Year 2, Pennsylvania's Race to the Top plans included activities to support the growth and expansion of charter school options. However, work within this area progressed slowly which, according to the State, was due to challenges with staff capacity. In Year 2, the State built upon its web-based inventory of public charters by publishing a separate list of cyber charter schools in operation for SY 2013-2014. Pennsylvania's budget also included funds for the State to create and distribute materials to increase awareness of charter school options by spring 2013, but PDE did not develop these materials in Year 2.

Pennsylvania's second goal in this area includes providing support for the implementation of statutes, regulations and guidelines regarding how charter authorizers approve, monitor, and close charter schools. In winter 2013, PDE demonstrated some progress in its development of a more consistent approval process for cyber charter schools, which represent 14 of the State's 176 charter schools. The State started development of a rubric for the State to use during annual onsite reviews for cyber charter schools. This rubric will assess compliance with State laws, identify best practices, and inform the State's charter renewal review process. The State reports that it will make this resource and others for charter school monitoring available to LEAs to use for brick and mortar charter schools.¹⁶

¹⁶ Authority to approve, monitor, and close brick and mortar charter schools resides with Pennsylvania's LEAs. The Pennsylvania Department of Education (PDE) has the authority to approve, monitor, and close cyber charters, which constitute 14 of the State's 176 charter schools.

Charter Schools and Other Initiatives

Successes, challenges, and lessons learned

In Year 2, Pennsylvania faced significant delays in its charter schools project, especially after a shift in direction during Year 1. As part of its Race to the Top plans, PDE committed to an annual update of priorities and longer-term goals to reinforce accountability and successful

conditions for high-performing charter schools. In Year 1, the State priority was to pass charter school legislation that would have designated PDE as the statewide authorizer for both cyber and brick and mortar charter schools. However, this proposed legislation did not pass. As of fall 2013, there has been little progress within this area. As of October 2013, PDE has placed more focus on this area and solidified priorities that align with the State's Race to the Top goals.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Race to the Top Phase 3 States are committed to providing a high-quality plan with a rigorous course of study in STEM. In their applications, grantees committed to allocating a meaningful share of their award to advances in STEM education in the State. A focus on STEM furthers the goal of preparing more students for an advanced study in sciences, technology, engineering, and mathematics, including among underrepresented groups such as female students.

State's STEM initiatives

The *Standards and Assessments* section above outlines several key aspects of the State's efforts to implement STEM curricula and related supports. Pennsylvania is working to improve student performance on Algebra I and Biology Keystone exams by increasing the expectations for students in upper elementary and middle school grades. Materials, tools and resources on the SAS Portal have also been expanded, including VMC and CDTs for mathematics and science.

In addition, the State has also started initiatives to expand online course access to high-quality STEM-related courses for students across the State. In fall 2013, Pennsylvania launched its OCC. In Year 2, the

State reviewed and approved 34 STEM-related online courses, which are posted on the State's website.

Successes, challenges, and lessons learned

As discussed in the *Standards and Assessments* section above, the State has been slow in initiating the MDC project in Year 2, due in large part to delays in procurement and staffing. In Year 2, PDE made progress despite the delays in staffing by securing the common math task resources necessary for this project. The State plans to hire a Common Math Tasks manager in January 2014 who will begin implementation of the pilot in spring 2014 before a roll-out across participating LEAs in SY 2014-2015.

Looking Ahead to Year 3

In Year 3, the State plans to continue its monitoring and support of IUs and LEAs in Race to the Top activities. As noted in the State's sub-recipient monitoring plan, PDE expects to complete onsite visits with all 29 IUs before June 2014. The State reports its Year 2 monitoring visits will assist the State in identifying those IUs and LEAs needing additional monitoring and support in Year 3. According to the State's Scope of Work, Pennsylvania will also continue to provide technical assistance and professional development opportunities to LEAs and IHEs through the State's IU infrastructure. These supports

and professional development will focus on the State's educator effectiveness initiatives and transition to the PA Core Standards.

Pennsylvania's plans for Year 3 include supporting implementation of the PA Core Standards and assessments through technical assistance, coaching, and tools to educators.¹⁷ The State plans to complete CDTs for grades 3-5 in mathematics and science by May 2014 and a voluntary curriculum analysis tool for Algebra, Biology, and other standards-based courses. The State intends to post these tools on the SAS portal and integrate them into professional development opportunities for LEAs

¹⁷ In SY 2014-2015, Pennsylvania System of School Assessment (PSSA) assessments for grades 3-8 will be based on PA Core Assessment Anchors and Eligible Content. Students will continue to take the end-of-course Keystone Exams, which are designed to serve as indicators of whether or not students are on track for college and career readiness.

Looking Ahead to Year 3

and IHEs. PDE also plans to pilot and fully implement the Math Design Collaborate project to provide standards-aligned formative mathematics tasks to middle school teachers across the State. PDE plans to utilize lessons learned and feedback from its spring 2014 pilot to refine its statewide implementation strategy in SY 2014-2015.

The State is also on track to pilot and launch the EWS component of Pennsylvania's educator dashboard in Year 3. The EWS will be designed to serve as a resource for teachers and schools to use student data in order to identify those needing additional academic, behavioral, or other interventions to better differentiate instruction and other supplemental services.

Furthermore, Pennsylvania will move forward with its plans to implement educator effectiveness systems during Year 3. In SY 2014-2015, teacher evaluation systems will include the elective data element, which will constitute teacher-designed SLOs for most

educators. In SY 2014-2015, the State also plans to fully implement evaluation systems for principals and non-teaching licensed professionals (specialists). The State's Scope of Work indicates that IUs will continue to train LEAs on the educator effectiveness systems, including the new observation rubrics for principals and non-teaching licensed professionals when they are finalized in summer 2014.

In Year 3, Pennsylvania is slated to complete an annual update of the State's charter school priorities and longer-term goals to ensure successful conditions for high-performing charter schools. According to the State's plans, PDE will continue to develop resources and other means to improve the communication and awareness of charter options in the State and serve as a resource to LEAs or other parties interested in pursuing charter school options. This process includes a quarterly review and announcement of resources as necessary. Furthermore, the State will continue to refine PDE resources used to review, approve, support, monitor, and/or evaluate charter schools.

Budget

For the State's expenditures through June 30, 2013, please see the APR Data Display at <http://www.rtt-apr.us>.

For State budget information, see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.

For the State's fiscal accountability and oversight report, see <http://www2.ed.gov/programs/racetothetop/performance-fiscal-accountability.html>.

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (1) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (2) are selective in accepting candidates; (3) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (4) significantly limit the amount of coursework required or have options to test out of courses; and (5) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see <http://www2.ed.gov/programs/racetothetop/amendments/index.html>.)

America COMPETES Act elements: The 12 indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary

school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a \$97.4 billion appropriation.

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The final State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including governors, chief State school officers, content experts, teachers, school administrators, and parents. (For additional information, please see <http://www.corestandards.org/>.)

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting local educational agencies' (LEAs') implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

Glossary

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS): Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities: Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs: LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

Participating LEAs: LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The Partnership for Assessment of Readiness for College and Careers (PARCC): One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.parcconline.org/>.)

Persistently lowest-achieving schools: As determined by the State, (1) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (2) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (1) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (2) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation systems for teachers and principals that: (1) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (2) are designed and developed with teacher and principal involvement.

Glossary

Reform Support Network (RSN): In partnership with the Implementation and Support Unit, the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on: A user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (Smarter Balanced):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.k12.wa.us/SMARTER/default.aspx>.)

The **State Scope of Work:** A detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS): Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement: For the purposes of this report, student achievement (1) for tested grades and subjects is (a) a student's score on the State's assessments under the ESEA; and, as appropriate, (b) other measures of student learning, such as those described in number (2) of this definition, provided they are rigorous and comparable across classrooms; and (2) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth: The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs): A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."