I. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor): Edward G. Rendell Governor Commonwealth of PA	Applicant's Mailing Address: Room 225 Main Capitol Building Harrisburg, PA 17120
Employer Identification Number: 23-2172299	Organizational DUNS: 007782381
State Race to the Top Contact Name: (Single point of contact for communication) Thomas E. Gluck	Contact Position and Office: Executive Deputy Secretary PA Department of Education
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Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name): Gerald L. Zahorchak	Telephone: 717-783-9780
Signature of the Chief State School Officer: Gerald L. Zahorchak	Date: 1/13/10
President of the State Board of Education (Printed Name): Joseph M. Torsella	Telephone: 717-787-3787

Signature of the President of the State Board of Education:	Date:
	1/13/10

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.
(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):	Telephone:
Signature of the State Attorney General or Authorized Representative:	Date:

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Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Employer Identification Number:	Organizational DUNS:
State Race to the Top Contact Name: (Single point of contact for communication)	Contact Position and Office:
Contact Telephone:	Contact E-mail Address:

Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Edward G. Rendell	Telephone: (717) 787-2500
Signature of Governor or Authorized Representative of the Governor: Edward G Rendell	Date: 1-14-2010
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education (Printed Name):	Telephone:
Signature of the President of the State Board of Education:	Date:

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.
(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

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State Attorney General or Authorized Representative (Printed Name): Telephone:

ROBERT A. MULLE, ESQ. 717-783-1111

Signature of the State Attorney General or Authorized Representative: Date:

1/15/10

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).

- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Edward G. Rendell	
Signature of Governor or Authorized Representative of the Governor:	Date:
Edward G Rendell	1-14-2010

Race to the Top
Application for Initial Funding
CFDA Number: 84.395A

TECHNICAL PROPOSAL

Leading Reform: Every Student Ready for College and Career Success

Submitted by:
Commonwealth of Pennsylvania
Main Capitol Building, Room 225
Harrisburg, PA 17120

Contact:
Thomas Gluck
Executive Deputy Secretary
Pennsylvania Department of Education
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Submitted to:
U.S. Department of Education

Date: January 19, 2010

pennsylvania
DEPARTMENT OF EDUCATION

TABLE OF CONTENTS

Section	Page
(A) State Success Factors	
(A)(1) Articulating State's education reform agenda and LEAs' participation in it	1
Summary Table for (A)(1)(ii)(b)	21
Summary Table for (A)(1)(ii)(c)	22
Summary Table for (A)(1)(ii)(c)	22
Detailed Table for (A)(1)	23
(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans	32
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	42
(B) Standards and Assessments	
(B)(1) Developing and adopting common standards	53
(B)(2) Developing and implementing common, high-quality assessments	56
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	59
(C) Data Systems to Support Instruction	
(C)(1) Fully implementing a statewide longitudinal data system	68
(C)(2) Accessing and using State data	72
(C)(3) Using data to improve instruction	77
(D) Great Teachers and Leaders	
(D)(1) Providing high-quality pathways for aspiring teachers and principals	86
(D)(2) Improving teacher and principal effectiveness based on performance	93
(D)(3) Ensuring equitable distribution of effective teachers and principals	108
(D)(4) Improving the effectiveness of teacher and principal preparation programs	117
(D)(5) Providing effective support to teachers and principals	123
(E) Turning Around the Lowest-Achieving Schools	
(E)(1) Intervening in the lowest-achieving schools and LEAs	132
(E)(2) Turning around the lowest-achieving schools	134
(F) General	
(F)(1) Making education funding a priority	151
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	156
(F)(3) Demonstrating other significant reform	165
Competition priorities	
Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM)	171
Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes	173
Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems	175
Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment	179
Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning	179

DEFINITIONS

Alternative routes to certification means 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 language learners[1] and student with disabilities): (a) 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; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

College enrollment refers to the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of graduation.

Common set of K-12 standards means a set of content standards that define what students must know and be able to do and that are substantially identical across all States in a consortium. A State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area.

Effective principal means a principal whose students, overall and for each subgroup, achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

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

Formative assessment means assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.

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[1] The term English language learner, as used in this notice, is synonymous with the term limited English proficient, as defined in section 9101 of the ESEA

Graduation rate means the four-year or extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1).

Highly effective principal means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

Highly effective teacher means 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 this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). 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.

High-minority school is 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.

High-need LEA means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

High-need students means students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in this notice), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners.

High-performing charter school means a charter school that has been in operation for at least three consecutive years and has demonstrated overall success, including (a) substantial progress in improving student achievement (as defined in this notice); and (b) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

High-poverty school means, 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.

High-quality assessment means an assessment designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types

and formats (*e.g.*, open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (*e.g.*, be valid, reliable, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, including English; reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.[2]

Innovative, autonomous public schools means open enrollment public schools that, in return for increased accountability for student achievement (as defined in this notice), have the flexibility and authority to define their instructional models and associated curriculum; select and replace staff; implement new structures and formats for the school day or year; and control their budgets.

Instructional improvement systems means 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 this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) 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.

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[2] Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." Child Development. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in-school and out-of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296 > Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.)

Interim assessment means an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (*e.g.*, by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels.

Involved LEAs means 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 this notice). 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.

Low-minority school is 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.

Low-poverty school means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the lowest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Participating LEAs means 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, 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.

Persistently lowest-achieving schools means, as determined by the State: (i) 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 (ii) 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 (i) 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 (ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Rapid-time, in reference to reporting and availability of locally-collected school- and LEA-level data, means that data are available quickly enough to inform current lessons, instruction, and related supports.

Student achievement means—

(a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) 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 means the change in student achievement (as defined in this notice) 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.

Total revenues available to the State means either (a) projected or actual total State revenues for education and other purposes for the relevant year; or (b) projected or actual total State appropriations for education and other purposes for the relevant year.

America COMPETES Act elements means (as specified in section 6401(e)(2)(D) of that Act): (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 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.

Turnaround Schools: (as defined in Pennsylvania) School in participating districts that: are Title I schools eligible, have at least 50 percent of their students at below basic (2.5th percentile), *and* have both 30 percent or more students below basic (10th percentile) and less than 6.6 percent improvement in percent of students below basic since 2005 (75th percentile). See Appendix 6.1 for complete list of lowest performing schools included in the RTTT.

SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it *(65 points)*

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)[3] or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—*(15 points)*

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

[3] See Appendix D for more on participating LEA MOUs and for a model MOU.

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
(c) Increasing high school graduation rates (as defined in this notice); and
(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

From the establishment of the nation's first public library to the enactment of the 1834 Free Public School Act, Pennsylvania has for centuries led the nation with ambitious education reforms. Policy developments and achievement gains over the past ten years have helped cement this reputation. Pennsylvania has been quick to embrace innovations that have promise as evidenced by the early adoption of the charter school model and cyber education. The state enacted legislation in 1997 permitting these alternative settings. Today our state is home to some of the most effective charter schools in the country. Moreover, we have been a leader when it comes to accountability enacting in 2000 one of the strongest "state take over" and accountability statutes in the nation.

The Keystone state has high expectations for innovation and achievement, and it has backed those expectations up with $4.3 billion in new funds for public schools in the last seven years—a 100 percent increase in the amount of state funds available to operate our public schools in less than a decade. We have taken a prescriptive approach to new investments to target them where they are needed high poverty, high tax effort and districts with greatest achievement gap. Adequate funds and high expectations that mandate improvement and innovation are core elements of why academic improvement in Pennsylvania is among the most impressive in the nation. But our progress is also due to our systemic and comprehensive approach to increase the rigor of instruction and proficiency of students by connecting academic standards and assessments with daily classroom instruction.

Our efforts to improve student performance have also built our skills in scale-based roll-out of ambitious interventions. For instance, at the secondary level, coursework is more rigorous and relevant due to the modernization of every high school classroom with desktop technology for every student and teacher and the training to ensure teachers can use 21st century tools and approaches. Moreover, dual enrollment programming has reached more than 53,000 students, more high schools in poor districts are offering AP course, and the state has finally adopted high school graduation requirements that set a clear bar for all students to reach. For our youngest learners, enrollment in state-funded high-quality early childhood programs has grown from 20,000 to more than 70,000. While the state previously provided no dedicated funding for full day Kindergarten, now nearly 70 percent or 82,000 children receive this all day instruction. For these settings, and our pre-k classrooms, the state has set rigorous standards for what students must learn

and provided intensive teacher training to retool the skill set of nearly every early childhood teacher in the state. Our approach is working—achievement is up: the number of students on grade level in reading and math has increased by nearly 30 percent over the last 7 years, the percent of students in the lowest range—"below basic"—dropped 63 percent in 5th grade and 54 percent in 8th grade and the percent of students at grade level in 8th grade increased by 40 percent.

Race to the Top presents Pennsylvania with an historic chance to build on these gains and the unique opportunity to make our state's powerful teachers unions and their local affiliates full partners in this work. And because Pennsylvania's law imparts vast powers to our local school boards, they too are critical partners to our school success. Pennsylvania invited every school district to participate recognizing that not every district would agree to implement all of the required interventions, meet the high expectations and abide by the strict accountability terms. We are proud that every district in this state took this decision very seriously. To participate in this application, each partner—the local union president, local school board president and the Superintendent—was required to sign the a Memorandum of Understanding which commits the signatories to implement a set of prescribed strategies and to meet accelerated annual proficiency targets. In partnership with the leaders of 120 school districts and 59 charters who signed this Memorandum of Understanding, Pennsylvania has crafted a strategy that we believe can successfully *double the number of students who hit our proficiency targets by 2014*. While the districts that have signed on are diverse—rural, urban suburban, large, medium and small—*they are collectively responsible for educating 56 percent of all low-income students, 75 percent of all African American students, 51 percent of all Hispanic students, and 68 percent of all ELL students in the state*. This is the moment to bring to scale Pennsylvania's comprehensive education reform strategy

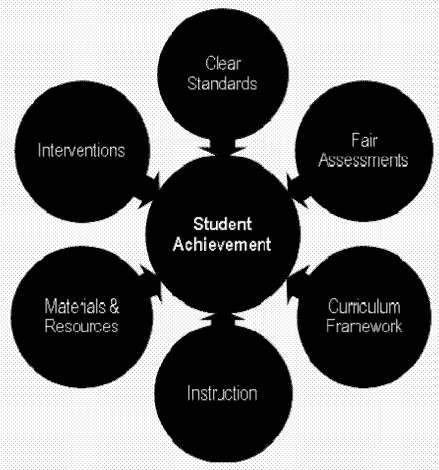
- ***Rigorous academic expectations and assessments*** that will prepare Pennsylvania's students for college and career success and help the Commonwealth transition fully from industrial leader to international competitor,
- ***Quality teaching and school leadership*** that begins with an unprecedented high bar for the approval of teacher preparation programs, newly enacted requirements for becoming principals and superintendents and maintaining certification, nationally recognized approaches to successful teacher induction and introduces a holistic, rigorous method of evaluating principal and

teachers,

- ***Intuitive, high-quality data systems*** that can inform instructional decision making and foster collaboration and communication across years and schools and between educators and parents,
- ***Extending educational opportunity without exception*** by accelerating the pace and intensity of reforms in Pennsylvania's lowest performing schools, and
- ***Knowledge management and dissemination*** to ensure fidelity in implementation of reforms and plan for the continuation of proven programs after Race to the Top funding ends.

In every case, Pennsylvania's reform agenda builds on a foundation of successful policies and reliable provision of services that have produced steady gains in student achievement across a diverse commonwealth. These state-level reforms will be led by a state education agency that has restructured itself for effectiveness by shifting away from compliance monitoring and enforcement toward a stance that emphasizes innovation, flexibility, and strategic partnerships to meet the needs of students and schools. District- and building-level implementation will be managed by the state's regional technical assistance providers, including a statewide network of 29 intermediate units (IUs).

Exhibit 1. Standard Aligned System (SAS)



Rigorous academic expectations and assessments

For the Pennsylvania Department of Education (PDE), extending the promise of standards-based reform to all students in all districts depends on a coherent delivery system–one that positions our state's rigorous academic

standards as a resource rather than a requirement. Pennsylvania's *Standards Aligned System* (SAS) is designed around the six key inputs that drive school functions (see Exhibit 1): (1) Clear academic standards, (2) Fair assessments, (3) Sound curriculum frameworks, (4) Differentiated instruction, (5) Targeted and relevant materials and resources, and (6) Proven interventions. The SAS system includes descriptions of what these components look like in successful schools and provides guidance on how to align to improve instruction and learning. With Pennsylvania's state-of-the-art online portal, educators have ready access to extensive professional development, curricula materials, lesson plans, assessments and other tools necessary to offer high-quality differentiated instruction based on the state's standards and proficiency targets. SAS is the foundation for education reform in Pennsylvania. This common framework ensures that interventions and innovations are connected to the standards, aligned with the assessments and embedded in the Pennsylvania approach to improving curricula and instruction.

Pennsylvania's *Standards Aligned System* provides school districts with additional resources in return for greater accountability

1. Clear, fewer, more rigorous academic ***standards*** that will be aligned to Common Core
2. Customized ***framework of assessments*** aligned to both Common Core and state standards
3. Unique ***curriculum frameworks*** that provide a larger context for why students need to obtain specific skills
4. *Transforming* ***instruction*** to effectively engage students and make learning both relevant and rigorous
5. *Dynamic linkages of* ***materials and resources*** to assessments, instructional strategies, and interventions at the student level
6. Systemic research-driven ***interventions***

With a RTTT award, Pennsylvania will be able to do more, faster—leveraging our existing systems, capacity, stakeholder support, and state and federal resources to significantly and rapidly improve all of our schools, particularly our lowest performing schools. Specifically, we will:

- Transition to internationally benchmarked, common standards and assessments, *raising academic expectations and performance targets,*
- *Improve teacher and leadership effectiveness* through proven supports and rigorous, annual teacher and principal evaluations that inform targeted professional development plans,

- Provide every teacher access to a *state-of-the-art instructional support system* tightly aligned to state standards (including a voluntary model curriculum),
- Adopt one of the four school intervention models in 128 of our lowest performing schools and implement a series of state-required, research-proven reform activities *to extend educational opportunity to all students* in every classroom, and
- Create a research consortium to study RTTT implementation and outcomes and a charter office to identify best practices to *generate and disseminate knowledge* as the initiative is rolled out.

Pennsylvania's Application of Internationally Benchmarked Standards

Pennsylvania is a member of the Common Core Initiative formed by the National Governor's Association and the Council of Chief State Schools Officers to create internationally benchmarked academic standards. The Pennsylvania State Board of Education is poised to adopt these standards assuming that each standard is as rigorous, or more so, than what the state currently expects of our students. We are ready to meet the ambitious timelines set by the U.S. Department of Education because we have an experienced, high-capacity technical assistance system that can focus on preparing our 500 school districts and 135 charter schools to instantiate the new standards and offer the curricula and instructional supports necessary to assist teachers in imparting the content of these new standards. This system is comprised of sophisticated permanent structures that offer field-based professional development, job-embedded learning supported by talented coaches, and web-based tools. With Race to the Top funds, this system will be augmented to ensure a high-quality and rapid diffusion of the key supports to bring the new standards to the classroom level.

Pennsylvania has a highly developed, standards aligned suite of assessments that help teachers and school leaders track student progress and inform differentiated instruction:

- *Summative Assessments:* The statewide assessment (i.e., *PSSA)* and high school end-of-course exams (i.e., *Keystones*) are aligned to state standards and the PSSA is a valid predictor of college readiness and success. In addition, PSSA scores are used to project student growth using the Pennsylvania Value-Added Assessment System (PVAAS).

- *Benchmark/Interim Assessments:* Pennsylvania's well-designed benchmark assessment (i.e., *4sight*) is aligned to both state standards and summative assessments and is utilized by 75 percent of school districts statewide. Administered three times per year in six week or greater intervals, computerized results are available in one to two weeks and provide feedback to both the teacher and student about the student's progress toward achieving grade-level proficiency standards.
- *Formative assessments*: PDE supports the development of formative assessments, aligned with and linked to specific standards. Pennsylvania is developing an online bank of formative assessment items—derived from standards and aligned with the PSSA—which will allow teachers to select items, create customized formative assessments, and receive real-time results to inform instruction for each student. Formative assessment results will be reported, along with links to model units and lesson plans (available September 2010).
- *Diagnostic/Screening assessments:* Pennsylvania will have online, standards-aligned diagnostics that provide information on each student's strengths, weaknesses, knowledge and skills in real time. Administering diagnostic/screening assessments at the beginning of the school year allows teachers to adjust curriculum and instruction to meet students' unique needs.

Pennsylvania is active in three multi-state partnerships to prepare the necessary adjustments to our assessments or adopt new assessments to ensure that our students can be viably evaluated for proficiency in the new standards. We recognize that each of the four components of our assessment suite may require revision based the new standards. Race to the Top funds are essential to support the roll out of new standards and assessments.

Pennsylvania has begun creating a state-of-the-art instructional improvement system that links standards, assessment, curriculum, instruction, materials and resources, and interventions. In December 2009, PDE launched an online instructional tool aligned with PDE's *Standards Aligned Systems* (SAS) complete with diagnostic assessments, customized links to model lesson plans and units, and *ePortfolios* for teachers, all linked to PDE's framework for aligned standards, assessment, instruction, and intervention. The overarching goal of the SAS portal is to identify, organize and deliver educational resources that are aligned to the Pennsylvania

standards. The primary example of this is the Voluntary Model Curriculum (VMC) that provides model unit and lesson plans, closely and directly aligned to Pennsylvania's academic standards. The VMC allows teachers to view individual standards and accompanying unit and lesson plans vertically (from K-grade 8 and through high school courses) and well as horizontally (from September through June in any grade level or subject). Materials contained in the database (approximately 10,000 resources currently) are carefully and closely aligned to the lowest level of granularity of the state standards. Teachers can find just-in-time materials and resources in numerous ways, including through keyword searches, searches through the Pennsylvania standards, and through the Pennsylvania curriculum framework. Further, the materials and resources contained in the SAS database are linked to the diagnostic assessments of individual students so that educational materials, instructional strategies, and interventions are immediately available to address individual student needs. In addition, Pennsylvania's STEM Initiative provides additional resources to schools, teachers and students through a statewide strategy of enhanced science, technology engineering and mathematics education and career development opportunities for students and communities. This strategy is executed by the statewide STEM Initiative in cooperation with five regional STEM Networks across Pennsylvania. Race to the Top funds will ensure that these expert and comprehensive resources are put to effective use in all participating and turn around buildings.

Effective teaching and school leadership

Effective teaching and strong leadership in every school is more than an education reform strategy–it's a fundamental right that should be extended to every child in every community. While Pennsylvania sees the diversity of our school districts and communities as a key strength, variability in the teaching effectiveness across the Commonwealth is simply not acceptable.

More than any other aspect of this application, Pennsylvania is enormously proud that our state's two largest teachers unions and 120 local affiliates–including the Philadelphia and Pittsburgh Federations of Teachers–have committed to reforms that will change the face of teacher placement and evaluation used to support and improve more than a third of the teachers in our state (evidenced by the local affiliates agreement to the demanding terms in Pennsylvania's Race to the Top Memorandum of

Understanding). Pennsylvania's Race to the Top plan will provide educators with broadly expanded access to proven professional development programs, greater opportunity to collaborate with colleagues on effective instructional strategies, and significant voice in designing a fair, evidence-based multi-measure evaluation system. Our partnership with the teachers unions is predicated on the understanding that Pennsylvania must make real progress in four years to ensure that all of its teachers are effective teachers. This means that together with the unions, we will craft a system to identify those teachers who struggle to be effective and provide needed supports to help them improve or the reasonable expectations that those who fail to improve will exit the system. Moreover, this partnership will set the stage to identify fair incentive systems that can be adopted by local school districts in concert with their unions to reward teachers who make exceptional progress with their students.

For our emerging teachers, Pennsylvania has made great strides. The state's newly enacted regulations prescribe what it takes to be an approved teacher education baccalaureate program—the regulations shift the paradigm of the ivory tower, now requiring schools of education to ensure graduates are prepared with the skills and the tools necessary to meet the real challenges they will face in the classroom. From the infusion of technology in instruction to the use of data to inform instruction to adolescent literacy strategies, schools of education have had to significantly revise their course requirements and content to meet our new accreditation requirements. Moreover, these schools must connect their content instruction to the state standards so that we are confident that teachers entering our schools can teach rigorous coursework effectively so our students can meet our internationally benchmarked high school graduation requirements. Finally, because so many of our struggling students were not ready to learn when they started school, our higher education programs were required to retool their curricula to instill well-developed understanding of child development. In particular, these programs must instill a variety of instructional skills to enable graduates to more effectively teach children with who are behind, those with disabilities, and English language learners. Within eleven months, 100 percent of Pennsylvania's teacher preparation programs will have adopted standards consistent with the new regulation. These very basic systemic improvements set the stage for critical Race to the Top activities, such as increased transparency with respect teacher preparation effectiveness, innovative strategies to recruit the best and the brightest to teach in our most challenged schools, and the

cohort-focused hiring strategies expected of our turnaround schools.

Great teachers thrive in schools with great leadership, which is why Pennsylvania has also embarked on equally far-reaching reforms to improve principal or superintendent effectiveness. The Pennsylvania Inspired Leadership (PIL) program created in partnership with the National Institute on School Leadership imparts leadership, management and accountability skills via a non-traditional professional development approach that relies on learning *and practicing* these new skills. Race to the Top resources will be used to expand this model with new content developed to more intensively train principals on the use of data to improve student achievement and teacher practice. Additionally, in partnership with the GE Foundation PDE will impart sophisticated project management skills to our principals so that we can be assured that all the necessary elements of our comprehensive strategy are rolled out on time and with fidelity.

Intuitive, high-quality data systems

Like most states, Pennsylvania has invested heavily in a longitudinal data system to ensure that we follow the trajectory of students while they are in K-12 and increasingly as they enter college and careers. But unlike most states, Pennsylvania has created the necessary partner systems to make those data meaningful at the school, district, and teacher levels. The Commonwealth has more than 7 years of experience working with value-added systems that at a building level gauge the degree of academic improvement year over year. Our superintendents understand the value-added measurement system and use it to prepare what Pennsylvania calls "Getting Results"—strategic plans which use data to identify the "*root cause*" instructional challenges that become the focus of district intervention strategies. Keeping in mind that annual assessments are aligned with the state standards, as are interim assessments used in 75 percent of all school districts, Pennsylvania's SAS portal offers teachers interim and annual student assessment data and value-added data to help them understand the specific, very granular learning challenges of each student so that differentiated instruction can be applied in a meaningful and impactful manner. Moreover, the SAS portal gives teachers customized curricula and lesson plan support tailored to meet the needs of the students in the teacher's class based on automated, real-time analysis of the

students' assessment results.

Race to the Top funds are intended to increase the degree to which teachers and school leaders use data regularly and effectively. Many successful charter school models have strong data application models that are proven to both affect instruction and results. These models will be replicated in every participating district and turnaround school. Moreover, the state's data systems will expand to enable districts to add additional key data elements to their analysis including providing a way for teachers and leaders to connect attendance, discipline, engagement and academic student performance in one dashboard and at the school-level in a trend dashboard by grade and by class. While dashboards are a tremendous innovation, it is their application to improve instruction and student supports and to enhance school climate that is the goal. In Pennsylvania, Race to the Top funds will be used strategically to ensure these improvements take hold.

Extending educational opportunity without exception

Pennsylvania's systems approach, coupled with an expansion of the state's technical assistance network, *was necessary* to tackle the educational challenges of a state with 1.8 million students, 122,000 teachers, 2,100 schools, and 500 districts spread across 46,000 square miles. Today, Pennsylvania has a comprehensive, standards-aligned system, a highly responsive and effective technical assistance network, broad and deep stakeholder support, and *seven consecutive years of steady growth in student achievement*. Since 2002, the proportion of students meeting state academic standards has steadily risen in every grade, in every subject, and for all racial, ethnic, and economic groups of students. And Pennsylvania is the *only* state of the 25 states evaluated by the Center on Education Policy to see increases in student achievement in elementary, middle and high school from 2002 to 2008.[4] Despite our success, Pennsylvania still has a sizable number of low-performing students—25 percent or approximately 500,000 students score below

[4] Center on Education Policy (2009). *State Test Score Trends Through 2007-08, Part 1: Is the Emphasis on "Proficiency" Shortchanging Higher- and Lower-Achieving Students?*

proficient on the State summative measure,[5] the Pennsylvania System of School Assessment (PSSA). Achievement gaps among racial/ethnic and income groups, though declining, remain troubling. Our data show substantial decline in the difference between the percent of White and Hispanic students proficient and advanced in math and reading, but to meet our 2014 goals for reading and mathematics proficiency, *we must significantly accelerate the pace of our reform agenda* and put the remaining elements of systemic reform in place.

The strategy to accelerate the rate of student achievement as outlined in this application will require both the $400 million applied for herein, and the $140 million School Improvement allocation from Pennsylvania's Title I funds. Slightly more than $120 million in funds from this application will be directed to turnaround schools. This includes $49 million from the 50 percent district allocation, and $74 million from the portion that is spent at the state's discretion. These funds will support activities in the 128 persistently lowest performing schools that will be part of the state's Turnaround Initiative. (Thirty-seven schools meet the federal definition; however, Pennsylvania expanded this definition to include 128 struggling schools due to the imperative of rapidly increasing the percentage of proficient graduates.) With this expansion, we project the achievement gap to decrease by about 30-40 percent for African American and Hispanic students and about 15-30 percent for low-income students. Turnaround schools understand they must meet our ambitious proficiency goals for schools and grades in exchange for Race to the Top resources.

Our research and experience for the past seven years has taught us that our lowest performing schools will not dramatically improve until they are able to implement and align the six key inputs of our Standards Aligned System. Where progress has been made on those inputs, dramatic improvements have followed. For example, PDE deployed 75 full-time *Distinguished Educators* to work directly and intensively with 30 of the lowest performing districts in the state and their schools. Distinguished Educators' sole purpose was to build the capacity to implement and align SAS through leadership and teacher development, alignment of resources and organizational structures, and assistance with developing and implementing school improvement plans. More than eighty percent

[5] See Appendix 3 Table 10 for descriptions of PSSA General Performance Level Descriptors

of those districts have shown significant and rapid improvement in student outcomes and we expect even greater returns as we increase the intensity of capacity building at the building level. (See Appendix 11.1 and 11.2 for achievement gains.) Equally important, PDE has demonstrated the impact of large investments, coupled with highly prescriptive requirements, on school improvement and student outcomes.

Continuous Improvement Ensures Improved Outcomes

Our success is contingent on extremely meticulous data collection as each element of the strategy is rolled out. Therefore, in addition to establishing a talented team of professionals that will oversee and track our roll-out, we will also invest significant funds to create a consortium that will evaluate our interventions, offering us mid-course studies that help us refine and improve our strategies and interventions and to identify best practices. These mid-course and summative evaluation studies will help Pennsylvania and other states learn more about what works and provide evidence for what is truly replicable. In addition, the state will invest in the creation of a charter office that will document best practices used by effective charter schools and PDE will use its technical assistance infrastructure to disseminate the knowledge and adoption of these best practices. In this way, our success and lessons learned will reverberate across the state and could spread across country.

Implementation Strength and Scale up: Pennsylvania's Race to the Top

By strategically combining Federal (e.g., Race to the Top, School Improvement) and State (e.g., PA's Basic Education Funds) resources and leveraging our existing technical assistance infrastructure (see Section A(2) for details), Pennsylvania will build on the systems and momentum we have created to meet the following goals by 2014:

Student Outcomes*: Pennsylvania will double its rate of improvement in student achievement between now and 2014*

- 100,000 students will attain proficiency in reading and mathematics
- 93 percent of students will graduate high school with nearly 10,000 more students graduating each year by 2014

- 71 percent of students will enroll in college and be prepared to do the coursework—a 10 percent increase by 2014

School Improvement: *Educators will have the tools and supports necessary to ensure that all students meet high standards*

- Internationally benchmarked, common standards and assessments will be instantiated in every school and classroom
- Every teacher will have access to a state-of-the-art instructional support system tightly aligned to state standards (including a voluntary model curriculum)
- Every district will conduct rigorous, annual teacher and principal evaluations and use the results to inform targeted professional development plans
- 75 percent of teachers and 75 percent of principals will be highly effective and evenly distributed throughout the State (regardless of schools' minority and poverty status)
- 128 of Pennsylvania's lowest performing schools will adopt one of the four school intervention models and implement a series of state-required, research-proven reform activities

For the past seven years, Pennsylvania's policymakers *of both parties* have worked together to pass and implement ambitious education reforms that are having impact for all student groups across one of the nation's most diverse public school systems. Pennsylvania's strategy to ensure replicable success with Race to the Top funds stems from the creation of the following conditions in the Commonwealth:

- **Key partners are committed and deeply understand what must be accomplished** – Pennsylvania's unions and school board leadership at the state and district levels have signed prescriptive Memoranda of Understanding (MOU) that outline strategies, interventions and achievement targets that must be met by 2014 (See Appendix 1.1 through 1.3). To ensure that all key partners fully understood the expectations before signing on, PDE held input sessions for local and statewide leaders to help design the strategy, prepared comprehensive documents to describe the final strategy, and held full-day reading sessions

that were mandatory for districts interested in being included in this application. In addition to superintendents, school board and union leaders attended these mandatory sessions and after those sessions conferred before signing the MOU.

- **Education stakeholders and elected officials will ensure the strategy is sustained** – Because Governor Rendell has only one year left in office, it was critical to build a strong consensus to support the Race to the Top strategy so that the Commonwealth is able to confidently commit to the U.S. Department of Education that it will accomplish the goals set out in this application. Every key elected official, all the major education leaders and their organizations, and all key education stakeholders have endorsed Pennsylvania's Race to the Top strategy. Moreover, since Pennsylvania has for the last seven years built the pillars of this strategy, education stakeholders both understand and "own" the strategy and will ensure the course is maintained into the new administration.
- **Building level performance targets are integral to the strategy** – PDE charted what was the likely level of student achievement growth between now and 2014 based on historical data. We then projected an ambitious, but achievable, improvement trajectory for each building if additional resources were used to implement the state's strategies. When district leaders were asked to sign the MOU, they were given building-level performance targets and understood that they must meet these targets each year for the next four years. District leaders also understood that they would risk losing subsequent year Race to the Top funds if they failed to meet their performance targets and that they could receive additional financial rewards if they exceed their targets.
- **Pennsylvania knows how to roll out large-scale reforms at the district and building levels** – Pennsylvania's technical assistance infrastructure is well developed and proficient in improving classroom practice. This infrastructure can proficiently learn from nation experts and translate that learning into training modules, materials, and job-embedded approaches that can improve district management, building operations, and classroom practice. Moreover, in preparation for this grant application, Pennsylvania has created the key elements of its draft implementation plan (see Appendix 6) and our two largest districts –

Philadelphia and Pittsburgh – have also undertaken significant planning to be prepared for implementation.

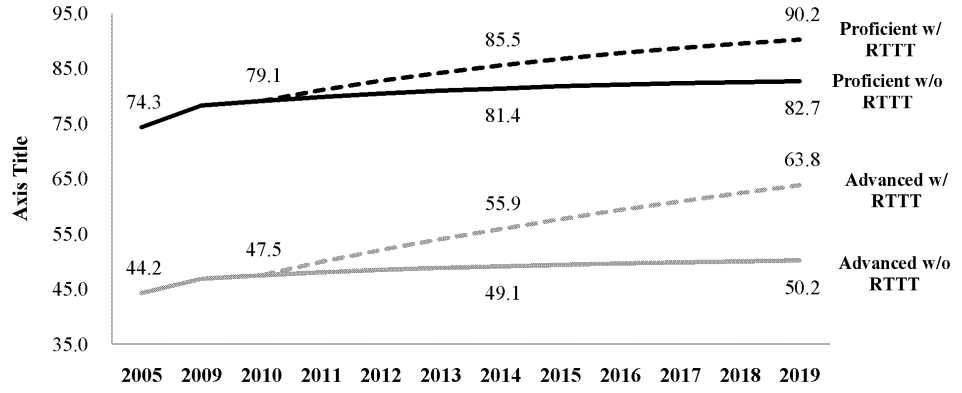
- **Pennsylvania's strategy creates successful early learners and it prepares the next generation of STEM professionals –** Pennsylvania's adoption of proven strategies to boost student achievement by affording students access to high-quality early childhood education will be accelerated by the introduction of a kindergarten assessment aimed at improving the focus on ensuring that students transition to first grade ready to learn. Moreover, Pennsylvania's Race to the Top strategy requires our early learning system to collaborate with turnaround elementary schools to ensure that starting in 2011 every incoming kindergarten student was in a high-quality early learning program the year before. Pennsylvania will also expand STEM activities with Race to the Top funds by offering districts the resources they need to replicate proven STEM models that help accelerate students in our elementary, middle, and high schools and ensure that more students graduate with deep knowledge of STEM concepts.
- **Pennsylvania will double its rate of improvement in student achievement between now and 2014 –** While Pennsylvania takes great pride in the achievement gains made over the last eight years, the current trajectory falls far short of what is needed to meet the ambitious national requirement of No Child Left Behind. Race to the Top funds, applied to implement the strategies outlined will accelerate our rate of improvement and as a result not only enable us to be much closer to the national targets but will also significantly increase the number of students who graduate ready to succeed in college.

Accelerating Student Growth With Proven Interventions

By strategically combining federal (e.g., Race to the Top, School Improvement) and state (e.g., PA's Basic Education Funds) resources and leveraging our existing technical assistance infrastructure (see Section A(2) for details), *Pennsylvania will double its rate of improvement in student achievement between now and 2014.* Exhibit 2 illustrates projections in proficiency and advanced proficiency for elementary/middle grades students on the PSSA math assessment. With RTTT funds, we will accelerate our pace for moving students into advanced proficiency by *five-fold*. By the end of the decade, 9 in 10 elementary and middle grades students will

be proficient in math (approximately 60,000 more than without RTTT funds); two-thirds will be advanced. (This pattern is similar for high school and for reading proficiency—see Appendix 12.)

Exhibit 2. Elementary/Middle School PSSA Math Projections
Percent Advanced and Proficient with and without Race to the Top Funding[1]



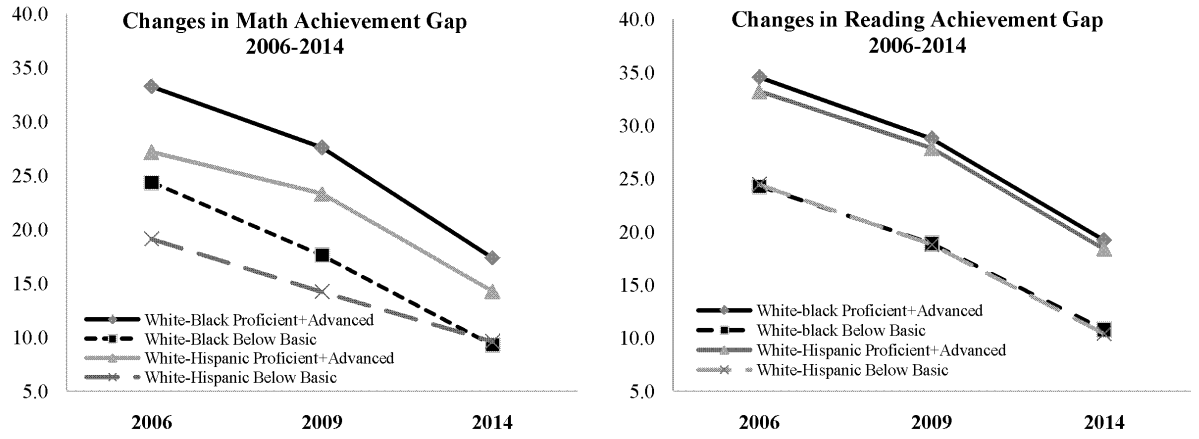
Source: Pennsylvania Department of Education

[1] Projection calculated as follows: (1) For SY2009-2010 schools were projected to improve at the historical mean of annual improvement for similar schools and grade levels between 2006 and 2009. Beginning in SY2010-2011, schools were projected to improve at the 90th percentile of annual improvement for similar schools (2009 performance at the top, middle, or bottom of the distribution) and grade levels (high school or elementary/middle) between 2006 and 2009.

Building on Pennsylvania's substantial progress closing achievement gaps and with significant resources invested in turning around our low-performing, often high-minority and high-poverty schools, we project dramatic decline in achievement gaps over the

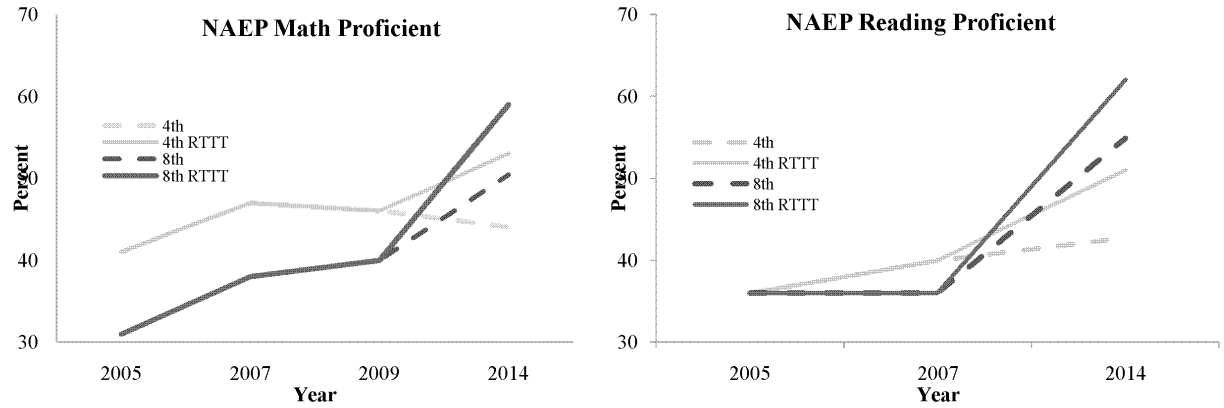
next four years. Exhibit 3 provides point estimates for 2014 that represent differences between subgroups on proficiency. The exhibits show, for example, substantial decline in the difference between the percent of White and Hispanic students proficient and advanced in math and reading.

Exhibit 3. Projected Change in Achievement Gaps by Racial/Ethnic Group for PSSA Math and Reading, 2006-2014



Our projections for NAEP proficiency in math and reading are similar to those projected for the PSSA (see Exhibit 4 and Appendix 12 for projected changes in achievement gaps). Proficiency will rise dramatically and achievement gaps will substantially decline.

Exhibit 4. Projected NAEP proficiency in math and reading by grade with and without Race to the Top Funding[1]



Source: U.S. Department of Education

[1] NAEP and PSSA achievement levels were compared at each grade level for the years 2005, 2007 and 2009 to identify approximate percentile equivalencies. As reported previously, PSSA proficient corresponds closely to NAEP basic across reading and math at grades 4 and 8. PDE analysis indicates that PSSA advanced corresponds closely to NAEP proficiency. NAEP scores were projected at each grade level and subject by using the corresponding PSSA projections with PSSA advanced achievement levels used to project NAEP proficient achievement levels and PSSA proficient achievement levels used to project NAEP basic achievement levels. Projections were adjusted based on the difference between PSSA and NAEP achievement equivalencies in the year for which the most recent data is available (2009 for math; 2007 for reading)

Similarly, the rate of growth in high school diploma earning will accelerate *by three fold* between 2009 and 2014 with RTTT funds. By 2014, Pennsylvania will have a 93 percent graduation rate and about 9,200 more students college and career ready than we would have without RTTT funding. (Graduation rate projections for the population and by subgroup are presented in Exhibit 9 and

Appendix 12.) The number of students enrolling in college will increase by 10 percent in 2014, as will college proficiency—thereby, setting the stage to prepare future generations of Pennsylvania's students for life-long success. (See Appendix 12 for population and subgroup projections for college enrollment and attainment.)

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	179	100.0%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	179	100.0%
(ii) Professional development on use of data	179	100.0%
(iii) Availability and accessibility of data to researchers	179	100.0%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	179	100.0%
(ii) Design and implement evaluation systems	179	100.0%
(iii) Conduct annual evaluations	179	100.0%
(iv)(a) Use evaluations to inform professional development	179	100.0%
(iv)(b) Use evaluations to inform compensation, promotion and retention	179	100.0%
(iv)(c) Use evaluations to inform tenure and/or full certification	179	100.0%
(iv)(d) Use evaluations to inform removal	179	100.0%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	179	100.0%
(ii) Hard-to-staff subjects and specialty areas	179	100.0%
(D)(5) Providing effective support to teachers and principals:		

(i) Quality professional development	179	100.0%
(ii) Measure effectiveness of professional development	179	100.0%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	179	100.0%

** Charters are not LEAs under Pennsylvania state law; in this instance, however, "LEA" refers to both charter schools and school districts*

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	**Number of Signatures Applicable (#)**	**Percentage (%)** (Obtained / Applicable)
LEA Superintendent (or equivalent)	179	179	100.0%
President of Local School Board (or equivalent, if applicable)	179	179	100.0%
Local Teachers' Union Leader (if applicable)	122	122	100.0%

** Charters are not LEAs under Pennsylvania state law; in this instance, however, "LEA" refers to both charter schools and school districts*

Summary Table for (A)(1)(ii)(c)

	Participating LEAs (#)	**Statewide (#)**	**Percentage of Total Statewide (%)** (Participating LEAs / Statewide)
LEAs	179	633	28%
Schools	1,128	3,154	36%
K-12 Students	652,955	1,702,720	38%
Students in poverty	354,252	613,380	58%

** Charters are not LEAs under Pennsylvania state law; in this instance, however, "LEA" refers to both charter schools and school districts*

Detailed Table for (A)(1)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Philadelphia City	268	158,138	132,891	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pittsburgh	69	26,588	20,134	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Bucks	23	20,364	979	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Reading	22	17,860	15,483	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allentown City	22	17,578	13,595	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Bethlehem Area	22	15,152	6,142	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Erie City	23	12,353	8,970	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Upper Darby	14	11,721	4,768	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lancaster	20	11,237	8,913	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hazleton Area	9	10,265	4,900	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scranton City	18	9,445	4,836	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
East Stroudsburg	10	8,141	3,526	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Harrisburg City	17	7,894	7,090	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spring-Ford Area	12	7,511	638	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Abington	9	7,390	1,066	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Coatesville Area	11	6,776	2,199	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Norristown Area	11	6,727	4,242	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pleasant Valley	7	6,401	1,271	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

York City	10	5,966	5,448	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Perkiomen Valley	7	5,845	481	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Wilson	10	5,765	888	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Armstrong	12	5,730	2,293	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Haverford Township	7	5,670	467	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Williamsport Area	10	5,586	3,170	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Central York	7	5,556	1,123	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Quakertown Community	11	5,435	897	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
William Penn	11	5,306	3,642	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warren County	12	5,210	1,993	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Penn Hills	6	4,943	2,395	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wissahickon	7	4,507	507	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Lebanon	7	4,506	3,145	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chester-Upland	10	4,418	3,853	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greater Latrobe	5	4,253	1,024	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Southeast Delco	6	4,159	2,309	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kiski Area	9	4,100	1,018	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
South Western	6	4,080	702	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
McKeesport Area	7	3,966	2,503	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Penncrest	6	3,802	1,378	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Oxford Area	5	3,666	1,020	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Interboro	6	3,636	987	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Hollidaysburg Area	6	3,616	915	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Marple Newtown	6	3,515	217	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Muhlenberg	4	3,497	1,075	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Chichester	6	3,469	1,434	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Bangor Area	5	3,426	957	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Pittston Area	5	3,402	1,225	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Penn-Delco	6	3,399	458	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

West Allegheny	5	3,249	652	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Southern York Co	5	3,203	418	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Pottsgrove	5	3,169	619	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
West York Area	6	3,145	859	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Upper Moreland Township	4	3,141	445	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Crestwood	4	3,127	376	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Big Spring	6	3,070	744	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Pottsville Area	3	3,059	1,528	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Greensburg Salem	5	3,033	1,132	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Indiana Area	6	2,847	759	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Dallas	4	2,780	308	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Octorara Area	5	2,714	529	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Elizabeth Forward	7	2,679	722	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Derry Area	5	2,507	1,020	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Lehighton Area	6	2,483	742	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Harbor Creek	5	2,228	560	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
New Kensington-Arnold	6	2,226	990	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Fort Leboeuf	5	2,201	802	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Jim Thorpe Area	3	2,189	845	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Central Greene	4	2,170	855	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
South Park	3	2,164	362	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Sharon City	4	2,118	1,459	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Hermitage	5	2,114	488	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Girard	3	2,035	802	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Montoursville Area	4	1,976	339	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Burrell	4	1,945	460	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Quaker Valley	4	1,931	276	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Bald Eagle	5	1,900	502	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
East Allegheny	3	1,888	1,011	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Spring Cove	5	1,865	682	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Panther Valley	3	1,795	1,085	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Central Cambria	4	1,792	492	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
North East	4	1,781	671	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Penn Cambria	5	1,761	669	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
New Brighton Area SD	3	1,745	892	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Kutztown Area	6	1,655	293	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
East Lycoming	4	1,648	519	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Mohawk Area	2	1,634	542	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Catasauqua Area	3	1,608	504	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Mount Union Area	5	1,494	792	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion Center Area	3	1,481	619	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Bellwood-Antis	3	1,361	389	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Schuylkill Haven Area	3	1,347	449	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Union City Area	3	1,313	669	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Iroquois	2	1,242	653	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Kane Area	3	1,229	479	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Jeannette City	3	1,212	672	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Minersville Area	3	1,210	497	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Curwensville Area	3	1,188	440	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Northern Cambria	3	1,184	516	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Frazier	4	1,157	445	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Allegheny Valley	3	1,145	367	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Aliquippa	3	1,136	955	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverview	3	1,111	386	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Northern Bedford County	2	1,089	436	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

Brockway Area	2	1,076	447	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Tussey Mountain	4	1,069	514	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Monessen City	3	977	639	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Montgomery Area	4	952	299	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Meyersdale Area	3	930	339	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Glendale	2	854	404	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Morrisville Borough	3	853	343	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Clairton City	3	793	639	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Weatherly Area	3	744	275	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Cornell	3	676	353	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blacklick Valley	2	665	339	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Jenkintown	3	583	37	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Fannett-Metal	3	564	152	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Duquesne City	1	502	459	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Turkeyfoot Valley Area	2	386	183	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harmony Area	3	373	206	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Midland Borough	1	350	236	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Salisbury-Elk Lick	2	315	111	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Pennsylvania Cyber CS	1	7,702	2,958	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Commonwealth Connections Academy CS	1	2,736	1,474	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Chester Community CS	1	2,376	2,129	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Franklin Towne CHS	1	990	767	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Renaissance Acad-Edison CS	1	933	256	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

Hardy Williams Academy CS	1	879	879	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Renaissance Advantage CS	1	879	879	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Christopher Columbus CS	1	779	490	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Maritime Academy Charter School	1	776	698	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
MAST Community Charter School	1	776	698	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
First Phila CS for Literacy	1	760	695	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Lincoln CS	1	756	693	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
West Oak Lane CS	1	733	432	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Antonia Pantoja Community CS	1	726	661	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Independence CS	1	722	333	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Nueva Esperanza Academy CS	1	705	705	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Delaware Valley CHS	1	659	601	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
New Foundations CS	1	545	312	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Architecture and Design CHS	1	538	221	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
People for People CS	1	530	468	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
New Media Technology CS	1	501	103	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Freire CS	1	495	495	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Global	1	495	495	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

Leadership Academy CS																							
Green Woods CS	1	495	495	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Lincoln Park Performing Arts CS	1	472	132	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Philadelphia Performing Arts CS	1	471	230	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Mastery CS--Shoemaker Campus	1	464	360	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Laboratory CS	1	452	205	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Lehigh Valley CHS for the Performing Arts	1	440	61	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Philadelphia Harambee Inst CS	1	421	245	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Propel CS-Homestead	1	412	368	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Pocono Mountain Charter School	1	405	224	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Bear Creek Community CS	1	403	137	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
West Phila. Achievement CES	1	379	344	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Sankofa Freedom Academy CS	1	373	220	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Russell Byers CS	1	373	220	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Propel CS-East	1	349	198	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

Propel CS-McKeesport	1	340	287	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
KIPP West Philadelphia Preparatory Chart	1	338	279	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
KIPP Academy Charter School	1	338	279	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Khepera CS	1	335	248	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Propel CS--Montour	1	332	149	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
New Hope Academy CS	1	316	251	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Roberto Clemente CS	1	316	268	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Alliance for Progress CS	1	290	258	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Boys Latin of Philadelphia CS	1	268	251	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Erin Dudley Forbes CS	1	259	28	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Planet Abacus CS	1	257	142	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Franklin Towne CES	1	247	*	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Montessori Regional CS	1	208	67	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Urban League of Pittsburgh CS	1	203	164	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Manchester Academic CS	1	192	118	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Ad Prima CS	1	186	91	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Center for Student Learning CS at Pennsbury	1	109	46	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

Belmont Academy CS	1	98	85	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Crispus Attucks Youthbuild CS	1	83	79	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Tuscarora Blended Learning CS	1	66	23	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Universal Institute CS	1	66	23	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Lincoln Leadership Academy	1	*	*	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
**Schools opened in Fall 2009; data not yet available*																							

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans *(30 points)*

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— *(20 points)*

(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
(d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— *(10 points)*

(a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
(b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also

include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

Pennsylvania is requesting $400 million from the U.S. Department of Education's Race to the Top (RTTT) Initiative to build the capacity to significantly accelerate school improvement, double the rate of student proficiency, and substantially decrease achievement and attainment gaps. These funds, in tandem with the $140 million in School Improvement funds that will be repurposed to implement our RTTT plans, are both necessary *and sufficient* to meet the ambitious goals summarized in our application.

We recognize that RTTT funding poses significant management challenges regarding rapid and effective implementation, meeting ambitious performance goals efficiently, and building sustainability for successful systems, programs, and practices. Pennsylvania is prepared to expand its capacity to provide appropriate assistance and support to participating districts and charters schools in the implementation of Race to the Top initiatives. Over the past seven years, the Pennsylvania Department of Education (PDE) has moved away from the traditional state agency's compliance-focused approach and transformed itself into an effective provider of technical assistance to help districts and schools meet their goals and performance targets. We have implemented a multitude of sophisticated tools and resources to proactively support and assist districts and schools in their daily work of educating

children. These supports include:

- *Getting Results!* (see Appendix 8) the PDE's online strategic planning tool;
- PIMS, the Pennsylvania Information Management System, our statewide longitudinal data system;
- PVAAS, the Pennsylvania Value-Added Assessment System which provides student growth data to districts;
- RtII, the Response to Instruction and Intervention framework and professional development; and
- SAS, the Standards Aligned System and the tools and resources of the SAS Portal, a comprehensive instructional improvement system aligning standards, assessments, curriculum framework, instruction, materials and resources and interventions.

We rely upon a sophisticated technical assistance infrastructure to help implement these resources across our 500 districts and many charter schools. This network is composed of 29 intermediate units (IUs), the Pennsylvania Training and Technical Assistance Network (PaTTAN), and the Distinguished Educator (DE) Program, described in more detail below. Together, IUs, PaTTAN, and Distinguished Educators provide direct comprehensive technical assistance services to schools and districts, addressing every aspect of schooling. Race to the Top funds will enable us to expand the capacity of this infrastructure which is necessary to implement a common vision and systemic approach to reform with fidelity.

To expand capacity at all levels of our system, we will develop a set of implementation tools and routines to facilitate tracking of progress and identification and resolution of critical challenges in the system. Specifically, our implementation approach includes the following activities:

- PDE will hire 5 talented professionals to ensure implementation fidelity of the Race to the Top initiative, while leveraging existing resources and ensuring that the Race to the Top reforms *become* the work of PDE,
- PDE will develop a system to monitor progress in implementation and outcomes and to work with project leadership to identify and overcome obstacles,

- PDE will increase the successful IU train-the-trainer model to accelerate capacity building and embed supports in schools,
- PDE will establish a State Charter Office to share charter school best practices, support expansion and provide oversight of charter school performance,
- PDE, in partnership with the State Board of Education, will establish a Consortium for Pennsylvania Research, Evaluation, and Policy Analysis, and
- Participating districts and charter schools will receive technical assistance and job-embedded professional development through the IUs, PaTTAN and DEs as appropriate to build their capabilities to ensure fidelity of implementation of RTTT activities.

Pennsylvania is proposing to ensure sustainability with a State Leadership Council and investment of State Board as follows.

Strategic Leadership Council

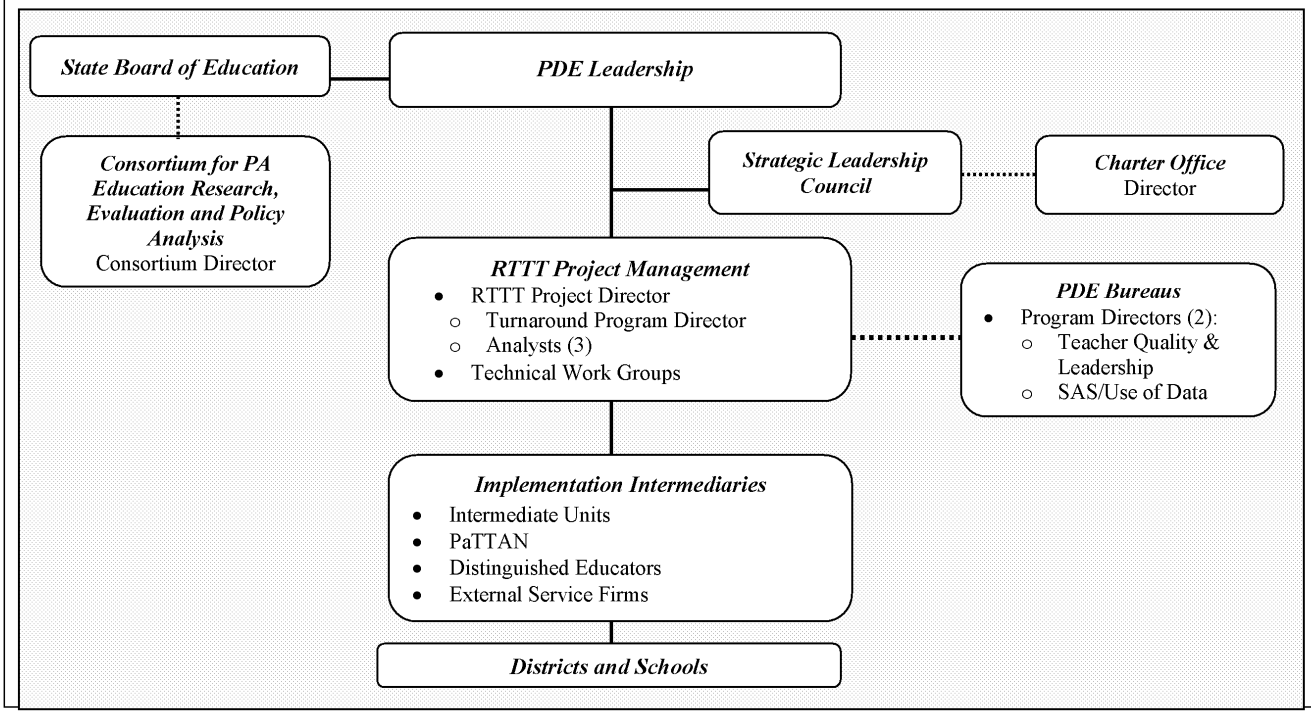
To ensure that we effectively develop and implement strategies and performance goals, we will create a Strategic Leadership Council to advise us throughout the grant period. The Council will be comprised of business leaders, as well as national experts in the core areas of our proposed plan. The primary role of the group is to provide external expertise and objective perspective on planning, design, implementation and evaluation of activities and strategies. Equally important, we will invite business leaders and innovative thinkers to help look at progress, help make tough decisions, and help us think outside of the box.

State Board of Education

The Pennsylvania State Board of Education will house the Consortium for Research, Evaluation, and Policy Analysis (described below) and support the dissemination of best practices throughout the State. The State Board has 22 members, ten of whom serve as the Board's Council of Basic Education and ten of whom serve on the Board's Council of Higher Education. Seventeen members are appointed by the Governor, with the advice and consent of the Senate, for overlapping terms of six years. Four members of the Board are members of the General Assembly who serve as long as they hold majority and minority chairs of

the House and Senate Education Committees. While the Board's chair is appointed by the Governor, the Board's organizational structure and bipartisan composition outlast any single administration, thereby ensuring continuity of proven reforms. The Board has fully committed to the RTTT plan and with their policy oversight and policymaking function, they will be a critical partner ensuring that Pennsylvania meets the goals outlined in this application.

Exhibit 5. Organization Chart for RTTT Initiatives



Consortium for Pennsylvania Education Research, Evaluation, and Policy Analysis

The Consortium, a partnership of the Pennsylvania State Board of Education, PDE, and an external research organization, will conduct research, evaluation, and policy analysis on education programs and reform initiatives in Pennsylvania to enable data-driven decision making at all levels of the education system. A particular strength of the Consortium partnership is Pennsylvania's State Board of Education. The Board's engagement is central to sustaining commitment to the strategies during and after the funding ends and disseminating results throughout the state. The Board's engagement also provides continuity as Pennsylvania's gubernatorial administration will change in January 2011. The State Board will oversee the contracting of research and track and report on the implementation, impact, and sustainability of priority state-level strategies funded by the Race to the Top initiative. The Consortium is mentioned throughout the application with further details provided in Section C.

Management Structure

Pennsylvania's plans include effective and efficient operations and processes for implementing the Race to the Top initiative. (Appendix 7 highlights our plans in the areas of grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement.) Meticulous management and reporting have been one of the hallmarks of the Rendell Administration; since 2002, Pennsylvania has not had any disallowances for budget oversight unique to Pennsylvania, nor has Pennsylvania had any significant audit findings from the U.S. Department of Education's Inspector General or any federal program offices. Pennsylvania also has a track record of timely and complete submission of all federal reports.

In recognition of the impact RTTT will have on our agency, districts, and postsecondary institutions, we are proposing a management team dedicated to the RTTT initiative. As illustrated in Exhibit 5, our RTTT management team will include a dedicated Project Director, three Analysts, and a number of Technical Work Groups.

The *RTTT Project Director* will provide strategic leadership for the RTTT initiative and prepare reports and presentations to the Secretary of Education on the status of district and school implementation and progress on performance targets. The Project

Director will report to the Deputy Secretary for Elementary and Secondary Education.

In addition, the RTTT Project Director will coordinate with *three Program Directors*, embedded in existing PDE bureaus. Program Directors will oversee and coordinate tasks that fall under the core areas of reform: (1) Teacher quality and leadership, (2) Turnaround initiatives, and (3) SAS and data use. Embedding RTTT Program Managers in existing PDE divisions will ensure that the expectations and behaviors necessary to meet the goals of the Race to the Top initiative are sustained after RTTT funding ends. In all other respects, we plan to replicate the structure that has been most effective on similar projects, using experienced project management combined with representatives from PDE's program offices.

Technical Working Groups (TWG) will be organized around specific tasks and challenges and composed of content experts and highly qualified managers. The TWGs will address the specific challenge and focus intensely on the tasks necessary for the state and districts to implement solutions effectively. Representatives will include PDE, IUs, and external partners including state and local unions and other key stakeholders.

The management team and partners proposed by PDE have successfully managed major federal and state large-scale initiatives. Our project management skills will ensure that to the extent possible all tasks are implemented with fidelity, on-time, and within budget and our outcomes are achieved. Project risks will be identified and mitigated and strategies will be developed to ensure maximum success of individual projects. PDE will serve as the fiscal agent and lead organization, including overseeing the execution and monitoring of subcontracts.

Implementation in the Field

Additional continuity through funding cycles and leadership changes will be provided through the participation of the statewide technical assistance network and our key stakeholder organizations.

*Intermediate Units***.** Intermediate units are education service agencies, which are regional offices that assist public school districts by providing *broad field–based assistance to all districts* including curriculum development, instructional improvement, strategic planning support, professional development, and general management services. Since their inception, the IUs have built

strong relationships within their regions and across Pennsylvania and are consistently looked to for educational supports and assistance from schools, parents, community members and PDE. Our RTTT plan calls for increasing capacity across the IU network to provide targeted technical assistance across virtually all aspects of the plan. IUs will deliver highly prescribed, PDE-approved technical assistance and job-embedded professional development and are eligible to submit proposals to PDE to design projects across the RTTT initiative.

PaTTAN. The Pennsylvania Training and Technical Assistance Network (PaTTAN), a structure created by PDE, works in partnership with families and districts to support programs and services to improve student learning and achievement. PaTTAN also works closely with the IUs to deploy direct technical assistance to districts and schools in need of improvement. PaTTAN has three regional offices that develop training courses, offer technical assistance, and provide resources to build the skills and capacity of IU and school personnel to improve student achievement.

State and local union leadership (PSEA, PFT). The RTTT Project Director will continue PDE's close collaboration with the state and local union leadership, including union regional networks, to co-develop the teacher and principal evaluation systems and associated training and support. Unions will play an important role in executing our Race to the Top plan and will work to strengthen their own capacity to deliver training and support.

*External service firms***.** In Year 1, Pennsylvania will identify external service providers through the appropriate procurement processes. These external service providers will: (1) provide direct assistance to the state, districts and schools in relevant areas, and (2) train state, district, school, or IU personnel to develop the internal capacity to successfully implement education reform plans and to further scale-up effective practices, programs, and strategies.

District- and school-level implementation teams. Under the state's strong leadership and oversight, dedicated teams at local levels will be responsible for ensuring that the proposed education reform plans are implemented and performance targets are met. Chief turnaround officers, embedded in schools in the Turnaround Initiative, and data facilitators, embedded in participating districts, will be held accountable for performance along with school and district personnel.

RTTT Funding Disbursement for School Turnaround

The 128 schools in the State's Turnaround Initiative (see Appendix 6.1 for the full list of participating schools) will be funded by a combination of School Improvement funds, districts' portions of RTTT funds, and supplemental funding of the state's portion of RTTT funds. PDE will monitor the progress of each district and school on a regular basis—not less than three times per year—including benchmarks in their implementation plans and achievement of performance measures. PDE will staff 3 analysts to monitor progress and reserves the right to withhold future payments from participating districts assessed as "behind" for two consecutive reviews. In addition to enforcing consequences for failing to meet performance targets, PDE will also reserve a pool of Race to the Top funds to reward, on a one-time basis, participating districts and charter schools which exceed performance expectations by 10 percent or more at the end of years 1, 2, or 3. (See Appendix 6.2 and 6.3 for student performance targets for participating districts and charter schools for 2014, respectively).

Sustainability

The vast majority of Pennsylvania's RTTT funding will be used to develop new tools and instill new teaching practices at the classroom level to create dynamic, rigorous teaching and learning environments. Funding side-by-side technical assistance in conducting teacher evaluations is a prime example of how Pennsylvania is allocating its RTTT funds in ways that build capacity *without* creating long-term, operational costs: this centralized pool of highly trained technical assistance providers will build the capability of principals and other school personnel to conduct more rigorous evaluations of teacher practices. The need for this cadre of individuals will diminish over the life of the grant as principals and school staff become knowledgeable in how to conduct the new teacher evaluation system. Any residual expenses will be covered by ongoing school budgets, as a reallocation of part of the existing money now spent on teacher evaluations.

Approximately 6 percent of the Pennsylvania's RTTT budget represents ongoing costs or about $10 million annually. At the expiration of the RTTT project period, these minimal ongoing costs will be covered either through:

- State budget (e.g., $280,000 for ongoing staffing of the new Charter Office); or
- Sliding scale fee-for-service models that charges districts based on local wealth (e.g. AP courses offered through the Virtual High School). Pennsylvania can move to a new fee-for-service model in part because of the anticipated ongoing phase-in of $2.6 billion to districts in new state monies. These funds will be allocated so school districts can meet adequacy targets through the new school formula.

Details of Pennsylvania's plans to sustain the minimal ongoing costs of RTTT initiatives are included in the budget narrative.

Pennsylvania's RTTT proposal is also politically sustainable. Pennsylvania's RTTT reforms have true bipartisan support; both the minority and majority education committee chairs of the Pennsylvania legislature have heartily endorsed Pennsylvania's RTTT proposal (see letters of support in the Appendix 2). But perhaps more importantly, because the RTTT reforms represent a natural extension of Pennsylvania's ongoing education reform efforts, there is also already significant "buy-in" from those on the front line: teachers. The fact that 120 school districts—from large urban districts like Philadelphia and Pittsburgh to small, rural districts like Turkeyfoot Valley—were able to obtain the commitment of their local teachers' unions to sign on to adopt difficult systemic reforms like linking teacher evaluations to student performance is evidence that Pennsylvania's RTTT proposal has real commitment from the field and can transcend the typical vagaries of state-driven reform efforts.

Sustainability will be further guaranteed by the breadth and depth of stakeholder support within the State and nationally. One hundred forty-four organizations have written letters in full support of the Pennsylvania's application for Race to the Top application (see Exhibit 6 and Appendix 2). Unions, districts, school boards, early education providers, K-12 organizations, postsecondary institutions, non-profit organizations, and businesses have all committed to supporting the state's efforts in this area.

Exhibit 6. Number of Support Letters by Organization Type

Type	Organizations
Legislative/Government	31
Teachers' Union	3
IHEs and other postsecondary institutions	26
Early Childhood Organizations	13
Education Organizations	26
Business Community	17
Community Organizations/Advocacy Groups	28
Total	***144***

(A)(3) Demonstrating significant progress in raising achievement and closing gaps *(30 points)*

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; *(5 points)*

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — *(25 points)*

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

Pennsylvania will leverage state and federal funds to *significantly increase* the pace of student learning, high school graduation, and college and career readiness while focusing particular attention on closing achievement gaps. The Pennsylvania Department of Education (PDE) will build on its significant progress in implementing distinctive, research- and evidence-based reforms in each of the four reform areas, a solid track record of successful and sustainable reform implementation, and improvements in school culture and operations. The following is our progress in each reform area and student achievement.

Common Standards & Assessments

Pennsylvania is ready to transition to common, internationally benchmarked standards and high-quality assessments, linking them seamlessly to curriculum, instruction, materials and resources, and interventions. PDE has already submitted to the State Board of Education revised academic standards that closely resemble the draft standards released by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). The Board overwhelmingly approved these revisions, though final promulgation was put on hold when Pennsylvania joined the Common Core Initiative led by NGA and CCSSO. The State Board plans to adopt the Common Core in lieu of state revisions, provided the Common Core standards

are equally rigorous (see Section (B)(1) for details and description of Pennsylvania's legal process[6]). Pennsylvania's assessments—summative, benchmark, formative, and diagnostic—are all aligned with state standards and will be revised, in partnership with assessment consortia,[7] to reflect the Common Core standards. Pennsylvania has invested significant state resources in implementing standards and creating high-quality assessments and is ready to invest more in this transition. Last year alone, Pennsylvania spent nearly $30 million to: (1) develop a customized, computer-adaptive diagnostic assessment to provide real-time student specific data to teachers of grades 3-12 about a student's individual academic strengths and weaknesses, (2) build online model curriculum frameworks, including aligned lesson plans, formative and benchmark assessments and credit-bearing teacher training modules, and (3) begin the development of rigorous, internationally benchmarked, high school end of course exams ("Keystone Exams") in all major content areas to ensure that every Pennsylvania student receiving a diploma is ready for college success. Pennsylvania has budgeted an additional $30 million over the next 5 years for operations and teacher training associated with our diagnostic system. Once the new standards are adopted, we have an efficient and ready infrastructure to implement the transition.

Data Systems to Support Instruction

Pennsylvania has begun creating a state-of-the-art instructional improvement system that links standards, assessment, curriculum, instruction, materials and resources, and interventions. In December 2009, PDE launched an online instructional tool aligned with PDE's *Standards Aligned Systems* (SAS) complete with diagnostic assessments, customized links to model lesson plans and units, and *ePortfolios* for teachers. The overarching goal of the SAS portal is to identify, organize and deliver educational resources that are aligned to the Pennsylvania standards. The primary example of this is the Voluntary Model Curriculum (VMC) that provides model unit and lesson plans, closely and directly aligned to Pennsylvania's academic standards. Teachers can find just-in-time materials and resources in numerous ways, including through keyword searches,

6 See Appendix 4.3 for timeframe for adopting the new standards and Appendix 4.4. for the final-omitted regulations process under PA law
7 Pennsylvania is also a member of three common assessment consortia.

searches through the Pennsylvania standards, and through the Pennsylvania curriculum framework. Further, the materials and resources contained in the SAS database are linked to the diagnostic assessments of individual students so that educational materials, instructional strategies, and interventions are immediately available to address individual student needs. In addition, Pennsylvania's STEM Initiative provides additional resources to schools, teachers and students through a statewide strategy of enhanced science, technology engineering and mathematics education and career development opportunities for students and communities. This strategy is executed by the statewide STEM Initiative in cooperation with five regional STEM Networks across Pennsylvania.

Pennsylvania has also built a statewide longitudinal data system with unique identifiers for both students and teachers, replaced eight existing state data collection and supporting systems, trained 1,200 Local Education Agency (LEA) staff to submit and use data, and provided a Help Desk to ensure timely submission of quality student and teacher data. Of equal importance, PDE has created a data-rich environment with tools that all align to state standards, including the *Pennsylvania Value-Added Assessment System* (PVAAS), online customized *Pennsylvania System of School Assessment* (PSSA) reports, a PSSA interactive data tool, and an interactive *4Sight* benchmark assessment tool. To date, PDE has been awarded approximately $10 million through State Longitudinal Data System (SLDS) grants by the U.S. Department of Education (ED) and has committed $4.5 million of state funding per year to sustain the expansion, improvement, and use of our statewide longitudinal data system. These investments reflect our commitment to building a data-rich, tightly aligned education system designed to improve the academic experiences and performance of each and every student in our state. Pennsylvania has used its data resources well: in 2005, Pennsylvania met just 2 of 10 essential elements identified by the Data Quality Campaign (DQC); today, we meet eight. In 2008, the DQC recognized our accomplishments, awarding Pennsylvania Governor Edward Rendell and Secretary of Education Gerald Zahorchak its Annual Leadership Award. Last month, PDE submitted a third SLDS proposal to ED seeking the resources to supplement our data system so that it fulfills, *in the next three years*, <u>all</u> elements and capabilities outlined in the America COMPETES Act.

Great Teachers and Leaders

Data-driven decision making and advanced, state-of-the-art information technology have transformed teaching and learning in Pennsylvania. With clear standards, real-time assessments, and tailored tools and materials, teachers are able to effectively differentiate instruction based on individual students' strengths and challenges and monitor students' development using real-time formative assessment data. With deep, extensive field experience (190 hours of field experience before student teaching and an additional 12 weeks of student teaching) and a year-long induction period, new teachers continue to expand their toolbox of effective instructional strategies. Intensive job-embedded coaching in topics such as Response to Instruction and Intervention (RtII), interpreting student data to inform instruction, and applied mathematics and science instruction have increased the use of project- or problem-based learning and activities requiring higher-order thinking. Across Pennsylvania, educators are shifting away from lectures and worksheets and toward real-world, hands-on products.

Pennsylvania has focused considerable attention and resources on improving teacher quality—developing a standards-based PK-12 state policy framework, revising requirements for teacher preparation programs to align with the PK-12 standards through more rigorous subject matter course requirements and higher teacher exam and Grade Point Average (GPA) qualifications, focusing on teachers' abilities to use and integrate technology effectively, and building state-level partnerships to support current teachers with implementing the new standards. Every pre-baccalaureate program must resubmit program descriptions to meet these new requirements and obtain State approval. In addition, several of Pennsylvania's postsecondary institutions have created experimental post-baccalaureate programs (e.g., Drexel University's Transition to Teaching (TTT) and Temple University's Middle-Grades Teachers for Challenging Contexts [E=MC2]). Pennsylvania has also paid particular attention to the roles of principals and superintendents through the passage of the Pennsylvania Inspired Leadership (PIL) legislation which called for the redesign of both pre-service and in-service professional development for principals and superintendents based on rigorous standards. These standards recognize that administrators must be education leaders, community liaisons and a resource for parents and children, as well as

business managers. The legislation requires preparation programs to revamp their programs to align with the PIL standards and requires faculty to be qualified for the courses they teach.

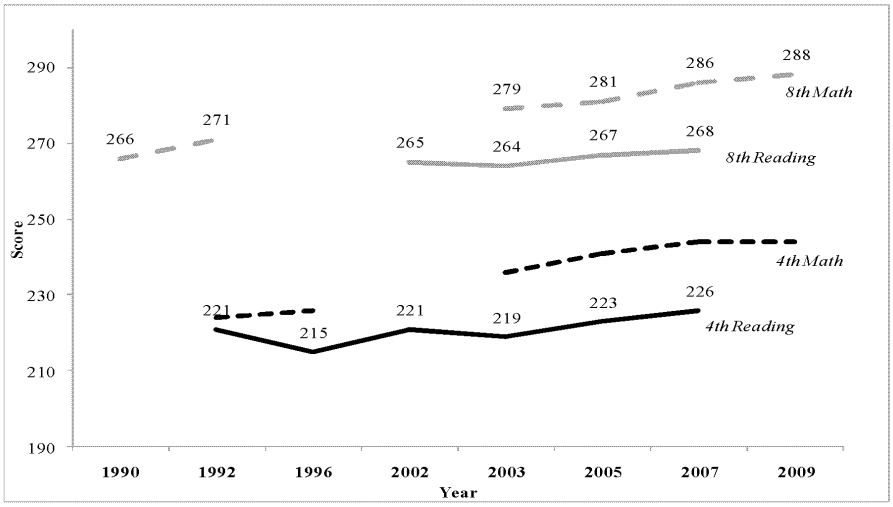
Turning Around the Lowest Performing Schools

PDE has demonstrated the impact of large investments with highly prescriptive requirements on school improvement and student outcomes in our lowest performing schools. In addition to gains described in Section A(1), Pennsylvania's lowest performing schools have significantly expanded implementation of research-proven strategies adding high quality pre-k and full-day kindergarten programs aligned with the State's standards, significantly reducing class sizes in K-3 classrooms, expanding teacher support including literacy and math coaching, and providing credit recovery and intensive tutoring for students scoring below proficient on the PSSA. Moreover, PDE has authority to intervene directly in districts and schools failing to meet improvement targets and has done so in twelve districts. In this role, PDE has assisted districts, schools, and educators to build their capacity to engage in a disciplined, sustainable improvement process that has improved their practice and their students' outcomes. Our regulations and policies allow for great flexibility (e.g., no charter caps, allowance for alternative certification routes, linking student growth data to teachers, and state authority to intervene in low-performing schools) which have allowed us to take bold steps. We have the data and broad and deep stakeholder support to *couple innovation with accountability* to ensure that educators, schools, and preparation and professional development providers are all "on message," highly effective, and continuously improving.

Improvements in Student Outcomes

NAEP. According to the most recent National Assessment of Educational Progress (NAEP) results, Pennsylvania's scores on 4th grade math and 8th grade reading and math are significantly higher than they were in 2003 (see Exhibit 7). The 4th grade reading scores suggest a positive, though not statistically significant, upward trend. The NAEP data also suggest that the achievement gap between White and African-American students has declined over time, with statistically significant decreases in 4th grade math and 8th grade reading gaps over the past decade (see Exhibit 7).

Exhibit 7. Pennsylvania's Average Scale Scores for 4th and 8th Grade Reading and Math in NAEP, 1990-2009

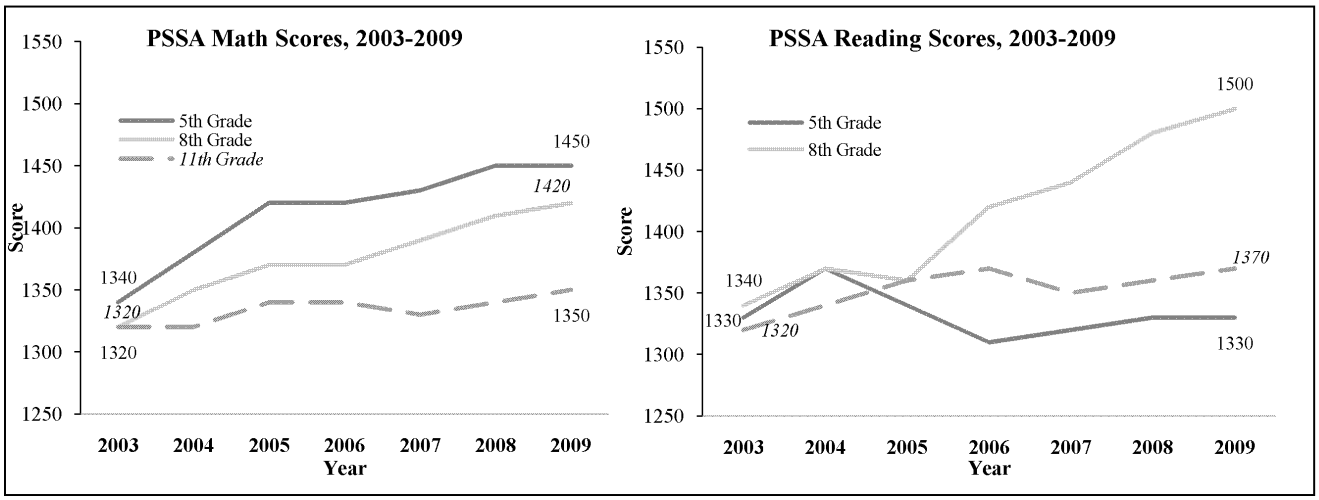


Source. NCES, U.S. Department of Education

Moreover, between 2005 and 2007, the poverty gap (as measured by free and reduced price lunch eligibility) declined significantly in 8th grade reading. NAEP results also show that the percent of students at or above basic both in 4th and 8th grade reading and math has shown steady progress since early 1990s for all students regardless of their subgroup membership (i.e., gender, disability status, ELL status, and poverty; see Appendix 3). In addition to many improvements, the NAEP data also highlight challenges that Pennsylvania will continue to focus on over the next 4 years. Specifically, achievement gaps remain large and significant in 4th and 8th grade math and reading among racial/ethnic and economic groups and a substantial number of students continue to score below proficient.

Also, achievement level results indicate that the percent of students at or above basic both in 4th and 8th grade reading and math has shown steady progress since early 1990s for all students regardless of their sub-group membership (i.e., gender, disability status, ELL status, and poverty; see Appendix 3). In addition to many improvements, the NAEP data also highlight challenges that Pennsylvania will continue to focus on over the next 4 years. Specifically, achievement gaps, as shown in NAEP, remain large and significant in 4th and 8th grade math and reading among racial/ethnic and poverty groups and a substantial number of students continue to score below proficient.

Exhibit 8: PSSA Math and Reading Scores, 2003-2009[8]



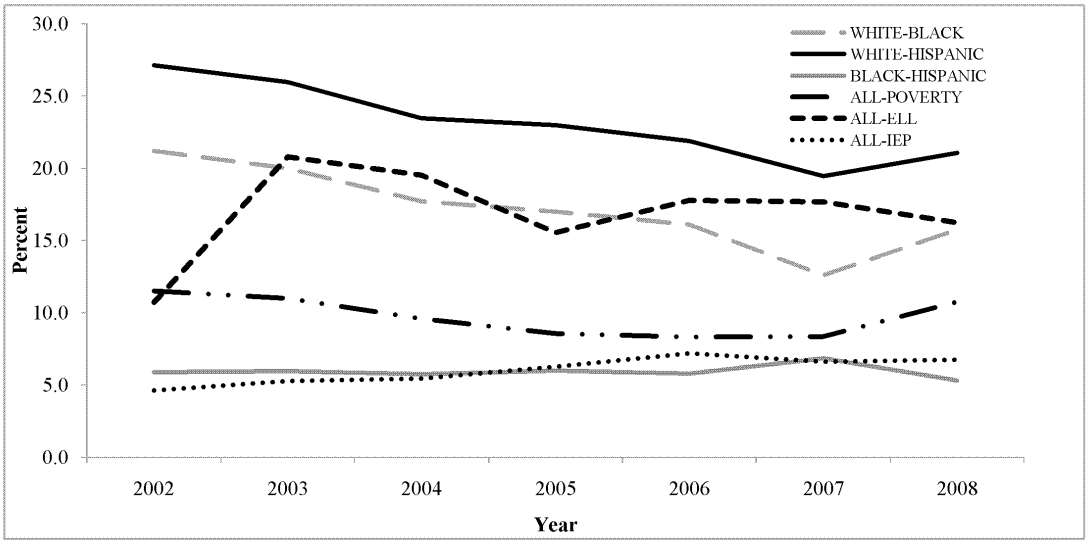
Source: Pennsylvania Department of Education

[8] See Appendix 3 Table 10 for PSSA cut scores for performance levels

PSSA. Analyses of the PSSA data show that in 2009 Pennsylvania students' scores in math measured at 5th, 8th, and 11th grades and in reading at 5th and 8th grades were higher than they were in 2003 (see Exhibit 8; Appendix 3 for detailed data). In addition, the number of students meeting proficiency increased substantially. For example, more than twice as many 8th graders met advanced proficiency on PSSA Reading in 2009 than 2003 (75,065 students compared to 37,269 or 55 percent of students compared to 26 percent, respectively). The number and percent of 8th graders below basic on the reading assessment was nearly cut in half between 2003 and 2009 (26,431 students compared with 52,327 or 37 percent of students compared with 20, respectively). (See Appendix 3 for additional information.) While the data also suggest that the achievement gap between different subgroups has declined over time, large and persistent gaps remain—African-American and Hispanic students are about 30 percent less likely to be on grade level than White students.

Graduation Rates. Nearly *20,000* more students graduated from Pennsylvania's high schools in 2007-08 than in 1997-98 (N=130,298 compared to 110,919), a time when school populations have declined in the state. During this period, Hispanic graduates, in particular, showed a steady increase from 1997-98 to 2006-07. As a percentage of the total, Hispanic graduates increased from 2.4 percent in 1997-98 to 4.3 percent in 2006-07. Gaps between different subgroups (i.e., race/ethnicity, economically disadvantaged status, language status, and disability) have generally remained the same or shown small fluctuation (see Exhibit 9 or Appendix 3.)

Exhibit 9. Graduation Rate Gap Changes, 2002-2008



Source. Pennsylvania Department of Education

Overall, Pennsylvania students' achievement and attainment have improved dramatically since 2003, and as detailed in Section A(1), we project that the rate will double with RTTT resources. (Section E provides data on Pennsylvania's biggest and most persistent achievement challenge—the 128 lowest performing schools that will be included in the state's Turnaround Initiative.)

Key Pennsylvania Attributes

- **Pennsylvania has 7 years of proven academic progress at every level** as a result of our comprehensive strategies that will be broadened and expanded through our RTTT initiatives.
- **Pennsylvania's current Academic Standards are considered very rigorous** as evidenced by the HUMRRO study of alignment that indicates that students who achieve proficiency on the 11th grade PA assessment are not likely to require remedial courses in the first year college. As such, Pennsylvania is well positioned to adopt and implement the new Common Core Standards.
- **Pennsylvania has already built a data infrastructures and culture for data driven decision-making** that has received national recognition which is a solid foundation for RTTT expansion.
- **Pennsylvania has already undertaken significant reforms to improve the rigor of our teacher and principal certification requirements**.
- **Pennsylvania has made substantial state investments in targeted proven strategies** and we have both the experience and proven.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards *(40 points)*

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— *(20 points)*

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) — *(20 points)*

(a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.[9]

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer

[9] Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

Pennsylvania is among 51 states and territories to sign onto the National Governor Association's and the Council of Chief State School Officers' Common Core State Standards Initiative (see Appendix 4.1 and 4.2 for the MOU and list of states, respectively). The resulting mathematics and English/language arts standards will be research- and evidence-based, internationally benchmarked, and aligned with expectations for both college and meaningful work (see Appendix 4.5 for documentation that the standards are internationally benchmarked).

Pennsylvania's State Board of Education has ultimate authority for promulgating academic standards in a manner consistent with the state's Regulatory Review Act, which provides for oversight by relevant legislative committees and the Commonwealth's Independent Regulatory Review Commission. The process of developing and promulgating regulations includes additional reviews for

legal, programmatic and fiscal impacts—as well as significant opportunities for public comment (see Appendix 4.4 for a description of the legal process for adopting standards and related laws).

Within this context, the Board is strongly committed to considering and adopting rigorous academic standards in both math and reading that are consistent with the principles outlined in the above referenced memorandum of understanding. The Board's plans to adopt the Common Core are conditioned on two assumptions: (1) the State Board will be provided ample opportunity to conduct a thorough and public vetting of the Common Core that will support successful implementation at scale, and (2) the Common Core will be no less rigorous than the revised state-level standards the State Board was in the process of adopting.

On September 9, 2009, the Board provided an early and official signal of its intent to adopt Common Core standards by withdrawing proposed revisions to state-level academic standards in reading and math. Pennsylvania was one of four states nationally to take this action and did so to ensure timely consideration of the Common Core as well as a uniform approach to standards revisions. (The Board felt that the opportunity to strengthen Pennsylvania's already rigorous standards using international benchmarks was an opportunity worth waiting for and working toward.)

Once the Common Core standards have been finalized, Pennsylvania will submit to the NGA and the CCSSO our proposed timeline and process for adopting Common Core standards. This process will begin in early February with a thorough alignment study between the Common Core and the state's existing framework of academic standards. This review will inform the Board's own deliberations; engagement with education stakeholders and state policymakers; and, ultimately, the design of the regulatory package that would serve as the vehicle for promulgating the Common Core. Following completion of this study, the Board's Academic Standards Committee will hold a series of public roundtables across the Commonwealth to gather feedback on the Common Core standards and suggestions for successful implementation should the Board adopt the Common Core. The Academic Standards Committee would then make a formal recommendation to the State Board's Council of Basic Education and the full State Board before a final vote on adoption. To ensure that the Board can act by August 2, 2010, the Board intends to promulgate the Common Core using an expedited process for regulatory promulgation known as final-omitted rulemaking (see Appendix 4.3 for timeline). The

Board has already engaged relevant stakeholders regarding these plans.

Key Pennsylvania Attributes

- The Pennsylvania State Board of Education has committed to and is poised to adopt the Common Core standards ***by August 2, 2010***.
- **Established clear structure to adopt and implement the Common Core Standards**: We have already successfully implemented a multiyear process to align its standards, assessments, curricular framework, instruction, materials and resources and interventions. The SAS portal provides deep and extensive access to all the elements of this standards aligned system has recently become accessible.
- **Robust system of assessments** will be enhanced by our participation in the assessment consortia.
- **A proficient, field based infrastructure** can readily assist districts and schools in the transition to the new standards.
- **The tools and resources of the SAS Portal will facilitate utilizing new standards at the classroom level**.

(B)(2) Developing and implementing common, high-quality assessments *(10 points)*

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

Pennsylvania has joined three consortia to further develop a high-quality, balanced assessment system that will be aligned with the Common Core standards (see Appendix 5.1 for a copy of the MOUs). Each consortium has its own strengths and flexibilities allowing Pennsylvania to develop one fully aligned assessment system: Pennsylvania will build upon its established system of assessment by utilizing the strengths and flexibilities of each consortium allowing the State to benefit from and build upon its current goals of establishing and operationalizing ***one*** fully aligned assessment system. The ultimate goal will be a richly enhanced and coherent system that supports improved instructional practice in every school in the commonwealth and resulting in increased student achievement. Copies of MOUs for assessment consortia are presented in Appendix 5.1 and the list of states participating in each consortium is shown in Appendix 5.2.

The Balanced Assessment Consortium developed with CCSSO provides an overall plan for an assessment system that will be flexible enough to support and align the other consortia. Pennsylvania's participation in the Balanced Assessment Consortium will be enhanced by our work with the Common Assessment Consortium and Multiple Options for Student Assessment and Instruction Consortium (MOSAIC).

1. **Balanced Assessments of the Common Core Consortium.** This consortium of 30 states will build on successful efforts already underway in Pennsylvania, such the building of a full assessment system that includes the educators' use of benchmark, diagnostic and summative assessments that are aligned to the Common Core standards.

2. **Common Assessment Consortium.** Pennsylvania is one of the 12 member states of in the Common Assessment Consortium. The Consortium will collaborate to develop a shared vision and plan for common assessments and plans to submit a proposal for the federal Race to the Top Assessment Competition in 2010. If funded by Race to the Top Assessment Competition funds, the consortium will develop common, cost-effective, and high-quality assessments using an efficient technology platform for efficiency of delivery and scoring.

3. **Multiple Options for Student Assessment and Instruction Consortium (MOSAIC).** Participation in MOSAIC will support Pennsylvania's vision by providing a balanced assessment system of formative and benchmark assessments aligned to the Common Core and has committed that these assessments will align to the summative assessments established by other consortia. MOSAIC, comprised with 26 States, has also committed to provide extensive district-, school-, and student-level Common Core performance reports generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Through MOSAIC, Pennsylvania will also have the opportunity to participate in the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based on formative, benchmark, and summative assessment results. All materials will be disseminated across the collaborating states.

In addition to these three assessment consortia, Pennsylvania believes that there must be coherent alignment and organization across states and consortia. We are an America Diploma Project (ADP) consortium state and believe that it is imperative that all states agree to work toward a set of common principles so that all of our students can become college and career ready. This is the "glue" that must bind all of the consortia and our efforts to create a quality assessment system in every state aligned to the Common Core. For this reason, Pennsylvania has signed the Statement of Principles established by Achieve for 27 participating States (see Appendix 5.1). We anticipate and support a well-organized, multi-state effort that allows for the comparison of results across states.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

Pennsylvania's plan to incorporate internationally benchmarked, common standards and assessments has three steps:

Three-Step Transition to new, internationally benchmarked, K-12 Standards and Assessments

1. **Adopt** new common standards and create assessment as developed through consortia
2. **Integrate** new standards and assessments into materials, resources, and programs within school, district, and prep/PD programs
3. **Instantiate** new standards and assessment in technical assistance, coaching, and tools provided to every educator in the State

Step 1: Adoption. The State Board of Education is strongly committed to considering and adopting rigorous academic standards in both math and reading that are consistent with the principles outlined in the Common Core Standards Initiative MOU (see Appendix 4.1) by August 2, 2010 using an expedited process for regulatory promulgation known as final-omitted rulemaking. In partnership with other states, Pennsylvania has committed to developing one balanced assessment system aligned to the Common Core and to do this through consortia (see Section B(2) above). PDE will work in partnership with the assessment consortia to: (1) work toward the development of common, internationally-benchmarked summative assessments, (2) actively contribute to developing high quality, aligned benchmark assessments by leveraging its experience with the PSSA and 4Sight, and (3) work with other states in developing formative assessments to help teachers individualize student instruction and improve teacher effectiveness.

Step 2: Integration. Pennsylvania will align all of its existing tools and supports to ensure alignment with the Common Core. All assessments in reading and math—summative, benchmark and diagnostic assessments—will be revised to align with the new standards, as will as the voluntary model curriculum, curricula frameworks, and all resources and materials. Pennsylvania's current summative assessments (PSSA) are indicators of college and career readiness.[10] While Pennsylvania will engage in all

[10]According to: Sinclair, A.L. & Thacker, A.A. (2005). *Relationships among Pennsylvania System of School Assessment (PSSA) scores, University Proficiency Exam scores, and college course grades in English and Math*. Louisville, KY: HUMRRO The PSSA will predict how a student will do in their first year's college performance with the same accuracy as either the SAT or the university's placement exams. 3. If a student is at proficient or above on their 11th grade PSSA, they have about a 90% chance of placing directly into credit-bearing, college-level course work their first term freshman year.

activities necessary to ensure that the Common Core standards are fully integrated throughout all the existing and to-be-developed instructional systems, associated tools and approval processes, we anticipate that our current standards represent a high level of comprehensiveness and rigor so that the climb to implementation should not be too steep.

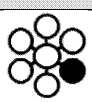
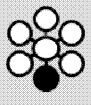
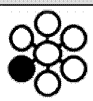
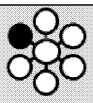
Unique Pennsylvania Strength

Tools and resources through the Standard Aligned System (SAS) support improving student achievement ***at every level*** - from early childhood education to preparing for success in college and the workplace.

Postsecondary institutions and professional development providers will revise their programs to incorporate the Common Core standards and the PDE's approval system will also be adjusted accordingly. In addition, through Pennsylvania new standards for teacher and principal preparation and rigorous review process, PDE will provide assistance to ensure that preparation institutions understand how to meet the new competencies. This preparation will include understanding how the new standards will impact preparation programs and how to incorporate the use of tools and resources developed by PDE and used in schools. This will include, but not be limited to, two institutes held annually in Philadelphia and Pittsburgh.

	Standards • Update the revised standards on the standards database of the SAS portal • Revise the eligible content (content assessed on the PSSA) attached to every standard
	Assessments • Build the Keystone assessments using the Common Core standards[11] • Work with postsecondary institutions to have Keystone assessments serve as placement exams • Align the K-12 PSSA assessments to the adopted Common Core standards • Revise the *4Sight* benchmark assessments in partnership with Johns Hopkins University to align with the proposed Common Core K-12 standards • Restrict the formative assessment resources available on the SAS portal to those that are aligned to the new standards

[11] Not included in RTTT budget

	• Develop and institute through PA's Kindergarten Early Learning Network, a kindergarten assessment that appropriately measures the progress of all kindergarten children
	**Curriculum Framework** • Align all K-12 Curriculum Frameworks (Big Ideas; Concepts; Competencies; Essential Questions; Vocabulary; and Exemplars to the adopted Common Core standards) • Reconvene curriculum groups in each of the subject areas by both grade level and course (where applicable) to vet updated framework
	**Instruction** • Access and embed updated instructional resources and instructional strategies • Align these instructional resources to the most granular element available (eligible content in the assessed areas; standard in the non-assessed areas)
	**Materials and Resources** • Access and embed updated units, lesson plans, and learning progressions reflecting the newly revised Common Core standards • Align materials and resources to the most granular element available (eligible content in the assessed areas; standard in the non-assessed areas) to allow 'searchability' through the SAS portal
	**Interventions** • Access and embed updated interventions aligned to the Common Core • Align these interventions to the most granular element available (eligible content in the assessed areas; standard in the non-assessed areas

Step 3: Implementation. All educators will receive training to understand and effectively implement revised standards in every component of school functions. A system of assessments will be implemented at every level, from state to classrooms, to inform instruction on a timely and regular basis. District staff will conduct curriculum mapping and provide the resources to support implementation in schools, including the time for principals and teachers to collaborate on research-proven interventions. Principals will guide and support teachers as they implement rigorous research-based curriculum aligned with revised standards, assessments, curriculum frameworks, instruction, materials and interventions. Pennsylvania Standards Aligned System Portal online tool (described in Section C) will be the major delivery mechanism for the revised standards and assessments.

Pennsylvania will also instantiate rigorous standards by increasing access to advanced coursework and accelerate students' progress to college and successful careers. By 2014, Pennsylvania will nearly double the number of dual enrollment students, providing 10,000 additional high school students the opportunity to earn college credits while in high school. Access to Advanced Placement courses (AP) will become universal in Pennsylvania through online courses and statewide training for teachers in the delivery of AP coursework, with an emphasis on math and science subjects.[12] Online courses are the next step in Pennsylvania's creation of a virtual high school to provide opportunities for students in small, rural, or low-wealth school districts to take specialized courses that might not otherwise be available to them and to meet the needs of students with special learning challenges.

Pennsylvania is committed to ensuring that every child receives a quality education that will prepare him or her for the challenges that lie beyond high school and inspire every student to be a lifelong learner. We have set the goal of ensuring every Pennsylvania student will master English, math, science and social studies skills and be proficient in Pennsylvania standards prior to graduation. Pennsylvania has recently adopted new graduation requirements in which 10 Keystone Exams will be developed and count for at-least one-third of the student's final grade (locally validated assessments, AP or IB exams may be substituted for Keystone exams at the district, school, or student level). Pennsylvania is also committed to working with postsecondary institutions so Keystone exams serve as placement exams for college, ensuring that students who are proficient on the Keystones will not need to pay for remediation.

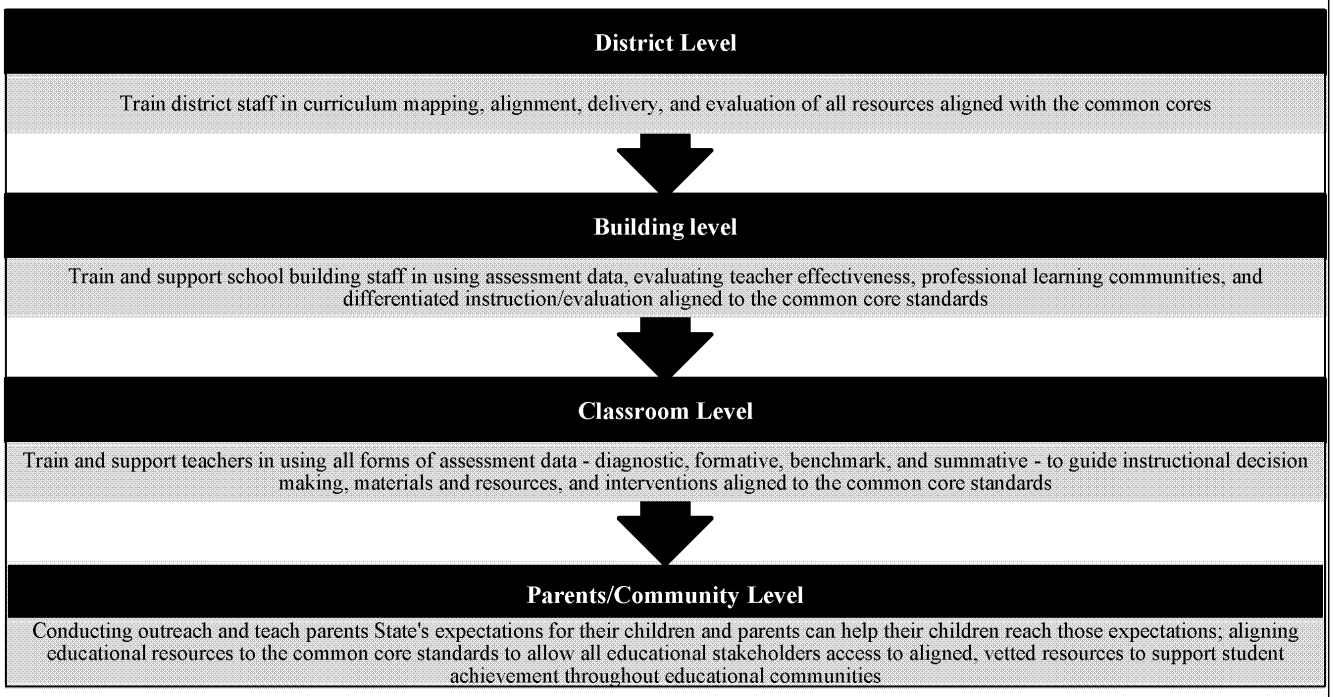
High-quality professional development will include :

- Enhancements to PaTTAN's 'SAS train the trainer' workshop to IUs and school district administrators to reflect new standards
- PDE, through the IUs, enhance teacher and principal training on the revised (new standards integration) SAS portal and resources

[12] For a review of the literature, see "High School Toolkit" Legters, N., Smerdon, B., & Early, K. www.highschooltoolkit.com or Smerdon, B. & Borman, K. (2009). *Saving America's High Schools*. Washington, DC: Urban Institute Press.

- Provide professional development to all kindergarten teachers on the use of the proposed kindergarten assessment

Additional professional development and training will be provided at all levels of the education system:

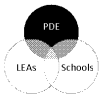
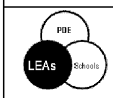
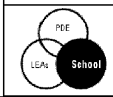


Pennsylvania will ensure that all education stakeholders are focused on the same clear, common, internationally

benchmarked rigorous standards and have effective, easy-to-use, and easy-to-access tools, supports, training, and assessments needed to measure progress against those standards and improve student performance. The implementation of revised standards will be enhanced by: (a) the voluntary model curriculum and formative assessments aligned with revised state standard, (b) the revised SAS online tool used in every preparation program and professional development and technical assistance activities, and (c) the revised SAS integrated into teacher and principal evaluations, school improvement plans, classroom practice. *Internationally benchmarked, common standards and assessments will be implemented in every school and classroom in the Pennsylvania.*

The following describes outlines the steps that are critical to the implementation of the revised standards.

Table 1. Transition to Enhanced Standards and Assessments

	Activities	Timeline	Lead
	Adopt the Common Core State Standards - Revise K-12 math and English/Language Arts standards - Revise all assessments	02/10-12/10 - 01/11-05/11 - 06/11-09/13	PDE State Board IUs/PaTTAN
	Update SAS online resources to align to new standards	04/11	
	Rollout new standards and assessments using Pennsylvania's SAS Framework	01/11 - Ongoing	
	Align preparation, professional development & technical assistance with the updates in SAS and conduct training	01/11 - 09/11	
	Implement a high quality curriculum, aligned with standards, assessments, curriculum framework, instruction, materials and interventions	05/11 - 08/11	LEAs IUs/PaTTAN
	Implement a system of assessments with capacity to inform instruction on timely and regular basis	06/11 - 12/13	
	Provide collaborative time for teachers to review real-time student data to drive instruction	9/10 - Ongoing	
	Curricula & instruction: • Implement a State-approved rigorous research- based curriculum aligned with standards, assessments, curriculum framework, instruction, materials	08/10 - 08/11	LEAs IUs/PaTTAN

	and interventions • Backward map district math and reading/language arts curricula to ensure coherence from grade level to grade level • Implement PDE's RtII program to address learning gaps • Implement Reading Recovery® for students falling behind in grade 1; and 1:1 tutoring model for students in grades 2 and 3 • Increase the number of advance high rigor courses in turnaround high schools	05/11 - 08/11 09/10 - Ongoing 09/10 - Ongoing 09/10 - Ongoing	
	Assessments: • Implement the model system of assessments	08/10 - 08/12	
	Support for teachers/principals: • Provide at least twice weekly collaborative time for teachers to review real-time student data to drive instruction • Implement the Adolescent Literacy Academy model based on Texas Adolescent Literacy Academy (TALA) in middle school and high school as necessary	09/10 - Ongoing 09/11 - Ongoing	

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Align revised SAS with preparation, professional development & technical assistance • Percent superintendents in the State trained in SAS	N/A	100 %	100 %	100 %	100%
• Percent of principals in the State trained in SAS (Teaching Matters)	N/A	50%	80%	100 %	100%
• Percent of turnaround officers trained in SAS	N/A	100 %	100 %	100 %	100%
• Percent of teachers in the State trained in SAS	N/A	50%	80%	100 %	100%
• Percent of prep programs with an approved SAS training module	N/A	50%	80%	100 %	100%
High rigor coursework • Percent of annual high school graduating cohort earning 3+ on at least one AP exam while in high school	12%	17%	21%	23%	25% (2x)
• Percent of low-income students in the annual high school graduating cohort earning 3+ on at least one AP exam while in high school	4%	7%	12%	17%	20% (5x)

(C) Data Systems to Support Instruction ***(47 total points)***

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system *(24 points – 2 points per America COMPETES element)*

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum response length: Two pages

Pennsylvania's State Longitudinal Data System (i.e., Pennsylvania Information Management System [PIMS]) fully meets 8 of the 12 elements of the America COMPETES Act (see Exhibit 10).

Exhibit 10. Analysis of the Current Status of Pennsylvania's State Longitudinal Data System

● Completed; ⊙ Partial; ○ Not begun

12 Elements of the America COMPETES Act	Current PA SLDS Status	Outcomes to be Accomplished with New SLDS Grant Submitted on December 4, 2009
1. Unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)	**COMPLETED** ● 2,136,000 PK-16 Student IDs	N/A

2. Student-level enrollment, demographic, and program participation information	**COMPLETED** ● Enrollment ● Demographics ● Program Participation	N/A
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	**COMPLETED** ● Drop out ● Transfers ● Program Completion ● NGA Graduation Rate	N/A
4. Capacity to communicate with higher education data systems	**COMPLETED** ● eTranscript to postsecondary education data system	*Enhancements* - Connect to workforce data – Connect to Adult and Basic Literacy Education (ABLE) data – Expand to all state related institutions (Penn State, Univ. of Pittsburgh, Temple, & Lincoln) – Expand further into private and independent higher education institutions (20 institutions) – Expand to include graduate students – Link to Pennsylvania Higher Education Assistance Agency (PHEAA) data
5. State data audit system assessing data quality, validity, and reliability	**COMPLETED**	*Enhancements:* – Establish an external technical working group – Systemize and implement enhanced data auditing plans, procedures, and training at both local and State levels – Support for reporting, data quality and data management through a single point of contact (i.e., HelpDesk) – Support data quality (including additional front-end edits), management, and reporting at local institution level and state level, including an annual PIMS user conference

6. Yearly test records of individual students with respect to assessments under section 111 1(b) of the ESEA Act of 1965	**COMPLETED**	N/A
7. Information on students not tested, by grade and subject	**COMPLETED**	N/A
8. Teacher identifier system with the ability to match teachers to students	**COMPLETED**	N/A
9. Student-level transcript information, including information on courses completed and grades earned	○ Grades ○ Courses ⊙ National Student Clearinghouse	– Expand existing student files including: transcript data (i.e., grades, pass fail, GPA) and ACT/SAT Include local assessment data (high school exit exam) in PIMS
10. Student-level college readiness test scores	○	– Expand existing student files including: transcript data (i.e., grades, pass fail, GPA) and ACT/SAT – Include local assessment data (high school exit exam) in PIMS
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	● IHEs in Pennsylvania State System of Higher Education (PASSHE) are part of PIMS ⊙ Remediation	– Expand to all state related institutions (Penn State, Univ. of Pittsburgh, Temple, & Lincoln) – Expand further into private and independent higher education institutions (20 institutions) – Expand to include graduate students – Link to PHEAA data
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	○	– Expand to all state related institutions (Penn State, Univ. of Pittsburgh, Temple, & Lincoln) – Expand further into private and independent higher education institutions (20 institutions) – Expand to include graduate students – Link to PHEAA data – Expand existing student files including: transcript data (i.e., grades, pass fail, GPA) and ACT/SAT – Include local assessment data (high school exit exam) in PIMS

To meet the final 4 the America COMPETES' 12 elements in three years, Pennsylvania submitted a State Longitudinal Data System (SLDS) proposal to ED on December 4th, 2009.

Key Pennsylvania Attributes

- Pennsylvania has already built a data system that is being utilized to support improving student achievement.
- We have already completed 8 of 12 America COMPETES elements and will complete the remainder within the next several years.
- By 2013, Pennsylvania's SLDS will be cover birth through to the workforce that will support analysis at every level of the educational system.
- Our data systems will connect to and support effective instruction in addition to providing data for analysis of past activities.

Reform Plan Criteria

(C)(2) Accessing and using State data *(5 points)*

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.[13]

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

[13] Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

For the past four months, the Pennsylvania Department of Education (PDE) has convened stakeholder groups to develop our application for Race to the Top (RTTT). Data has been a central part of those discussions, with particular focus on the information needed to improve teaching and learning. We are building our State Longitudinal Data System (SLDS) to meet these information needs (see Appendix 9 for information needs mapped to user groups), linking multiple data warehouses that together have the ability to track individual students from PK through college and career, link student data to teacher data (including preparation and professional development programs), and provide student achievement projections (PVAAS) that predict high school and college readiness. Pennsylvania's SLDS will allow educators and policy makers to examine the effectiveness of teacher and principal preparation and professional development, to determine early education access and effectiveness, and to use value-added projections to prepare and guide middle school students through multiple high school pathways, including dual enrollment, Advanced Placement, and freshman seminars designed to help students catch up before entering high school. Postsecondary institutions will use SLDS data to identify specific academic challenges Pennsylvania's students are facing so that they more effectively align educator preparation programs with the needs of Pennsylvania's students. Moreover, information on program effectiveness, coupled with background information such as financial and budget information, will support decision makers in the areas of management, resources allocation, and cost-effective operations of successful programs at scale. All of this information will enable better decision making at every level, from classrooms to state legislature, to support preparing Pennsylvania's students for college and career success.

Pennsylvania's design for the SLDS has been guided by our knowledge that providing access to data is not the same as providing *usable* information. Few practitioners and policymakers have experience using large, complex datasets. Policymakers, school board members, educators and administrators, business and community leaders, parents, advocacy and school improvement staff, journalists, and others typically need assistance understanding the benefits and limitations of the data—the types of questions that can and cannot be addressed, appropriate analytic methods, and the amount of faith to put into answers gleaned from the data. To provide usable information to this diverse audience, we have two interrelated components to our data strategy. First, we are creating

an integrated, easy-to-access and use online data tool that integrates Pennsylvania's SLDS, the *Pennsylvania Standards Aligned Systems* (SAS) online tool, and real-time school and district records (e.g., daily downloads of absences; (see Appendix 10). The tool will allow the public to generate reports and conduct basic descriptive analyses at the classroom-, school-, and district-levels). Principals and teachers will have access to their students' individual-level data and parents will have access to their child(ren)'s data. In Section (C)(3), we include providing SLDS access to researchers as a key goal and plan to learn from other state's efforts, most notably Florida, to create automated downloads from the website to improve access and usability. Pennsylvania will work with Florida (also a member of assessment consortia to which Pennsylvania belongs) to learn and adapt the state's application that allows researchers with approved proposals to intuitively navigate the PDE website and pull the data fields appropriate to the research proposal. (Florida received SLDS funding in 2009 to develop this application.) This tool will allow Pennsylvania's data to be used to support evidence-based decision making in a timelier manner.

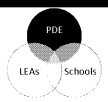
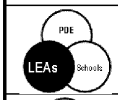
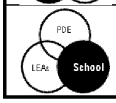
Providing Usable Information to Diverse Audiences

1. Building comprehensive SLDS
   - Provide researchers access to SLDS
2. SAS online tool
   - Generate reports and conduct basic descriptive analysis
3. Creating a state-level consortium
   - Develop research agenda and collaborate with external researchers
   - Develop and implement policies and practices by providing user-friendly applications
   - Raise awareness to increase usability of data

Second, Pennsylvania will create a state-level consortium (described in Section A), similar to district-level consortia (e.g., Chicago, Baltimore, New York City) and state-level consortia (e.g., the Texas Consortium on School Research) which are in place. Specifically, the Consortium will: (1) work with key stakeholders across the state (including the State Board, policymakers and school leaders) to develop a research agenda that addresses the core problems and questions they face, (2) conduct rigorous research and translate findings into reports, tools and insights accessible to practitioners and key stakeholders, (3) collaborate with external research organizations such as the Consortium on Chicago School Research and Regional Education Labs and technical assistance providers, and (4) conduct outreach to the public to inform them of critical topics and insights. While the Consortium will address a

broad array of issues, the initial focus will be on issues pertaining to RTTT. Research reports, policy briefs, data briefs and school-by-school reports will be developed and disseminated to a diverse and broad audience. Possible titles include: *College Ready: How Each High School's Graduates Are Doing in College; Strategies for Increasing Access to Highly Effective Educators; Alone in the Crowd: Strategies for Reaching Students Before They Fall Through the Cracks*; and *Top 20 Effective Teacher Preparation Programs in Pennsylvania*. In addition, the Consortium will publish an annual report evaluating the progress and impact of the Race to the Top initiative, lessons learned, and relevant insights for policymakers and school leaders.

Table 2. Accessing and Using State Data

	Activities	Timeline	Lead
	• Create a comprehensive online data tool • Create the Consortium for Pennsylvania Education Research, Evaluation, and Policy Analysis	05/10 - Ongoing 09/10 - 05/11	PDE State Board Vendor
	• Allow research and evaluation to be conducted in district and schools (including national evaluations)	04/10 - Ongoing	LEAs
	• Allow research and evaluation to be conducted in school (including national evaluations)	04/10 - Ongoing	Schools

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Access to comprehensive, online data tool Number of online SLDS portal users active within 1 year (target – all teachers and principals plus ~1000)	N/A	75,000	120,000	150,000	150,000
Use of the comprehensive, online data tool Percent of users with online portal log ons that are active users (accessed SLDS data within 1 month)	N/A	25%	33%	50%	50%
Number of SLDS reports created per quarter from the website	N/A	15	25	35	45
System feedback on usefulness of the SLDS Percent of users reporting that the SLDS portal is "easy to use"	N/A	70%	85%	92%	95%
Percent of users reporting that the data in SLDS is "accurate, timely and useful"	N/A	70%	85%	92%	95%
Percent agree Consortium briefs and reports had "very significant" influence over policies, practices, decisions among sample of: • State policymakers • Superintendents • Principals • Teachers • Parents	N/A	40%	60%	70%	75%

(C)(3) Using data to improve instruction *(18 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

Pennsylvania uses data-driven decision making to improve school and student outcomes and will ensure that *all education stakeholders, especially teachers, have timely access to actionable information.* Pennsylvania is developing a *comprehensive instructional improvement system* that includes the expansion and integration of Pennsylvania's Statewide Longitudinal Data System, real-time school and district data, and Pennsylvania's powerful *Standards Aligned Systems* (SAS) online tool (e.g., diagnostic assessments, voluntary model curriculum) with an interface that provides easy-to-access and interpret information, customized (e.g., teacher, parent) password-protected feature and additional applications and tools. A key step toward building out this system is creating a model statewide, Student Information System (SIS) so that districts are able to migrate their student information to the other components of the instructional improvement system. Pennsylvania will develop a model SIS and require that schools participating in the Turnaround Initiative to adopt it and offer it to all schools. This system will combine the most critical demographic, academic assessment, attendance and behavior data, as well as all the resources from the SAS portal in a format and a frequency that will enhance educators' ability to design instruction that meets the individualized needs of students. The model SIS will provide real-time data and save money because it will be designed for seamless integration with Pennsylvania's longitudinal data system (PIMS) and allow for automated data submission into PIMS (every 24 hours). Pennsylvania will couple data access and tools with significant investment in job-embedded professional development for teachers, principals, and superintendents to habituate collaborative, data-driven decision making.

Comprehensive Instructional Improvement System

1. Make data alive through SAS online tools
   - Dashboards
   - Delivery of Voluntary Model Curriculum
2. Build Early Warning Systems
3. Training and Professional Development
   - Summer staff data review meeting
   - Quarterly staff data review meeting
   - Bi-weekly leadership data team
   - Weekly teacher collaborative planning time

Dashboards

Classroom. One significant way that the *instructional improvement system*

will be manifested is in the design and implementation of classroom dashboards. Housed within the state's SAS portal, classroom dashboards will integrate specific classroom data as well as key state data points (e.g., real-time school and district records, P-20+ longitudinal data, PVAAS) to inform teachers of their students' learning strengths and challenges. Each student's data profile (e.g., test scores, attendance, language proficiency level) will be linked to resources designed to meet their individual needs.

School- and district-level. In addition to classroom dashboards, school and district dashboards will also provide principals and central office staff timely and relevant data, *in a snapshot*, that will focus school and district decision-making, actions, strategies, and interventions. Once identified in the dashboard, the SAS portal will instantly (and seamlessly to the end user) produce tailored school and district resources and strategies tied and closely aligned to specific data points.

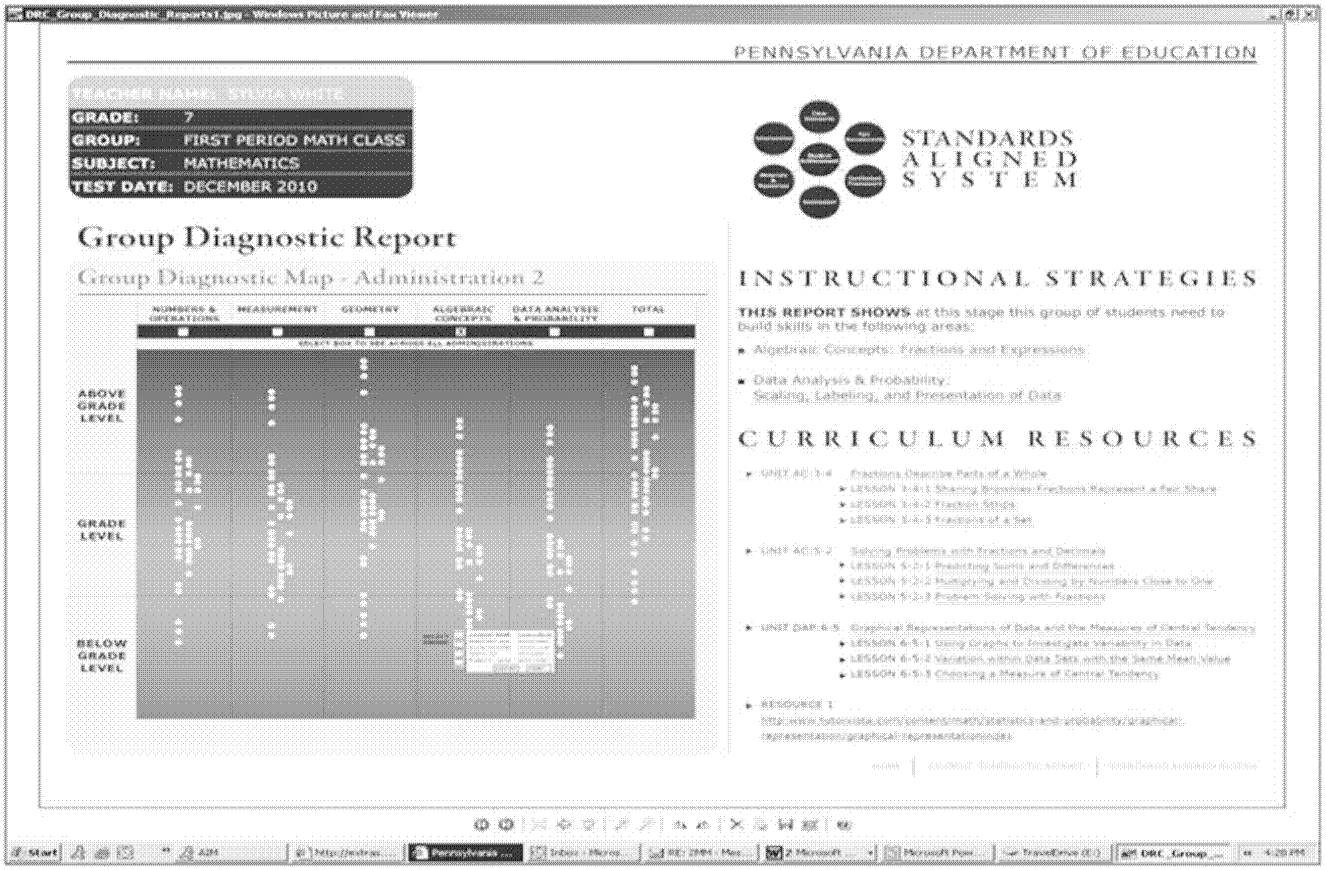
Model Early Warning System

An early warning system is a technology-based tool that uses assessment and real-time student data (e.g., attendance, grades and credit accumulation) to identify students in elementary, middle, and high schools that need additional academic and socio-emotional/behavioral support. The early warning system will be linked to a menu of supports and interventions, including Pennsylvania's Response to Instruction and Intervention (RtII) framework to help teachers adjust their instruction or inform their selection of interventions based on immediate and comprehensive understanding of each student's performance and behaviors.

Pennsylvania's instructional support system is also the vehicle for delivery of Pennsylvania's Voluntary Model Curriculum and will pre-populate School Improvement Plans (SIPs).

Exhibit 11 provides a screenshot of the Pennsylvania's SAS online tool. The screenshot presents group results following a diagnostic test administration for a single, 7th grade mathematics classroom. The diagnostic report is linked directly to individual and student-group test results. Each dot represents a student in the class and then provides instructional strategies and materials and resources that are linked to test results and to Pennsylvania's standards.

Exhibit 11. SAS Screenshot



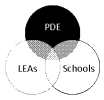
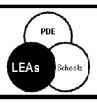
Training and Professional Development. PDE will create a comprehensive set of routines that allow for data-informed decision making and technical assistance providers will be trained to use the instructional support system through a train-the-trainer model. Participating districts will have embedded data facilitators (1 for every 30 schools) to work directly with school leadership and teachers as they regularly review data at the individual level and in the aggregate to examine trends and make actionable plans to improve instruction and meet individual student needs. Participating districts have signed MOUs committing to:

- **School preparation week:** These meetings will be conducted a week before the new school year. Facilitated by the leadership data team, teachers will review the prior-year's assessment data from summative, district end-of year, and diagnostic tests for their incoming class to customize instruction for students by integrating the appropriate instructional strategies, learning progressions, and academic interventions.
- **Weekly teacher collaborative planning times** facilitated by instructional coaches or data facilitators where:
  - Grade-level teachers review at-risk students flagged by the early warning system and discuss the specific needs of such students
  - Subject-level teachers discuss common challenges they face with teaching specific portions of the curriculum and coaches help teachers with instructional strategies for specific objectives and share effective classroom practices that help improve outcomes
- **Bi-weekly leadership team meetings**: The school leadership team and instructional coaches will:
  - Use the early warning system data to devise strategies to help at-risk students
  - Focus on school-wide issues identified during the quarterly reviews by using school-level data to track performance
  - Develop agendas and materials that will guide teacher collaborative planning time and help them use time more effectively
- **Quarterly staff data review meetings** led by the school's leadership team. During the half-day meetings, staff will:

- Discuss the previous quarter's data and evaluate the outcomes of various action plans/interventions
- Review the quarterly early warning system report to assess the effectiveness of interventions in helping at-risk students and to devise new action plans to for newly identified and previously identified at-risk students
- Review and discuss the school's goals articulated in its school improvement plan and use data to assess whether the school is on track to achieving the goals
- Identify new targets and share strategies for the upcoming quarter

Pennsylvania's comprehensive instructional improvement system and enhanced SLDS, together with the Consortium for Research, Evaluation, and Policy Analysis and streamlined data access application for researchers, will support continuous improvement at all levels of the education system. An overview of key activities is shown in the table below.

Table 3. Using Data to Improve Instruction

	Activities	Timeline	Lead
	Audit existing LEAs SISs and create a voluntary statewide, real-time Student Information System (SIS)	05/10 - 06/13	PDE Vendor IUs/PaTTAN
	Build out enhanced, second-generation SAS Online Portal	01/11 - 01/12	
	Build Early Warning Systems	01/11 - 08/13	
	Place IU-level data facilitators in high-need school buildings	05/10 - 01/11	
	Create a more coherent set of routines that allow for data-informed decision making at the classroom, school and LEA level	03/10 - 11/11	
	Create "Doing What Works in Pennsylvania" site	01/11 - 09/11	
	Develop a data access and use advisory committee to make data more accessible to researchers	11/10 - Ongoing	
	Use the data results to deploy resources and supports	Ongoing	
	Implement the model SIS or complete a diagnostic of district data system capabilities	1/11 - Ongoing	LEAs Vendor IUs/PaTTAN
	Provide collaborative teaming time	4/10 - Ongoing	

	Adopt or develop Early Warning System	01/11 - 08/13	
	Monitor the performance of every school at improving the performance of at-risk students every year to identify schools that have significant success, identify best practices and schools that need help	01/11 - Ongoing	
	Review and respond to 'watch list' reports with individual student intervention plans	01/11 - Ongoing	Schools IUs/PaTTAN
	Provide collaborative time for teachers to review real-time student data to drive instruction and interventions (i.e., summer staff data review meetings, quarterly staff data review, bi-weekly leadership data team, weekly teacher collaborative planning time, annual program review)	09/10 - Ongoing	

Pennsylvania Key Attributes

- Pennsylvania has experience developing a comprehensive instructional improvement system and has fully aligned it to standards, assessments, curriculum frameworks, instruction, resources and materials and interventions.
- Pennsylvania has created diagnostic assessments easily available at the classroom level that will substantially assist teachers in differentiating instruction to the needs of individual students; the diagnostic report is directly linked to individual and student-group test results.
- The resources and tools of the SAS Portal makes it possible for teachers to link the needs of individual students to the instructional materials and practices to advance learning for that child.
- Pennsylvania will ensure that data will be available to researchers.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Use of assessment data for instruction Number of districts in the state using benchmark assessments					
Number of benchmark assessment reports created from website per year (includes all PA schools) * Baseline includes number of reports from the SFA Member Center	1.3 M*	2.0 M	2.3 M	2.5 M	2.6 M (2x)
Build School Capacity to Collect and Use Data to Inform Instruction Percent of schools in participating districts reporting that the level of data analysis and coaching support they receive is "excellent"	N/A	60%	70%	80%	90%
Percent of teachers in participating districts reporting that the data systems and tools they use are "excellent"	N/A	60%	70%	80%	90%
Create Comprehensive Instructional Improvement System • Percent of surveyed teachers in the state reporting that they have heard of SAS	50%	85%	95%	100%	100%
• Percent of surveyed teachers in the state reporting that they have visited the SAS website	49%	85%	95%	100%	100%
• Percent of teachers in the state who report that the value of each item on the SAS site is high or very high (4 or 5 out of 5)					
o Standards	82%	85%	90%	90%	90%
o Assessments	79%	85%	90%	90%	90%
o Curriculum framework	76%	85%	90%	90%	90%
o Instruction	75%	85%	90%	90%	90%
o Materials and resources	76%	85%	90%	90%	90%
o Interventions	71%	85%	90%	90%	90%
• Percent of surveyed principals in the state and turnaround officers reporting that (a) agree that SAS tool is easy to use, (b) agree that SAS tool improved teaching practice	N/A	50%	75%	90%	90%

"significantly"					
• Percent of surveyed superintendents in the state reporting that (a) agree that the SAS tool is easy to use, (b) agree that SAS tool improved teaching practice "significantly"	N/A	50%	75%	90%	90%
• Percent of users (teachers, principals, superintendents) in the state who "completely agree" with the statement "I know how to get the most out of the SAS tool"	N/A	30%	50%	60%	70%
• Percent of teachers in the state who have logged on to the SAS tool within the last month	N/A	50%	75%	90%	90%
• Percent of principals and APs in the state who have logged on to the SAS tool within the last month	N/A	50%	75%	90%	90%
Ensure Adequate Time to Use Data Collaboratively Average number of hours scheduled for principals to review data with staff per quarter (assumes 4 hours per month; 3 months per quarter; check against latest implementation plans) in participating districts	N/A	12	12	12	12
Average number of hours scheduled for teachers to review data per month (e.g. collaborative planning time; data days) (assumes 90 minutes per week for teachers) in participating districts	N/A	4	6	6	6
Make Data Accessible to Researchers *Number of researchers with access SIS data (a log on accessed in the last year)*	N/A	50	150	250	300
Number of researchers who have accessed SIS data each quarter	N/A	20	50	75	100

(D) Great Teachers and Leaders ***(138 total points)***

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals *(21 points)*

The extent to which the State has—

(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;

(ii) Alternative routes to certification (as defined in this notice) that are in use; and

(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

Pennsylvania has the legal authority to permit alternative routes to certification (see Exhibit 12). The Pennsylvania Department of Education (PDE) approves all teacher and administrator preparation programs operating in the state, both traditional and alternate routes. PDE requires that standards for candidate selection must be high (e.g., BA or BS degree, work experience), and all programs must provide supervised, school-based experiences and ongoing support such as induction, mentoring, and coaching. Alternative certification routes in Pennsylvania must include standard features such as demonstration of subject-matter mastery and high-quality instruction and in addressing the needs of all students in the classroom including English language learners (ELLs) and student with disabilities (SWDs). By January 1, 2011, all of Pennsylvania's teacher preparation programs, including alternative routes to certification, must adopt new, highly specified standards that will result in increased rigor and quality. Deeper, more extensive field experiences, narrower grade band certifications, and a program effectiveness measure are all components of the new standards.[14] And individuals that complete alternative principal routes will have the same certification as individuals who complete traditional.

Pennsylvania Has Many Strong, Innovative Alternative Routes

Pennsylvania's statutory requirement that alternative certification programs fall within postsecondary programs has not inhibited our ability to create strong programs attracting mid career professionals. Pennsylvania has created fast track innovative programs to attract mid career professionals into the teaching profession despite the regulatory and legal structure

Exhibit 12. Required Evidence for (D)(1)(i)

Components	Yes/ No	Relevant Laws	Additional Information
Alternate routes for ***principal*** preparation program are authorized under PA state law	No		• PDE has a policy that accepts experience on an emergency permit towards receiving a principal certificate (Certification and Staffing Guidelines 9).
Alternate routes for	Yes	22 PA Code, Chapter 49,	• PDE may enter into a written agreement with a preparing

[14] To date, 75 percent of colleges and universities which offer preparation have submitted new pre-baccalaureate programs for review.

administrator preparation program are authorized under PA state law		§49.15 22 PA Code, Chapter 354, §354.26 (d)	institution wishing to conduct an experimental program that results in certification. This may include alternative routes, but according to regulation, institutions must be approved as a baccalaureate or graduate degree granting institution by the Department in order to be authorized to conduct programs that lead to professional certification. • In addition, according to 354.26, the preparing institutions "shall cooperate with public and nonpublic schools in the development and implementation of alternative certification programs."
Do alternative routes permit providers to operate independently of institutions of higher education (IHEs)?	No	22 PA Code, Chapter 49, §49.14 (1) 22 PA Code, Chapter 354, §354.11 (1) 22 PA Code, Chapter 31, §31.52 (a) 22 PA Code, Chapter 354, §49.121 (2)	• According to § 354.26, the preparing institutions "shall cooperate with public and nonpublic schools in the development and implementation of alternative certification programs." • Institutions must be approved as a baccalaureate or graduate degree granting institution by the Department in order to be authorized to conduct programs that lead to professional certification.
Does PA have alternative routes include standard elements as defined by this notice?	Yes	22 PA Code, Chapter 49, §49.13(b) (relating to policies)	***For Teachers:*** By January 1, 2011, all of Pennsylvania's teacher preparation programs, including alternative routes to certification, must include the competencies and skills needed to equip teachers to accommodate and adapt instruction for students with disabilities in an inclusive setting and to address the instructional needs of ELL students.

Pennsylvania's alternate routes to certification

In Pennsylvania, alternative certification programs have grown to increase the number and equitable distribution of certified teachers in high-need subjects (e.g., mathematics, science, special education) or locales (i.e., urban, remote rural), as well as to address a need for greater diversity in the teaching force. While the majority of Pennsylvania's teachers are prepared via traditional

pre-baccalaureate programs, Pennsylvania is not constrained by this model. In fact, alternative pathways have existed for some time, and the state has rapidly expanded alternative routes to certification. This expansion is not because we need *more* teachers—Pennsylvania produces a surplus of teachers. It is a key strategy to expand content knowledge and real-world skills among our teaching corps. Our alternative programs include:

1. **Post-Baccalaureate Programs.** PDE issued Post-baccalaureate Guidelines in August of 2009 that are designed to encourage innovative, streamlined and effective programs to emerge across the state. Although these programs must meet the significantly higher requirements adopted for new teacher preparation programs in 2007, the state intends to provide significant flexibility in meeting these program standards, acknowledging the unique and specific needs of candidates who enter the program with established skills and knowledge. At the end of a post-baccalaureate program, successful candidates receive the same certificates as pre-baccalaureate candidates, and programs demonstrate how candidates have acquired the same competencies acquired by candidates in undergraduate preparation programs.
2. **Pennsylvania Teacher Intern Certification Program**. This Intern Certificate Program has been in existence since 1969. It is specifically designed for individuals who possess a minimum of a baccalaureate degree and requires only the coursework that the individual is deficient in to be completed (typically classroom management, methods and pedagogy). Currently, the program is offered in 37 approved colleges and universities in Pennsylvania. The Intern certificate is a valid professional certificate that entitles the holder to fill a full-time professional teaching position. It is issued for a period not to exceed *three calendar years* and qualifies the holder to perform all the duties, functions and responsibilities of the certification area(s) for which it is endorsed. A teacher who holds an Intern certificate is a Highly Qualified Teacher because s/he demonstrates content mastery by passing Praxis II prior to being issued the Intern certificate and placed in the classroom.
3. **Experimental Programs**. With the strong support of PDE, in 2005 Temple University mounted $E=mc^2$, Educating Middle-Grades Teachers for Challenging Contexts. This program is designed to train midcareer and early retiree mathematics and science professionals as middle-grade teachers. To meet Pennsylvania's need for mathematics and science teachers, $E=mc^2$

provides an accelerated path to Pennsylvania teaching certification that also enables professionals to begin the program while maintaining their current jobs. Participants receive practical and rigorous preparation to meet the needs of middle school students, with academic coursework thoroughly integrated with field-based experiences. Exhibit 13 summarizes participation in alternative certification programs.

Exhibit 13. Participation in Teacher Alternative Certification Programs

Alternative certification programs for *teachers* operating in PA	Elements (a)	(b)	(c)	(d)	(e)	Number of teachers that completed each program, 2008/09	Total number of teachers certified statewide, 2008/09
Intern Certificate Program		✔	✔	✔	✔	853	853
ABCTE		✔	✔	✔	✔	12	12
(Proposed) Residency Plan	✔ [15]	✔	✔	✔	✔	n/a	n/a
$E=mc^2$		✔	✔	✔	✔	Program is in its first year of operation	

Notes. (a) Can be provided by various types of qualified providers, including both postsecondary institutions and other providers operating independently from postsecondary institutions; (b) Are selective in accepting candidates; (c) Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) Significantly limit the amount of coursework required or have options to test out of courses; and (e) Upon completion, award the same level of certification that traditional preparation programs award upon completion

Have potential to allow alternate routes for principals. Although Pennsylvania does not currently have alternative certification routes for principals, the state's regulation allows them to be created. Specifically, alternative routes could be developed to allow educators with 4 years of satisfactory professional certified school experience (i.e., those certificated as teachers, supervisors, assistant principals, or educational specialists) to serve as a principal on an emergency permit while completing a state-approved preparation program. This will significantly streamline the process for placing highly effective, experienced educators in

[15] The proposed legislation establishing a Residency Certification program provides the flexibility to allow non-IHEs (IUs) to offer Residency Certification programs.

principal positions and could meet the elements (b) through (e) as defined by this RFP (see Exhibit 13 on page 82 for details).

Process for monitoring, evaluating, and identifying areas of teacher and principal shortages

Pennsylvania's current process for identifying teacher and principal shortages is to examine the percent of teachers and principals who hold emergency permits to teach in their current subject area or to lead their school buildings (respectively). To date, this information has been analyzed and reported annually and suggests, as one might expect in a high-educator-producing state, teacher and principal shortage is not one of Pennsylvania's bigger education challenges. A very small proportion of teachers and principals have emergency permits. (Exhibit 14 for principal shortage.) To broaden the pool of highly-qualified candidates for school leadership posts, Pennsylvania will seek to amend existing regulation (22 Pa Code 49.121) that requires five years of certificated school experience to earn an administrative credential. Pennsylvania will set its requirement at the national average of three years, while applying more weight to factors such as demonstrated knowledge and skill. PDE believes this reform will have particular impact in attracting non-traditional candidates to school leadership roles.

Exhibit 14. Principal Shortage Data, 2008-09

	Total Number of Principals	Number of Principals Emergency Permits	Percent Emergency Permits
School Districts Only	3113	52	2%
Charter Schools Only	199	8	4%
Total (All districts & charter schools)	*3312*	*60*	*2%*

However, when we compare the total number of emergency permits issued to the total number of teaching certificates issued for a given year, we identify relatively greater shortages in some content areas (e.g., special education, science, and mathematics, see Exhibit 15) and some geographic regions (e.g., remote rural, big urban). A relatively high proportion of bilingual ESL teachers have emergency permits.

Exhibit 15. Areas of Teacher Shortage as Measured by Percent of Emergency Permit, 2008-09

	Total Number of Teachers	Number of Emergency Permits	Percent Emergency Permits
All Areas of Special Education, including Speech and Language	28,189	552	> 1%
Science	7,605	241	3%
Math	8,599	215	3%
English	10,928	168	2%
Bilingual ESL	1,757	102	6%
Reading/Reading Specialist	4,772	93	2%
Social Studies	7,498	65	1%
Arts	7,799	48	1%
Total	***77,147***	***1,484***	***2%***

Once we evaluate on effectiveness rather than existing measures, we anticipate with our new measures we will be with 35-40 percent of our teachers needing assistance to become effective. We also expect that our challenge is more dynamic than what we are able to capture in an annual indicator because, for example, educator turnover is high in many of our urban schools—so high that the number and percent of highly effective teachers and principals could change multiple times over the course of a year in these schools. Thus, while we have a process for identifying shortages, we argue that this process will be greatly improved once we have a strong indicator of effectiveness and a system that provides more frequent (than annual) reports of shortages.

Preparing teachers and principals to fill these areas of shortage. To meet the challenges associated with the shortages, Pennsylvania has put forward a set of strategies both to recruit professionals with expertise in key areas to earn a teaching certificate and to provide targeted job-embedded professional development (see Section (D)(5) for details on job-embedded professional development for teachers and principals) to improve quality of teachers. In addition to the alternate routes to certificates currently available, as discussed earlier in this section, legislation on the Residency Teaching Certificate Plan, passed in the House Education

Committee and the Senate Education Committee in 2009. The residency teaching certificate plan is designed to attract mid-career professionals to the teaching ranks by creating a streamlined process for professionals with expertise in key fields to earn a teaching certificate and bring their knowledge into the classroom.

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

Rigorous, multi-measure teacher and principal evaluations are the critical next step of Pennsylvania's education reform agenda. Co-developed with state union leaders, local union leaders, and school district leaders, our evaluation system will provide the data necessary to assess and improve teacher preparation programs and redesign and expand job-embedded support, coaching, and instructional tools. As with students, fair, transparent teacher and principal assessments will signal areas that need attention. When coupled with well-defined expectations and individual professional learning plans, teacher and principal evaluations will allow supervisors, policy makers, and preparation and professional development providers to focus their resources on creating a vibrant learning community of highly effective educators where educators will be provided with:

- Continuing opportunities to improve their knowledge and skills,
- Clear and measurable goals in relation to their own and student success,
- Necessary tools to assess their progress toward their goals, and
- Supports necessary to be evaluated as highly effective,
- Regular and ongoing feedback necessary to improve their practice.

We will measure teacher and principal effectiveness and use the results to take appropriate action to support the development of our educators and exit them when they fail to meet transparent and fair goals. We have the ability to link student growth to teachers and principals and have no legislative barriers to doing so. We also know that accuracy, precision, and stability of performance estimates are critical and the research on value-added models indicates they must be applied carefully.[16] Pennsylvania will invest resources to develop a model evaluation system drawing on lessons learned from research and our own experiences, particularly in Pittsburgh, where in 2008, the school district began working collaboratively with the local union to construct the Research-Based Inclusive System of Evaluation (RISE). The Pittsburgh School District and the teachers' union have begun to work collaboratively to develop a Value-Added Measure (VAM) to anchor a new compensation plan that will address performance pay. They have committed to developing a valid and equitable compensation plan structure that will use VAM data and to achieving its implementation through the collective bargaining process.

Pennsylvania is a leading laboratory for multi-measure teacher and principal evaluations using student growth as a significant factor in compensation initiatives.

- *Philadelphia* received a $10 million Teacher Incentive Fund (TIF) award in 2007 to pilot a performance-based staff development and compensation system that directly ties clear incentives to student achievement growth and classroom observations. Observations are conducted according to an objective, standards-based rubric.
- *Pittsburgh* received a $4.5 million TIF award to provide principals with three types of incentive opportunities: (1) an achievement bonus based on school-wide achievement gains; (2) a professional bonus based on the level of completion of the school's improvement plans; and (3) a professional base-pay increment based on fulfilling pre-specified professional roles.
- *Pittsburgh* just received a $40 million grant from the Gates Foundation to develop, in collaboration with the Pittsburgh Federation of Teachers, a teacher evaluation system that will include student growth as an input to inform development and advancement decisions.

With the Race to the Top grant, Pennsylvania will ensure that all participating districts implement the following (tools will be available to all districts):

- All teachers and principals will be evaluated annually using Pennsylvania's model evaluations or a state-approved alternative. Districts will develop plans for how teacher and principal evaluations will be used to inform decisions on such

[16] Goldhaber, D. & Hansen, M. *Assessing the Potential of Using Value-Added Estimates of Teacher Job Performance for Making Tenure Decisions*. Washington, DC: Urban Institute

issues as compensation, tenure, advancement (based on a model career ladder), and professional development.

- Teacher and principal preparation programs will be aligned with evaluations and provide training (for principals and superintendents) to conduct evaluations
- Every school and district will have the capacity to conduct annual evaluations. We recognize that as challenging as it is to create an evaluation system, it is equally challenging and critical to implement it effectively. Thus, job-embedded professional development will be provided through IU coaches (1 coach per 30 schools in participating districts) and districts will be encouraged to use RTTT resources to engage additional support as needed.

To accomplish our goals, we will implement the following strategies.

Multi-measure Teacher Evaluations

Develop and implement a multi-measure evaluation system for teachers that takes into account data on student growth as a significant factor and is designed and developed with teacher involvement. PDE will convene a steering committee to develop a model teacher evaluation system which will be ready for a pilot by January 1, 2011. The steering committee will include representation of district leadership, IUs, teachers' unions and other appropriate stakeholders. All participating districts and charter schools must begin implementation of a Race to the Top teacher evaluation system by September 2011, using either the state model or a district-developed system that has been approved by PDE. Both the state model and district-developed systems must meet the standards for teacher evaluation systems set forth in our Race to the Top application. For teachers, these standards include:

1. Utilizing multiple measures for evaluation that include at least the following (see Exhibit 16);
   a) Planning and Preparation
   b) Classroom Environment
   c) Instruction
   d) Professional Responsibilities
   e) Student Growth (student achievement gains through a range of assessments both quantitative and qualitative)

2. For each measure in the evaluation system, creating a transparent rubric by which teachers' progress will be evaluated.
3. Providing for five levels of evaluation ratings. The ratings will be aligned with years of experience and expected performance as defined in the evaluation system. Educators will receive one of the following five ratings: (1) Entry, (2) Emerging, (3) Achieving, (4) Highly Effective I, and (5) Highly Effective II. The highly effective ratings are for teachers who excel and assume additional responsibilities or receive addition compensation.

Multi-measure Teacher Evaluation

1. A multi-measure evaluation system that takes into account data on student growth as a significant factor and is designed and developed with teacher involvement
2. Annual evaluations of teachers
3. Training for all teachers on effective use of the evaluation system
4. Using evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve

Conduct annual evaluations of teachers that include timely and constructive feedback and provide data on student growth for students, classes and schools. The evaluation system is built on the premise of continuous development for all teachers; thus, all teachers will have a development plan as part of their annual evaluations. As part of the formal evaluation, teachers will be rated as described above, and placed in one of two tracks for the following review period: *a growth track* or *an improvement track*. For teachers in the *growth* track, principals will conduct at least two formal observations per year and complete an annual summative evaluation. The principal and the teacher will prepare and sign a development plan for the teacher which will be informed by appropriate student growth data and include specific performance targets and commitment to participate in specific professional development experiences. For teacher on the *improvement* track, the development, or corrective action plan, will include highly prescriptive, time-specific goals and benchmarks. Teachers in the *improvement* track will be evaluated formally twice per year, and informal observations will be conducted as needed. If the teacher receives two consecutive "unsatisfactory" ratings after being placed in the *improvement* track, they may be dismissed according to state statute and collective bargaining contracts using fair and transparent procedures.

Exhibit 16. Draft Standards for Teacher and Principal Evaluations

Draft standards for *teachers* may include:

Planning and Preparation
- Knowledge of content and pedagogy
- Knowledge of students
- Sets instructional outcomes
- Knowledge of resources
- Plan coherent instruction
- Design ongoing formative assessments

The Classroom Environment
- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Instruction
- Communicating with students
- Using questioning and discussion
- techniques
- Engaging students in learning
- Using assessments to inform instruction
- Assessment results and student growth

Professional Responsibilities
- Reflecting on teaching and student learning
- Keeping accurate records
- Communicating with families
- Participating in professional community
- Growing and developing professionally
- Showing professionalism

Student Growth
- Student growth data

Draft standards for *principals* may include:

- Demonstrates knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success
- Demonstrates understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school
- Accesses and uses appropriate data to inform decision-making at all levels of the system.
- Creates a culture of teaching and learning with an emphasis on learning
- Manages resources for effective results (including ensuring highly effective staff)
- Collaborates, communicates, engages and empowers others inside and outside of the organization to pursue excellence in learning
- Operate in a fair and equitable manner with personal and professional integrity
- Advocates for children and public education in the larger political, social, economic, legal and cultural context
- Supports professional growth of self and others through practice and inquiry
- Student growth

Provide training to all teachers and principals on effective use of the evaluation system. We will work with teachers unions and other stakeholder groups to develop a transparent rubric by which teachers' progress against the standards are measured (see sample rubric in the Appendix 6). Metrics will be collected through multiple avenues, including observations, principal assessments and data systems. During the 2010-11 school year, the state-led evaluation steering committee will work with IUs to design a statewide roll out plan of the model evaluation systems for teachers and principals, including professional development for teachers, principals and superintendents in how best to implement and utilize the model system. Participating districts and charter schools that develop their own state-approved plans must also provide teachers and principals with professional development on how best to implement and use their evaluation system. The training plans must provide for ongoing coaching and development in addition to initial training.

Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve. Participating districts will use the results of their enhanced evaluation system to target job-embedded professional development and supports, compensate, promote and retain effective teachers and leaders, grant tenure, and remove ineffective tenured and untenured teachers. All participating districts will develop a human capital plan which will include detailed descriptions of how they will use their evaluation system for the following purposes.

- *Developing teachers and principals*: PDE will work with districts to ensure that job-embedded professional development and supports are linked closely to the standards and results of the evaluation system. For instance, teachers needing to improve their practice in "managing student behavior" will have available a menu of supports and job-embedded professional development to build needed skills. Principals will work with teachers to include the appropriate supports and professional develop in each teacher's professional development plan.
- *Compensating, promoting and retaining teachers*. Pennsylvania will work with external experts to design model

compensation plans that will provide school districts with thoughtful options for rewarding outstanding teacher performance and models tailored to reward those who make exceptional progress in high-need schools. PDE will also assist districts in charting effective strategies for engaging local union leadership so that these models can be adopted as part of local collective bargaining agreements.

- *Granting of tenure and removing ineffective tenured and untenured teachers.* Pennsylvania's enhanced evaluation system will provide districts a better tool for identifying effective and ineffective teachers early in their careers. Districts have committed to using this tool in a manner that is consistent with due process rights. Pennsylvania's evaluation system will be designed so that teachers and principals will be expected to reach established levels of effectiveness based on their years of experience and qualifications. Educators who are placed on the *improvement* track and receive two consecutive "unsatisfactory" ratings may have their employment terminated. Teachers who have not yet achieved tenure must reach an "achieving" level of performance by the end of their third year of service to receive tenure and remain employed.

Pennsylvania will continuously improve the use of the evaluation system for purposes of development, compensation, promotion, retention and tenure by contracting with an external vendor to evaluate the program in 2012-2013 and through ongoing research of the Consortium to identify promising practices beginning in 2011-2012.

Multi-measure Principal Evaluation

Develop and implement a multi-measure evaluation system for principals that takes into account data on student growth as a significant factor and is designed and developed with principal involvement. PDE will convene a steering committee that includes principals and teachers to develop a model principal evaluation system that is expected to be completed by September 2011. Participating districts may choose to: (1) adopt the state model, (2) adapt it with variations, or (3) develop their own evaluation system which must be approved by PDE. Regardless of the option they choose, all participating districts must begin implementing the principal evaluation system by September 2011.

Principal evaluations will be conducted by the superintendent or direct supervisor (e.g., regional supervisor) and will be based on competencies included in the Pennsylvania Inspired Leadership (PIL) Program as well as student growth data. Both the state model and district-specific principal evaluation systems must include the following:

Core Standards:

1. The leader has demonstrated the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
2. The leader has demonstrated an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.
3. The leader has demonstrated the ability to access and use appropriate data to inform decision-making at all levels of the system.

Multi-measure Principal Evaluation

1. An evaluation system that accounts for student growth as significant factor and developed with principal involvement
2. Annual evaluation with timely and constructive feedback
3. Training to all principals on effective use of the evaluation system
4. Using evaluations to inform decisions regarding professional development, compensation, promotion and retention

Corollary Standards:

1. The leader has created a culture of teaching and learning with an emphasis on learning.
2. The leader has managed resources for effective results.
3. The leader had collaborated, communicated, engaged and empowered others inside and outside of the organization to pursue excellence in learning.
4. The leader has operated in a fair and equitable manner with personal and professional integrity.
5. The leader has supported professional growth of self and others through practice and inquiry.

Conduct annual evaluations of principals that include timely and constructive feedback and provide data on student growth for students, classes and schools. The model system and any district developed systems will be conducted annually, at a

minimum. For principals working on an Administrative I certificate, evaluations will be conducted at least twice a year. Evaluation input will include progress against an individual's annual performance plan and goals developed jointly between principal and superintendent, superintendent observations, student achievement, teacher surveys, and self-assessment. Student growth data will include student achievement gains through a range of quantitative and qualitative assessments, aggregated to the school level. Like the teacher evaluation system, the principal evaluation system will have multiple ratings that can be used to identify highly effective principals who will earn additional responsibilities and compensation. For example, highly effective principals may earn additional pay when leading high needs schools, acting as PIL facilitators, coaches, mentors, and so forth. Ineffective principal will have a corrective improvement plan, time-specific performance targets, and quarterly. Evaluation will result in identification of one of five levels of principal "effectiveness:" (1) Residency, (2) Induction, (3) Emerging, (4) Achieving, and (5) Highly Effective.

Use evaluations to inform decisions regarding professional development, compensation, promotion and retention. Principals will be evaluated each year by the superintendent, have post-evaluation conversations with their superintendent and be required to submit an individual development plan. Effectiveness levels will be based on progress made on the performance plan, which includes student growth objectives. Principals identified as "unsatisfactory" for two consecutive evaluations can be dismissed. Ana external evaluation of the new multi-measure evaluation system will be conducted to ensure it is valid, applied with fidelity, and effective.

State Collection and Publication of Teacher and Principal Evaluation Summary Data

Pursuant to the requirements of the State Fiscal Stabilization Fund grant to Pennsylvania, the state will collect data on the teacher and principal evaluation systems of all districts and make the following information "publicly available" on the PDE website:

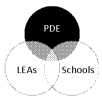
1. A description of the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention and removal. (This will be summary data. No

data that could identify any individual will be made publicly available.)

2. Whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
3. If the district's teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level.
4. If the district's teachers receive performance ratings or levels through an evaluation system, whether the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the district.

Summary of key activities and timelines is presented in the table below.

Table 4. Overview Teacher and Principal Evaluation

	Activities	Timeline	Lead
	Create Stakeholder Steering Committee, including teachers and principals	04/10	PDE Vendors
	Establish clear approaches to measuring student growth and measure it for each individual student	04/10 - 01/11	
	Develop a model multi-measure evaluation system for teachers and principals that takes into account data on student growth as a significant factor with evidence-based metrics of teacher and principal effectiveness in collaboration with teachers unions and other stakeholder groups	4/10 - 01/11	
	Conduct six month pilot in 10 districts, during and after which revise system by soliciting and integrating feedback	01/11 - 06/11	
	Develop required training for principals in effective use of evaluation systems including observation and due process as related to teacher evaluation	11/10 - 06/11	
	Implement a multi-measure evaluation system for teachers and principals that takes into account data on student growth as a significant factor and is designed and developed with teacher and principal involvement. Choose 1 of 3 options: (1) implement the state-designed evaluation system, (2) implement the state-designed evaluation system with approved revisions,	08/11 - Ongoing	

	(3) design their own evaluation system which meets the same 6 core principles as the state-designed system		
	Conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide data on student growth for students, classes and schools	09/11 - Ongoing	
	Provide training to all principals and teachers on effective use of the evaluation system	06/11 - 09/11 and Ongoing	
	Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve	09/11 - Ongoing	
PDE LEAs Schools	Conduct evaluation of teacher and principal evaluation system	01/11 - 12/13	LEAs
PDE LEAs School	Implement multi- measure teacher and principal evaluation system	09/11 - Ongoing	Schools LEAs IUs/PaTTAN
	Conduct annual evaluations of teachers that include timely and constructive feedback and provide data on student growth for students, classes and schools	09/11 - Ongoing	
	Provide training to all teachers on the evaluation system	06/11 - Ongoing	
	Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve	09/11 - Ongoing	

Pennsylvania is Ready to Implement Enhanced Evaluation Systems

- *No statute, regulation or other legal barriers* that prohibit the linkage of teacher data with student performance
- Statewide union agreement to adopt a robust teacher evaluation system and local union leadership agreement in 120 districts
- Existing leadership model (PIL) on which to expand to build the skills of principals to effectively conduct teacher evaluations and provide feedback
- Experienced field operations with the credibility and relationships necessary to roll-out training in management of an evaluation system to every principal
- State law that provides districts with the authority to terminate teachers who fail two successive evaluations and to withhold tenure based on an unsatisfactory evaluation
- Well prepared to link student data to a fair teacher evaluation system through past experience analyzing student data at the district and building level
- Plans require districts to complete a state-approved human capital plan to increase the percentage of effective and highly effective teachers and principals
- Plans to create a Consortium evaluate the newly created teacher evaluation system to ensure effective statewide use of the system

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	**General goals to be provided at time of application:**	**Baseline data and annual targets**				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	100%	100%	100%	100%	100%

(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0%	10%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0%	24%	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals.	0%	24%	100%	100%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	0%	5%	50%	60%	75%
(D)(2)(iv)(b)	• Promoting teachers and principals.	0%	5%	50%	60%	75%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	0%	24%	100%	100%	100%
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	0%	10%	100%	100%	100%
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	0%	24%	100%	100%	100%
	Additional performance measures	**Baseline data and annual targets**				
	Feedback from the system • Percent of teachers who say the evaluation system is both "very fair" and "useful in providing constructive feedback"	N/A	60%	80%	90%	95%
	• Percent of principals who say the evaluation system is both "very fair" and "useful in providing constructive feedback"	N/A	60%	80%	90%	95%
[Optional: Enter text here to clarify or explain any of the data]						
General data to be provided at time of application:						
Total number of participating LEAs.		120				

Total number of principals in participating LEAs.	1,128
Total number of teachers in participating LEAs.	43,541

Criterion	Data to be requested of grantees in the future:
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.
(D)(2)(iii)[17]	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.

[17] Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations was used to inform tenure decisions in the prior academic year.	[redacted]
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

(D)(3) Ensuring equitable distribution of effective teachers and principals *(25 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; *(15 points)* and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

Pennsylvania's high-poverty and high-minority schools[18] and districts face significant challenges in recruiting and retaining highly effective educators and hiring in hard-to-staff subjects as teachers and principals have demonstrated a preference for working in schools with higher achieving, higher income students in addition to higher salaries.[19]

Pennsylvania will address these challenges by implementing at the state, district and school levels the three critical elements of a comprehensive human capital system:

1) Increasing the pipeline of effective teachers and leaders,
2) Enhancing the skills of the existing workforce through job embedded professional development and individualized professional growth plans,
3) Exiting from the profession those individuals who prove to be ineffective in raising student achievement.

Our Approach to Equitable Distribution of Effective Teachers

- Increase the equitable distribution of teachers through enhancing the effectiveness of teachers in place rather than attempting to move teachers from one school or district to another
- Improve the rigor and relevance of what is offered to students in educator prep programs since we hire our teachers from PA colleges
- Greater cooperation and collaboration from state and local unions in the state's strategies to improve the effectiveness of teachers
- Assess the strategies implemented and identify best practices and lessons learned through Consortium's research
- Increase the effectiveness of teachers especially in the area of use of data and ELL instruction through the IU/ PaTTAN infrastructure

All participating districts and charter schools will develop, and submit to PDE for approval, a human capital plan that

[18] PDE defines high poverty schools as schools with 51 percent or more students who are eligible for free and reduced price lunch and high-minority school refers to public schools in which 35 percent or more -of the students are non-White.

[19] Hanushek, E.A. & Rivkin, S.G. (2008). *Do disadvantaged urban schools lose their best teachers*. Washington, DC: Urban Institute.

addresses in detail these three critical elements. The state will support and augment local efforts in a variety of ways.

Increase the pipeline of effective teachers

- *Signing bonuses and cohort hiring:* Participating districts' and charter schools' human capital plans will detail how they will utilize Race to the Top resources to attract and retain effective educators to schools where data indicates there are deficiencies. Strategies may include – and in turnaround schools **must** include – signing bonuses and the hiring and placement of teams of teachers in a cohort model. PDE will design and launch "Teach for Pennsylvania" - an aggressive marketing and recruitment plan to raise the profile of teaching opportunities in Pennsylvania with a focus on generating a larger pool of effective teachers for difficult to staff schools and subjects.
- *Turnaround Academies:* Pennsylvania will create three Turnaround Academies that will be available for certified and uncertified teachers and teacher candidates wanting to teach in struggling schools. Candidates will be trained through a rigorous one-year residency program in a school in the turnaround initiative. Residents will receive a Master's Degree in Elementary or Secondary Education via alternative certification programs offered in partnership with postsecondary institutions.
- *Urban Principal program:* The Turnaround Academies will also host an Urban Principal program for schools in the turnaround initiative. These programs will recruit exemplary teachers who have demonstrated a commitment to work—and an ability to succeed—in schools, and provide them with collaboratively designed and individually-tailored graduate-level coursework and internship experiences to prepare them for principal or assistant principal positions.
- *Internship Certification:* Pennsylvania will expand and focus its Internship Certification program on our highest need schools. Through this program, teacher candidates work in the classroom full time while earning their certification through one of 37 IHE programs around the state. More than 1,000 teacher candidates will gain access to this program using Race to the Top funds.
- *Mentoring and career ladders:* District and school human capital plans must also include strategies for retaining effective

teachers and taking the best advantage of their skills and expertise. In schools in the turnaround initiative, induction programs must include side-by-side mentoring for every new teacher with a highly effective teacher for at least one school year. The state will provide guidance on implementation of this mentoring program. All districts and schools must develop and implement career ladders that offer opportunities for greater responsibilities (e.g., teacher mentors, instructional coaches, team leaders) and additional compensation to teachers rated highly effective under a multi-measure teacher evaluation system.

- *Certification:* Pennsylvania will support districts and schools in meeting the challenge of hard-to-staff subjects. Race to the Top funds will support already certified teachers who seek "add-on certifications" in order to qualify to teach additional subject areas (e.g., English teacher moving to Special Education). The Pennsylvania General Assembly is considering legislation to establish a "Residency Certification" program for non-traditional teaching candidates with more than five years of work experience and a degree in a relevant content area. This program will have a focus on teacher shortages in math and science, and is an important element in Pennsylvania's STEM strategy.

Enhancing the skills of the existing workforce

Participating districts and charter schools have committed to meeting ambitious student achievement targets by 2014. In order to meet those targets, local human capital plans must include aggressive strategies to enhance the effectiveness of existing staff. Pennsylvania's Race to the Top plan includes a serious commitment to job embedded professional development in several critical areas. District and charter school human capital plans must detail how these state supports will be leveraged to improve school leadership and classroom instruction.

- *Use of data:* PDE will work with Intermediate Units to field "data facilitators" to deliver job-embedded professional development to principals and teachers analyzing and interpreting student data, and using the data to target students for specific interventions, group students according to need, and differentiate instruction. This commitment will require 111 data facilitators for the 1106 schools in participating districts and charter schools.

- *ELL instruction:* Intermediate Units will provide targeted ELL professional development to 250 schools in 29 participating districts that have approximately 63 percent of all ELL students in Pennsylvania. Each ELL coach will have a portfolio of 8 schools, and will be on site all day once every two weeks to deliver embedded staff professional development, provide resources, and observe lessons.
- *Teacher evaluation:* 38 Intermediate Unit trainers will provide direct support to local principals for implementing multi-measure teacher evaluations, and using evaluation results to create individual professional growth plans for teachers.
- *Professional development in high rigor coursework*: Pennsylvania will also support required local efforts to provide professional development to teachers in high rigor coursework through state developed professional development programming and state funding AP certification training. In addition, RTTT funds will support the development of high rigor virtual coursework accessible to all schools and districts in the state but of particular value to small and rural schools which could otherwise not offer a broad array of such coursework.

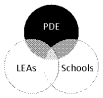
Removing Ineffective Educators

As described in (D)(2), Pennsylvania will implement in all participating districts and charter schools new multi-measure teacher and principal evaluation systems that include student growth as a significant factor. This enhanced approach to educator evaluation is a critical element to Pennsylvania's human capital system. Utilizing evaluation results to inform school level professional development generally, and design individual professional growth plans will increase the number of effective teachers and principals, and play an important part in addressing the challenge of equitable distribution.

At the same time, Pennsylvania's evaluation system will be a strong tool for identifying, in a manner that is deliberate and consistent with due process rights, individuals who are not effective in raising student achievement, and therefore should not be employed in our schools. Pennsylvania's evaluation system will be designed so that teachers and principals will be expected to reach established levels of effectiveness based on their years of experience and qualifications. Educators who are placed on the

"improvement" track and receive two consecutive "unsatisfactory" ratings are eligible to have their employment terminated. Teachers who have not yet achieved tenure must reach an "achieving" level of performance by the end of their third year of service in order to receive tenure and remain employed.

Table 5. Overview of Strategies to Ensure Equitable Distribution of Highly Effective Teachers and Principals

	Activities	Timeline	Lead
	Create working team to co-construct alternative programs with a Stakeholder group, comprised of district, school board, administration, principals association, IUs, teachers unions and IHE representation	05/10	PDE Vendors
	Develop alternative programs to provide highly effective teachers and principals across all schools/districts, particularly in hard to staff schools and high need field (e.g., Teach for PA20)	05/10 - Ongoing	
	Develop program specifications and materials for each alternative certification program (including Teacher and Principal Academies, Prestigious Scholarship Program, and Add-on Programs LEAs may create)	05/10 - Ongoing	
	Conduct evaluation and program reviews	06/14 - 10/14	
	Monitor distribution of teachers and principals (by certification—until highly effective measures created)	08/10 - Ongoing	
	Provide placements for new or resident teachers and principals in high-minority, high-poverty, and/or lowest performing schools	09/11 - Ongoing	LEAs
	Monitor equitable distribution of teachers and principals and disburse bonuses (per PA's plan) to encourage equity	08/10 - Ongoing	
	Provide mentors and implement induction for new or resident teachers and principals	09/11 - Ongoing	Schools
	Prioritize 9th grade and classes serving lower performing students when assigning highly effective teachers	09/10 - Ongoing	

[20] "Teach for Pennsylvania" is an aggressive marketing and recruitment plan to raise the profile of teaching opportunities in Pennsylvania with a focus on generating a larger pool of effective teachers for difficult to staff schools and subjects.

Performance Measures for (D)(3)(i) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	15	25	30 (2x)
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	25	28	30 (+1/5)
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	20	15	10 (-1/2)
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	15	10	10 (-1/3)
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	10	15	20 (2x)
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	20	23	25 (+1/4)
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	25	15	12 (-1/2)
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	15	12	10
Effectiveness data is N/A through 2010-2011 as the evaluation systems will be in development					
General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	450				

Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	1,162
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	14,028
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	54,139
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	450
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	1,162
[Optional: Enter text here to clarify or explain any of the data]	
Data to be requested of grantees in the future:	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

Performance Measures for (D)(3)(ii) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of mathematics teachers who were evaluated as effective or better.	N/A	65%	70%	75%	80%
Percentage of science teachers who were evaluated as effective or better.	N/A	60%	65%	70%	80%
Percentage of special education teachers who were evaluated as effective or better.	N/A	60%	65%	70%	80%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	N/A	65%	70%	75%	80%
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of mathematics teachers.	10,858				
Total number of science teachers.	5,250				
Total number of special education teachers.	29,095				
Total number of teachers in language instruction educational programs.	1,919				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					

Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs *(14 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

As part of the expansion of Pennsylvania's SLDS into the postsecondary arena, it is now possible to assign every teacher preparation candidate a unique student ID that will follow him/her into the classroom after graduation. This will allow PDE to link student performance data (including growth measures) to teachers and link teachers to teacher preparation programs. These linkages will allow PDE to judge the effectiveness of its teacher preparation programs based upon the performance of its graduates in the

classroom. As a result, preparation programs whose graduates consistently fail to improve student learning may be revised, improved, or discontinued. Effective programs will be supported and expanded through increased demand for their students and growth in applicants. Likewise, programs that excel in improving student learning will serve as models by which other programs may be improved.

Pennsylvania's Consortium for Research, Evaluation, and Policy Analysis will refine the linkage between teacher and student data and convene a working group to create evaluation standards and evidence-based metrics for teacher preparation programs. The working group, comprised of national experts, policy makers, educators, and postsecondary institutions, will develop an accountability process with multiple rating instruments and sources of data, specifically including student achievement gains through a range of assessments both quantitative and qualitative.

There are no legislative barriers to linking teacher information to student performance data in Pennsylvania and the results will be disseminated through reports and briefs and email announcement to postsecondary institutions, districts, and schools. Additionally, these data will be made available on PDE's portal. The portal will provide policy makers, aspiring teachers, parents, teacher preparation program administrators, and school administrators with valuable information as they endeavor to improve teacher preparation, choose programs to attend, and teachers to hire. The portal will provide these various constituencies with rights controlled access to customized data that are relevant to their specific needs.

In addition to creating effectiveness ratings, Pennsylvania will continue to work toward continuous improvement of teacher preparation programs. For example, PDE will continue reviewing all teacher preparation programs according to new regulations that dramatically increase the rigor of teacher preparation program standards. Program requirements now include:

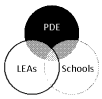
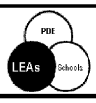
1. **Creation of Narrower, More Specific Certifications.** In alignment with national research and state best practices, we have implemented new certificates that replace broad grade band certifications (N-3, K-6, 7-12, and Special Education K-12) with narrower grade band certifications that allow deeper focus in age-appropriate content, pedagogy and human development (PK-4, 4-8, 7-12, Special Education PK-8 and Special Education 7-12).

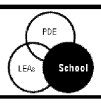
2. **Baseline Expertise in Special Education and Teaching English Language Learners.** All educational certification programs must include a minimum of the equivalent of 9 credit hours focused on special education/diverse learners, and 3 credit hours on teaching English Language Learners by 2011.
3. **Appropriate Expertise for All Higher Education Faculty.** In a significant departure from previous practice, PDE now requires programs to submit evidence that faculty members teaching in the educational core have content-area expertise for every course that they teach.
4. **Dual Certification for Special Education Teachers.** All new special education teachers must also obtain certification in either a grade band or as a Reading Specialist. Special education certification alone will not meet the state's Highly Qualified Teacher requirements.
5. **Deeper, More Extensive Field Experiences.** We recognize that in many ways, field experiences are the richest and most important part of teacher preparation. To ensure that students receive the appropriate breadth and depth of field-based experiences, requirements were increased significantly to include a total of 190 hours of field experience before student teaching and then an additional 12 weeks of student teaching. These hours are divided into 4 stages that include 40 hours of observation in a variety of educational settings, 150 hours of pre-teaching, and the 12 weeks of student teaching.
6. **More Explicit, Detailed Program Guidelines and Requirements.** To ensure that the expectations outlined above are clearly and consistently articulated, we have replaced program guidelines with very little specificity about content or structure (5 pages on average) with guidelines of 30 pages or more for each new certification program that provide a set of detailed expectations in academic content, human development and pedagogy, and which were developed in deep consultation with national experts and practitioners from across the state.
7. **Streamlined Electronic Program Application and Review and Revision.** PDE has implemented an electronic application process that allows reviewers to examine all relevant information in a consistent and rigorous manner. Teacher preparation programs are reviewed by two external reviewers, and PDE works with reviewers to resolve any inconsistency before

communicating the results to postsecondary institutions. PDE staff provides extensive assistance to programs in need of revision as necessary. However, the clear and explicit standards communicated via the Program Guidelines and reflected in the review process ensure that only those programs meeting these standards are approved.

To date, approximately 75 percent of colleges and universities which offer teacher preparation have submitted new pre-baccalaureate programs for PDE review. Of the 149 programs that have been submitted, 47 percent have been approved; the remaining 53 percent are under review or revision. In addition, Pennsylvania will continue to encourage and support effective

Table 6. Overview of Strategies to Improve Educator Preparation Programs approvals will be granted accordingly. Key activities and timelines to meet these goals are summarized below and organized by goals.

	Activities	Timeline	Lead
	Refine student-teacher-principal linkage in SLDS, including guidelines for determining how to address issues of highly mobile students and teachers, interdisciplinary and team teaching, etc	Present	PDE Consortium Vendor
	Create commission with representation from national experts, policymakers, educators, and postsecondary institutions to serve as Advisory Board and Create evaluation standards and evidence-based metrics of teacher preparation program effectiveness	06/10 - 08/11	
	Design and implement statewide rollout plan to link teacher data (including performance as measured by student growth) to postsecondary institutions and supplement these data with additional measures of effectiveness	Present - 12/10	
	Develop an accountability process for postsecondary institutions that includes either developing and improving programs (with measurable and monitored progress metrics) or discontinuing state approval based on effectiveness	03/12 - 10/13	
	Consult preparation program ratings when making hiring decisions	01/11 - Ongoing	LEAs

	Consult preparation program ratings when making hiring decisions	01/11 - Ongoing	Schools

Key Pennsylvania Attributes: Approaches to Improving Effectiveness of Preparation Programs

- Pennsylvania has the capacity in our data system to link teacher preparation programs to teacher evaluations and student growth so that we can assess the effectiveness of individual teacher preparation programs and we are committed to doing so.
- Pennsylvania will collect these data and then make them publicly available thereby enabling the marketplace to expand highly effective teacher preparation programs.
- Pennsylvania has recently revised its standards for the content of state teacher preparation programs.
- Currently, Pennsylvania has 14,400 seats in our higher education teacher preparation programs. By ensuring high quality programs through our revised requirements, we can have a significant impact on the effectiveness of the teacher candidates coming through the pipeline.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	60%	80%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	0	80%	100%

[Optional: Enter text here to clarify or explain any of the data]	
General data to be provided at time of application:	
Total number of teacher credentialing programs in the State.	1,625
Total number of principal credentialing programs in the State.	44
Total number of teachers in the State.	163,371
Total number of principals in the State.	3,534
Evaluation systems must be up and running with student growth data linked to teachers and prep programs prior to public access of prep program effectiveness data. Evaluation systems will be rolled out in 2011-2012.	
Data to be requested of grantees in the future:	
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

(D)(5) Providing effective support to teachers and principals *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

Pennsylvania will provide substantial supports to teachers and principals in the implementation of RTTT initiatives both at the state level and in collaboration with participating districts and schools. At the state level, a number of resources and tools are already in place starting with the technical assistance infrastructure of supports to districts and schools provided through the IUs and PaTTAN. Teachers, principals and other school leaders receive substantial technical assistance in school improvement strategic planning, budget development and management, professional development in instructional strategies, RTII, and special education, Advanced Placement, among others. PDE has developed and provides the online Getting Results! tool to help principals align their spending of additional state resources with the specific data-driven needs and challenges of their schools and students. Distinguished Educators, through the IU/PaTTAN structure, provide targeted administrative support in utilizing the Getting Results! tool and strategies.

PDE has also developed the state's longitudinal data system, PIMS, and provided substantial professional development to schools and districts in its implementation and ongoing use. To help schools and districts collect and submit good data, PDE works closely with a PIMS implementation advisory board composed of district and school personnel, provides regular professional development for school and district staff, and maintains a regular Help desk for ongoing support during data entry and review periods.

The SAS portal, which became operational in December 2009, provides substantial and significant teacher instructional improvement support. The resources and tools in the portal will grow considerably over the next few years as additional capacity is added. The communications function of the portal will provide additional support to teachers in small and rural schools. In some of these schools, there may only be one teacher in a particular subject area or grade level which minimizes the opportunity to collaborate meaningfully on curriculum and instruction. Through the communication tools of the SAS portal, teachers can communicate in a collegial manner focusing on specific units, lesson plans, instructional strategies, assessment data, or interventions. One of the goals of SAS is the development, implementation and growth of Pennsylvania Professional Learning

Communities (PLCs) providing statewide conversations targeting best practices at all levels in every subject area and course.

The state continues to provide job-embedded professional development to teachers across the state through the IU/PaTTAN network on the effective use of the SAS portal and on the Response to Instruction and Intervention initiative.

Race to the Top funds will enable the state to broaden its support to principals with focused and job-embedded leadership supports for principals through the use of Chief Turnaround Officers in all schools in the Turnaround Initiative and additional leadership resources for principals in all participating districts and schools. These resources include adding several modules to Pennsylvania's existing innovative Pennsylvania Inspired Leadership program (PIL) curriculum on the use of the SAS portal and effective implementation of the new teacher evaluation tools. Data facilitators provided through the IUs, will provide job-embedded support to both principals and teachers on how to use data most effectively to drive and differentiate instruction and how to use real-time data to identify and intervene with students at academic risk.

Support for Principals

- PIL Program
  - Incorporate SAS training module into the PIL program
  - Design a new module on effective teacher hiring, evaluation, observation, and removal practices
  - Supply job-embedded PD in the areas of data review and data informed decision-making
- Provide on-site support for principals through the Chief Turnaround Officer for implementing required activities of RTTT
- GE Foundation's leadership training resources such as the "New Manager Assimilation Process"

Another specific support for principals and district leaders made possible by RTTT will be a leadership program offered through a partnership with the GE Foundation. To support and accelerate district and school capacity to manage the systemic change required through Race to the Top and build the internal management capacity to sustain it, the GE Foundation will provide training to IU leadership experts who will then provide intensive job-embedded support to districts and schools in the following areas: tracking implementation, providing needs assessments, monitoring performance, supporting data/information systems and proactively managing potential roadblocks. This training will based be on the GE Six Sigma and Tollgate processes and project management skills.

The state will develop a set of new resources and tools for districts and schools in the areas of curriculum and data support. These tools and resources will be available to all districts and schools across the state, not just those directly participating in the RTTT plan and include development of the following:

a) Model system of assessments: diagnostic, formative, benchmark
b) Model Student Information System
c) Model Early Warning System – real time
d) Protocols and data routines for collaborative teacher time for effective use of data to inform instruction, identify students at risk and develop and implement intervention strategies
e) Professional development to teachers in providing high rigor coursework including AP certification training
f) Development of high rigor coursework through virtual access

The state will also assist schools in the turnaround initiative in hiring effective teachers, individually and through the cohort strategy. To aid schools and teachers in improving instructional strategies and outcomes for English Language Learners, the state will provide job-embedded professional development to teachers in the 250 schools in the 29 participating districts with the largest concentrations of ELL students through 32 experts in ELL instruction, to be deployed through the IU network.

Participating districts and schools will have their own RTTT responsibilities in support of their teachers and principals, including:

- Developing or adopting and implementing the Race to the Top tools including updated and aligned standards, a rigorous curriculum aligned to the standards, the state's comprehensive system of assessments including diagnostic, formative, benchmark, summative, the new School Information System and Early Warning System,
- Providing common planning time for teachers to be able to review real time student data to drive differentiated instruction, identify students at risk and develop interventions as appropriate

- Implementing a new teacher and principal evaluation system using student growth as significant factor. Districts and schools may also adopt the state's model career ladder or develop one of their own.
- Providing specific professional development for their instructional staff in specific areas in particular support of RTTT strategies and initiatives, including effective use of the SAS portal and resources, how to use data to inform and differentiate instruction (job-embedded data facilitators), training in the strategy of individual learning plans and how to participate effectively in the new teacher evaluation system.
- Providing job-embedded side-by-side mentoring during the induction year for new teachers with guidance from the state, including in the RTII system.

In addition to implementing the new teacher evaluation system, districts and schools have agreed to create individualized teacher specific annual professional development plans based on evaluation results and to revise the school's mandatory Professional Education Plan also based on the results of teacher evaluation plans. Requiring individual teacher evaluations to drive individual teacher professional development plans will ensure a better alignment between a teacher's classroom activities and his/her ongoing professional training. In addition, utilizing teacher evaluation results to inform the school's professional education plan will result in more coherent, targeted and relevant training opportunities at a group level in the school. This strategy of using teacher evaluation results to identify particular needs and specific challenges for responsive interventions is the same strategy used in PDE's school improvement tool, Getting Results![21]

While schools and districts are aligning professional development plans with teacher evaluations, the state will work to increase the coherence of standards-based professional development programs for teachers across the state. This will involve implementing a more tightly controlled review and approval process for proposed professional development programs for required teacher credits, based upon our existing PIL program approval process. Through this increased oversight, we can enhance the rigor

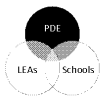
21 www.pasip.org/GR_home.asp

and relevance of professional development programs. The state will also implement a program review process that uses student growth data and teacher performance evaluations to evaluate the effectiveness of specific programs through increasing student achievement. Moving forward, only programs that have a positive impact on student achievement will be approved for Act 48 credits or funded by PDE or with RTTT funds.

Pennsylvania will also create a portfolio of professional development programs that new and out-of-state teachers should complete in their first year of teaching including the SAS framework, use of data to inform instruction, the RtII framework, understanding Pennsylvania's multi-level assessments, and using Pennsylvania's tools of the SAS portal, the proposed Early Warning System, and the PVAAS student growth projections. We will also develop a set of model routines and tools to facilitate data review and data informed decision making. These routines will include a staff data review session one week before the start of the school year; quarterly data review sessions during the school year to review quarterly assessment data, quarterly early warning reports and to devise new action plans for at risk student; and weekly teacher collaboration time for subject matter collaboration, discussion of common challenges, and job embedded coaching on instructional strategies and effective classroom practices.

Pennsylvania has also developed strategies for measuring and evaluating the effects of its RTTT strategies at the state and district level as well as identifying and sharing best practices through the new Consortium for Research, Evaluation, and Policy Analysis. Key activities to meet these goals and timelines are summarized below. (Please note that these activities will be executed in conjunction with activities designed to evaluate and improve preparation programs.)

Table 7. Overview of Strategies to Improve Effectiveness of Support for Teachers and Principals

	Activities	Timeline	Lead
	Develop a coherent, standards-based professional development program for teachers across the state	05/10 - 01/12	PDE IUs/PaTTAN Vendor
	Change the approval process for ACT 48 professional development to require alignment with standards for teacher effectiveness in order for teachers to retain their PA Teaching Certificates	06/10 - 01/11	
	Develop professional development for teachers in providing high rigor	05/10 - 01/12	

	coursework in high school (e.g. Advanced Placement, IB, dual enrollment)		
	Evaluate effectiveness of professional development programs based on student growth	06/10 - 03/11	
	Provide professional development to all district instructional staff on: - the use of data including diagnostic and formative assessment tools to differentiate classroom instruction - SAS tools and resources - Response to Instruction and Intervention (RtII) - Early Warning System - Development of Individual Learning Plans	09/10 - Ongoing	LEAs IUs/PaTTAN
	Provide GE-developed management training to administrators	09/10 - 6/11	
	Provide professional development to teachers in areas highlighted through evaluations and on: - the use of data including diagnostic and formative assessment tools to differentiate classroom instruction - SAS tools and resources - Response to Instruction and Intervention (RtII) - Early Warning System - Development of Individual Learning Plans	09/10 - Ongoing	Schools IUs/PaTTAN
	Provide professional development to high school teachers in providing high rigor coursework (e.g. AP, IB or dual enrollment)	01/11 - Ongoing	

Key Attributes: Pennsylvania's Extensive Resource to Support Teachers and Principals

- Comprehensive technical assistance infrastructure through the IU/PaTTAN network with proven capacity to provide job-embedded professional development in schools and districts
- Teacher support strategy directed towards enhancing the effectiveness of existing teacher corps and not merely to replace existing teachers with new staff
- A superior instructional improvement system in place and available to all teachers via Internet
- Continued expansion and enhancement of the tools and resources in the SAS Portal to provide ever greater supports to schools and teachers
- Principals and teachers are already familiar with this structure and are ready to expand to the initiatives proposed in our RTTT application
- Utilizing the results of individual teacher evaluations to target appropriate professional development for individual teachers and for school professional development plans as well
- Creating a Consortium for ongoing research, analysis and policy review

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
% of PD programs evaluated for effectiveness	0%	10%	30%	80%	100%
% of evaluated PD programs rated “highly effective”	N/A	30%	40%	50%	75%

(E) Turning Around the Lowest-Achieving Schools *(50 total points)*

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs *(10 points)*

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

The state has the authority to intervene directly in the lowest performing LEAs and, in certain circumstances, to intervene directly in schools within those LEAs (24 P.S. § 17-1705-B(b)). (See Exhibit 17.) Pursuant to the Education Empowerment Act (24 P.S. 17-1701-B *et seq.*), PDE requires districts to develop improvement plans that meet statutory criteria. The state may take over districts that fail to make the requisite improvement via an appointed State Board of Control. The Board of Control has all of the duties and powers of an elected school board, with the exception of the authority to levy taxes. These duties include: suspending or dismissing the superintendent or any person acting in an equivalent capacity; entering agreements necessary for operation,

Pennsylvania has:

- Clearly defined authority to intervene in failing districts
- One of the strongest state takeover laws in the nation and includes innovative strategies such as privatization and turning schools into charter schools
- A proven track record of exercising that authority
- Authority to intervene in 80 percent of schools in the Turnaround Initiative

management and educational programs of the District (with accountability measures included), appointing persons and other entities to conduct fiscal and performance audits and other analyses, operating charter schools with exemptions from certain requirements, suspending provisions of the School Code and education regulations unless specified exceptions apply; reconstituting a school, including reassignment, suspension or dismissal of professional employees; and eliminating specified topics from collective bargaining.

Pennsylvania has exercised State Takeover authority with success; Eight of the original 12 districts placed on the "empowerment list" have since improved and been removed from the list. The remaining four districts have also shown performance gains. In fact, Philadelphia has reduced the size of the bottom tested group by nearly a quarter. Today, seventy percent of the state's lowest performing schools are under the Empowerment Act, giving the state authority to intervene which it will continue to do after the current administration changes.

Exhibit 17. Required Evidence for (E)(1)

Criterion	Components Addressed	Yes/No/Under Review	Applicable Law
Intervening in the lowest-achieving schools and LEAs	State can intervene directly in ***both*** schools and LEAs?	**Yes,** in certain circumstances (described in text above)	24 P.S. § 17-1705-B(b)
Other supporting/relevant evidence	State can intervene directly in LEAs?	Distress in school districts of the first class	24 P.S. § 6-696
		Districts with significant fiscal problems	24 P.S. §§ 6-691-6-695

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools *(40 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

Pennsylvania will include 128 schools in the Turnaround Initiative. To choose these schools, we first identified the 37 eligible schools in accordance with RTTT guidelines. To broaden and deepen the statewide impact of the Turnaround Initiative, we identified 125 additional Title I schools that the state would commit to turning around (see Exhibit 18 for summary of school

characteristics).[22]

Exhibit 18. Number and characteristics of schools eligible and participating PA Turnaround Initiative

	Eligible Schools		Schools in Pennsylvania's Turnaround Initiative				
	RTTT Definition	PDE Expansion	All	Philadelphia	Other City	Suburban	Town/Rural
Number of Schools	37	125	128	76	34	16	2
AYP Status							
Made AYP	1	17	11	8	2	0	1
Warning	3	11	9	3	2	4	0
Corrective Action 1	3	18	17	10	7	0	0
Corrective Action 2	23	52	67	44	16	7	0
School Improvement 1	5	11	10	5	1	3	1
School Improvement 2	2	7	7	1	5	1	0
Making Progress	0	9	7	5	1	1	0
School Size							
<250	3	19	11	6	3	1	1
250 to 500	9	56	51	32	11	7	1
500 to 1000	9	39	41	27	12	2	0
1000 to 2000	15	8	21	10	6	5	0
>=2000	1	3	4	1	2	1	0
Grade level							
Secondary Schools*	37	37	52	22	18	10	2
Other schools	0	88	76	54	16	6	0
Minority/Poverty Concentration							
% High Minority	73%	94%	96%	100%	100%	81%	0%
% Low Minority	8%	3%	1%	0%	0%	0%	50%
% High Poverty	68%	91%	88%	93%	100%	50%	0%

[22] Using all Title I schools as our eligible pool, we included those schools with at least 50 percent of their students at below basic (2.5th percentile), *and* those schools with both 30 percent or more students below basic (10th percentile) and less than 6.6 percent improvement in percent of students below basic since 2005 (75th percentile). See Appendix 6.1 for complete list of lowest performing schools included in the RTTT and selected characteristics.

Of these schools, 128 are in districts that have agreed to adopt *all* of the state's RTTT plans and have provided evidence of deep local support (i.e., MOUs signed by the superintendent, president of the local school board, *and* union representative).[23,24] With the inclusion of these 128 schools, Pennsylvania's Turnaround Initiative will directly impact approximately 86,000 students or 57,000 *more* students than would be served if we had used the RTTT definition.

Our aggressive, but achievable, schedule for implementing turnaround is presented in Exhibit 19. The 2 largest districts in the state anticipate beginning interventions in 18 schools during the first year, and we anticipate this number may climb as other districts finalize their plans. We will update this schedule once we approve participating districts' statements of work.

Exhibit 19. Estimated Numbers of Turnaround School for Each Year

	2010/11	2011/12	2012/13	2013/14	Total
Philadelphia	8	40	28	0	76
Other Districts	10	37	5	0	52
Total	*18*	*77*	*33*	*0*	*128*

Note. Other districts also include Harrisburg and Pittsburgh.

Pennsylvania is ready to exceed the Federal Government's requirements for school turnaround because we have created a systemic approach to improving districts and schools, developed a strong technical assistance network to provide on-site, job-embedded support, and secured deep commitment from the stakeholders necessary to meet this goal. We have a strong history of success in academic improvement and rolling out major initiatives, and the legislature, state board, union, and districts partnered with the Pennsylvania Department of Education to develop and collectively own the state's strategy. PDE held multiple sessions to build the requirements of the Pennsylvania Turnaround Initiative. We started with experts from across the country that work directly

[23] 28 of the 37 identified using RTTT guidance will be part of the Turnaround Initiative. Of the remaining 9: 5 are charters – PA is not turning around charters, 3 are in districts not participating RTTT, 1 is participating in RTTT, but not in the Turnaround Initiative

[24] 100 of the 125 additional schools identified will be part of the Turnaround Initiative. Of the remaining 25: 15 are charters—PA is not turning around charter schools, 8 are in districts not participating RTTT, 3 are participating in RTTT, not in the Turnaround Initiative.

with districts to turnaround low-performing schools. The input from such experts as Michele Cahill, who worked with the New York City Schools Chancellor Joel Klein's Office to create effective system of schools including significant more effective small schools; Scott Gordon of Mastery Charter School, who has successful turnaround schools in Philadelphia; Marc Mannella, principal of a KIPP charter school in Philadelphia; Adam Urbanski, AFT Vice President; and Ruth Curran Neild of John's Hopkins University who authored the study that identified the key indicators necessary to identify students as early as the 6th grade who are at-risk of not graduating; as well as the superintendents of Pennsylvania's largest school districts and many other experts.[25] All of these experts pointed to the need to provide a comprehensive, coherent structure to support these struggling schools as well as being flexible enough to address specific local needs. PDE then held all-day meetings with the more than 30 superintendents of schools identified as part of the Turnaround Initiative to discuss what it takes to turnaround the lowest performing schools, including what has not worked and what support is needed to ensure the successful implementation of what will work. PDE supported the superintendents through regular, sometimes daily conversations with its staff and through the directors of the IUs.

Pennsylvania's strategy for rapidly accelerating student learning gains is organized by objectives that characterize highly successful schools. Thus, in addition to adopting one of the four intervention models, schools and districts will adopt the following strategies that are specific to Pennsylvania.

Turn Around the Lowest Performing Schools: Pennsylvania Initiatives

The need for a comprehensive approach to turning around our most struggling schools is at the heart of the design for Pennsylvania's Turnaround Initiative. In addition to implementing the requirements for all Pennsylvania participating districts, and

[25] Attendees included Michele Cahill (now of the Carnegie Corporation of New York), Scott Gordon (Mastery Charter Schools), Ruth Curran Nield (Johns Hopkins University), Lauren Resnick (Institute for Learning at the University of Pittsburgh), Adam Urbanski (AFT VP and Director of the Teacher Union Reform Network), Jim Connell (Institute for Research and Reform in Education), Marc Mannella (KIPP); Mark Roosevelt (Pittsburgh Public Schools); and Arlene Ackerman (School District of Philadelphia)

in addition to selecting one of the four intervention models and as set forth in the Race to the Top guidance, schools participating in Pennsylvania's Turnaround Initiative have committed to an additional set of activities and reforms that will ensure progress in student achievement in 128 Pennsylvania schools where large numbers of students are well below grade level academically, and little progress has been made in changing that reality over the past five years.

These additional activities that comprise the Pennsylvania Turnaround Initiative address the following six objectives:

- Installing Quality principals and turnaround leadership
- Ensuring Effective teachers and leaders
- Implementing Rigorous, research-based and aligned curriculum
- Using student data to inform and differentiate instruction
- Increasing learning time
- Building appropriate social-emotional and community-oriented supports for students

Below are examples of the additional requirements. (Please see Appendix 6.1 for the full list as well as Appendix 6 for the implementation plans.)

Quality principals and turnaround leadership

Train every principal as the instructional leader of the school

The Pennsylvania Inspired Leadership program is providing every principal in the state with quality training, development and support based upon rigorous leadership standards now set in regulation. Through our intensive work with educational leaders, we have come to understand that many principals need training to understand how instruction is being delivered across grade level groups and content areas and how to intervene to ensure that it is aligned, comprehensive and rigorous; that they need to be directly involved with having teachers meet collaboratively and support this work to be sure that collaborative time is focused on diagnosing

student needs and determining the changes that need to be made to instruction to see real impact. In partnership with the Pennsylvania Association of School Administrators, PDE has developed a 100 hours (30 classroom, 70 job embedded) course titled "Teaching Matters" that provides intensive training for principals in instructional leadership. Principals of every school in Pennsylvania's Turnaround Initiative will be required to take this course in the first year of turnaround.

Place a chief turnaround officer in every school

While Pennsylvania recognizes that the placement of highly effective principals in the each of these schools is very important to school success, and we will support the schools in selecting, retaining and developing strong principals, we also know that a principal alone cannot turnaround a struggling school. Intensive leadership support at each school is required to manage the reform work necessary to ensure gains in student learning. For this reason, Pennsylvania has required that each school in the turnaround initiative have a full-time Chief Turnaround Officer to assist the principal so that the critical, school-level initiatives are implemented effectively.

Effective teachers and leaders

Provide side-by-side mentoring for every new teacher

Recruiting, retaining and developing highly effective teachers are critical to the ability of each of these schools to increase student achievement and sustain it. Many of these schools have new teachers that can become isolated and do not receive the supports that they need to develop as teachers. Pennsylvania learned through a survey conducted by the Governor's Commission on Training America's Teachers that many new teachers lack confidence to perform the tasks that school leaders expect of them, feel isolated from their peers, and do not receive the support they need to develop as effective teachers.[i] While Pennsylvania has increased the rigor of our teacher standards including the significant enhancement of both content knowledge and pedagogy, to meet the immediate challenge in these struggling schools, we will ensure that teacher induction programs include side-by-side mentoring for every new teacher with a highly effective teacher for at least one school year. This intensive support will help new teachers develop

in their capacity to use effective teaching strategies and also have the collegial supports necessary to reduce attrition.

Recruit and retain cohorts of effective teachers

Struggling schools are often the most difficult schools to staff with effective teachers. We know that teachers will consider placement in these challenging settings if they are part of a team of educators united in a goal to raise student achievement. Pennsylvania will assist in the creation of cohorts of highly effective teachers, and provide resources to schools to offer signing bonuses and additional compensation to recruit teachers to work in struggling schools.

Establish Turnaround Academies for teachers and principals

Creating a pipeline of teachers and principals who are will prepared to lead the turnaround work in these schools is a critical element of our strategy. Pennsylvania will create 3 Turnaround Academies that will be available for certified and uncertified teachers wanting to teach in turnaround schools. Candidates will be trained through a rigorous one-year residency program in a turnaround school. Residents will receive a Masters in Elementary or Secondary education via alternative certification programs offered in partnership with postsecondary institutions.

The Turnaround Academies will also host an Urban Principal program for turnaround schools. These programs will recruit exemplary teachers who have demonstrated a commitment to work—and an ability to succeed—in schools, and provide them with collaboratively designed and individually-tailored graduate-level coursework and internship experiences to prepare them for principal or assistant principal positions.

Provide Reading Recovery in the early grades

Data shows that early literacy is critical for student success throughout their school years. Schools in Pennsylvania's Turnaround initiative will be required to implement Reading Recovery or a comparable elementary reading intervention model for all students below grade level in grades one through three. Pennsylvania will support this requirement by increasing the number of

training sites for Reading Recovery teachers and teacher leaders.

Rigorous, research-based curriculum

Build Standards Aligned Systems in every school

Pennsylvania has learned from its work in empowerments districts, with the Distinguished Educator program, and in school improvement planning efforts across the state that instruction in many struggling schools lacks any coherent, researched based approach to instruction. For this reason, we will require each school in the turnaround initiative to implement a rigorous and research-based curriculum (e.g., for high schools: High Schools that Work, Talent Development or Project Grad; for elementary and middle schools: Success for All and America's Choice) and do so in a way that ensures the school has full standards-aligned instructional system (SAS) that provides a coherent and systemic approach to continuous improvement.

Ensure instructional continuity from grade to grade

Key to this system is the alignment of the curriculum both within and across districts and schools. All schools in the turnaround initiative must align curriculum and lesson plans to standards and instruction across grade levels to ensure continuity of content and instruction. Intermediate units will support schools in this essential backward mapping of the curriculum.

Provide quality science instruction in elementary schools

Pennsylvania is investing $13 million year in the research proven program developed by ASSET, Inc. called “Science: It’s Elementary. Through this investment, more than 2,500 teachers per year who instruct more than 65,000 students are being trained in a hand-on approach to science instruction. School in Pennsylvania’s turnaround initiative will be required to implement Science: It’s Elementary, reaching more than 26,000 students.

Using student data to inform and differentiate instruction

Deliver real time data to all teachers and principals

Pennsylvania educators and leaders must not only have access to high quality, student-level data, they must understand how to drive instruction using it. Schools in Pennsylvania's turnaround initiative will implement a new model Student Information System (SIS) that has the functionality to deliver to principals and teachers at their desktops real time data about students. This system will combine the most critical demographic, academic assessment, attendance and behavior data, as well as all the resources from the SAS portal in a format and a frequency that will enhance educators' ability to design instruction that meets the individualized needs of students.

Train all educators in using data to inform instruction

Educator access to right data in the right format is a critical step. To ensure that this data plays a critical role in transforming education in schools in Pennsylvania's Turnaround initiative, 76 data facilitators will be deployed via Intermediate Units to work with these schools. Data facilitators will train principals and teachers in how to use data on a daily basis, as well as on a periodic basis for planning and program design. The data facilitators will assist schools in establishing protocols for the review of data during regularly scheduled collaborative sessions for teams of teachers.

Increased learning time

Create more learning time in every school

Through our Educational Assistance Program that provides additional instruction time to nearly 175 Pennsylvania's districts, we have learned that increased learning time is only successful at increasing student achievement if it directly reinforces the daily skills and concepts that students are learning during the regular school day. Schools participating in the Turnaround Initiative will

increase learning time, informed by a careful analysis of student data, by adopting one or more of the following: extending the school day by 30 minutes of learning time; extending the school year by at least 15 days of learning time; extending the school year for teachers for professional development or developing Individual Learning Plans for students.

Prepare students through quality early childhood education opportunities

Student success in rigorous coursework will be enhanced if students enter our schools ready to learn. Pennsylvania has invested heavily in a network of high quality early childhood education providers in a variety of settings. Knowing the value of early childhood education, schools in Pennsylvania's turnaround initiative will be required to create partnerships with early learning providers to ensure all children entering kindergarten have access to state supported Head Start, Pre-K Counts or a state-rated high quality child care setting.

Appropriate social-emotional and community-oriented supports for students

Support students through critical transitions

Understanding that improving student achievement requires targeted social emotional support of students, schools participating in the Turnaround Initiative must develop a school plan for social and emotional wellness, with a particular emphasis on supporting students through the critical and difficult transitions in their school years (i.e., elementary to middle school, middle school to high school, new student entries). Schools in Pennsylvania's turnaround initiative will develop a system to transfer comprehensive student information from one school to the next at transitions. Each high school will create a Freshman Academy with small teams of teachers who have collaborative planning and data review time daily. All schools will provide a three day orientation to all incoming and midyear transfer students including an opportunity to meet all relevant school adults, complete diagnostic assessments, and develop an individualized learning plan.

Developing a School Turnaround Plan

Districts participating in the School Turnaround Initiative must develop a comprehensive turnaround plan for each participating school. PDE's Office of School Turnarounds will manage the review process of the School Turnaround Plans based on the model established by PDE for review of PIL PD program applications. In 2010-2011 and 2011-2012, national consultants with expertise in turning around low performing schools will be contracted out via RFP to review the School Turnaround Plans and provide technical assistance in the development of plans while supplementing and further developing IU capacity. IUs will continue to support the School Turnaround Initiative without external assistance beginning in 2012-2013 as described below. Districts should take up to 1 year to develop and execute upon the comprehensive turnaround plan, which also require that the Turnaround leaders (principal and chief turnaround officer must take PIL in their first year of employment).

Building the state's capacity to provide technical assistance related to the School Turnaround Initiative

While Pennsylvania's network of IUs, DEs, and PaTTAN provides a strong foundation from which to provide support to districts, this network will need to further develop its capacity to provide the type of support needed by turnaround schools. As such, external technical assistance providers will be contracted for 2 years to add capacity to PA's Technical Assistance Network and provide job-embedded professional development to advance their skills.

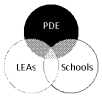
Beginning in 2010-2011, the state will hire 5 high-caliber personnel to join the IU team as the core of the Technical Assistance Network. Team members may include IU staff, Distinguished Educators or new hires and will work with external technical assistance providers and existing state resources in providing support to schools and districts. In 2011-2012, the state's team will directly add 5 additional FTEs and take on additional responsibility while continuing to work closely with external providers. By 2013-2014, the state's team will scale to 15 FTEs providing targeted turnaround technical assistance and contracts for external assistance will end.

The state's Technical Assistance Network and contracted providers will provide turnaround schools and districts with the following type of job embedded professional development:

- Developing a School Turnaround Plan
- Developing and executing a plan to recruit and hire effective principals and teachers
- CTO training and recruitment
- Developing an approach to side-by-side mentoring for new teachers
- Culture and climate including school safety, student motivation and student-staff, student-student and staff-staff relationships
- Backward mapping of district curriculum to ensure coherent transitions
- Ensuring effective use of data including collaborative planning time and using and developing an Early Warning System
- Scheduling time for data reviews, collaborative planning time and increased instructional time
- Ensuring high-quality, local data including student enrollment data, attendance data, behavior and discipline data and transcript data
- Liaisons to PDE to identify and overcome logistical issues

In addition, PDE's Office of School Turnarounds will assist districts in identifying talent by launching a recruiting campaign targeted at promising sources of talent including districts with established turnaround programs such as Chicago Public Schools and Miami-Dade County Public Schools and graduates of turnaround leadership programs.

Table 9. Overview of key activities to turnaround the lowest performing schools

	Activities	Timeline	Lead
	Identify lowest performing schools	Completed	PDE
	Establish Office of School Transformation within PDE	01/10-04/10	
	Conduct annual reviews	10/11 and annually thereafter	
	Identify and disseminate promising and best practices	05/10 and annually thereafter	
	Hire Chief Turnaround Officers (for schools being turned around in SY11-12)	06/11	Participating LEAs (with PDE support)
	Develop ambitious yet achievable turnaround plans and submit to PDE (for schools being turned around in SY11-12)	07/10 - 01/11	
	Implement turnaround plans and meet performance targets as written in plans	09/11 - Ongoing	
	Measure and report progress using performance metrics and report progress using performance metrics	Ongoing	
	Hire Chief Turnaround Officers (for schools being turned around in SY11-12)	06/11	Schools
	Implement turnaround plans (for schools being turned around in SY11-12)	09/11 - Ongoing	
	Create transition teams in all elementary schools to facilitate smooth transition of preschool children into kindergarten	09/11 - Ongoing	
	Measure and report progress using performance metrics	Ongoing	

Key Pennsylvania Attributes

- Pennsylvania has aggressively identified a greater number of schools for our turnaround initiative.
  - Federal definition captures 37 schools
  - PA's aggressive definition captures 128 schools
- Our confidence is based on:
  - Shared urgency and collective responsibility of the State, districts, and schools that the reform is necessary
  - Tested and refined strategies based on our past successful experience
- Pennsylvania has extraordinary commitment to participate at the local level with all three required signatures.
- Pennsylvania is requiring participating districts more intensive strategies.
  - Schools participating in PA Turnaround Initiatives must implement a comprehensive set of activities that exceeds the Federal requirements
- Pennsylvania has a strong system of technical assistance and supports in place to assist the schools in the turnaround initiative.
- $250 million will be targeted to the turnaround building and have extra funds and tech assistance network (will be used by IUs and districts to concentrate resources to support these schools).

The best evidence of Pennsylvania's success in turning around low-performing schools and districts are student outcomes:

- In the three grades that have been tested longest on the PSSA, the number of students in the lowest achievement group dropped by more than 30,000 – a 33 percent decline – from 2002 to 2009.
- A total of 2,443 schools – 78 percent of all schools in the state – met all of their AYP targets for 2009.
- Over 75 school districts have increased the proportion of students who are on grade level by at least 40 percent since 2002.
- 479 out of 500 school districts have a majority of students on grade level – an increase of nearly 30 percent since 2002.

These results can find their roots in how seriously PDE has pursued its state takeover/intervention authority permitted by the legislature, and learned from that effort. In 2001, Pennsylvania identified 12 districts where more than half of students scored in the bottom quartile on state tests in both reading and math and placed them on an "Empowerment List," giving the state significant authority to intervene in district governance and operations. Under state-led reform plans, by 2006 eight of those original 12 had made enough progress to come off the Empowerment List. While the remaining four districts have continued to make progress, they have not met all of their performance goals yet. Finally, two other districts (Pittsburgh and Reading) have been added to the Empowerment List, bringing the total number of districts in which the state has legislative authority to significantly intervene to six: Philadelphia, Pittsburgh, Harrisburg, Reading, Chester-Upland and Duquesne. *All six of these Empowerment districts, along with their unions and school boards, have agreed to be turnaround districts under RTTT, and they represent 80% (N=101) of the total number of schools on Pennsylvania's turnaround list.*

Pennsylvania's RTTT strategies have been designed to build upon our learnings (positive and negative) from these state takeover efforts and accelerate and expand what we know works in low-performing schools.

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
State Takeover of School District Through the Education Empowerment Act	319 schools	• **Overall Results**: 8 of the original 12 districts made enough progress on the state assessment to come off the Empowerment List. • **Overall Lessons Learned**: As a governance intervention strategy, the districts identified through the Empowerment Act have shown some progress implementing key interventions. However, there are still a number of schools within each of these districts that remain persistently under-achieving. • ***What We Know: District governance change can restore fiscal and management stability, and create the context for increased student performance, but without a coherent instructional intervention at the school-level, low performing schools will not turnaround.***
Mayoral Takeover Model: Harrisburg School District	17 schools	• Appropriate fiscal and organizational management was restored to the district as well as significant facilities improvement. • While a district-wide approach to social-emotional behavior was established and improved the environment for learning, the district lacks coherent instructional improvement systems focused at the school-level that would be needed for improved student achievement.
State Takeover: Chester Upland School District	10 schools	• Appropriate fiscal and organizational management was restored to the district. • Little progress in raising student achievement has resulted due to the lack of an intensive school-level focus.
State Takeover: Reading School District	22 schools	• Appropriate facility changes like reorganizing the high school into smaller learning communities and updating and renovating outdated schools were implemented. • Sporadic improvement in raising student achievement has resulted due to the lack of an intensive school-level focus on teaching and learning.
State Takeover: Duquesne School District	1 school	• Early reform efforts were targeted at replacing the superintendent and principal. • Because the district was only comprised of one school building, the State Takeover Board was able to focus on classroom-level interventions, including job-embedded teacher professional development and back-mapping curricula from the standards. • The State Takeover Board closed the high school program. Under an agreement

		negotiated by PDE and enacted into law by the state legislature, Duquesne high school students now attend one of two high schools in neighboring districts, both of which have comprehensive, high quality curricular and extra-curricular offerings.
School Reform Commission/ Diverse Provider Model: School District of Philadelphia	269 schools	• Appropriate fiscal and organizational management was restored to the district. • Following the appointment of a School Reform Commission (SRC), the School District of Philadelphia turned over management of 45 of the district's lowest performing schools to seven Educational Management Organizations (EMOs). RAND researchers found "no evidence of differential academic benefits" resulting from this intervention.[ii]
Distinguished Educator Program (DE)	30 Districts serving 251 schools since 2005-06	• 24 of the 30 districts made more than a year's growth of student achievement, cumulatively and district-wide in Reading and Math, for a year's worth of schooling, and an additional 5 districts made a year's growth.[iii] • DEs were assigned at the district level to direct and enhance district-wide reforms like extra instructional time, full-day kindergarten and school climate. While these reforms have gone far in raising the total number of students performing at grade-level across the district, certain schools within each district are still failing. These schools require a more intensive, classroom-based instructional intervention. Recognizing that turnaround strategies must be implemented at the school-level, a limited number of DEs are now assigned to chronically low-achieving schools.
Distinguished School Leader (DSL)	12 schools beginning in 2008-09	• Pennsylvania has established a school-level DSL program for schools in Corrective Action due to the performance of students with IEPs. DSLs assist the schools in the granular analysis of student data to determine and respond to the root cause of student performance problems. Changes are made to classroom-level instruction and supports for students with IEPs, and initial results are promising. ***What We Know: While improving district capacity is critical, school turnaround strategies must be implemented at the school-level, not the district-level. The strategies must include the intensive analysis of student-level data to determine the specific interventions needed to improve performance.***

[i] Page xiv of the RAND study *School Takeover, School Restructuring, Private Management and Student Achievement in Philadelphia* (2007).
[ii] Pennsylvania Department of Education, 2009

(F) General ***(55 total points)***

State Reform Conditions Criteria

(F)(1) Making education funding a priority *(10 points)*

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

Education Funding

Pennsylvania's dedication to education funding is clear. Despite the dramatic economic downturn that caused Pennsylvania's General Fund revenue to decline by 11.3%, Pennsylvania's governor and General Assembly continued their long term commitment to providing adequate resources to Pennsylvania's schools in the difficult budget for fiscal year 2009-10 as follows:

- Continued implementation of its "adequacy" school funding formula which targets greater resources in high-poverty schools and districts
- Not only avoided reducing elementary and secondary state education funding appropriations to FY2006 levels as allowed by the American Recovery & Reinvestment Act, but increased by $300 million funding for public schools, with combined state and ARRA funding
- While needing to cut nearly $2 billion in state spending, the Commonwealth maintained its state funding for evidence-based programs to improve student achievement including:
    - PA Accountability Block grants to districts to spend *only* on a menu of evidence based programs (level funded from FY 08-09)
    - High-quality pre-kindergarten programs (level funded from FY 08-09)
    - Science It's Elementary (level funded from FY 08-09)
    - Tutoring programs in highs-need schools (slight cut from prior year)
    - Dual enrollment program (slight cut from prior year)

As a result of these critically important decisions and despite a decrease in Total Revenue Available to the state, the percentage of the total state budget dedicated to education **increased** from FY 2008-09 to 2009-10. (See Exhibit 20.)

Exhibit 20. Required Evidence for (F)(1)(i): Percent of Pennsylvania's Total State Revenues Spent or Projected to Fund Education, 2008/09-2009/10*

	2008/09	2009/10
Total Revenue Available to State	$27,084,355,000	$25,172,181,000
Education Funding (Actual or Projected)		
Total	$11,273,477,000	$10,629,174,000
Elementary, Secondary, Postsecondary	$11,154,542,000	$10,533,943,000
Other	$ 118,935,000	$ 95,231,000
Percent of Total State Revenues: Elementary, Secondary, & Postsecondary	***41.18 %***	***41.85 %***

* Does not include ARRA funding

Equitable funding

Pennsylvania is dedicated to directing state resources to students and schools with the greatest needs and ensuring that these funds are invested in the classroom through programs proven to increase student achievement. In 2005, Pennsylvania launched a foundation formula approach with the intent on targeting funds to districts that could not raise sufficient local revenue to spend at least $8,050 per student (see Exhibit 21). In response to a legislatively directed study, in 2008, a more nuanced school funding formula was enacted with graduated "adequacy" targets based on the density of poverty, English language learners and factors including district size and regional cost of living difference. Included in this legislation was the expression of legislative intent to meet the state portion of the adequacy gap—$2.6 billion—by providing increased installments of education funding each year for six years.

This legislation also included requires that new state funds are being invested to increase educational services to students by investment in *programs that are proven to work*. Specifically, 80 percent of the new funds provided by the formula above inflation must be used for implementing the most effective strategies for boosting student achievement. These strategies include more classroom time, such as tutoring or longer school days or school year; new and more rigorous courses; targeted teacher training;

class size reductions in early grades; early childhood education initiatives; recruiting effective teachers and principals; and performance contracts for superintendents and principals. Ten percent of the new funds given to districts above their inflation-related increases can be used to maintain existing programs that meet these goals, or for one-time operational costs. Academically challenged school districts will require state approval for their spending plans. This approach of strategically designating education dollars for specific, effective programs builds on the best practices of many other states, New York and Maryland among them.

- Since 2003, increases in the funds allocated via the school funding formula total $1.8 billion. While the new school funding formula guarantees that the bulk of the funds go to high-need districts, earlier formulas also included this bias but did so to a lesser extent. On top of funds for the basic education formula, the Commonwealth has provided $2.5 billion in new funds solely for proven intervention strategies such as creation of pre-k programs, tutoring/extra learning time, reduction in class size, and dual enrollment, and these funds have been allocated in the most part to districts with the highest poverty and the largest achievement gaps.
- The result of our approach has been that the 50 districts with the most poor students (free/reduced lunch) which account for 10 percent of all school districts in the state received 45 percent of all new funds that we invested—with an average increase of $2,021 per pupil compared with $991 per pupil for all other districts.

Exhibit 21. Pennsylvania's School Funding Formula

Costing Out Factor	Value or Formula for Factor
Base Cost	
Base Cost per Student	$8,003 in 2005-06 (adjusted for inflation)
Modification to Enrollment	
Change in Enrollment Over Time	Modified enrollment is calculated as follows based on enrollment in the indicated year: (.52 X 2005-06) + (.26 X 2004-05) + (.13 X 2003-04) + (.06 X 2002-03) + (.03 X 2001-02)
Adjustments to Base Cost	
District Enrollment (Size)	(((-0.05) X (LN of 2005-06 enrollment)) + .483), with a minimum of 0.0

Geographic Price Difference (LCM)	Based on county LCM figures (e.g., Allegheny County = 1.00)
Poverty	.43 X number of students eligible for free/reduced-price lunch
English-Language Learners (ELL)	((-0.23) X (LN of 2005-06 enrollment) + 3.753) X number of ELL students, with a minimum of 1.48

Key Pennsylvania Attributes

- Pennsylvania has substantially increased its investments in basic education over the past seven years with the largest percentage targeted to high-poverty districts with the highest local tax effort.
- Despite $2 billion budget deficit in 2009-10, Pennsylvania increased the percentage of state funding to basic education
- Pennsylvania is the *only* state to increase state funding for basic education in addition to federal stimulus funds.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 points)*

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

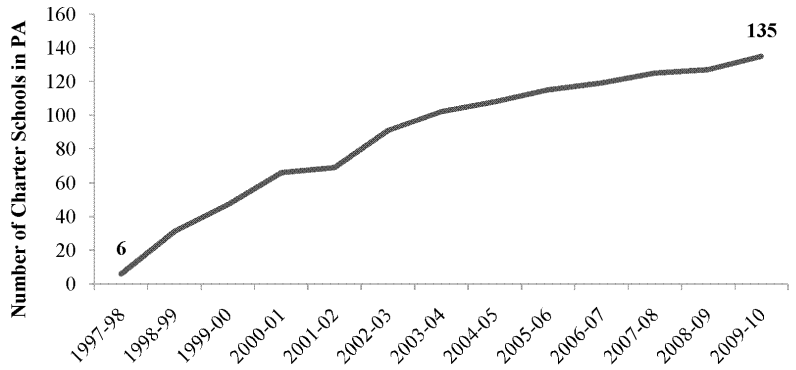
- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

Charter Supports

Just six years after the first charter school law passed in the country, Pennsylvania issued a wide-sweeping charter law that allowed existing public schools to convert into charter schools and allowed for the creation of start-up charter schools by authority of local school boards. Approximately a decade later (2009), there are 135 charter schools in the state, five percent of public schools in Pennsylvania (see Exhibit 22). Eleven of the charter schools are Cyber Charters. Charter applications may be submitted by: individuals, one or more teachers who will teach at the proposed charter school, parents or guardians of students who will attend the charter school, any nonsectarian college, university or museum located in the state, any nonsectarian corporation not-for-profit, any corporation, association or partnership or any combination thereof.

Exhibit 22. Growth in Number of Charter Schools, 1997/98-2009/10



There are no caps on the number of charters allowed in the State nor are there restrictions on student enrollment in charter schools. There are *no* restrictions on charter schools operating in certain geographic areas or serving particular types of students. (See Exhibit 23.) In fact, Pennsylvania encourages cyber charters to expand opportunity to attend charter schools to the many students who live in rural areas of the state. (While majority of charters operate in urban areas, fifteen operate in rural areas.) The state also provides technical assistance to charter schools and the state exempts charter schools from most state and school district education laws, regulations, and policies except those that apply directly to charter schools. State law requires that leave not be

unreasonably withheld so teachers may take up to five years' absence to teach in charter schools. Teachers in Pennsylvania's charter schools have equal access to public school teachers' retirement system, but charter schools are not held to the school districts' collective bargaining agreements. In crafting this application, PDE reached out to high performing charters to learn about their strategies as input to developing this application.

Exhibit 23. Evidence for (F)(2)(i)

Components	Yes/No/ Under Review	Relevant Laws	Additional Information
Does the State have cap on the number of charter schools?	No	24 P.S. §17-1723-A(d)	No caps written into legislation
State disallows certain types of charter schools (e.g., startups or conversions)	No	N/A	
State restricts charter schools to operate in certain geographic areas	No	N/A	
State limits the number, percent, or demographics of students that may enroll in charter schools	No	24 P.S. §17-1723-A(d)	Specifically prohibits enrollment caps
Other restrictions?	No	N/A	

Source. Pennsylvania Department of Education

Charter Accountability

Pennsylvania's standards and assessments apply to charter schools, charter schools must submit annual reports to PDE, and school districts may terminate a school's charter if one or more material violations of any of the conditions, standards or procedures contained in the charter, failure to meet state requirements for student performance or failure to meet any performance standard set forth in the charter, failure to meet generally accepted standards of fiscal management or audit requirements, violation of provisions of the state charter school law, violation of any provision of law from which the charter school has not been exempted (including federal laws and regulations governing children with disabilities) or the charter school has been convicted of fraud (see Exhibit 24

for relevant laws and regulations). State law gives PDE the authority to close cyber charters.

In terms of student enrollment, charter schools must give first preference to students who reside in the sponsoring school district or districts. A charter school may give preference in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. A charter school must comply with school district's desegregation order. (See Exhibit 25 for a summary of charter applications.)

Exhibit 24. Evidence for (F)(2)(ii)

Components	Yes/No	Relevant Laws/Regulations	Additional Information
The state has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools?	Yes	• 24 P.S. §17-1717-A(e)(2) • 17-1719-A; 17-1728-A(a) and (b) • 17-1729-A • 17-1742-A • 17-1745-A(f) • 17-1747-A, Charter School Basic Education Circular (CS BEC)+ cyber CS BEC	
The state has laws, statutes, regulations, or guidelines on whether authorizers require that student achievement be one significant factor, among others, in authorization or renewal?	No	24 P.S. §17-1729-A(a)(2)	CSL allows nonrenewal for failure to meet performance std. in charter but not required by authorizer; CS BEC
State's relevant law, statutes, regulations, or guidelines encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students?	No		
State has closed or not renewed ineffective charter schools	No		• School districts closed ineffective charter schools but state has not • Note that state has the

			authority to close cyber charter schools as presented in this table

Exhibit 25. Evidence for (F)(2)(ii)

	2003/04 (Trad/Cyber)	2004/05 (Trad/Cyber)	2005/06 (Trad/Cyber)	2006/07 (Trad/Cyber)	2007/08 (Trad/Cyber)	2008/09 (Trad/Cyber)
Number of charter school applications made	32 (31/1)	23 (22/1)	18 (18/0)	17 (13/4)	28 (24/4)	20 (18/2)
Number of charter school applications approved	6 (6/0)	8 (7/1)	6 (6/0)	3 (3/0)	4 (4/0)	6 (6/0)
Number of application denied[4]	26 (25/1)	15 (15/0)	12 (12/0)	14 (10/4)	24 (20/4)	14 (12/2)
Number of charter schools closed	3 (2/1)	2 (2/0)	3 (2/1)	1 (1/0)	1 (1/0)	2 (2/0)
Academic reasons						
Financial Reasons	2[1]	2[1]	1			1[1]
Low Enrollment	1					
Other			2[2]	1[3]	1[4]	1[4]

[1] Financial mismanagement,
[2] Converted to virtual program, closed by mutual agreement by authorizer and charter school
[3] Dispute over legality of the charter
[4] Reason unknown

Charter Funding

Section 24 PS 17-1725-A of the Pennsylvania Public School code states that for non-special education students, ***the charter school is to receive no less than budgeted total expenditure per average daily membership of the sending school district*** minus several categories of budgeted expenditures. (See Exhibit 26.) Expenditures for nonpublic school programs, adult education

programs, and community/junior college programs are subtracted *as these are not required expenditures of the charter school*.

When comparing the net current expenditures (excluding special education, nonpublic school programs, adult education programs, community/junior college programs and student transportation—put footnote) of charter schools versus traditional schools, we found that the average net current expenditure per non-special education pupil of charter schools in 2007-08 was $9,639 and for traditional school districts that amount was $8,895. *The charter school expenses represent **107.3 percent** of traditional schools.*

Despite not being defined as LEAs under state law, Pennsylvania has established a $12 million fund in our RTTT proposal specifically for charter schools to enable them to receive RTTT funds in the same amount as if they were defined as LEAs.

Exhibit 26. Evidence for (F)(2)(iii)

Components	Yes/No	Relevant Laws/Regulations
Per-pupil funding to charter school students is ≥90% of that which is provided to traditional public school students—OR	Yes	24 P.S. §17-1725-A(2)+(3)
Per-pupil funding to charter school students is 80-89% of that which is provided to traditional public school students--OR	N/A	N/A
Per-pupil funding to charter school students is ≤79% of that which is provided to traditional public school students	N/A	N/A

Charter Facilities

For leases of buildings or portions of buildings for charter school use that have been approved by the Secretary of Education, the Department of Education shall calculate an approved reimbursable annual rental charge.[26] The state does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional schools. (See Exhibit 27.)

26 The charge shall be the lesser of (1) the annual rental payable under the provisions of the approved lease agreement or (2) the product of the enrollment, as determined by the Department of Education, times $160 for elementary schools, $220 for secondary schools and $270 for area

Exhibit 27. Evidence for (F)(2)(iv)Funding for Charter School Facilities

Components	Yes/No	Relevant Laws	Additional Information
State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports	Yes	24 P.S. § 25-2574.3	Provides lease reimbursement
State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools	No		

Supports for Other Innovative Schools

Virtual High Schools. To provide opportunities for students in small, rural, or low-wealth school districts to take specialized courses that might not be available to them otherwise and to meet the needs of students with special learning challenges, the Pennsylvania General Assembly established the Virtual High School Study Commission within the Pennsylvania Department of Education (PDE) in 2008. The main focus of this legislative commission was to examine the feasibility and costs associated with creating a state-operated, Internet-based virtual high school program, to provide secondary education students throughout the commonwealth with access to a wide range of learning services, including:

- Expanded curricular offerings such a higher mathematics and science courses
- Foreign languages and Advanced Placement (AP)
- Scholastic aptitude testing preparation programs
- Enrichment and tutoring courses

vocational-technical schools. The Department of Education shall pay annually an amount determined by multiplying the aid ratio of the charter school by the approved reimbursable annual rental (PA School Code 25-2574.3).

- Increased options for at-risk, homebound and alternative education students; and
- Dropout prevention and “credit recovery" offerings.

Based on research and promising practices within Pennsylvania and other states with virtual learning programs (particularly Florida and Kentucky), the commission's recommendations reflect support for the creation of:

- A supplemental Pennsylvania virtual learning program, administered through the Pennsylvania Department of Education, with its mission being the enhancement of curricular offerings to public school students throughout the commonwealth, while providing equitable access to such learning opportunities for all of the state’s high school students. The virtual learning program will be aligned to Pennsylvania's Standards Aligned System; and,
- A centralized database listing virtual learning programs and opportunities available to Pennsylvania students, after reviewing and ensuring the effectiveness of these programs.

The next step to creating virtual high schools is online courses which we propose in this application.

Key Pennsylvania Attributes

- Pennsylvania has no charter caps of any kind
- Pennsylvania provides state support for charter school lease payments to defray capital costs
- Charters schools in Pennsylvania receive per student payments of state funds under the statutory funding requirements which are on average 107.3% of the per student rate that traditional public schools receive
- Despite not being defined as LEAs under state law, Pennsylvania has established a $12 million fund in our RTTT proposal specifically for charter schools to enable them to receive RTTT funds in the same amount as if they were defined as LEAs
- Pennsylvania has a coherent strategy for comprehensive pre-k to 12 reform

(F)(3) Demonstrating other significant reform conditions *(5 points)*

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

Early Childhood Education: The Foundation for Student Success

The commonwealth has established its strong commitment to high quality early childhood education in Pennsylvania's School Code.[27] This section provides that when school districts offer pre-kindergarten programs they must provide a comprehensive age appropriate program based on how young children learn. PDE has developed guidance on standards and developmentally appropriate curriculum, instruction and assessment. Pennsylvania's early childhood program is implemented through an unusual joint office, the Office of Child Development and Early Learning, co-sponsored by the departments of Education and Public Welfare that enables more efficient coordination of the commonwealth's efforts to deliver effective, streamlined early childhood services to Pennsylvania's families. The new office brings together all aspects of early learning and development for children ages birth through five years old, incorporating the Department of Education's early childhood programs, Head Start, pre-kindergarten, full-day kindergarten and the pre-school Early Intervention program, as well as the child care, early intervention and family support programs administered by the Department of Public Welfare. The consolidated office strengthens early childhood programs by:

- Implementing standards for early learning programs and professionals to improve the quality of early learning for our young children;
- Providing financial supports and technical assistance for programs and professionals to improve quality; and
- Providing family support programs that strengthen families, reduce risk to children's successful learning and increase early learning opportunities for children.

Since 2003, Pennsylvania has gone from being one of only nine states in the nation that failed to fund pre-kindergarten to its status today as a national leader in expanding high-quality early childhood education. Our work has had a positive effect on children at risk for falling behind academically even before they enter kindergarten. In 2007-08, the start-up year of Pennsylvania's flagship

[27] 22 Pa Code Section 4.20

pre-k program for at-risk children, Pre-K Counts, 94 percent of the children finished the school year with age-appropriate skills and behavior, or emerging age-appropriate skills and behavior, a stunning success rate. Pre-K Counts is also reducing the need for special education services in kindergarten: of those children who participated in PA Pre-K Counts last year, a smaller percentage is requiring Early Intervention services in kindergarten than the total kindergarten population.[28]

Pennsylvania's Race to the Top initiative will build on this success by requiring participating districts to ensure that all students enter kindergarten ready to learn and PDE will develop a kindergarten assessment to help teachers make sure that all students successfully transition into and out of kindergarten.

Preparing Our Future Innovators

In 2000, a group of school districts in Southwestern Pennsylvania proved that American students can compete in science against anyone in the world if they are taught effectively starting in elementary school. Students from these districts and their university partners not only out-scored the rest of the U.S. in eighth-grade science, but they did as well as or better than students from every other nation in the world. In 2006-07, the Commonwealth launched Science It's Elementary (SIE) to bring the same strategies to other school districts across Pennsylvania. Since that year, the state has invested over $38 million in SIE bringing it to 141 schools in 132 school districts. During 2008-09, this program provided hands-on, inquiry-based instructional materials supported by rigorous professional development to 2,700 teachers, enabling 73,000 students to "learn science by doing science" across 52 Pennsylvania counties. The FY 09-10 budget continues SIE funding at its current annual level of $13.6 million and additional RTTT funding will ensure SIE in all elementary schools in the turnaround initiative.

[28] March 2009: Pennsylvania Pre-K Counts – Showing Results for Pennsylvania's Children, http://www.portal.state.pa.us/portal/server.pt/community/pre_k_counts/8742

Making the High School Diploma Count

Following overwhelming votes of approval by the State Board of Education and the Independent Regulatory Review Commission, Pennsylvania's students will have more options—and more support—to meet state-level high school graduation requirements. This reform builds on the work of the Governor's Commission on College and Career Success, which conducted an 18-month study to identify the skills and competencies that will allow graduates to succeed in a challenging and changing economy.

Under the new regulation, students can meet graduation requirements through any or a combination of the following options:

Option 1: Demonstrate proficiency in core subjects: English composition, literature, algebra I and biology, with a state wide final exam (Keystone Exam) counting for one-third of the final course grade. When the regulation is in full effect, requirements under this option will include:

- Passing two English courses (composition and literature)
- Passing two math courses (options include algebra I & II and geometry)
- Passing one science course (biology or chemistry)
- Passing one social studies course (civics, American history or world history)

Option 2: Pass local assessments that have been independently validated. This option preserves local control but sets consistent standards for locally-developed measures to ensure rigorous assessments, fair administration, and reliable results. The state will share validation costs with local districts.

Option 3: Pass rigorous national assessments such as Advanced Placement or International Baccalaureate exams.

Helping More High School Students Earn College Credit

Pennsylvania high school students are earning nearly 20,000 college credit-bearing courses this year as a result of the commonwealth's investment in Dual Enrollment. The 2009-10 budget continues to provide support to this program in the amount of $8 million to continue to increase the high school students who can earn college credits while in high school. A

portion of the funding is directed toward low-income students—who otherwise might never consider college to be an option—to ensure that these students get first hand exposure to college level work and assist all students in the program in making a successful transition from high school to college.

Resources To Help Every Student Succeed

Additional supports are necessary to ensure that school districts have the resources they need to deliver a quality education that truly prepares all students for the real world after graduation. The 2009-10 budget continues to offer school districts flexibility in maximizing current resources aimed at helping struggling students. The budget provides almost $60 million in Educational Assistance Program funding for 175 school districts and Area Career and Technical Centers. For only the second year, school districts had local control over how best to invest these resources to address students' academic needs—including through tutoring, creating a longer school day or school year, implementation of a new rigorous curriculum or expanded course offerings, and intensive teacher training.

Innovative Use of Technology

Pennsylvania is a leader in using technology to engage students and prepare them for the 21st century workplace. Classrooms for the Future (CFF), a $200 million initiative, has changed the way teachers teach and students learn in Pennsylvania high schools. CFF has put a laptop on every student's desk in core academic subjects in high schools across the state and provides teachers with job embedded intensive support so they can effectively use the power of the Internet to make learning come alive. By the end of the 2009-10 school year, the program will have reached three-fourths of all Pennsylvania high school classrooms and installed more than 160,000 laptops in English, math, science and social studies classrooms. In addition, over 20,000 high school teachers have received job embedded professional development in how to effectively integrate technology into their everyday lesson plans. An independent evaluation of the program's first two years concluded that this state-led program has tangible impact on how instruction was delivered in thousands of classrooms across Pennsylvania: there were significant increases in the use of project- or problem-

based learning, teachers spent significantly less time simply lecturing and more time working with students, teachers increasingly engaged students in activities requiring higher-order thinking, and the assignments given to students shifted away from worksheets and toward real-world, hands-on products.

Key Pennsylvania Attributes

- Pennsylvania has had a concerted and successful strategy to improve high school instruction and as a result have seen an increase in high school performance.
- Pennsylvania has a **coherent STEM strategy** that starts in elementary school and goes through 12th grade.
- Pennsylvania has focused on getting students ready to learn by concentrating new resources for high quality standards aligned early childhood education in areas of the state with highest concentration of high poverty.

COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). *(15 points, all or nothing)*

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Pennsylvania has a strong STEM investment that will be substantially expanded through RTTT funding. We have just recently finalized regulations requiring subject matter end of course exams as part of high school graduation requirements. These mandatory exams will help ensure curriculum consistency in classrooms across the state. The exams include biology, chemistry, algebra I and II and geometry. A

voluntary model curriculum is part of the Keystone initiative and will provide an invaluable standards aligned resource for teachers and students.

RTTT funding will also help us achieve our goal of expanding availability of high rigor STEM course work in high school through expansion of available AP courses, development of virtual high school and ongoing dual enrollment. Students already gain access to high level STEM courses through existing AP and dual enrollment with 30 percent of dual enrollment courses in science and math in school year 07-08 school year and 30 percent of 90,000 AP courses in 09-10 school year in science and math.

Pennsylvania students don't have to wait for high school to have fun learning science. Since 2006, the state has invested over $38 million in Science It's Elementary (SIE) bringing it to 141 schools in 132 school districts. During 2008-09, this program provided hands-on, inquiry-based instructional materials supported by rigorous professional development to 2,700 teachers, enabling 73,000 students to "learn science by doing science" across 52 Pennsylvania counties. FY 09-10 budget continues SIE funding at its current annual level of $13.6 million and additional RTTT funding will ensure SIE in all elementary schools in the turnaround initiative.

We continue to work hard to increase the capabilities of our STEM teachers. In October 2009, five Pennsylvania universities in partnership with 17 school districts including Philadelphia SD received $2.06 million in federal title II grants awarded by PDE to help more math and science teachers become highly qualified. In addition, legislation is pending to create an alternative certification pathway for mid-career STEM professionals to enter teaching through an accelerated residency model.

Pennsylvania continues to be a leader in developing partnerships across k-12 and higher education, industry, business and community to build STEM educational and workplace opportunities. The Pennsylvania STEM Initiative is a statewide partnership dedicated to preparing Pennsylvania students for global competitiveness through STEM education and career development opportunities. The statewide STEM Initiative collaborates with five regional STEM Networks across Pennsylvania to develop regional resources and identify challenges and needs. Governor Edward Rendell has committed $100,000 in the next year for continued support of activities in the five regions to be match by their local partners. The STEM initiative oversees Pennsylvania's participation in the Real World Design Challenge in which teams of students use professional engineering software to develop actual solutions to real-world engineering problems in an annual event hosted by the Office of Science, U.S. Department of Energy and in the National Girls Collaborative Project which is a partnership with The Girls, Math & Science

Partnership (GMSP) at Carnegie Science Center in Pittsburgh, to continue the development and improvement of the *Click!* summer camp series for girls (an innovative urban science adventure program designed specifically for middle school girls).

Governor Rendell has also undertaken to convene businesses and foundations to work with PDE and other state agencies to co-sponsor a statewide conference on STEM with private businesses, postsecondary institutions, k-12, and parents to plan for increased applied learning opportunities. He has also requested specific funds and support from Comcast to support statewide science/tech/math competitions through the five STEM regions for middle school students with a particular focus on participation of girls and asked Revlon for funds to support competition prizes targeted to girls.

As the capstone to its RTTT STEM strategies, Pennsylvania proposes to uses RTTT funds to create an innovative summer camp experience at the intersection of explosive student interest and cutting edge technology: video game development. Pennsylvania will solicit bids from postsecondary institutions or other providers for a four to five-week academic summer camp experience, for 75 high school students, with at least one half of the students to come from high schools in the turnaround initiative. Programs are to be residential located on college campuses. Program content will include introduction to the concepts of software engineering, game design, graphics and animation and game architecture and will culminate with students producing a sophisticated video games.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes *(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Since 2003, Pennsylvania has moved from one of nine states to offer no publicly-funded pre-

kindergarten to one of the nation's leaders in early education. Pennsylvania has committed to building an early education system with a culture of continuous quality improvement that works for families. By focusing on quality standards and program design; supports to meet standards; monitoring and accountability; financial supports; and community engagement and outreach, Pennsylvania has built the foundation for a system that offers more quality early education options for families.

Pennsylvania is one of the first states to:

- Establish learning standards for early childhood from birth through third grade and commission an independent study to ensure alignment of all standards;
- Establish a state-funded quality pre-kindergarten system that includes both school-based and community-based early education programs (Pennsylvania Pre-K Counts);
- Create a cohesive Office of Child Development and Early Learning (OCDEL) that brings together the resources and expertise for early education, spanning across state agencies; and
- Develop a common set of child outcomes assessments for all state-funded early learning programs and a system to report outcomes (Early Learning Network).

In this plan, Pennsylvania is introducing a comprehensive continuous quality improvement plan to Kindergarten will build upon the foundation already established in the early childhood programs supported by Pennsylvania through the Office of Child Development and Early learning (OCDEL). Currently, OCDEL provides a range of early learning services and program for children from birth through age 5, and their families. The Early Learning Network is a comprehensive data collection system designed to provide information to users--from individual programs to the state level administrators--to drive continuous program improvement.

Just as in early childhood programs, Kindergarten-ELN will collect information about child outcomes, and about the entire context of the child's environment, including family employment and income status, classroom quality, teacher education and experience, and child participation in additional programs outside the classroom.

Child outcomes will be assessed by teachers on an ongoing basis, and can be entered into an online system to provide an ongoing record of progress for the individual child, and for the classroom. This can drive curriculum planning and lesson planning, and can be based on up-to-the-minute feedback. Reports can be shared with parents to encourage them to supplement classroom activities at home; and administrators can generate classroom-based reports to provide technical assistance and clearly defined

professional development in areas where it is most needed to improve instruction.

Because PA does not have a single Kindergarten assessment used by all districts at this time, it is difficult to determine how well children (and teachers) are doing at Kindergarten entry. Introduction of a single authentic assessment for use during the kindergarten year will provide a common system for assessing child progress, and a common tool for continuing professional development discussions. It will also help to build a set of longitudinal data for children served from birth through 12th grade, to understand in more detail learning trajectories of young children and the impact of early childhood programs on long-term child outcomes.

The combination of outcome data and information about child demographics, previous educational experiences, teacher experience and classroom quality information will make it possible for PA to understand which programs have particular success with children at risk of academic failure, and why—and is intended to drive broad dissemination of best practices determined from taking a closer look at those programs.

Introduction of a norm-referenced, standardized assessment for a sample of kindergarten children is planned to supplement the authentic assessment used for program improvement. The norm-referenced assessments will provide information about the development of young children who have experienced OCDEL early childhood programs compared to those who have not, and will serve as an additional measure to validate the authentic assessment used in Kindergarten.

Just as with the authentic assessment, the standardized assessment will review a range of developmental domains, including literacy, math, science, physical development, and social-emotional development, reflecting the state's understanding of the importance of the whole child's development and the context of the child's daily life in influencing academic learning.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

In this proposal, we seek funds to accelerate our plans to expand and improve the Pennsylvania Information Management System (PIMS). Coupled with tools to facilitate accuracy, accessibility, and analysis in the classroom and beyond, PDE will provide state policymakers, local education officials, teachers, parents, and students timely, understandable and useable data through a host of applications and reports customized for different audiences and information needs. With features such as PK through workforce data integration, implementation of a rigorous data audit policy and development of training workshops, reports and publications meeting the diverse needs of stakeholders, PIMS will become a critical resource that guides policy and practice to improve educational opportunities and achievement for all students at every level of education in Pennsylvania. More importantly, *this grant will provide us the opportunity to accelerate our pace significantly, meeting the RFA specifications and designing tools and applications* ***within four years****, moving us swiftly toward our vision.*

Our plans for this grant are organized around three broad priorities: (1) expand comprehensiveness, (2) ensure accuracy, and (3) build tools and enhance capacity to use data to improve every child's performance in school and beyond. These priorities are necessarily interrelated—linking data across education levels, systems, and sectors is a vital step to answering key questions about performance, policies, and interventions, but the answers to these questions are only as valid as the data used to draw conclusions. Specifically, data must be accurate, data merges must be implemented correctly, and data systems must be secure before they can be used to address stakeholders' questions. Moreover, comprehensive, valid data alone will not lead to continuous improvement—stakeholders throughout the education system must have access to, understand, and be able to use the information correctly. Thus, we plan to implement these three priorities in concert to maximize our investments in data.

Expand Comprehensiveness. To effectively support educators, parents, policymakers, and students to improve student performance, state data systems must be built to exchange information within and across different agencies and educational systems and across time. Seamless linkage across time and entities requires developing interoperable data standards, common definitions, and consistent use of these throughout the entire process.29 To improve the comprehensiveness of PIMS, we propose activities to expand the data system both *vertically* and *horizontally*. Vertical expansion involves linking data across systems, sectors, agencies, and institutions to create a longitudinal system that follows individuals from their earliest formal learning educational experiences to their entry and departure from the workforce. This expansion will build on the PIMS foundation—K-12 data records. Horizontal expansion involves adding information about individuals in PIMS—e.g., adding grades and kindergarten assessments to student records and adding information about teacher preparation programs to teacher data.

Ensure Accuracy. As we expand data integration, we recognize that the first few years of data submission are often the most challenging for institutions and also the state. To ensure the integrity and appropriate use of the data, adequate institutional support is needed and the proper procedures must be followed. More importantly, data security becomes more complex and critical as PIMS continues to grow and evolve and as we begin to receive external requests to access and analyze the data. To this end, PDE has operated a Help Desk during the first two years of data collection and integration to provide guidance to individuals and institutions submitting data and linking data systems. We have also conducted trainings for LEA staff and issued guidelines, updates, and other appropriate information including data security guidelines and are committed to continuing these activities. As we move forward, however, we must address and systematize several key dimensions of quality and security across state agencies linking data. Our plans include:

- Establishing a statewide advisory group to develop a data access and use policy across levels and data sources
- Developing and implementing data auditing plans, procedures, and training across agencies

Taken together and implemented with fidelity, these activities will improve the quality of our data, maximize data security, and build capacity to properly use the data.

Build Tools and Enhance Capacity to Use Data to Improve Education. As highlighted across

29 For details, see http://www.dataqualitycampaign.org

all four reform areas, data is a central part of our education reform plan with particular focus on the information needed to improve education, including our lowest performing schools. We recognize that providing access to data is not the same as providing *usable* information. Few practitioners and policymakers have experience using large, complex datasets. Policymakers, school board members, educators and administrators, business and community leaders, parents, advocacy and school improvement organization staff, journalists, and others typically need assistance understanding the benefits and limitations of the data—the types of questions that can and cannot be addressed, appropriate analytic methods, and the amount of faith to put into answers gleaned from the data. Therefore, as we plan for tasks that support our vision for data integration with this grant fund, PDE will also follow the standards and guidelines of NCES as well as DQC and: (1) develop a research agenda and collaborate with external research organizations and researchers to explore the data for relevant and timely information, (2) develop and implement policies and practices to ensure and facilitate access and analysis, especially by educators, by providing user-friendly data tools and applications, and (3) raise awareness to increase usability of the data for the diverse stakeholders who may benefit from it, by providing training and professional development opportunities to analyze and interpret data appropriately.

Also, these proposed activities do not overlap the activities being funded by existing grant but supplement them to facilitate and expedite implementation of comprehensive SLDS. In addition to these activities, we agree to participate in an evaluation, continue our participation in various consortia and committees of the Council of Chief State School Officers (e.g., the Accountability Systems and Reporting (ASR) state collaborative project, Education Information Management Advisory Consortium (EIMAC), and the Decision Support Architecture Consortium (DSAC)), work with the State Higher Education Executive Officers, and work toward aligning our systems to the standards and guidelines that the National Center for Education Statistics (NCES) has developed to promote data quality and interoperability of data systems within and across states. As we expand our data system, we will also collaborate with NCES for inclusion in the NCES Online Data Dictionary. Descriptions of each activity including current status and needs as well as anticipated outcomes are discussed below. Note that the outcomes include concrete products, features, or benchmarks resulting from proposed tasks and sub-tasks and represent completion or progress toward completion of the required capabilities and elements under this RFA.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

(Enter text here.)

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning *(not scored)*

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

(i) Selecting staff;

(ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);

(iii) Controlling the school's budget;

(iv) Awarding credit to students based on student performance instead of instructional time;

(v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);

(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and

(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.
Recommended maximum response length, if any: Two pages

Participating districts have agreed to provide flexibility and autonomy to schools in the turnaround initiative in several specific areas. In particular, districts have agreed to provide principals in schools in the turnaround initiative with flexibility in hiring and retention of staff including school based selection of teachers and cohort hiring of effective teachers. Schools in the turnaround initiative will also have the flexibility to use RTTT or other resources to recruit and retain effective teachers and principals through signing or retention bonuses or additional compensation, to be back-loaded over a multi-year commitment.

Participating districts with schools in the turnaround initiative have also agreed to implement strategies for extended learning time. Schools have the flexibility to increase the school day or the school year. Local teachers' unions in participating districts with schools in the turnaround initiative are already on board to increase learning time through the provisions of the Memorandum of Understanding which provides for extending the school day by 30 minutes, the school year by at least 15 days or extending the school year for teacher professional development.

Districts with schools in the turnaround initiative have also already committed to extended learning time for both students and teachers with specific required activities including a preparatory summer academy for freshmen entering a high school in the turnaround initiative and a summer academy for teachers immediately preceding the opening of the school intervention model. All participating districts have agreed to hold summer data review meetings just prior to the opening of each new school year.

Participating districts and schools will also have flexibility and responsibility for ensuring that their budgets support the full range of RTTT strategies. Districts and schools are strongly encouraged to leverage other funding sources to aid in reform implementation including the ongoing increases in state Basic Education Funding under the funding formula, and targeted state funds including Accountability Block Grants, and funds for tutoring services, Science It's Elementary, and dual enrollment. Several federal funding streams also lend themselves to supporting reform implementation including Title I funds and Title IID technology grants. In particular, all schools in the turnaround initiative will be required to utilize Title I School Improvement funds on RTTT reforms. To the extent that participating

districts fail to implement reform activities according to their individual reform implementation plans or achieve performance outcomes in a timely manner, Pennsylvania has reserved the right to withhold grant funding.

Schools in the turnaround initiative will be paying particular attention to supporting high need students at the all important high risk transitions in their school careers. Specifically, these schools will develop a system to transfer comprehensive student information from one school to the next, i.e. from elementary to middle school and middle to high school and for new students. Schools will also develop plans to provide an orientation of at least three days to all incoming midyear transfer students including an opportunity to meet all relevant adults, diagnostic assessment in core subjects, creation of an individual learning plan (optional) and on-boarding to the local data system.

High schools in the turnaround initiative will also develop multiple opportunities for students to earn credits through double dosing, summer school, after school programming and twilight school programs. The Early Warning System will be especially useful in identifying students who begin to fall behind in their accumulation of credits towards graduation so that appropriate supports and interventions can be identified and implemented.

The Early Warning System will also be used to flag students in need not only of additional academic support but also those students needing social and emotional supports. Teachers will receive assistance in identifying needs and making referrals to the appropriate social and emotional support systems and community based supports.

Pennsylvania recognizes the critical importance of creating effective partnerships with community based organizations, nonprofit organizations, and other providers in raising achievement for high need students. In addition, school climate and culture are significant factors in student academic success as are effective engagement of families and communities. Pennsylvania will rely upon the Chief Turnaround Officers (CTO) to be placed in the schools in the turnaround initiative to work closely with and support school principals in the development of these important strategies and resources. The job description and training for CTOs will include these elements as significant responsibilities and benchmarks for achievement.

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[i] Governor's Commission on Training America's Teachers (2006), p. 39.
[ii] Page xiv of the RAND study *School Takeover, School Restructuring, Private Management and Student Achievement in Philadelphia* (2007).
[iii] Pennsylvania Department of Education, 2009

Race to the Top
Application for Initial Funding
CFDA Number: 84.395A

COST PROPOSAL

Leading Reform: Every Student Ready for College and Career Success

Submitted by:
Commonwealth of Pennsylvania
Main Capitol Building, Room 225
Harrisburg, PA 17120

Contact:
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Executive Deputy Secretary
Pennsylvania Department of Education
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Submitted to:
U.S. Department of Education

Date: January 19, 2010

pennsylvania
DEPARTMENT OF EDUCATION

Leading Reform: Every Student Ready for College and Career Success

Budget Part I: Budget Summary Table

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Total**
1. Personnel	2,725,000	2,860,000	3,025,000	2,890,000	11,500,000
2. Fringe Benefits	916,200	1,029,600	1,089,000	1,040,400	4,075,200
3. Travel	39,100	68,500	73,500	73,500	254,600
4. Equipment	52,500	7,500	7,500	7,500	75,000
5. Supplies	39,125	44,000	47,000	45,000	175,125
6. Contractual	17,863,130	16,601,230	25,303,500	11,390,000	71,157,860
7. Training Stipends	-	-	-	-	-
8. Other	8,535,865	10,296,570	13,193,077	3,197,838	35,223,350
9. Total Direct Costs (lines 1-8)	30,170,920	30,907,400	42,738,577	18,644,238	122,461,135
10. Indirect Costs*	699,110	746,803	789,888	754,637	2,990,438
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	5,089,923	15,063,428	16,570,002	37,776,339	74,499,691
13. Total Costs (lines 9-12)	35,959,953	46,717,632	60,098,467	57,175,213	199,951,265
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	49,987,816	49,987,816	49,987,816	49,987,816	199,951,265
15. Total Budget (lines 13-14)	85,947,769	96,705,448	110,086,283	107,163,030	399,902,529

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART I: BUDGET SUMMARY NARRATIVE

Participating districts and charter schools will receive an allocation of one-half of the State's Race to the Top (RTTT) award in the amount of $200 million to implement the district- and school-level activities of the State's plan. Allocations to participating districts and charter schools will be based on enrollment and the Title I allocation formula. Districts with schools in the Turnaround Initiative will also be expected to leverage Title I School Improvement funds to the fullest extent possible in support of their RTTT activities. Additional RTTT funding from the State's portion of the RTTT award will be provided to adequately implement turnaround reforms.

Participating districts and charter schools will be held accountable for meeting school-level performance measures. The Pennsylvania Department of Education (PDE) will hire three project analysts to monitor the progress of each district and school on a regular basis – not less than three times per year for each district – including implementation plan milestones and achievement of interim performance measures. Interim performance measures will include annual summative assessment scores, benchmark assessment scores and progress against performance metrics to track progress against each reform criteria. PDE reserves the right to withhold future payments from participating districts assessed as "behind" for two consecutive two reviews. In addition to enforcing consequences for failing to meet performance targets, PDE will also reserve a pool of Race to the Top funds to reward, on a one-time basis, participating districts and charter schools which exceed performance expectations by 10 percent or more at the end of years 1, 2, or 3. (See Appendix 6.2 and 6.3 for student performance targets for participating districts and charter schools for 2014, respectively).

The vast majority of Pennsylvania's RTTT funding will be used to develop new tools and instill new teacher behaviors at the classroom level in order to create an unprecedented environment for teaching and learning. Pennsylvania is allocating its RTTT funds in ways that build capacity *without* creating long-term, operational costs. As an example of our efforts to build sustainable capacity, every participating school and district will receive job-embedded professional development in observing teachers and conducting teacher evaluations. Through the State's intermediary units, observation and evaluation experts will build the capability of principals and other LEA personnel to conduct more rigorous evaluations of teacher practices. The need for this cadre of individuals will diminish over the life of the grant as principals and LEA staff become knowledgeable in how to conduct the new kinds of classroom observations required for the new teacher evaluation system, and any residual expenses will

be covered by LEA budgets, as a reallocation of part of the existing money they now spend on teacher evaluations. This is the central organizing principal of our budget strategy.

Budget Structure and Management.

Pennsylvania's Race to the Top budget is organized around eight projects, which will be administered by three Program Directors and coordinated by the RTTT Project Director. Program Directors will report to the RTTT Project Director for the purposes of Race to the Top, but will be housed within either existing PDE Bureaus or the State Board of Education and will maintain dual reporting relationships within those bureaus. In addition to the Program Directors, many projects will have a Project Manager. Project Managers will report to Program Directors and will be responsible for the day-to-day activity of their projects. Program Directors will be responsible for ensuring successful implementation of projects that fall under one of four core areas of reform:

Pennsylvania's 8 Budget Projects are aligned with all required RTTT reform criteria, and are grouped based on four core areas of reform:

- **Research, development, evaluation, and policy analysis**
  1. Management and Delivery (A)(2) (C)(2)
- **SAS and the Use of Data**
  2. SAS and the Use of Data (B)(3) (C)(3)
  3. Local Data Systems (C)(3)
- **Teacher Quality and Leadership**
  4. Teacher and Principal Evaluations (D)(2)
  5. Ensuring Equitable Distribution of Teachers and Leaders (D)(3)
  6. Teacher and Principal Preparation Programs (D)(4)
  7. Professional Development (D)(5)
- **Turnaround Initiative**
  8. Pennsylvania School Turnaround Initiative (E)(2)

- *Research, development, evaluation and policy analysis.* **The Management and Delivery** project falls under this area of reform, and includes the creation of the Consortium, the Charter office, the evaluation initiatives, and the team of delivery analysts. This project will be coordinated by the RTTT Project Director, as this project ensures that all initiatives across Race to the Top will be implemented effectively. Management and Delivery meets reform criteria (A)(2) and (C)(2).
- *SAS and the Use of Data.* The Program Director for SAS and the Use of Data will administer two projects: **Pennsylvania's Standards Aligned System (SAS) and the Use of Data** and **Local Data Systems.** This core area integrates several larger ongoing strategic initiatives at PDE around aligning tools and resources with internationally benchmarked standards, and using those tools to gather student data and make informed instructional decisions. These projects meet criteria (B)(3) and (C)(3)

- *Teacher Quality and Leadership*. The Teacher Quality and Leadership Program Director will administer four projects aimed at increasing teacher and school leader effectiveness: **Teacher and Principal Evaluations** (D)(2), **Ensuring Equitable Distribution of Teachers and Leaders** (D)(3), **Teacher and Principal Preparation Programs** (D)(4), and **Professional Development** (D)(5). By having these four initiatives broadly grouped under the stewardship of one Program Director, the state can ensure a coherent human capital strategy from recruitment through induction and ongoing development
- *Turnaround Initiative*. The **Pennsylvania School Turnaround Initiative** (E)(2) will be led by a new Turnaround Office Program Director. The Turnaround Program Director will be responsible for only this project, and will be housed in the Management Function so that the state's turnaround effort will be closely integrated with the rest of the state's management and monitoring work and can effectively draw from the work of each of PDEs bureaus.

Additional sources of funding and budget sustainability.

Pennsylvania will leverage approximately $140 million in School Improvement funds as part of its comprehensive turnaround effort. Of the 128 schools participating in the Pennsylvania School Turnaround Initiative, 102 are eligible for School Improvement Funding. Pennsylvania will supplement this funding with additional state RTTT funds as needed (e.g. schools not eligible for SI or where SI funding is not sufficient), but School Improvement will be the primary source for implementing those reforms for the first three years of the grant.

The State also plans to use the Statewide Longitudinal Data Systems grant funding to support the implementation of several programs that are key to Race to the Top. However, if Pennsylvania is not awarded this grant, the State will identify other funding sources to complete the SLDS broadly, and RTTT funds have been budgeted to complete the critical element that links student, teacher, and IHE data.

Less than 6% of the Pennsylvania's RTTT budget represents ongoing costs, and other sources of federal, state, and local funding will be used to sustain RTTT initiatives beyond the life of the grant. When the RTTT grant ends, these minimal ongoing costs will be covered either through the state budget (i.e., $280,000 for staffing of the new Charter Office) or a sliding scale fee-for-service model that charges districts based on local wealth (i.e., AP courses offered through the Virtual High School). Pennsylvania can move to a new fee-for-service model in part because of the six-year phase-in of $2.6

billion to districts in new State monies through the adequacy formula, which will ensure equitable distribution of funds to disadvantaged districts. Specific sources for funds to sustain elements of Pennsylvania's reform plan are outlined below:

- **Consortium on Research**. After the grant, the 7 Resident Scholars will no longer be part of the Research Consortium, though the Director and Managers will remain. The remaining costs for the Consortium will be sustained beyond Race to the Top through a combination of a developed partnership with an Institute of Higher Education and third-party private funding in a proven model that parallels the Chicago Consortium of School Reform.
- **Charter office**. After the grant ends, the estimated $280,000 annual, ongoing costs for the PDE office will be covered by Pennsylvania's State budget.
- **Virtual High School**. The Virtual High School, an integral part of our access and rural agendas, will be transitioned after RTTT to a for-fee model, based on sliding scales based on the wealth of districts. An estimated $400,000 annually will be paid by the State budget to cover an expected difference between the $2.5 million annual cost and district fees.
- **Teacher and principal evaluations: I-Observation data system**. The estimated $2.5 million per year allocated across all districts in the state will be covered entirely by districts as they shift their existing teacher evaluation spend to the new system, including I-Observation.
- **Teacher and principal distribution: Personnel**. The Teacher Quality and Leadership Program Director position will end when RTTT funding ends because this position has been created to build capacity at the local level and we plan to have accomplished this during the four year time period. However, the associate responsible for monitoring equitable distribution will be continue to be funded to do this work within PDE's Bureau of Teacher Quality.
- **Teacher and principal distribution**: **Website management.** After the grant, the ongoing $50,000 licensing and management of the web-based Teach for PA portal will be subsumed into the ongoing PDE IT budget.
- **Teacher and principal distribution: Turnaround and Urban Principal Academies**. After the initial 4 year start-up phase of producing highly effective teachers and principals for turnaround schools within the three, regionally-based Turnaround and Urban Principal Academies, the ongoing costs of these three campuses will reduce to $5m/year in total. This cost will be covered by reallocating existing Federal Title II, Part D funding, along with Title I "state use" funding.

- **Teacher and principal distribution: Signing, Retention, Add-on, and Cohort compensation**. A critical part of Pennsylvania's equitable distribution strategy involves compensation, the annual $23 million cost for which will continue after the end of RTTT funding. After the grant, all such incentives will be provided through negotiated district salary structures; districts will use combinations of their Accountability Block Grant Funding and the expected increases in their Basic Education Subsidy.
- **Teacher preparation: Ongoing maintenance costs for student growth data and value-added data linked to teachers**. The ongoing maintenance and management costs for obtaining and distributing student growth data linked to teachers will be transitioned to the PDE's assessment budget, as these data will be critical to the ongoing work of the Assessment Bureau.
- **Professional development: Reading Recovery for Turnaround schools**. The ongoing costs for Reading Recovery to districts with Turnaround schools will be paid for by districts, as Reading Recovery will be provided on a for-fee basis.
- **Turnaround schools: Costs to districts**. We project that our Basic Education Subsidy to districts will continue to increase over the next four years, in line with state-legislated performance targets. This will allow for the release of additional turnaround dollars, for the lowest-wealth districts. In this way, the RTTT funding for turnarounds will be replaced by funding increases provided by the State.

Budget Part II: Project-Level Budget Table

Budget Part II: Project-Level Budget Table
Project Name: 1. Management and Delivery
Associated with Criteria: (A)(2) (C)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	1,360,000	1,360,000	1,360,000	1,360,000	5,440,000
2. Fringe Benefits	489,600	489,600	489,600	489,600	1,958,400
3. Travel	19,000	19,000	19,000	19,000	76,000
4. Equipment	33,000	-	-	-	33,000
5. Supplies	22,000	22,000	22,000	22,000	88,000
6. Contractual	423,500	423,500	3,223,500	-	4,070,500
7. Training Stipends	-	-	-	-	-
8. Other	1,000,000	1,000,000	2,000,000	-	4,000,000
9. Total Direct Costs (lines 1-8)	3,347,100	3,314,100	7,114,100	1,890,600	15,665,900
10. Indirect Costs*	355,123	355,123	355,123	355,123	1,420,493
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	2,847,423	2,847,423	2,847,423	2,847,423	11,389,691
13. Total Costs (lines 9-12)	6,549,646	6,516,646	10,316,646	5,093,146	28,476,084

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project 1: MANAGEMENT AND DELIVERY

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans
(C)(2) Accessing and using Student Data

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
RTTT Project Director (1) will ensure the effective management, planning, and communication of project tasks and will be the first line of contact with ED and subcontractors. Candidates for the position will be required to have not only current and extensive management experience of large federal grant programs, but also in-depth knowledge and understanding of Pennsylvania's education system. The project Director will report to the Executive Deputy Secretary and the Secretary of Education.	100%	$110,000 x 4 years	$440,000
Project Analysts (3) will analyze outcome measures and performance measures, present data analysis to project leads and IUs, and develop reports and tools for tracking progress against the Race to the Top objectives.	100%	$45,000 x 3 x 4 years	$540,000
Program Director, Teacher Quality and Leadership (1) will be housed in the Teacher Quality and Leadership Bureau and will be responsible for implementation of all Teacher Quality and Leadership projects, including evaluations, equitable distribution of effective teachers and leaders, and professional development, and will be charged with implementing plans described in (D)(2) – (D)(5). This position will have a dual reporting relationship with the head of the Teacher Quality and Leadership Bureau and the RTTT Project Director and will exist for four years.	100%	$90,000 x 4 years	$360,000
Program Director, SAS and the Use of Data (1) will be housed within the Bureau of Teaching and Learning Support. This Program Director will be responsible for the implementation of the SAS and use of data and local data systems projects and will oversee the development of the State's SLDS including linking of student and teacher data to prep programs. This PD will implement plans described in (B)(3) and (C)(3). This position will have a dual reporting relationship with both the head of the Bureau for Teaching and Learning Support and with the RTTT Project Director.	100%	$90,000 x 4 years	$360,000
Program Director, Turnarounds (1) will be a new position, housed within the RTTT Project Management Function. The Turnaround Program Director will be focused on the implementation of the	100%	$90,000 x 4 years	$360,000

turnaround project, and will coordinate with the new Office of School Turnarounds, described in (E)(2). This role will have a dual reporting relationship with the RTTT Project director and the Deputy for Elementary and Secondary Education, and will exist for four years.			
Consortium Director (1) will oversee the new Consortium for PA Education Research, Evaluation & Policy Analysis, and will be housed within the State Board office. While the Consortium Program Director will also have a "dotted line" reporting relationship with the RTTT Project Director, the work of the Consortium, particularly the evaluation function, will benefit from being a half-step removed from the day to day workings of PDE. The Consortium is described in greater detail in sections (A)(2) and (C)(2) of the application. RTTT grant funds will pay for this position for four years, but this position and the Consortium will continue to exist beyond the life of the grant.	100%	$90,000 x 4 years	$360,000
Consortium Managers (2) will oversee direct management of research projects for the new Consortium for PA Education Research, Evaluation & Policy Analysis. These managers will be responsible for a portfolio of research projects, will manage relationships with outside evaluators, and will manage teams of Resident Scholars on specific projects. The Consortium Managers will report to the Consortium Director. RTTT grant funds will pay for this position for four years, but the position will continue to exist beyond the life of the grant.	100%	$75,000 each x 4 years	$600,000
Consortium Resident Scholars (7) will track and report on the implementation, impact, and sustainability of priority state level strategies funded by the Race to the Top Initiative. They will conduct primary research and serve as a dedicated analytic (policy) arm for PDE, working in partnership with PDE research and policy staff. These roles will exist only for the life of the grant.	100%	$45,000 each x 4 years	$1,260,000
State Charter Office Director (1) will oversee the new State Charter Office which will be housed within PDE. The Program Director will have a dual reporting relationship with the RTTT Project Director and with PDE leadership. The primary functions of this role will be to a) provide documentary support for closing charter schools where appropriate, including collecting and aggregating data on student achievement, and b) to collect and disseminate information on charter best practices. This role will be funded by RTTT for four years, but will continue to exist beyond the life of the grant.	100%	$90,000 x 4 years	$360,000
Charter Office Analysts (2) will assist in the collection and assimilation of documentary support for persistently low performing charters; this information will be used to assist local districts in closing chronically underperforming charter schools. These positions will be funded by RTTT for four years, but will continue to exist beyond the life of the grant.	100%	$45,000 each x 4 years	$360,000
Charter Technical Assistance Team (2) will work with the Program	100%	$55,000	$440,000

Director to identify the highest performing charter schools in the state, leverage best practices across both charters and non-charter schools, package information, and disseminate to IUs to disseminate to the field—first to turnaround schools, then to other schools and districts. These positions will be funded by RTTT for four years, but will continue to exist beyond the life of the grant.		each x 4 years	

2) Fringe Benefits

Fringe benefits estimated at 36% * $5,440,000 in total salary and wages = $1,958,400
Total Salary + Benefits = $7,398,400

3) Travel

Travel	# Trips	$ per Trip	Total
3 Project Analysts will make 25 trips per year each to participating LEAs within Pennsylvania to assess progress against metrics, collect data, disseminate information, and meet with LEA and school staff.	25 x 3 analysts x 4 years	$100	$30,000
1 RTTT Project Director will travel to participating LEAs within the state to meet LEA staff and assess progress against implantation goals	25 trips x 4 years	$100	$10,000
2 Charter Office Technical Service Team members will take 5 out-of-state trips per year	5 trips x 2 TSTs x 4 years	$500	$20,000
2 Charter Office Technical Service Team members will take 20 in-state trips per year	20 trips x 2 TSTs x 4 years	$100	$16,000

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (17): One desktop computer each will be needed for the RTTT Project Director, the Teacher Quality and Leadership Program Director, the SAS and the Use of Data Program Director, the Turnaround Program Director, the Consortium Director, the 2 Consortium Managers, the 7 Consortium Resident Scholars, the State Charter Office Director, and the 2 Charter Office Analysts	$1,500	Computer including monitor	$25,500
Laptop computers (5): One laptop computer each for Project Analysts to allow them to work while traveling to LEAs, and one laptop computer each for Charter Office Technical Service Team members for travel	$1,500	Laptop computer	$7,500

5) Supplies

Supplies	Total
Common office supplies (paper, folders, printer ink, etc.) for 22 new FTEs for 4 years each.	$88,000

6) Contractual

PDE will procure the services of contracted vendors in accordance with the Commonwealth Procurement Code (62 Pa. C.S.A. §§101 et seq.) and any additional requirements contained in 34 CFR Parts 74.40 – 74.48 and Part 80.36, in particular, sections 74.44, 74.47 and 74.48.

Contractual	Product Acquired	Team composition	Amount of time	Total
Vendor to quantitatively evaluate teacher and principal evaluation systems [1]	Evaluation	3 researchers	1 year	$900,000
Vendor to quantitatively evaluate human capital system, including all Teach for PA programs	Evaluation	3 researchers	6 months	$500,000
Vendor to quantitatively evaluate success of turnaround programs	Evaluation	3 researchers	6 months	$500,000
Vendor to evaluate efficacy of new professional development programs rolled out during RTTT	Evaluation	3 researchers	1 year	$900,000

Activity	Purpose	Total Cost
Funding for IUs to deliver training and technical assistance to local districts.	Funding for IUs to deliver training and technical assistance to local districts to train in SAS, evaluations, ELL training, etc., calculated as 5% of the estimated cost to for IU technical assistance	$1,270,520

7) Training Stipends

N/A

8) Other

Explanation	# of occurrences	Award by years	Total
Pool of Race to the Top Funds to reward, on a one-time basis, participating districts which exceed performance expectations by	At the end of years 1, 2, and 3	Year 1: $1,000,000 Year 2: $1,000,000 Year 3: $2,000,000	$4,000,000

1 Price used by PDE for external evaluator in Teacher Quality Partnership grant, a similar evaluation

10% or more at the end of years 1, 2, or 3.			

9) Total Direct Costs
$15,665,900

10) Indirect Costs
$7,398,400 total salary + benefits * 19.2% indirect cost rate = $1,420,493

11) Funding for Involved LEAs
N/A

12) Supplemental Funding for Participating LEAs[2]

Activity	Purpose	Cost	LEAs involved	Total Cost
Allocations to participating Charter Schools	Charter Schools are not LEAs under Pennsylvania State Law, however PDE will distribute funds to charter schools using the same Title I Part A allocation formula as it is using to distribute half of its RTTT award to participating districts. This allocation will come from the state award.	Based on Title I allocation for each Charter school	59 charter schools	$11,389,691

Allocations to charter schools based on Title I Part A funding

The table below shows preliminary funding allocation levels for charter schools. Allocations to charter schools will be made based on Title I funding levels, and will be allocated as if charter schools were participating as districts. Charter schools that do not receive Title I funds will receive allocations equivalent to the lowest per-pupil Title I Part A allocation among all participating charter schools. Since Title I Part A allocations are still preliminary and have not been finalized at the time of this application, allocations to charter schools are subject to change.

Charter School	Rationale	Total
Ad Prima CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if	$75,997

2 Under Pennsylvania state law, charter schools are not LEAs; section 12 of this budget narrative articulates distributions to participating charter schools, not to LEAs.

	it were a district	
Alliance for Progress CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$130,864
Antonia Pantoja Community CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$320,034
Architecture and Design CHS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$75,979
Bear Creek Community CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$130,834
Belmont Academy CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$319,960
Boys Latin of Philadelphia CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$233,159
Center for Student Learning CS at Pennsbury	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$60,069
Chester Community CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$47,929
Christopher Columbus CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$103,631
Commonwealth Connections Academy CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$9,800
Crispus Attucks Youthbuild CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$924,590
Delaware Valley CHS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$338,095
Sankofa Freedom Academy CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$347,268
First Phila CS for Literacy	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$34,861

Franklin Towne CES[3]	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$269,440
Franklin Towne CHS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$1,625
Freire CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$339,391
Hardy Williams Academy CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$82,644
Global Leadership Academy CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$432,659
Green Woods CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$176,172
Independence CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$372,623
Khepera CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$234,464
KIPP West Philadelphia Preparatory Chart[4]	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$76,428
KIPP Academy Charter School	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$312,188
Laboratory CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$141,197
Lehigh Valley CHS for the Performing Arts	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$30,448

3 This school opened in Fall 2009, and as of January 19, 2010, Title I Part A data is not yet available; funding allocation is based on the average per pupil Title I allocation for participating charters x the number of students

4 This school opened in Fall 2009, and as of January 19, 2010, Title I Part A data is not yet available; funding allocation is based on the average per pupil Title I allocation for participating charters x the number of students

Lincoln CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$136,015
Lincoln Leadership Academy[5]	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$189,116
Lincoln Park Performing Arts CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$30,440
Manchester Academic CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$308,393
Maritime Academy Charter School	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$16,729
Mastery CS--Shoemaker Campus	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$53,543
MAST Community Charter School	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$53,134
Montessori Regional CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$341,981
New Foundations CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$198,194
New Hope Academy CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$502,859
New Media Technology CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$38,251
Nueva Esperanza Academy CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$235,760
Pennsylvania Cyber CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$124,698
People for People	This subgrant from the State's 50% allows this charter school	$207,262

5 This school opened in Fall 2009, and as of January 19, 2010, Title I Part A data is not yet available; funding allocation is based on the average per pupil Title I allocation for participating charters x the number of students

CS	to participate in Race to the Top at the same funding level as if it were a district	
Philadelphia Harambee Inst CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$305,711
Philadelphia Performing Arts CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$891,452
Planet Abacus CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$230,578
Pocono Mountain Charter School	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$216,329
Propel CS-East	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$193,012
Propel CS-Homestead	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$120,470
Propel CS-McKeesport	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$40,441
Propel CS--Montour	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$62,661
Renaissance Acad-Edison CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$102,426
Renaissance Advantage CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$85,952
Roberto Clemente CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$77,553
Russell Byers CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$69,099
Tuscarora Blended Learning CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$372,623
Universal Institute CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if	$91,220

	it were a district	
Erin Dudley Forbes CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$176,172
Urban League of Pittsburgh CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$23,292
West Oak Lane CS	This subgrant from the State's 50% allows this charter school to participate in Race to the Top at the same funding level as if it were a district	$261,668
	TOTAL	$11,389,691

13) Total Costs

$28,476,084

Budget Part II: Project-Level Budget Table
Project Name: 2. SAS and the Use of Data
Associated with Criteria: (B)(3) (C)(3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	270,000	80,000	-	-	350,000
2. Fringe Benefits	32,400	28,800	-	-	61,200
3. Travel	-	-	-	-	-
4. Equipment	3,000	-	-	-	3,000
5. Supplies	1,063	1,063	-	-	2,125
6. Contractual	6,560,400	5,136,000	12,526,000	3,486,000	27,708,400
7. Training Stipends	-	-	-	-	-
8. Other	413,500	363,000	329,100	250,000	1,355,600
9. Total Direct Costs (lines 1-8)	7,280,363	5,608,863	12,855,100	3,736,000	29,480,325
10. Indirect Costs*	58,061	20,890	-	-	78,950
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	7,338,423	5,629,752	12,855,100	3,736,000	29,559,275

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Project 2: SAS AND THE USE OF DATA

(B)(3) Supporting the transition to enhanced standards and high-quality assessments
(C)(3) Using data to improve instruction

1) Personnel

Salary

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
The Use of Data Project Manager (1) will oversee the development of the early warning system and will be responsible for interfacing with both participating LEAs to understand their requirements and with the vendor for the technical development of the Student Information System (SIS). He or she will spend 100% of his or her time on this project, which will last for 2 years starting in 2010. He or she will report to the Program Director for SAS and the Use of Data.	100%	$80,000 x 2 years	$160,000
The SAS Project Manager (1) will work with a vendor to align the current PDE standards to the common core. The person in this role will spend 25% of his/her time on this project, which will last for 6 months, starting in Fall 2010. This position will report to the Program Director for SAS and the Use of Data.	25%	$80,000 x 6 months	$10,000

Wages

Activity	Purpose	Cost	Total
Reconvene curriculum groups in each of the subject areas by both grade level and course (where applicable) to vet updated curricular frameworks	Aligning curriculum to NGA common core standards	60 PA educators will perform this review. They will work for 10 days at a stipend rate of $300/day	$180,000

2) Fringe Benefits

Fringe benefits estimated at 36% * $170,000[6] in total salary = $61,200
Total Salary + Benefits + Wages = $411,200

3) Travel

N/A

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6 Fringe benefits are calculated based on salary only; wages, in this case $180,000 in stipends to reconvene curricular groups, is not used in the calculation of fringe benefits

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (2): One desktop computer will be needed to expand our current office and supply the needs of 2 new FTE.	$1,500	Computer including monitor	$3,000

5) Supplies

Supplies	Total
Common office supplies (paper, folders, printer ink, etc.) for 1 FTE over 2 years + .25 FTEs over 6 months	$2,125

6) Contractual

PDE will procure the services of contracted vendors in accordance with the Commonwealth Procurement Code (62 Pa. C.S.A. §§101 et seq.) and any additional requirements contained in 34 CFR Parts 74.40 – 74.48 and Part 80.36, in particular, sections 74.44, 74.47 and 74.48.

(a) Aligning current academic standards to NGA common core (six months, beginning Fall 2010)

Purpose	**Days**	**$/hour**	**Total ($)**
Conversion/Correlation of PA Standards to Common Core in SAS Standards Database			
Creation of Common Core Data Structures in SAS	10	120	$48,000
Loading, testing of XML files into SAS database	3	120	$14,400
Alignment of PA standards to Common Core	30	120	$144,000
Conversion/Correlation of SAS Portal Resources			
Alignment of educational resources in SAS - 13 content areas plus ELL and Resiliency	300	120	$288,000
Total	**193**		**$494,400**

(b) Aligning 4Sight benchmark assessments to the common core standards (6 months, beginning Fall 2010)

Purpose	**Days**	**Total ($)**
Revising the 4Sight benchmarks to align to NGA common core		
Reading/Language Arts – 36 benchmarks	330	$720,000
Mathematics – 36 benchmarks		$360,000
Total	**330**	**$1,080,000**

(c) Develop and implement kindergarten assessment aligned with NGA kindergarten standards, (starting Fall 2010, for four years)

Description	Product (s) Acquired	Team composition	Amount of time	Total
Vendor will develop kindergarten assessment in collaboration with Pennsylvania's Early Learning Network to measure the progress of all kindergarten children in participating districts	Kindergarten assessment, training modules for kindergarten teachers, and ongoing support for data collection at a cost of $16 per kindergarten student (~46,000 students)	2 FTEs	4 years, ongoing	$2,944,000

(d) Building an Early Warning System

Phase 1 – Research (starting Fall 2010)

Description	Product (s) Acquired	Team composition	Amount of time	Total
Vendor to conduct research to help participating LEAs understand what warning indicators trigger their particular dropout situation as part of a 1-year pilot program; pilot schools will be schools targeted as having among the worst dropout rates and lowest graduation rates in the state.	Research on key indicators for Early Warning System model to be implemented in participating districts	4 FTEs at $75,000 per person (1 for each of 3 LEAs and 1 additional consultant to align findings across LEAs)	6 months	$300,000

Phase 2 – Early Warning Data System (Spring 2011 through Spring 2012)

Description	Product (s) Acquired	Expected cost	Total
A vendor will build the state-wide early warning system, completing system design and installation in 12 – 18 months; the process of building the Early Warning System will be part of the Model SIS activity described in Project # 3, Local Data Systems	Early Warning System for all participating districts	$10 per student x 360,000 students in grade 6 or higher in participating LEAs	$3,100,000

Phase 3 – Professional Development (Summer 2012)

Description	Product (s) Acquired	Team composition	Amount of time	Total
PDE will select an IU that will work with the early warning systems vendor to develop training modules on the use of the data systems and the reports it generates (summer prior to Year 3)	Class-based training module, computer-based training modules	3-4 PD developers	3 months	$100,000

(e) Hiring job-embedded data trainers (starting Fall 2012)

PDE will work with IUs to deliver job-embedded professional development to help schools and teachers in low performing LEAs analyze and interpret student data; trainers will train schools and principals how to use data to target students for specific interventions, group students according to need, and develop differentiated curricular units and lessons.

Description	# FTE - a	Daily stipend($)	Num of days worked/SY	Total – a x b x c
PDE estimates that it will require 113 data facilitators for the 1130 schools in participating LEAs. These roles will exist for 1 year; these data facilitators will be hired through regions of IUs and will deliver data coaching to schools throughout the IU	113	400	200	$9,040,000

(f) Developing the data routines and providing professional development on collaborative planning (Fall 2010)

Description	Product Acquired	Team composition	Amount of time	Total
A vendor will develop the protocols, sample agendas and action plan templates that teachers and schools will use during the data meetings	artifacts, protocols, sample agendas, action plan templates and training module	Project manager, 2 analysts	6 month design and 2 month pilot, starting 2010	$400,000

(g) Develop rigorous virtual high school courses aligned with new national standards (development to begin Fall 2010, operating cost to begin Fall 2011 at launch)

Description	Product Acquired	Team composition	Amount of time	Total
A vendor, working with the PDE Bureau of Teaching and Learning, will develop 15 high-rigor online courses for high school students, with a focus on college-ready classes for students in rural parts of the state who do not otherwise have access to AP courses or dual enrollment	Virtual high school classes available for students who do not otherwise have access to rigorous advanced-level courses in their schools; cost per course for R&D is $500,000; operational cost will be covered by sub-grant funding to districts; annual operating cost of $750,000	N/A	4 new courses developed each year beginning Fall 2010; courses launched each subsequent year for 3 years, starting Fall 2011	$10,250,000

7) Training Stipends

N/A

8) Other

Training

Activity	**Purpose**	**Cost**	**Total**
SAS			
Train the IUs and PaTTAN, using the 'train the trainer' model on curriculum mapping, alignment, delivery, and evaluation of all resources aligned with the common cores standard, Spring 2011	Aligning curriculum to the new standards	The training will be done in the 3 regional PaTTAN sites by 3 PDE internal staff for 5 days at $300/day for the cost of training	$13,500

Train the LEA staff on curriculum mapping and alignment to common core standards; Spring 2011	Aligning curriculum to the new standards	Each of the 29 IUs and PaTTAN will be paid $5,000 to train their respective school LEAs	$150,000
Train IHEs on updates to the PDE systems their teachers will be using in the field, including SAS, Keystone exams, 4Sight, and others	Ensuring that IHE faculty have a working knowledge of the systems that are foundational to the day to day functioning of Pennsylvania teachers, and are able to utilize these systems in their curricula	2 conferences per year for IHE faculty and staff, costing $125,000 per year, x 4 years	$1,000,000
Use of Data			
113 IU-based, job-embedded professional development trainers on data use for participating districts; starting Summer 2012	Ensure that each trainer has a full understanding of the all protocols, sample agendas, and action plan templates in order to provide high-quality support to districts and schools	5 days of training at $1000 per attendee (includes cost for room, food, travel expense, venue, AV, materials) x 113 attendees	$113,000
Two follow-up training sessions for all IU-based trainers;	Ensure that trainers receive ongoing support in their efforts to improve data use in participating districts; 1 additional training session in the fall, 1 in early spring of Year 3 (2012-13)	2 days of training x $350 per session x 113 attendees	$79,100

9) Total Direct Costs
$29,480,325

10) Indirect Costs
$411,200 total salary + benefits + wages * 19.2% indirect cost rate = $78,950

11) Funding for Involved LEAs
N/A

12) Supplemental Funding for Participating LEAs
N/A

13) Total Costs
$29,559,275

Budget Part II: Project-Level Budget Table
Project Name: 3. Local Data Systems
Associated with Criteria: (C)(3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	80,000	80,000	-	-	160,000
2. Fringe Benefits	28,800	28,800	-	-	57,600
3. Travel	-	-	-	-	-
4. Equipment	1,500	-	-	-	1,500
5. Supplies	1,000	1,000	-	-	2,000
6. Contractual	3,917,730	3,917,730	-	-	7,835,460
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	4,029,030	4,027,530	-	-	8,056,560
10. Indirect Costs*	20,890	20,890	-	-	41,779
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	4,049,920	4,048,420	-	-	8,098,339

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Project 3: LOCAL DATA SYSTEMS

(C)(3) Using data to improve instruction

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Local Data Systems Project Manager (1) for the model Student Information System (SIS) will be responsible for interfacing with the participating LEAs to understand their requirements, as well as the vendor for the technical development of the SIS. This role will report to the Program Director for SAS and the Use of Data and will be responsible for ensuring the implementation of the SIS as proposed in the plan associated with C (3). The project is expected to start in the fall of 2010 and last for 2 years.	100%	$80,000	$160,000

2) Fringe Benefits

Fringe benefits estimated at 36% * $160,000 in total salary = $57,600
Total Salary + Benefits + Wages = $217,600

3) Travel

N/A

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (1): One desktop computer will be needed to expand our current office and supply the needs of 1 new employee.	$1,500	Computer including monitor	$1,500

5) Supplies

Supplies	Total
Common office supplies (paper, folders, printer ink, etc.) at $1000/year for 2 years.	$2,000

6) Contractual

PDE will procure the services of contracted vendors in accordance with the Commonwealth Procurement Code (62 Pa. C.S.A. §§101 et seq.) and any additional requirements contained in 34 CFR Parts 74.40 – 74.48 and Part 80.36, in particular, sections 74.44, 74.47 and 74.48.

Model SIS

Description	Product (s) Acquired	Amount of time	Total
A vendor will encode and test PDE requested enhancements in the SIS application LEAs[7].	The vendor will work on the project for 12-18 months to a) conduct front-end edits with PDE's existing data systems, b) develop customized reporting capability for the existing PIMS system, and c) create seamless integration with existing local data systems; total cost will be approximately $12/student, for 652,995 students in participating districts; this product is expected to be fully compatible with the Early Warning System being developed in Project #2.	12-18 months	$7,835,460

7) Training Stipends
N/A

8) Other
N/A

9) Total Direct Costs
$8,056,560

10) Indirect Costs
$217,600 salary + fringe benefits * 19.2% indirect cost rate = $41,779

11) Funding for Involved LEAs
N/A

12) Supplemental Funding for Participating LEAs
N/A

13) Total cost
$8,098,339

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7 This estimated cost is based on an estimated market price for similar systems of $12/student x 652,000 students in participating districts. The cost includes the price for the SIS, programming hours and training the LEAs

Budget Part II: Project-Level Budget Table
Project Name: 4. Teacher and Principal Evaluations
Associated with Criteria: (D)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	135,000	135,000	135,000	-	405,000
2. Fringe Benefits	48,600	48,600	48,600	-	145,800
3. Travel	5,600	15,000	-	-	20,600
4. Equipment	3,000	-	-	-	3,000
5. Supplies	2,000	2,000	2,000	-	6,000
6. Contractual	1,079,000	429,000	3,509,000	3,509,000	8,526,000
7. Training Stipends	-	-	-	-	-
8. Other	-	198,300	2,056,950	-	2,255,250
9. Total Direct Costs (lines 1-8)	1,273,200	827,900	5,751,550	3,509,000	11,361,650
10. Indirect Costs*	35,251	35,251	35,251	-	105,754
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,308,451	863,151	5,786,801	3,509,000	11,467,404

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Project 4: TEACHER AND PRINCIPAL EVALUATIONS

(D)(2) Improving teacher and principal effectiveness based on performance (Teacher and Principal Evaluation System)

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Manager for Teacher and Principal Evaluations (1) will manage the design, development, and rollout of the new PDE systems for evaluating both teachers and principals in Pennsylvania. The Project Manager will report to the Program Director for Teacher Quality and Leadership. This position will exist for three years, starting in the fall of 2010.	100%	$80,000 x 3 yrs	$240,000
Associate (1): will be responsible for collecting qualitative data on the evaluation process (interviews and surveys with teachers, union representatives, principals, superintendents and technical assistance providers), interpreting findings, identifying areas for improvement and making recommendations; 3 years, starting in year 1	100%	$55,000 x 3 yrs	$165,000

2) Fringe Benefits

Fringe benefits estimated at 36% * Total salary $405,000 = $145,800
Total salary + benefits = $550,800

3) Travel

Travel:	# Trips	$ per Trip	Total
Travel for Teacher and Principal Evaluation Project Manager and Associate to 8 statewide meetings of stakeholders (e.g., teachers, principals, etc.) during design phase (year 1) for teacher evaluations to receive feedback and ensure alignment. Cost includes 1 night hotel stay ($110), 3 meals ($40), reimbursement for mileage and tolls for each trip ($200)[8]	8 x 2 FTE	$350	$5,600
Travel for Teacher Evaluation Project Manager to 3 meetings each with 10 pilot districts to receive feedback and ensure alignment during rollout phase (year 2). Cost includes 2 meals ($25), reimbursement for mileage and tolls for each trip ($200)[9]	10 x 3 x 2 FTE	$250	$15,000

8 Based on historical cost for similar overnight travel for PDE employees
9 Based on historical cost for similar one-day travel for PDE employees

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (2): One desktop computer will be needed to expand our current office and supply the needs of 2 new employees	$1,500 x 2 FTE	Computer including monitor	$3,000

5) Supplies

Supplies	Cost	Total cost
Common office supplies (paper, folders, printer ink, etc.) for 2 FTEs for 3 years	$1000 x 2 x 3 years	$6,000

6) Contractual

PDE will procure the services of contracted vendors in accordance with the Commonwealth Procurement Code (62 Pa. C.S.A. §§101 et seq.) and any additional requirements contained in 34 CFR Parts 74.40 – 74.48 and Part 80.36, in particular, sections 74.44, 74.47 and 74.48.

Contractual	Product Acquired	Team composition	Amount of time	Total
A vendor will develop evaluation tools (e.g., review best practices, meet with experts and design state model evaluation system and tools in collaboration with stakeholder groups) and then support the pilot (year 2) and full state-roll out (year 3). Vendor project manager will stay through year 4 to monitor progress and make adjustments to system based on outside evaluation (below). Cost estimate assumes 1 project manager for four years and 3 analysts for 3 years each	Evaluation system with sample tools	Project manager, 3 analysts	4 years	$1,716,000
PIL program design for principals and superintendents to be trained on evaluations [10]	Training Module	2 associates	3 months	$650,000
38 IU Trainers provide differentiated direct support to local principals on the details of, proper use of, and support for implementing teacher evaluations; ratio of 1 coach per ~30 schools; $70,000 per coach. Cost includes $2500 per trainer for technology equipment (e.g., laptop)	Training and support capacity	38 IU trainers	2 years, beginning in year 3	$5,320,000

10 Based on historical to develop similar professional development module for the Early Childhood Leadership Institute through third party vendor

and office supplies (e.g., paper, folders, ink, etc.)				
6 IU Trainers provide differentiated direct support to local superintendants on details, proper use of, and support for implementing principal evaluations for 2 years starting in year 3; 1 coach per ~30 districts; Cost includes $2500 per trainer for technology equipment (e.g., laptop) and office supplies (e.g., paper, folders, ink, etc.)	Training and support capacity	6 trainers	2 years, beginning in year 3	$840,000

7) Training Stipends

N/A

8) Other

Explanation	# of occurrences	Unit cost	Total
Cost to hold day-long state-wide collaborative meetings to engage stakeholders and develop and design teacher evaluations. Costs include facilities rental ($75), AV rental ($150), 2 meals and one snack for participants ($45/pp), duplication fees ($300), lodging for each participant ($100), and gas/mileage/tolls for each participant ($200) [11]	12 (bi-weekly for 6 months)	$9,900 per meeting	$118,800
Cost to hold ongoing meetings with pilot districts at pilot district sites [12]	30 (10 districts x 3 mtgs each)	$1,000 per meeting	$30,000
Hold 2 roll-out meetings in Fall year 3 for teacher evaluations with 179 LEAs each sending 3 attendees (537 attendees total); per person costs include food ($70), materials ($20); other expenses include room rental ($1000), AV services ($3000), miscellaneous PDE expenses ($200), and IU conference planning services (9% of total cost) [13]	2	$11,600 per meeting	$23,200
1 week (5 day) training during summer, end of year 2, for 42 IU Trainers on implementing teacher and principal evaluation systems ("train the trainer" sessions). Costs per person per day include lodging ($100), meals ($45), and materials ($25 per person). Additional costs include travel/mileage/gas ($200 per person), AV rental ($150 per day), and facility rental ($75 per day), duplication ($100 per day). Costs per person are for 42 IU trainers and 3 PDE staff. [14]	1	$1,100 per person	$49,500

11 Based on cost of similar project

12 Based on cost of similar project

13 Based on cost for Governor's Conference on Higher Education

14 Based on costs for 2 day Pennsylvania Inspired Leadership (PIL) program training events

2 follow-up training sessions for 42 IU trainers on implementing teacher and principal evaluation systems. Costs per person per day include lodging, meals, and materials. Additional costs include travel/mileage/gas, AV rental, facility rental, and duplication. Costs are for 42 IU personnel and 3 PDE staff	2	$375 per person per meeting x 2 meetings	$33,750
Training for teachers on the value-added system, explaining how value-added assessment works and how student performance is distributed among individual teachers; teachers will be provided with materials and information that they can bring back to their schools; 4 attendees from each of approximately 1,000 schools in participating districts(2,000 attendees total).	20 sessions around the state for groups of teachers from participating districts	$50 per person per meeting (food, AV, materials, etc)	$2,000,000

9) Total Direct Costs

$ 11,361,650

10) Indirect Costs

$550,800 salary + benefits * 19.2% indirect cost rate = $105,754

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs

N/A

13) Total Costs

$11,467,404

Budget Part II: Project-Level Budget Table
Project Name: 5. Equitable Distribution of Teachers and Leaders
Associated with Criteria: (D)(3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	107,500	107,500	107,500	107,500	430,000
2. Fringe Benefits	38,700	38,700	38,700	38,700	154,800
3. Travel	-	-	-	-	-
4. Equipment	2,250	-	-	-	2,250
5. Supplies	1,500	1,500	1,500	1,500	6,000
6. Contractual	285,000	375,000	275,000	275,000	1,210,000
7. Training Stipends	-	-	-	-	-
8. Other	3,164,865	6,270,270	6,327,027	437,838	16,200,000
9. Total Direct Costs (lines 1-8)	3,599,815	6,792,970	6,749,727	860,538	18,003,050
10. Indirect Costs*	28,070	28,070	28,070	28,070	112,282
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	3,627,885	6,821,041	6,777,797	888,608	18,115,332

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Project 5: EQUITABLE DISTRIBUTION OF TEACHERS AND LEADERS
(D)(3) Ensuring Equitable Distribution of Teachers and Leaders

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
The Teacher and Principal Distribution Project Manager (1) is a new position that will be responsible for managing Pennsylvania's comprehensive recruiting, placement, and induction program, Teach for PA. Responsibilities include developing alternative certification programs (Residency and Intern programs), working with local districts to develop turnaround an urban principal academies, conducting program reviews, and launching the Teach for PA marking campaign and website. This role will report to the Program Director for Teacher Quality and Leadership, will start in year 1, will last for four years	100%	$ 80,000 x 4 yrs	$320,000
The Associate (0.5) role will be split 50% - 50% between ensuring Equitable Distribution of Teachers and Leaders and Teacher and Principal Preparation Programs. The person in this role will ensure certification reciprocity is streamlined (e.g., policy recommendations), review applications for high need subjects and schools, develop and monitor the teacher recruitment website with the common application, and will provide ongoing support to teaching candidates. This role will last for four years and will report to both the Project Manger for Teacher and Principal Distribution and the Project Manager for IHE Effectiveness. (See project on Teacher and Principal Preparation Programs for detail on additional responsibilities.)	50%	$ 55,000 x 4 yrs	$110,000

2) Fringe Benefits

Fringe benefits estimated at 36% * $430,000 in total salary = $154,800
Total salary + benefits = $584,800

3) Travel

N/A

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (2): Two desktop computers will be needed to expand our current office and supply the needs of 2 new employees; half of the expense for the Associate's computer will be paid for by the Teacher and Principal Preparation project.	$1500 x 1.5 FTEs	Computer including monitor	$2,250

5) Supplies

Supplies	Cost	Total cost
Common office supplies (paper, folders, printer ink, etc.) for the 1.5 new FTEs	$1,000 x 1.5 x 4 years	$6,000

6) Contractual

PDE will procure the services of contracted vendors in accordance with the Commonwealth Procurement Code (62 Pa. C.S.A. §§101 et seq.) and any additional requirements contained in 34 CFR Parts 74.40 – 74.48 and Part 80.36, in particular, sections 74.44, 74.47 and 74.48.

Contractual	Product Acquired	Team composition	Amount of time	Total
A vendor will design statewide marketing campaign to launch Teach for PA teacher recruitment initiatives[15]	Statewide marketing campaign design	Program manager, associate	4 months	$60,000
	Statewide marketing campaign execution	Program manager, associate	4 years	$900,000
A vendor will design a website, which will include the common teacher application[16]	Website design	Program manager, 1 associate	6 months	$100,000
	Website management, licensing fee, etc.	1 associate	3 years	$150,000

7) Training Stipends

N/A

8) Other

Explanation	# of teachers/principals trained per yr	Amount	Total
Residency Program for career changers with at least 5 years of experience; funding is a subgrant for IHEs as seed money for them to start residency programs [17]	150/200/300	$700,000 to distribute to programs that target highest need schools and subjects	$700,000

15 Pricing based on cost to PDE for recent PaTrac.org campaign, research on cost for similar campaigns

16 Pricing based on quotes for similar projects at PDE

17 Numbers based on achieving ~15-20% of the intern program

Intern Program for candidates with less than 5 years of working experience; funding would go to grow intern programs at IHEs or other teacher preparation entities that have already demonstrated a record of success [18]	850/890/940/1020	$500,000 to distribute to programs that target highest need schools and subjects	$500,000
Turnaround Academies [19]	60/120/210	$3,000,000/each academy	$9,000,000
Seed money for districts to open new or grow existing Urban Principal Academies in 3 districts (Philadelphia, Pittsburgh, Harrisburg) [20]	100	$2,000,000/each academy	$6,000,000

9) Total Direct Costs
$18,003,050

10) Indirect Costs
$584,800 in salary and benefits * 19.2% indirect cost rate = $112,282

11) Funding for Involved LEAs
N/A

12) Supplemental Funding for Participating LEAs
N/A

13) Total Costs
$18,115,332

18 Numbers based on actual data from 2008-2009. Assume 20% increase over 4 years.
19 Numbers based on annual expense at comparable programs, e.g., AUSL in Chicago
20 Numbers based on experience growth at comparable programs

Budget Part II: Project-Level Budget Table
Project Name: 6. Teacher and Principal Preparation Programs
Associated with Criteria: (D)(4)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	107,500	107,500	107,500	107,500	430,000
2. Fringe Benefits	38,700	38,700	38,700	38,700	154,800
3. Travel	-	-	-	-	-
4. Equipment	2,250	-	-	-	2,250
5. Supplies	1,500	1,500	1,500	1,500	6,000
6. Contractual	2,300,000	2,300,000	2,400,000	1,000,000	8,000,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,449,950	2,447,700	2,547,700	1,147,700	8,593,050
10. Indirect Costs*	28,070	28,070	28,070	28,070	112,282
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	2,478,020	2,475,770	2,575,770	1,175,770	8,705,332

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Project 6: TEACHER AND PRINCIPAL PREPARATION PROGRAMS
(D)(4) Improving the effectiveness of Teacher and Principal preparation programs
(C)(1) Fully implementing a state-wide longitudinal data system

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Manager for IHE Effectiveness (1) will oversee the process of linking student outcomes to teachers and IHEs, developing a multi-measure teacher evaluation program for IHEs, publishing IHE performance through a web portal, and generating data-based solutions for PA education and work-force demand. The Project manager will report to the Program Director for Teacher Quality and Leadership, and will remain in this role for 4 years.	100%	$80,000	$320,000
Associate (1) will be shared 50% - 50% between Teacher and Principal Preparation Programs and Ensuring Equitable Distribution of Teachers and Leaders. The person in this role will be responsible for monitoring web portal content on IHE's educator preparation programs and for working with IHEs to assist them understanding the evaluation process. In addition, the Associate will assist in the design of professional development for IHEs in "Corrective Action." The associate will report to the Project Manager for IHE Effectiveness and the Project Manager for Teacher and Principal Distribution.	50%	$ 55,000 x 4 yrs	$110,000

2) Fringe Benefits

Fringe benefits estimated at 36% * $430,000 in salary = $154,800
Total salary + benefits = $584,800

3) Travel

N/A

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (2): needed to expand our current office and supply the needs of 1 new employee; half of the expense for the Associate's computer will be paid for by the Teacher and Principal Preparation project	$1500 x 1.5 FTE	Computer including monitor	$2,250

5) Supplies

Supplies	Total
Common office supplies (paper, folders, printer ink, etc.) for 1.5 FTE for four years	$6,000

6) Contractual

PDE will procure the services of contracted vendors in accordance with the Commonwealth Procurement Code (62 Pa. C.S.A. §§101 et seq.) and any additional requirements contained in 34 CFR Parts 74.40 – 74.48 and Part 80.36, in particular, sections 74.44, 74.47 and 74.48.

Contractual	Product Acquired	Team composition	Amount of time	Total
PDE will use a vendor to establish system to accurately distribution student growth data among numerous teachers	Student Growth by teacher	Program manager, associate	4 yrs	$4,000,000
Vendor to use value-added assessment system to link student growth data to teachers [21]	Linking of student growth data to teachers	Associate	3 years	$2,400,000
PDE will use a vendor to select a vendor to collect and analyze data to build multi-measure evaluation model to assess the performance of IHEs on an annual and ongoing basis	Teacher and principal performance by IHE	Program manager, Associate	3 years	$1,500,000
PDE will use a vendor to select a vendor to design web portal to communicate IHE performance as linked to growth data student growth data [22]	Website design	Program manager	6 months	$100,000

7) Training Stipends

N/A

8) Other

N/A

9) Total Direct Costs

$8,593,050

10) Indirect Costs

$584,800 total salary + benefits * 19.2% indirect cost rate = $112,282

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21 Estimate based on approximately $1 per student, not to exceed $800,000 per year, based on existing contract

22 Based on historical cost for similar products

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs

N/A

13) Total Costs

$8,705,332

Budget Part II: Project-Level Budget Table
Project Name: 7. Professional Development
Associated with Criteria: (D)(5)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	125,000	125,000	125,000	125,000	500,000
2. Fringe Benefits	45,000	45,000	45,000	45,000	180,000
3. Travel	-	-	-	-	-
4. Equipment	3,000	-	-	-	3,000
5. Supplies	2,000	2,000	2,000	2,000	8,000
6. Contractual	2,647,500	3,120,000	3,120,000	3,120,000	12,007,500
7. Training Stipends	-	-	-	-	-
8. Other	3,557,500	2,065,000	2,080,000	2,110,000	9,812,500
9. Total Direct Costs (lines 1-8)	6,380,000	5,357,000	5,372,000	5,402,000	22,511,000
10. Indirect Costs*	32,640	32,640	32,640	32,640	130,560
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	6,412,640	5,389,640	5,404,640	5,434,640	22,641,560

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Project 7: PROFESSIONAL DEVELOPMENT
(D)(5) Providing Effective Support to teachers and principals

1) Personnel

	% FTE	Base Salary	Total
The Professional Development Project Manager (1) will oversee the development of new Pennsylvania Inspired Leadership (PIL) programs to educate school leaders on RTTT-based reforms. The PD Project manager will also coordinate the review and evaluation of all teacher professional development programs in the state, including reviewing existing ACT 48 plans, enlisting national experts to train program reviewers, creating an electronic rubric, and evaluating the overall effectiveness of professional development in PA. The person in this role will report to the Program Director for Teacher Quality and Leadership, and will remain in this role for 4 years.	100%	$80,000	$320,000
Data Analysts (2) will align existing professional development courses against the standards of the teacher evaluation tool. These persons will also be responsible for aligning the programs in the PERMS database with the new teacher evaluation standards, and will update the PERMS webpage. The person in this role will report to the Professional Development Project Manager, and will exist for four years	100%	$45,000	$180,000

2) Fringe Benefits

Fringe benefits estimated at 36% * $500,000 in total salary = $180,000
Total salary + benefits = $680,000

3) Travel

N/A

4) Equipment – n/a

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (2): Needed to expand our current office and supply the needs of 2 new employees.	$1,500	Computer including monitor	$3,000

5) Supplies

Supplies	Total
Common office supplies (paper, folders, printer ink, etc.) $1000 per year x 4 years x 2 FTEs	$8,000

6) Contractual

PDE will procure the services of contracted vendors in accordance with the Commonwealth Procurement Code (62 Pa. C.S.A. §§101 et seq.) and any additional requirements contained in 34 CFR Parts 74.40 – 74.48 and Part 80.36, in particular, sections 74.44, 74.47 and 74.48.

Contractual	Product Acquired	Team composition	Amount of time	Total
National Experts to help develop the teacher PD program approval and LEA ACT 48 rubrics	Train the teacher PD program reviewers	3 experts @ $1,000/day	3 days	$9,000
	Develop the PD program approval and LEA ACT 48 plan rubrics	3 experts @ $1,000/day	15	$45,000
Program reviewers	Review of the teacher PD programs	200 programs will be reviewed annually with 2 reviewers assessing one program. Each reviewer will be paid $500/ review		$200,000
	Review of the LEAs' ACT 48 plans	169 district and charter plans will be reviewed annually with 3 reviewers reviewing each plan. Each reviewer will be paid $500/ review		$253,500
Professional development module design	PIL program for principals and superintendents to be trained on teacher evaluations [23]	2 Associates	3 months	*See (D)(2) Teacher and Principal Evaluations*
Contract with 8 regions of IUs to deliver GE training to principals and superintendents	2 technical service providers from each region of IUs will deliver GE-based training modules to principals and superintendents; training modules will focus on implementation, tracking and project management, and	16 trained IU leadership experts, contracts with regions of IUs for $65,000 per trainer	4 years	$4,160,000

23 Based on historical to develop similar professional development module for the Early Childhood Leadership Institute through third party vendor

	organizational leadership			
Create ELL PD program for non-ELL teachers in high-concentration ELL schools	Vendor will build an ELL training module that includes: 1) 18 session curricula to be delivered over the course of 3 school years, 2) materials for ongoing support for trainers to provide to the teachers they work with, and 3) "train the trainer" sessions, where IU trainers are trained by those that develop the program	3 contract workers	1 year to develop, 3 years of ongoing support	$1,100,000
Deliver ELL PD program in schools with high concentrations of ELL students	IUs will provide targeted ELL PD to 250 schools in 29 participating districts that have approximately 63% of all ELL students in Pennsylvania. Each ELL PD professional will have a portfolio of 8 schools, and will be on site all day once every two weeks to deliver staff professional development, provide resources, and observe lessons	$65,000 per year for 32 ELL experts for 3 years each	3 years	$6,240,000

7) Training Stipends

N/A

8) Other

a) Provide teachers PD in Advanced Placement courses

Explanation	# of teachers/principals trained per yr	Amount	Total
Partner with a national professional development vendor to provide PD and certify Pennsylvania's high school teachers to teach advanced placement courses and bring added rigor to PA high school classrooms	1500 per year for four years starting in Fall 2010	$700/teacher[24]	$4,200,000

24 Approximate cost per teacher for AP certification

b) Provide teacher incentives to teach AP course

Explanation	# of scores expected to be at mastery each year in Turnarounds	Amount	Total
Provide $50 for teachers of Advanced Placement subjects in Turnaround high schools for any student who scores at a level of Mastery (3) or higher, with a total not to exceed $2,000.	150/300/600/1200	$50 per student	$112,500

c) Expand Reading Recovery

Explanation	Cost	Total
Expand beyond one reading recovery institute in Shippensburg, PA by training and deploying additional master Reading Recovery trainers throughout the state; costs begin in year 1 to develop model, with ongoing costs for additional training and materials beyond year 1	$2,500,000 year 1, $1,000,000 each year thereafter	$5,500,000

9) Total Direct Costs
$22,511,000

10) Indirect Costs
$680,000 total salary + benefits * 19.2% indirect cost rate = $130,560

11) Funding for Involved LEAs
N/A

12) Supplemental Funding for Participating LEAs
N/A

13) Total Costs
$22,641,560

Budget Part II: Project-Level Budget Table
Project Name: 8. The Pennsylvania School Turnaround Initiative and the Office of School Turnarounds
Associated with Criteria: (E)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	540,000	865,000	1,190,000	1,190,000	3,785,000
2. Fringe Benefits	194,400	311,400	428,400	428,400	1,362,600
3. Travel	14,500	34,500	54,500	54,500	158,000
4. Equipment	4,500	7,500	7,500	7,500	27,000
5. Supplies	8,000	13,000	18,000	18,000	57,000
6. Contractual	650,000	900,000	250,000	-	1,800,000
7. Training Stipends	-	-	-	-	-
8. Other	400,000	400,000	400,000	400,000	1,600,000
9. Total Direct Costs (lines 1-8)	1,811,400	2,531,400	2,348,400	2,098,400	8,789,600
10. Indirect Costs*	141,005	225,869	310,733	310,733	988,339
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	2,242,500	12,216,005	13,722,579	34,928,916	63,110,000
13. Total Costs (lines 9-12)	4,194,905	14,973,274	16,381,711	37,338,049	72,887,939

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Project 8: THE PENNSYLVANIA SCHOOL TURNAROUND INITIATIVE AND THE OFFICE OF SCHOOL TURNAROUNDS
(E)(2) Turning Around the Lowest Achieving Schools

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Turnaround Program Director of the PDE Office of School Turnarounds (1): *Described in (A)(2) Management and Delivery*	*See (A)(2) Management and Delivery*		
Recruiter (1): will work in the PDE Office of School Turnarounds and be responsible for identifying sources of turnaround talent including principals, CTOs and teachers. The recruiter will develop communications materials, travel to and contact sources of talent, identify and engage high-quality candidates and connect high-quality candidates to local Pennsylvania turnaround leaders.	100%	$55,000 x 4 years	$220,000
Research analyst (1): will work in the PDE Office of School Turnarounds and be responsible for data analysis, reporting and research related to the Pennsylvania Turnaround School Initiative. Research will include ongoing literature reviews as well engaging national turnaround leaders (including other Race to the Top state turnaround leaders). The research analyst will also be responsible for working with field technical assistance and the Pennsylvania Education Knowledge Management Center to translate identified best-practices into material useful for the field.	100%	$55,000 x 4 years	$220,000
Technical assistance coordinator (1): will work in the PDE Office of School Turnarounds and will be responsible for the procurement and management of technical assistance providers managed by the State. This will include writing RFPs and managing the RFP process, developing Service Level Agreements for vendors, working with the Research Analyst to track data against the Service Level Agreement and coordinating field needs with the deployment of State-managed technical assistance.	100%	$55,000 x 4 years	$220,000
Intermediate Unit Turnaround Team leaders (5): will work with and be mentored by technical assistance providers starting in SY2010-2011 to develop State capacity to provide general technical assistance to the lowest performing schools. Technical assistance may include developing a turnaround plan, staffing turnaround schools with principals and teachers, developing turnaround school schedules, implementation of comprehensive school reform models, developing turnaround school climate and culture, and the use of data. In addition, team leaders will be involved in reviewing School turnaround plans and further developing IU capacity through SY2013-2014	100%	$75,000 x 5 x 4 years	$1,500,000
Intermediate Unit Turnaround Team member (10): will work with	100%	$ 65,000 x 5 x	$1,625,000

technical assistance providers and the Turnaround Team leaders beginning in year 2 to provide technical assistance to turnaround schools. In SY2011-2012 there will be 5 team members in addition to team leaders, and they will continue for 3 years. In SY2012-2013 5 additional team members will be added for the remaining two years of the grant. Team members will be assigned to 12-13 turnaround schools each.		3 years + $65,000 x 5 x 2 years	

2) Fringe Benefits

Fringe benefits estimated at 36% * $3,785,000 = $1,362,600
Total salary + benefits = $5,174,600

3) Travel

Travel:	# Trips	$ per Trip	Total
Trips for the PDE Office of School Turnaround recruiter to travel to high-potential source organizations (e.g. Chicago Public Schools) to discuss opportunities with high-caliber candidates	5 / year x 4 years	$500 / trip	$10,000
In-state trips for the PDE Office of School Turnaround technical assistance provider to visit local turnaround schools to discuss needs and get a field view of challenges and technical assistance needs	20 / year x 4 years	$100 / trip	$8,000
In-state trips for IU Turnaround Team Leads	20 / year x 4 years x 5 leads	$100/ trip	$40,000
In-state trips for IU Turnaround Team members to travel to turnaround schools and provide technical assistance support	40 / year x 3 years x 5 members + 40 / year x 2 years x 5 members	$100 / trip	$100,000

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (2): One desktop computer will be needed for each employee of the Office of School Turnarounds[25]	$1,500	Computer including monitor	$3,000
Laptop Computers (16): One laptop computer will be needed for the	$1,500	Laptop	$24,000

25 Equipment and supply costs for the Director of the Office of School Turnarounds is covered in Management and Delivery

recruiter who will be on the road ~40 days of the year and for each of the 15 IU Turnaround Team members			

5) Supplies

Supplies	Total
Common office supplies (paper, folders, printer ink, etc.) for 8 full-time employees for 4 years each (Recruiter, Research Analyst, Technical Assistance Coordinator, 5 IU Turnaround Team Leads); 5 full-time employees for 3 years each (5 IU Turnaround Team Members); 5 full-time employees for 2 years each (5 IU Turnaround Team Members)	$57,000

6) Contractual

PDE will procure the services of contracted vendors in accordance with the Commonwealth Procurement Code (62 Pa. C.S.A. §§101 et seq.) and any additional requirements contained in 34 CFR Parts 74.40 – 74.48 and Part 80.36, in particular, sections 74.44, 74.47 and 74.48

Contractual	Product Acquired	Team composition	Amount of time	Total
Technical assistance for assisting districts in developing a School Turnaround Plan	Technical assistance services	4 experienced practitioners	2 years each working 100% of the year paid at $100,000 each	$800,000
Technical assistance for assisting districts in recruiting and hiring turnaround talent including principals and teachers	Technical assistance services and capacity building	2 experienced practitioners	2 years each working 50% of the year paid at $100,000/yr each	$200,000
Technical assistance for assisting the State in recruiting and training school-level Chief Turnaround Officers	Technical assistance services and capacity building	2 experienced practitioners	2 years each working 50% of the year paid at $100,000/yr each	$200,000
Technical assistance for assisting districts in developing side-by-side mentoring and induction programs for turnaround schools	Technical assistance services and capacity building	2 experienced practitioners	2 years each working 100% of the year paid at $100,000/yr each	$400,000
Technical assistance for assisting districts in evaluating teachers and principals and linking this to professional	Technical assistance services and capacity	2 experienced practitioners	2 years each working 100% of the year paid at $100,000/yr each	*(Budgeted as part of the evaluation project)*

development and management decisions	building			
Technical assistance for assisting districts in backward mapping curricula to ensure consistent transitions across grade-levels	Technical assistance services and capacity building	2 experienced practitioners	2 years each working 50% of the year paid at $100,000/yr each	$200,000
Technical assistance for ensuring high-quality local data and the effective use of data including an Early Warning System and use of the SAS Portal	Technical assistance services and capacity building	2 experienced practitioners, hired through regions of IUs	2 years each working 100% of the year paid at $100,000/yr each	*(Budgeted as part of the use of data project)*

7) Training Stipends

N/A

8) Other

Activity	Purpose	Cost	Total
Funding for 4 to 5 week summer camp focused on video game development, connected to PA engineering and technology standards; programs will be residential, and half of attendees will come from turnaround districts.	Provide opportunities for students from across the state to engage in rigorous, technology-based summer program in a college setting	$400,000 per year for four years, starting summer 2011	$1,600,000

9) Total Direct Costs

$8,789,600

10) Indirect Costs

$5,147,600 salary + fringe benefits * 19.2% indirect cost rate = $988,339

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs

a) Specific initiatives aimed at Turnaround schools

Activity	Purpose	Cost	# LEAs involved	Total
Provide turnaround high schools opportunities for students to attend dual enrollment courses at local 2-year and 4-year colleges beginning when students are in 11th grade	Provides opportunities for alternate pathways for students seeking additional rigor	$690 per student for: 2000 students y1 3000 students y2 4000 students y3 5000 students y4	23 LEAs	$9,660,000
Provide each turnaround elementary school classroom with a Science: It's Elementary kit and professional development for that classroom teacher	Science: It's Elementary is a foundational program to build science, technology, and engineering interest and engagement starting at the elementary level; currently, schools can apply to receive funding to implement Science: It's Elementary in their schools, but through the Turnaround initiative, the program will be available to all students in Turnaround schools	$115 per student for 30,000 elementary school students in 78 turnaround schools with elementary grades		$3,450,000

b) Supplemental funding for districts with Turnaround schools to help them implement reforms
Districts with turnaround schools will use their RTTT allocations and School Improvement funds to develop and implement Turnaround strategies. However, in some cases, additional RTTT funding will be required to implement successfully. Districts below will receive supplemental funding specifically to cover turnaround costs

PDE has estimated the cost of turning around a persistently low achieving school to be between $600 and $650 per student per year for three to five years. School Improvement funds will cover those costs for more than half of the state's Turnaround schools, but for several schools, School Improvement funds will not fully cover the cost of turnarounds.

PDE has allocated $50,000,000 of RTTT funds to ensure that all of the State's Turnaround schools have enough supplemental funding from the State's share to cover all turnaround costs.

Below is the list of districts with turnaround schools, as well as the RTTT Turnaround supplement. This is a preliminary allocation and subject to the final grant award.

LEA	Rationale	Total
Pittsburgh SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$1,824,837
Clairton City SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$708,753
Cornell SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$434,567
Duquesne City SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$172,819
East Allegheny SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$1,233,957
McKeesport Area SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$2,473,279
Penn Hills SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$2,283,715
Erie City SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$1,952,673
Turkeyfoot Valley Area SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$287,923
Mount Union Area SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$815,485
York City SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$647,380
Lancaster SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$2,036,002
Lebanon SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$2,193,631
Reading SD	This subgrant from the State's 50% increases the LEA's	

	funding to allow it to fully participate in all State turnaround plans	$4,628,757
HARRISBURG CITY SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$1,945,533
Hazleton Area SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$2,100,040
Norristown Area SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$665,699
CHESTER-UPLAND SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$1,188,750
Southeast Delco SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$451,058
Upper Darby SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$107,148
William Penn SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$3,317,002
PHILADELPHIA CITY SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$18,415,550
Aliquippa SD	This subgrant from the State's 50% increases the LEA's funding to allow it to fully participate in all State turnaround plans	$115,443

13) Total Costs

$72,887,939

Budget: Indirect Cost Information

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ☒
NO ○

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: __07_/_01_/_07___ To: _06_/_30_/_11_

Approving Federal agency: _X_ED ___Other

(Please specify agency): _____