

**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 Pennsylvania	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: Acting Secretary of Education Pennsylvania Department of Education
Contact Telephone: (717) 783-9861	Contact E-mail Address: tgluck@state.pa.us
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
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:  	Date:  May 27, 2010
Chief State School Officer (Printed Name): Thomas E. Gluck	Telephone: (717) 783-9861
Signature of the Chief State School Officer:	Date:
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:

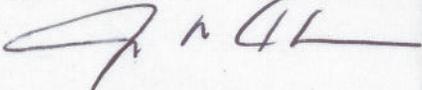
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Chief State School Officer (Printed Name): Thomas E. Gluck	Telephone: (717) 783-9861
Signature of the Chief State School Officer: 	Date: 5-28-2010
President of the State Board of Education (Printed Name): Joseph M. Torsella	Telephone: (717) 787-3787
Signature of the President of the State Board of Education:	Date:

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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: May 28, 2010

**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):

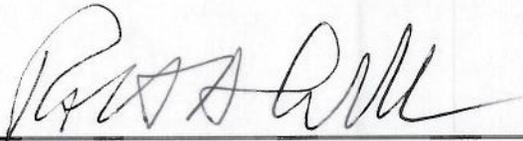
Telephone:

ROBERT A. MULLE, ESQ.

783-1111

Signature of the State Attorney General or Authorized Representative:

Date:



5/28/10

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: <i>Edward G Rendell</i>	Date: May 27, 2010

**Race to the Top  
Application for Phase 2 Funding  
Phase 2  
CFDA Number: 84.395A**

**TECHNICAL PROPOSAL**

**Pennsylvania: *Ready to Go! Reaching Beyond!***

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

**Contact:  
Thomas E. Gluck  
Acting Secretary  
Pennsylvania Department of Education  
717-787-9744  
tgluck@state.pa.us**

**Submitted to:  
U.S. Department of Education**

**Date: June 1, 2010**



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## 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<sup>1</sup> 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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<sup>1</sup>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.<sup>2</sup>

**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

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<sup>2</sup> 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](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.)

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.

**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.

**(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 A-4)<sup>1</sup> 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;
- (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)*

### **Pennsylvania is . . . Ready to Go**

- *Over the last seven years, Pennsylvania's achievement gains, at all grade levels resulted in 73% of all students achieving grade level, and a 33% reduction in the number of students performing at the lowest levels.*
- *Pennsylvania launched a comprehensive instructional improvement system that ensures education reforms reach every classroom across the state.*
- *Pennsylvania's highly-developed technical assistance infrastructure is experienced in implementing bold and ambitious statewide reforms.*
- *Pennsylvania's two biggest districts – Philadelphia and Pittsburgh –are implementing RTTT-like reforms in some buildings already.*

### **Pennsylvania is . . . Reaching Beyond**

- *Statewide impact of the RTTT reforms will ensure that every district improves its teacher quality, academic leadership, student data systems and use of data; implements more rigorous curricula and robust assessment systems; and makes fundamental changes to how teachers and school leaders are evaluated.*
- *Pennsylvania's participating LEAs have the full support of the union, school board and superintendents who have each committed to implement all Race to the Top activities.*
- *Pennsylvania will invest extra resources to expand the turnaround impact to more districts, more schools and more students than envisioned by the federal criteria.*
- *Pennsylvania is holding each participating district and school accountable for annual improvement in student achievement and will reward those who exceed benchmarks and hold funds back*

**(A)(1) Pennsylvania's Education Reform Agenda and LEA Participation**

Pennsylvania is **Ready to Go**.

Leading the nation in educational reform is not new to Pennsylvania. Benjamin Franklin established the nation's first public libraries and university in the Commonwealth. The Pennsylvania legislature was among the first in the nation to include the right to a free public education in its Constitution only 11 years after our nation was founded. Today, Pennsylvania is a leading state with respect to boosting student achievement. This progress was not accidental. It happened because Pennsylvania adopted bold reform strategies and detailed implementation plans that worked.

At the beginning of this decade Pennsylvania embarked on an innovative and aggressive school reform effort with impressive results. The Commonwealth married strong accountability measures with significantly larger investment in research proven interventions. We became a laboratory for cutting edge models, launching some of the nation's earliest charters, education management organizations and diverse governance changes in failing school districts. While targeted investments, innovation and strict accountability are core elements of our reform, in this decade we completed building one of the most robust standards aligned instructional improvement systems in the nation and dramatically increased the capacity of the technical support infrastructure on which we rely to improve the skills of school leaders and teachers.

In the last five years, the State also focused on improving the quality of both institutions of higher education (IHE) as well as its new teachers. Education Week's 2010 Quality Counts report ranked Pennsylvania tenth in the nation for "Teaching Profession" including high marks for teacher evaluation, recognizing that Pennsylvania requires frequent evaluations of teachers as well as significant training on how to evaluate teachers well<sup>2</sup>).

While Pennsylvania's standards are clear and substantive and our state assessments used to measure student knowledge of required content are considered among the most rigorous in the nation, we are a champion of the Common Core and the consortia efforts to build the new assessments contemplated by these new multi-state standards.

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<sup>2</sup> Quality Counts 2010: Fresh Course, Swift Current, Education Week, January 2010.

The Data Quality Campaign awarded Pennsylvania its highest grade because our data system is robust, smart, and it provides teachers and administrators useful student level data that can individualize instruction to boost student performance.

In just seven years the state increased its investment in public schools by \$4 billion and targeted more than two thirds of that increase to a set of prescriptive proven reforms. State funded hands-on technical assistance at the district and school level helped districts implement these proven practices with fidelity.

As a result of all these reforms, the 2010 Ed Trust report found Pennsylvania to be one of the top nine states to make gains in all groups from 2003-2009 and the Center for Educational Policy found Pennsylvania was the only state to significantly boost student achievement in reading and math from 2003 through 2009 (See Appendix A-1).

Race to the Top presents Pennsylvania with an historic opportunity to build on our progress to ensure that our 1.8 million students graduate from our schools college- and career-ready.

Pennsylvania is **Ready to Go** because of nearly a decade of strategies launched at scale including:

- **Improving early school outcomes** -- Creation of high quality pre-kindergarten for nearly 35% of all public school students and expansion of resources to grow full day kindergarten to accommodate 70% of kindergarten aged children
- **Boosting science and technology proficiency** - Replication of effective approaches to elementary school science instruction and modernization of 70% of our high schools with laptops for every desktop in core subject classrooms, and training and personal coaching for more than 20,000 high school teachers in how to use technology and the internet to improve instruction.
- **Accelerating High School Learning** – Scale roll-out of dual enrollment opportunities for 53,218 students, expansion of Advanced Placement access in urban districts, improved high school standards, and establishment of graduation requirements that depend on passage of end of course exams in all core subject areas.

- **Building a Better Teacher and Academic Leadership Pipeline** – Effective enforcement of new regulations dramatically improved the rigor of teacher preparation programs and approved professional development organizations, and effectuated new requirements and standards for training principals and superintendents with specific emphasis on leadership skills, data analysis and instruction improvement strategies.
- **Giving Teachers Access to Useful Student Data** -- Creation of web-based platforms that offer teachers student level data with practical web-based curricula resources to meet individual student needs and dissemination of an automated benchmark assessment system aligned with state standards that offers teachers four intervals of real-time academic results per year.
- **Modernizing Teacher Practice** – Built a coherent instructional system that aligns standards, assessments, model curricula, teaching materials, and intervention strategies.
- **Turning Around Failing Schools** – Used the power of law to impose system reforms in failing districts and schools and successfully reversed the negative trends with demonstrated and sustained increases in student performance.

These reform strategies have resulted in a dramatic, measurable increase in student achievement in Pennsylvania:

- 73% of all students in Pennsylvania are at grade level today (proficient and above), up from 51.5% in 2002;
- Pennsylvania has substantially reduced the number of students scoring at the lowest achievement level on the state assessments: In the three grades that have been tested the longest on state test, the number of students in the lowest performance group (below basic) declined by 33 percent from 2002 to 2009; and
- Pennsylvania is narrowing the achievement gap, even while all test scores continue to rise: Over the last seven years, the percentage of African American and Latino students at grade level doubled.

The execution of Pennsylvania's strategies and the results they have produced positions Pennsylvania with an enthusiastic, practiced and ready set of stakeholders – teachers, school boards, administrators, community, business, higher education and state government – who want to go the next step and implement the statewide reforms outlined in this proposal.

Pennsylvania is not just **Ready to Go**, we will **Reach Beyond** the goals of the federal initiative ensuring deeper statewide impact and more students making progress than envisioned by the Race to the Top expectations.

Our expectations for the improvements that will result from RTTT funds are ambitious. We are confident we can achieve our outcomes because we have nearly a decade of experience working with our districts and the most troubled schools. Over that time we have learned how to implement reforms that require substantive changes, effectively replicate proven models, establish reasonable yet inspired goals so that educational leaders are clear what success really means, and provide the supports those leaders need to stretch to meet those goals. That is why we are confident that we can achieve the following results that translate into dramatic statewide impact by 2014:

- Double the rate of improvement in student performance;
- Add 100,000 more students to the ranks of proficient or beyond in reading and math;
- Cut the achievement gap between white and minority students by nearly 60%;
- Boost the graduation rate to 93%.

The goal of the RTTT program is to have statewide impact on the way in which our SEAs and LEAs operate. We can guarantee that in Pennsylvania that will happen. The activities we propose significantly expand our SEA responsibility with respect to hands-on management and roll-out of significant systemic reform activities, management of state-of-the-art technical assistance, oversight of accountability systems and taking leadership to build the will to change at the LEA level. This application describes how we will meet these expectations.

With our LEAs we believe we have a sound approach to ensuring nearly universal buy-in of the RTTT reforms. In addition to the adoption of the reforms outlined in this application, each of our participating districts and schools understands they must reach specific student improvement performance targets in each of their school buildings. LEAs know they are accountable for dramatic increases in student performance and they are ready to deliver.

One of the early challenges in implementing RTTT will be ensuring that local districts live up to the agreements outlined in the Memorandum of Understanding (MOU), especially those

agreements that are likely to cause the most local friction such as changes to teacher evaluations or adoption of the school intervention models. In order to provide the U.S. Department of Education with the greatest possible assurance that it can have confidence in commitments that LEAs made for this application, we required any district seeking to be a participating district to produce a signed MOU with the signatures of its superintendent, school board president and local union president. We are proud that 122 districts stepped up and met this high bar for participation. We believe that the formal agreement of all three key stakeholders provides unparalleled assurance that Pennsylvania can implement these reforms and deliver real results.

Our participating school leaders – administrators, school board members, union leaders, teachers, parents and students – will become the committed cadre that encourage the balance of our districts to adopt the innovations, reforms and basic practices that have been proven in Pennsylvania to work. Our experience in rolling out reform indicates that our impact will **Reach Beyond** our participating districts. We expect nearly all of our districts to voluntarily adopt these reforms and sustain them after RTTT funds expire as they see the success of our participating districts and charter schools.

We can make this claim because that's exactly what our experience has taught us. Too often our LEAs have been slow to adopt reforms that have been demonstrated to work without concrete evidence that the reform will work *in* Pennsylvania. Conversely, we have found that good ideas that show real results in Pennsylvania quickly spread *in* Pennsylvania. As such, a key element of our statewide reform strategy is to focus a majority of resources on participating districts to enable them to rapidly implement the prescribed reforms and show results.

While we believe our approach ensures real statewide impact, our approach has the added benefit of enabling dramatically more students to benefit from the turnaround model reforms than anticipated by the federal criteria for turnaround activities. Pennsylvania broadened the criteria for turnaround- resourced schools to include Title I schools that still had large percentages of students below proficiency. As a result, 86,000 students in 23 school districts will benefit from the substantial turnaround reforms described herein. We recognize that expanding the pool of turnaround buildings from the federal criteria presents a capacity challenge. It's a challenge we can confidently accept. We have nearly a decade long track record of success with turning around some of the most challenged districts and schools. As

such we are very cognizant of the intensity of support needed to ensure that 128 turnaround schools meet their annual student progress targets. We know how to use our technical assistance infrastructure for change and the infusion of RTTT resources will be sufficient to grow our capacity to help these schools succeed.

**A(1)(i) Pennsylvania’s Comprehensive and Coherent Reform Agenda**

With an RTTT award, Pennsylvania will be able to leverage our existing systems, capacity, stakeholder support, and state and federal resources, to significantly and rapidly improve all of our schools. Below is an overview of our reform agenda as it relates to each of the four priorities of Race to the Top (RTTT):

**1. Adopting and Embedding High Quality Standards in Our Classrooms**

Pennsylvania will adopt the Common Core Standards. We are a member of the Common Core Initiative formed by the National Governors Association and the Council of Chief State School Officers to create internationally benchmarked academic standards. We are also part of three of the leading national consortia preparing assessments aligned with the Common Core Standards.

The Pennsylvania State Board of Education is poised to adopt these standards through an expedited review process by August 2, 2010 and because Pennsylvania requires *all* LEAs to adhere to the state-adopted standards, ALL districts and charter schools will teach according to the Common Core.

To ensure that Pennsylvania is preparing its young people for high-wage and high-skill jobs in STEM fields, the Department will partner with the state’s science community and leading higher education institutions to develop standards and learning progressions for engineering concepts in grades k through 12. These resources will be uploaded to the Department’s Standards Aligned System site (the SAS Portal), and will serve as a tool for connecting STEM instruction with the high-priority occupations that will help our state – and our students – be competitive in the knowledge economy.

Pennsylvania already has a highly developed, standards-aligned multi-level suite of formative, benchmark and summative assessments that help teachers and school leaders track student progress and inform differentiated instruction. This suite will be updated to measure progress on the Common Core standards. The breadth of our current approach to a

comprehensive assessment system demonstrates our commitment to the linkage between standards and assessments as well as our highly developed approach to using data to drive improvements.

We also already have a unique web-based portal which is the gateway to many of the supports and resources of our instructional improvement system called our Standards Aligned System (SAS). The SAS Portal gives teachers and schools direct access to all elements of our instructional improvement system. The SAS Portal is an integrated and interactive web site that allows teachers and leaders to access academic standards and drill down on each standard to the related eligible content that can be used in classroom activities, to build assessments and to individualize instruction. The SAS Portal also has an online Professional Learning Community where teachers can collaborate and share successful education practices. (See Appendix A-2 for more information on the Standards Aligned System and the SAS Portal.)

Pennsylvania is ready to adopt assessments prepared by the consortia and update the balance of those needed in our assessment system not prepared by the consortia. We are also eager to align to the Common Core all elements in our SAS Portal. The fact that Pennsylvania has this highly developed aligned instructional improvement system gives us an efficient platform to disseminate the teaching tools (assessment, curricula, materials, intervention strategies) needed to embed the new Common Core standards quickly into classroom practice.

## ***2. High-quality data systems that can be used to inform instruction.***

Pennsylvania is **Ready to Go** with a highly-developed longitudinal data system that follows the progress of students through pre-kindergarten, elementary and secondary school and, increasingly, through post secondary education and into the workforce. Pennsylvania already has the necessary adjunct systems to make the data meaningful at the district, school and teacher levels. Our efforts to improve district data were recently augmented by the grant award of \$14.3 million from the U.S. Department of Education for our Student Level Data System upgrades.

Pennsylvania is also one of the few states with extensive experience working with value-added systems that can measure academic improvement at the building level and one of only a few states to ensure implementation and use of this system on a statewide level. Our research indicates that Pennsylvania is also the only state where local principals and superintendents are already using PVAAS building-level data to identify instructional challenges in their buildings.

Specifically, Pennsylvania's school-level strategic planning tool (Getting Results!) guides administrators through a planning template that begins with a detailed review of their school-level PVAAS data to identify areas of concern (See Appendix A-3). Pennsylvania built this system with substantial state investment and has coupled its use and expansion with extensive professional development for administrators and classroom teachers.

Pennsylvania is fortunate that many of the high achieving charter schools in the Commonwealth successfully train and support teachers and school administrators in the use of data to inform instruction. Our meetings with these effective school leaders informed the structure of our data systems, our SAS Portal and the manner in which we augment this work with Race to the Top resources. One of the best practices used by these charters is the linkage of student academic data with basic data on student attendance, discipline referrals and classroom engagement. We will offer real-time access to this comprehensive set of data through classroom-level and school level dashboards and the technical assistance to enable teachers and administrators to use these tools to improve their approach to instruction and support of student learning.

### ***3. Creating a workforce of effective teachers and school leaders***

Pennsylvania is enormously proud that our state's two largest teachers' unions at the state level and 122 of their local affiliates – including the Federation of Teachers in both Philadelphia and Pittsburgh – have committed to reforms that will change the teacher placement and evaluation in their school districts as required by RTTT.

This commitment is strong evidence that Pennsylvania's teachers, and the unions which represent them, will be stalwart partners in the reform activities in our RTTT plan. Specifically, in building the new teacher evaluation system Pennsylvania will work with educators, academic leaders and experts in professional evaluation to craft an effective and widely adopted model for evaluating teachers where at least 15-35% of a teacher's evaluation is based on student performance.

By September 2011, a robust performance aligned evaluation system for teachers will be rolled out to every district in the state. Pennsylvania law already allows this approach to evaluation thus we can move forward without any need for new legislation. Pennsylvania has been awarded a \$768,000 "momentum" grant from the Bill and Melinda Gates Foundation to get this work underway this summer (2010). With these resources we will begin the design of our

new evaluation system, review data and models for measures of student growth to be used in teacher and principal evaluations, and work with five to six LEAs to pilot new evaluation practices in the fall of 2010.

We will also build on our recently adopted new rigorous standards for teacher and principal preparation programs by linking student growth data to the graduates of these programs and tying future program certification to this and other measures of effectiveness. To improve the degree to which we have an equitable distribution of highly effective teachers, we will increase the number of innovative alternative pathways for teacher and principal certification so we can more readily attract new talent to the education profession, especially in shortage areas, such as special education, science and math, and high-need school districts.

Five years ago, based on impressive results from a Massachusetts model for improving the skills of superintendents and principals, Pennsylvania began a partnership with the National Institute for School Leadership (NISL). Together we created an intensive training program for our academic leaders and enacted in law a set of standards to define this required training called the Pennsylvania Inspired Leadership program (PIL). Every superintendent and principal in the state is now required to complete this training to obtain and maintain their certification. Old Dominion University researchers evaluated our approach and found that students who were in schools led by principals who completed our PIL training modules showed statistically significant improvement in student achievement at all levels – elementary, middle, and high school –when compared to students in similar schools where the principal had not participated in PIL (March 2010). (See Appendix A-4) We are requiring all state approved PIL staff development providers to add modules we will design with RTTT funds on methods for helping teachers improve instructional practices, strategies for boosting STEM concept learning across all subjects, and enhanced training on using our new data systems to improve school performance.

#### ***4. Intervening in the lowest-performing schools***

Pennsylvania is **Ready to Go** when it comes to turning around our most troubled districts because over the last eight years we have learned how by doing it. Pennsylvania has proven success in turning around these districts. In 176 academically challenged districts, for all student groups:

- 100% of districts showed a Reduction in Below Basic Math from 2003 to 2009

- Average reduction was 13 percentage points( a 52% improvement);
- 100% of districts showed an Improvement in Proficiency Math from 2003 to 2009
  - Average improvement was 19 percentage points (a 41% improvement);
- 95% of districts showed a Reduction in Below Basic Reading from 2003 to 2009
  - Average reduction was 5 percentage points (a 24% improvement); and
- 96% of districts showed an Improvement in Proficiency Reading from 2003 to 2009
  - Average improvement was 7 percentage points (a 14% improvement).

***Note:** The districts in the above data represent those who have entered CA or SI between 2003-2007. The data is based upon the first year that they entered CA/SI and their progress from that year to 2009.*

This success is the result of two significant changes. First, in 2000 our state law was amended to authorize the Department to require targeted interventions and significant governance changes in our most challenged districts and schools. In addition, since 2003, the Commonwealth nearly doubled the level of state funding available to these districts and required nearly all of increased state funds be spent on a set of state-prescribed proven school improvement strategies. To date, Pennsylvania has required governance changes in 12 school districts and eight have since improved the academic performance of their students to sufficiently exit this extensive state oversight. The remaining four districts have also shown impressive performance gains. The Philadelphia School District, for example, doubled the percent of students who are on grade level in the last eight years. Pennsylvania has demonstrated similar success with turning around corrective action schools. See Section A3 (i) for details on school level progress.

With nearly a decade of success in ramping up student performance in our most struggling districts, we are **Ready to Go** with real know-how of what it takes to boost teacher effectiveness, leadership improvements, and student outcomes. Each school in our RTTT turnaround initiative is required to adopt one of the four RTTT school intervention models and they must also do the following:

1. Hire turnaround leadership;
2. Adopt model recruitment strategies to attract high quality teachers and retain them in the building;
3. Implement rigorous, research-based and aligned curriculum;
4. Use student data to inform and differentiate instruction;

5. Increase learning time; and
6. Build appropriate social-emotional and community-oriented supports for students.

Our two largest school districts, Philadelphia and Pittsburgh, with the most schools in the turnaround initiative, are already beginning to implement the strategies in a limited number of school buildings. RTTT funds will allow these districts to **Reach Beyond** these initial schools to increase the pace at which we reach our goal of having all students in high-need schools leave high school college- and career-ready.

Pennsylvania is **Ready to Go** because we have tested and proven essential elements needed to implement a plan on this scale with fidelity. Our reform agenda does not start with the Race to the Top grant. Our reform plan started a decade ago and will continue with or without RTTT funds. However, with a RTTT grant Pennsylvania will be able to truly **Reach Beyond** to achieve new levels that will inform education reform across the nation.

#### **A(1)(ii) Participating LEAs' Commitment to Pennsylvania's Reform Plan**

Our participating school districts represent the majority of students most in need of intervention and additional resources, including 57% of low-income students, 75% of all African-American students, 71% of all Hispanic students, and 69% of all ELL students. Participating school districts include rural, urban, suburban, large, medium, and small, come from all corners of the state, and are anchored by the participation of Pennsylvania's two largest districts, Philadelphia and Pittsburgh. As these districts implement the full menu of reforms required of participating districts we confidently predict that other districts will observe their success and elect to adopt many of these key RTTT reform practices.

To be a participating district or charter school in Pennsylvania the school board, superintendent and the local union president (for school districts and those charter schools that have a teachers' union) needed to affirmatively sign the MOU. This MOU contains no opt-out clause and it articulates the requirement that all required RTTT reforms must be adopted. In addition the Commonwealth required that participating districts and charter schools agree to a highly descriptive and prescriptive preliminary scope of work. (See Appendix A-5 for copies of Pennsylvania's RTTT MOU which contains the required LEA scope of work). The Exhibits below provide some of the detail included in the preliminary scope of work for participating districts and charters schools (Exhibit A.1) and for districts participating in the school turnaround initiative (Exhibit A.2).

### Exhibit A.1: Required Activities for Participating Districts and Charter Schools

Primary Objective	Required Activities for Participating Districts and Charters
<p>1. Implement standards-aligned system (SAS) and data systems capable of supporting reform.</p>	<ul style="list-style-type: none"> <li>• Implement high quality curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions</li> <li>• Implement a system of assessments with capacity to inform instruction on timely and regular basis</li> <li>• Implement system to use real-time student data to identify students at academic risk</li> <li>• Implement a SIS that provides real-time student data</li> <li>• Provide collaborative time for teachers to review real-time student data to drive instruction</li> </ul>
<p>2. Implement human capital pipeline for teachers and leaders</p>	<ul style="list-style-type: none"> <li>• Develop human capital plan to attract and retain effective teachers, limit teacher vacancies, staff hard to-staff subjects, and address the equitable distribution of highly effective teachers</li> <li>• Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity)</li> </ul>
<p>3. Implement robust multi-measure evaluation system</p>	<ul style="list-style-type: none"> <li>• Implement multi-measure evaluation system that takes into account data on student growth as a significant factor</li> <li>• Conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide data on student growth</li> <li>• Provide training to all principals and teachers on effective use of the evaluation system</li> <li>• Use evaluations to inform decisions regarding professional development, additional compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve</li> </ul>
<p>4. Create a coherent approach to professional development</p>	<ul style="list-style-type: none"> <li>• Adopt career ladder for promotion, additional compensation and advancement of teachers based on responsibility and other factors including student growth (optional activity)</li> <li>• Provide professional development to teachers based on the needs evidenced by teacher evaluation results</li> <li>• Provide PD to all district instructional staff on effective instructional practices including:               <ul style="list-style-type: none"> <li>○ The use of data including diagnostic and formative assessment tools</li> <li>○ SAS tools and resources</li> <li>○ Response to Instruction and Intervention (RTII)</li> <li>○ Systems to identify students at risk</li> <li>○ Development of Individual Learning Plans</li> </ul> </li> </ul>

## Exhibit A.2: Required Activities for School Districts with Turnaround Schools

Primary Objective	Required Activities for districts with turnaround schools
<p>1. Implement standards-aligned system (SAS) and data systems capable of supporting reform.</p>	<ul style="list-style-type: none"> <li>• Implement a rigorous research based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions</li> <li>• Implement the state's model system of assessments</li> <li>• Backward map district math and literacy curricula to ensure coherence from grade level to grade level</li> <li>• Implement the state's model Early Warning System</li> <li>• Implement the state's model SIS</li> <li>• Provide at least twice weekly collaborative time for teachers to review real-time student data to drive instruction</li> </ul>
<p>2. Implement human capital pipeline for teachers and leaders</p>	<ul style="list-style-type: none"> <li>• Develop human capital plan to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects, and address the equitable distribution of highly effective teachers</li> <li>• Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional activity)</li> <li>• Provide new teacher induction that includes side-by-side mentoring by highly effective teachers</li> </ul>
<p>3. Implement robust multi-measure evaluation system</p>	<ul style="list-style-type: none"> <li>• Implement the model multi-measure evaluation system that takes into account data on student growth as a significant factor</li> <li>• Conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide data on student growth for students, classes and schools</li> <li>• Provide training to all principals and teachers on effective use of the evaluation system</li> <li>• Use evaluations to inform decisions regarding professional development, additional compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve</li> </ul>
<p>4. Create a coherent approach to professional development</p>	<ul style="list-style-type: none"> <li>• Adopt the model career ladder for promotion, additional compensation and advancement of teachers based on responsibility and other factors including student growth</li> <li>• Provide professional development to all district instructional staff based on the needs evidenced by teacher evaluation results</li> <li>• Provide PD to all district instructional staff on effective instructional practices including: <ul style="list-style-type: none"> <li>○ The use of data including diagnostic and formative assessment tools</li> <li>○ SAS tools and resources</li> <li>○ Response to Instruction and Intervention (RTII)</li> <li>○ Early Warning System</li> <li>○ Development of Individual Learning Plans</li> </ul> </li> <li>• Provide professional development to high school teachers in providing high rigor coursework e.g. AP, IB or dual enrollment</li> </ul>
<p>5. Turn around the lowest performing schools</p>	<ul style="list-style-type: none"> <li>• <b>Agree to select and implement one of four school intervention models for each turnaround school and implement required detailed reform activities</b></li> <li>• In districts with more than three turnaround schools, identify a district turnaround leader who reports to the superintendent</li> <li>• Build high quality early childhood programs in partnership with local early childhood providers</li> </ul>

Our participating LEAs reviewed every detail of our reform plan, the required preliminary scope of work and the MOU with their key stakeholders to ensure that there was deep understanding of the changes envisioned in participating districts and charter schools. The Pennsylvania RTTT Grant Planning Team engaged in thorough discussions with every interested district and eligible charter school to be sure that there was no confusion about the requirements of participation.

Within 90 days of an award of an RTTT grant, each participating district and charter school will submit a Final Scope of Work (SOW) describing exactly how they will implement each element of our reform agenda on the ground level. We will thoroughly and expeditiously review and approve these plans or, where necessary, work with districts on revisions. Our goal is to have all approved plans in place within 60 days of receipt of the plans. Fortunately, Philadelphia and Pittsburgh, which have the most ambitious targets, already have new contracts with their unions that are aligned with our RTTT initiatives and have significant elements of their anticipated RTTT SOW in place.

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

<b>Signatures acquired from participating LEAs:</b>			
Number of Participating LEAs with all applicable signatures			
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%) (Obtained / Applicable)</b>
LEA Superintendent (or equivalent)	191	191	100.0%
President of Local School Board (or equivalent, if applicable)	191	191	100.0%
Local Teachers' Union Leader (if applicable)	124	124	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)(b)**

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	191	100.0%
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement	191	100.0%

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
systems		
(ii) Professional development on use of data	191	100.0%
(iii) Availability and accessibility of data to researchers	191	100.0%
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	191	100.0%
(ii) Design and implement evaluation systems	191	100.0%
(iii) Conduct annual evaluations	191	100.0%
(iv)(a) Use evaluations to inform professional development	191	100.0%
(iv)(b) Use evaluations to inform compensation, promotion and retention	191	100.0%
(iv)(c) Use evaluations to inform tenure and/or full certification	191	100.0%
(iv)(d) Use evaluations to inform removal	191	100.0%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	191	100.0%
(ii) Hard-to-staff subjects and specialty areas	191	100.0%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	191	100.0%
(ii) Measure effectiveness of professional development	191	100.0%
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools	191	100.0%

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

**A(1)(iii) Pennsylvania's plan will translate into broad statewide impact, allowing the state to reach its ambitious yet achievable goals**

With RTTT funds, we will accelerate the rate of increase in the number of students meeting advanced proficiency five-fold. By the end of the decade, nine in 10 elementary and middle grade students will be proficient in math and two-thirds will be advanced. In our high schools we anticipate over 71% of students will reach grade level in reading, breaking a national trend of little or no progress in high school proficiency rates. Forty two percent of high school students will benefit from increased rigor in curricula and achieve advanced proficiency in reading, a dramatic jump from just one-third of students today (see Appendix A-6).

Our strategy dramatically and expeditiously updates our standards, all related assessments and our instructional support system so that schools offer every student an internationally benchmarked academic program. Moreover, this strategy substantially increases the skills of the most critical players in academic reform: superintendents and principals. And, our strategy outfits them and every teacher with the tools they need to offer high quality instruction. Pennsylvania's RTTT strategy will modernize our teacher evaluation system and ensure its use as of 2011 in each participating district. We are confident that by 2014 significantly more districts will use that state designed system to link student performance with teacher evaluation.

### ***Pennsylvania's RTTT State-wide Impact***

Pennsylvania's student performance indicators are improving every year. Our trajectory of improvement is expected to continue with or without RTTT funds. However, RTTT funds enable us to steepen the trend line and as a result hit higher levels of achievement more quickly than we would be able to hit without RTTT resources. The following 2014 outcomes are expressed as "value added" to student achievement as a result of having the resources to the implement RTTT reforms:

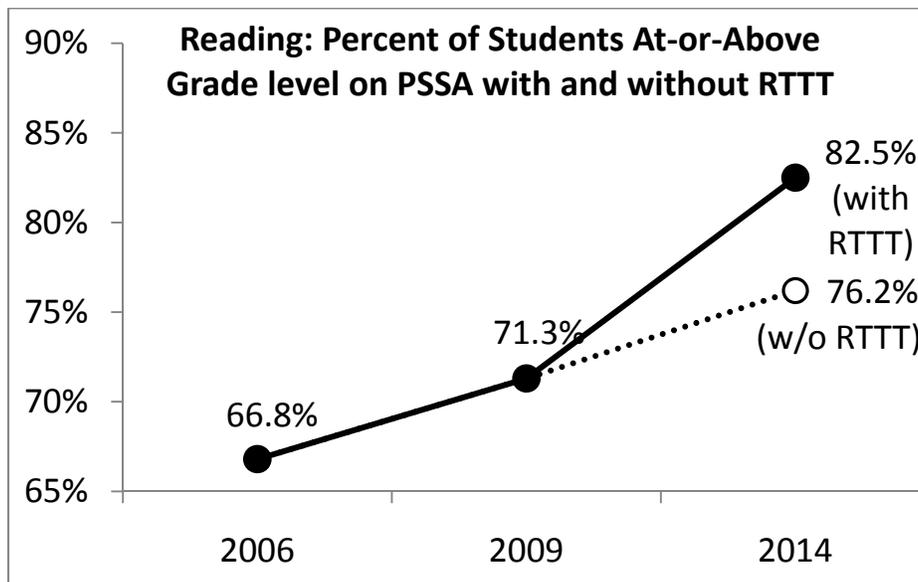
- Pennsylvania will double the rate of improvement in student achievement;
- 100,000 more students will attain proficiency in reading and mathematics;
- The number of students below grade level will decline by 41 percent;
- The gap between white and minority students across all grade levels will shrink by nearly 60 percent;
- 17,000 more students will pass at least one AP course – a 100% increase;
- 14,000 more students will earn college credit in high-school – a 44% increase; and
- 71% of students will enroll in college and be prepared to do college level coursework without remediation — a 10% increase; and
- 93% of students will graduate high school with nearly 10,000 more students graduating each year by 2015.

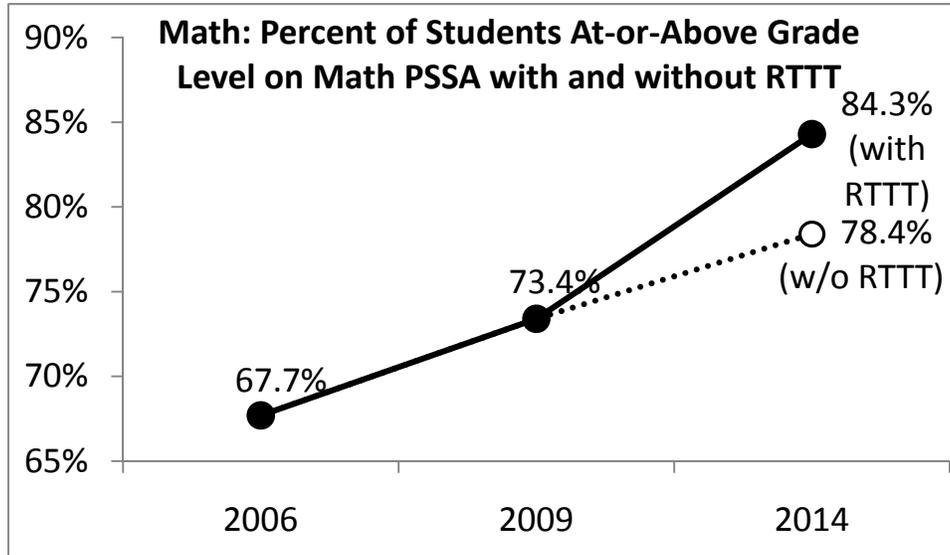
*These are the substantially improved statewide outcomes that will occur only with RTTT resources, and that will result in dramatic positive change in the conditions of public education for every student, in every building, in the Commonwealth.*

Pennsylvania's progress in boosting reading and math since 2006 is impressive and it will be accelerated with RTTT funds (in 2006, Pennsylvania expanded its state assessment system from grades 5, 8 and 11 to also include grades 3,4,6 and 7). With these resources we expect to impact Pennsylvania's rate of improvement by adding:

- Over 11,300 more students (8.3% increase) who perform At-or-Above Grade level in reading; and
- Over 10,600 more students (7.5% increase) who perform At-or-Above Grade level in math.

**Exhibit A.3: Ten Thousand More will Perform At-or-Above Grade Level in Reading and Math as a direct result of RTTT Funding**

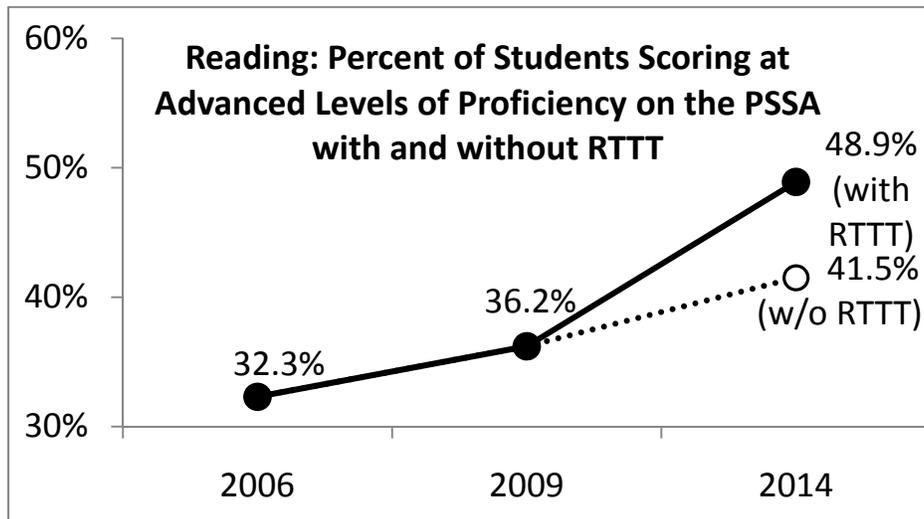


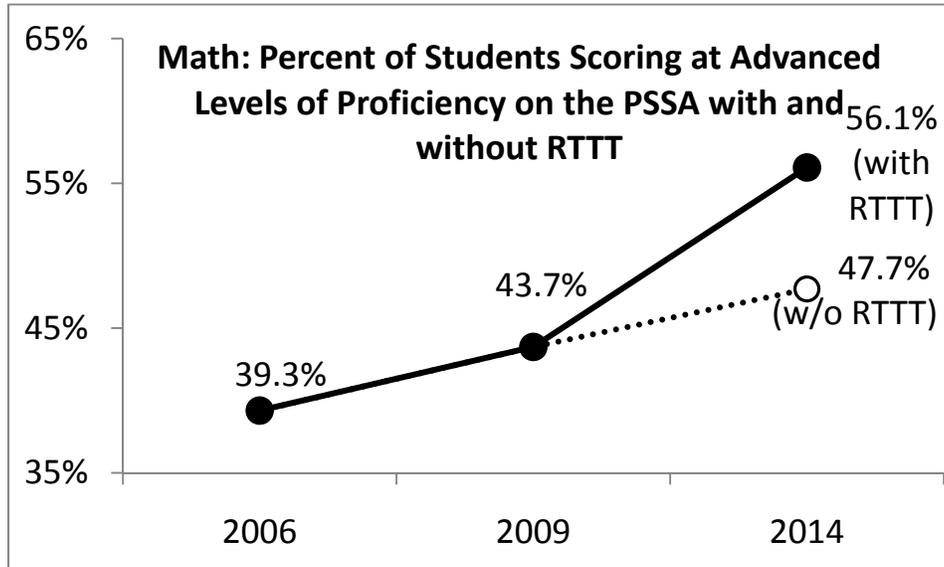


In addition to boosting the number of students performing At-or-Above grade level, RTTT Funding will help students who are already doing well perform at even higher levels.

- Over 15,100 more students (17.6% increase) will perform at Advanced levels in reading;
- Over 13,300 more students (17.8% increase) will perform at Advanced levels in math.

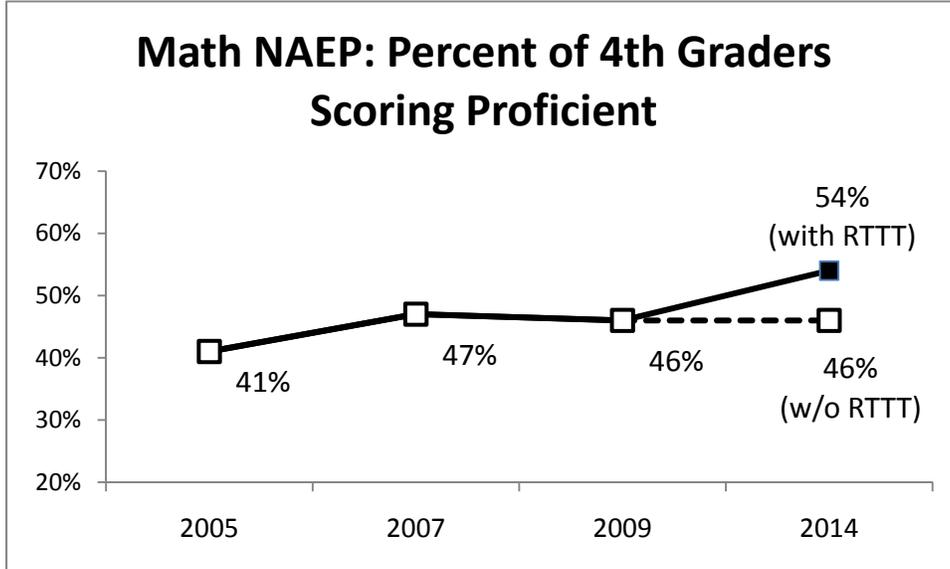
**Exhibit A.4: More than 15% Increase in Students Performing Above Grade Level**



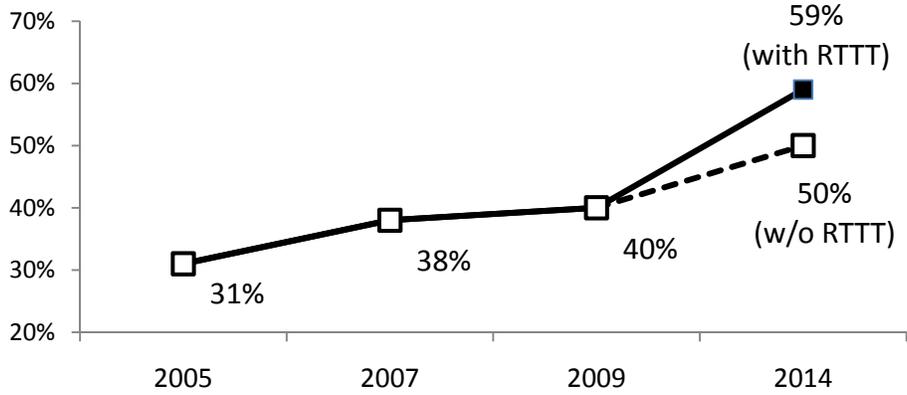


RTTT funds would result in similar increases in our NAEP proficiency levels. Pennsylvania has scored every year well above the national average on the NAEP from 2003 through the present in both math and reading, and RTTT funding will accelerate the trend.

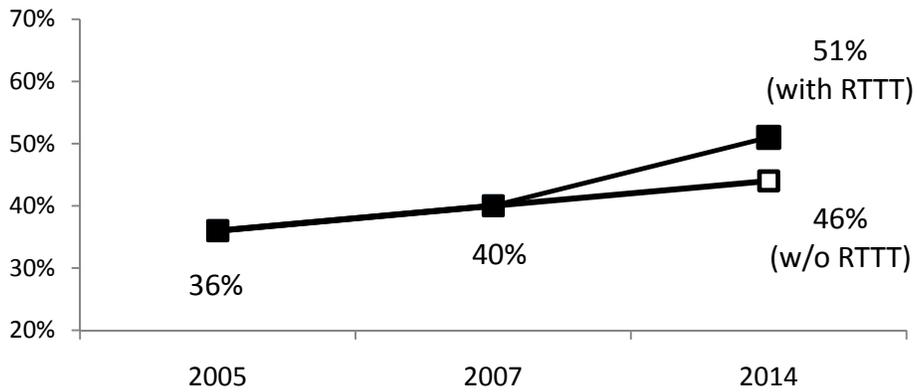
**Exhibit A.5: Significant Increases in Student Achievement as Measured by NAEP**

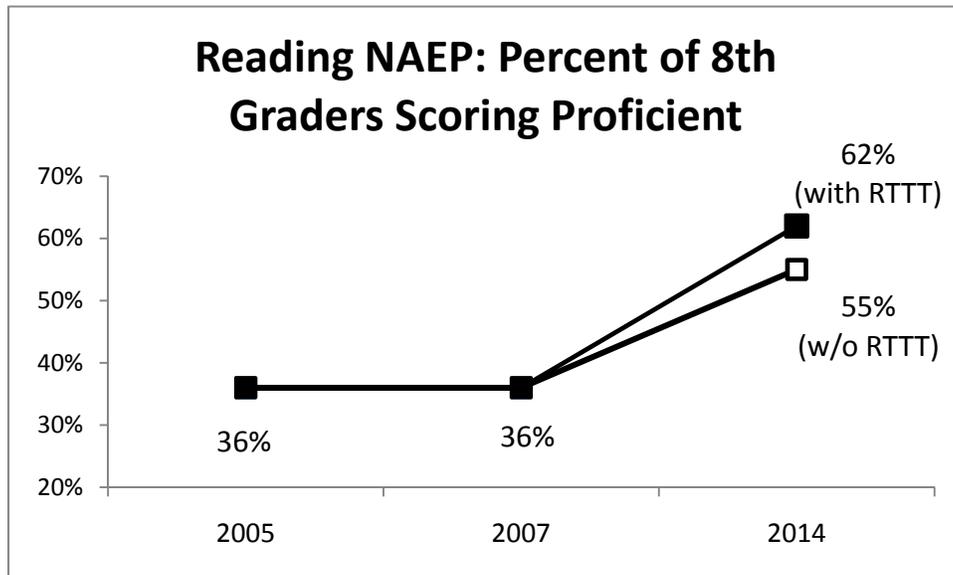


### Math NAEP: Percent of 8th Graders Scoring Proficient



### Reading NAEP: Percent of 4th Graders Scoring Proficient





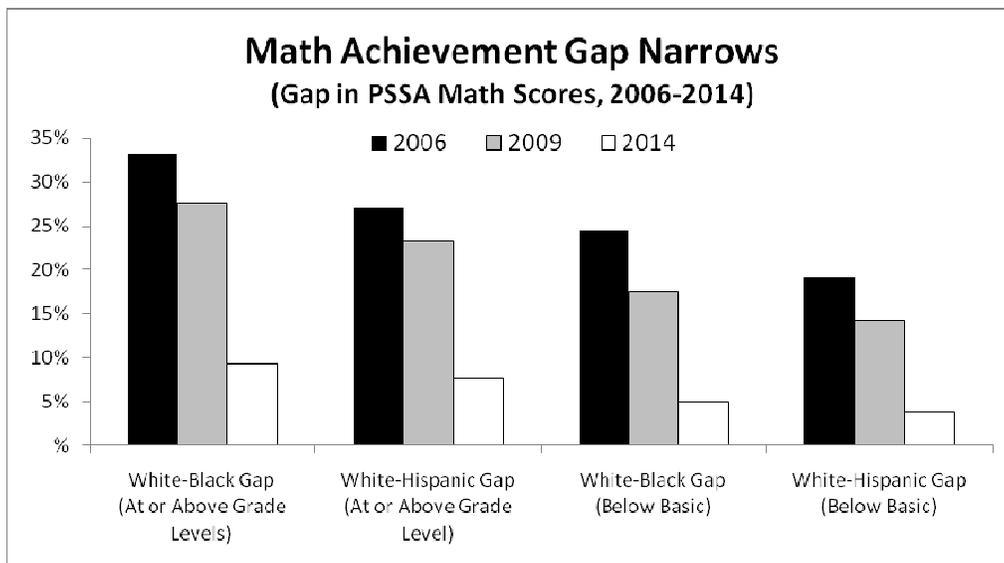
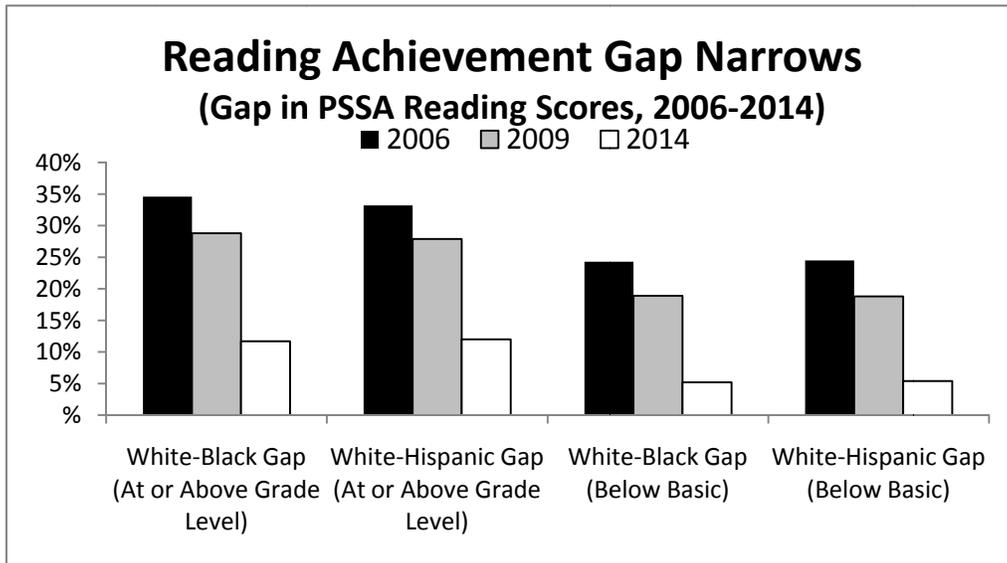
(For detailed analysis of achievement projections see Appendix A-6.)

#### *Closing the Achievement Gaps*

Pennsylvania has made significant progress reducing the gap in education outcomes between black and white students. Our projections for NAEP proficiency in math and reading are similar to those projected for the PSSA (see Exhibit A.7, below and Appendix A-6 for projected changes in achievement gaps). Proficiency will rise dramatically and achievement gaps will substantially decline. Since 2006, Pennsylvania has narrowed the gap between black and white students performing at (or above) grade level by over 17 percent. By concentrating RTTT funding where it will have the greatest impact, Pennsylvania can shrink this gap by an additional 66% by 2014.

Reducing the achievement gap is even more important for students performing at the lowest levels who are likely to face additional barriers to graduating college and career ready. Between 2009 and 2006, the gap between PSSA scores for black and white students at the lowest level in math narrowed by 28%. With RTTT funds, Pennsylvania can further reduce this gap by an additional 72% by 2014. Similarly, the gap between PSSA scores for Hispanic and white students at the lowest level in math narrowed by 26%. Pennsylvania can further reduce this gap by an additional 73% by 2014 Pennsylvania anticipates continued achievement gap results on the NAEP as well. Without RTTT funds we project our gap will close by two points in the next 6 years. (versus national average of less than one point from 2003-2009). With RTTT funds, we can see a 50% improvement to about three points a year reduction in achievement gaps during the same time period.

**Exhibit A.7 Pennsylvania will Accelerate its Progress to Promote Educational Equity as a Direct Result of RTTT Funding**

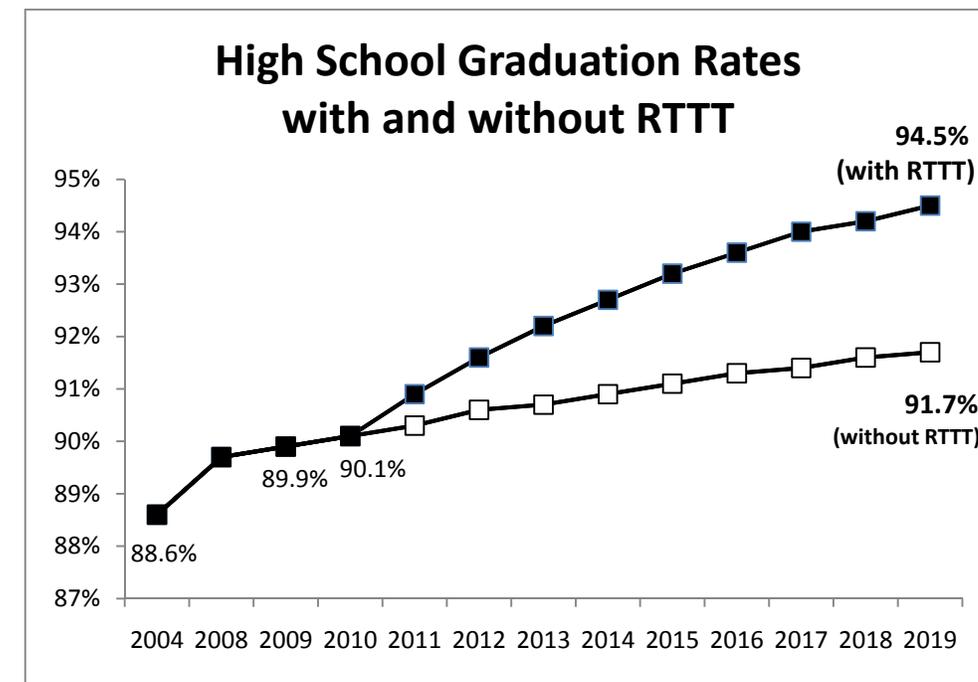


### High School Graduation

Similarly, with RTTT funds, we will increase the rate of growth in students earning a high school diploma *by three fold* between 2009 and 2014. High school graduation rates improved from 88.6% in 2004 to 89.9% in 2009 and are projected to exceed 90% in 2010. With RTTT funding, nearly 95% or nineteen out of twenty students that enter high school will exit with a high school diploma. Between 2011 and 2019, this translates to over 28,500 additional Pennsylvania students who will earn a high school diploma. (Graduation rate projections for the population and by subgroup are presented in Exhibit A.8 and Appendix A-6.)

The number of students enrolling in college will also increase by 10% in 2014, as will college proficiency—setting the stage to prepare future generations of Pennsylvania’s students for life-long success. (See Appendix A-6 for population and subgroup projections for college enrollment and attainment.)

**Exhibit A.8: Over 28,500 additional students will graduate from high school as a direct result of RTTT funding**



Source: Pennsylvania Department of Education

### College Enrollment and Retention

Without RTTT funds, Pennsylvania expects to make only modest improvement in college enrollment and retention rates. With RTTT funds, however, Pennsylvania will significantly

increase our college enrollment and retention rates by over 14% and nearly 7.5% respectively, with the most dramatic increases in Black, Hispanic and Economically Disadvantaged areas. (see Appendix A-6)

Pennsylvania is focused on increasing college enrollment and retention, and recently became one of 17 states that have joined a national initiative to boost college graduation rates over the next decade. On March 1st, Pennsylvania announced joining the Complete College America initiative. (See Appendix A-7 for more information on this initiative)

To enable this statewide impact, RTTT funds will be invested in urgently needed tools and resources that will benefit every school district and charter school in the state. These tools include:

- Staff development necessary to prepare our teachers for the new Common Core standards and the new summative and formative assessments needed to gauge student learning on the new standards;
- Updated model voluntary curricula and the balance of the materials that comprise our instructional improvement system (our Standards Aligned System or SAS) updated to account for the new standards;
- Teacher and principal evaluation systems that take student performance into account with concomitant professional development for those responsible for conducting evaluations and managing effective evaluation systems;
- Improved mandatory training for every principal and superintendent that imparts critically needed leadership skills to implement reforms effectively and to manage school turnaround processes; and
- Enhanced student level data system that provides districts with dramatically more useful student information.

Every school district in the state must update its instructional program to reflect the new standards and they must use the state mandated new summative assessments. We anticipate that given the limited resources most districts have for curricula improvements, the overwhelming majority of our districts will rely on SAS portal to bring their instructional program in-line with the new standards. With respect to teacher evaluation, we are seeing early, persuasive signs that the new RTTT funded evaluation system that takes student performance

into account will be widely adopted in school districts across the state before the end of the RTTT grant period.

Pennsylvania will rely on its proven technical assistance infrastructure to roll out the RTTT reforms. The IUs serve every district in their region and are funded in large measure by annual assessments paid by the district to the IUs. Our experience with rolling out reforms through the IU system indicates that districts watch each other closely. When they observe a district engaged in an IU driven reform or intervention that has positive results, they ask the IU to help them replicate the reform in their district. In fact, this natural dissemination process has happened time and again, with recent examples including successful dissemination of the use of Pennsylvania's Value-Added Assessment System (PVAAS) for school improvement planning, our school improvement strategic planning approach called "Getting Results!", and our grades 3-11 benchmark assessments aligned to Pennsylvania standards in our core subject areas. Across the Commonwealth our districts are effectively using these and other tools due to the expert training capacity of our Intermediate Units. See Section A2 for more information on Intermediate Units.

Statewide impact on teaching practice, school leadership and district/school accountability is guaranteed by the activities described above. This impact will be significantly deepened by the results that will occur in our participating and turnaround districts. As we improve the conditions where 60% of our poorest children go to school, and where over 70% of our minorities are educated, we know that districts who heretofore have failed to adopt the interventions necessary to boost the skills of their poor or minority students will begin to replicate the RTTT strategies in order to help these students succeed. And because we are concentrating our resources and proven strategies where the overwhelming percentage of students not meeting these standards currently attend school, the ultimate statewide impact will be our improved outcomes with respect to the growth and composition of cohort of college and career ready graduates.

**Exhibit A.9: Pennsylvania RTTT Initiative Will Have Statewide Impact**

	<b>Participating LEAs(#)*</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%) (Participating LEAs / Statewide)</b>
<b>LEAs*</b>	<b>191</b>	<b>601</b>	<b>32%</b>
<b>Schools</b>	<b>1,155</b>	<b>3,121</b>	<b>37%</b>
<b>K-12 Students</b>	<b>664,708</b>	<b>1,735,610</b>	<b>38%</b>
<b>Students in poverty</b>	<b>359,473</b>	<b>631,681</b>	<b>57%</b>
<b>Students in academically challenged districts**</b>	<b>247,755</b>	<b>260,293</b>	<b>95%</b>

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

*\*\* Academically challenged defined as districts with schools in Corrective Action or District Improvement status in 2009.*

**Detailed Table for (A)(1)(iii)**

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work -- Participation in each application Plan Criterion																
	# of schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President or 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)
Name of LEA here	#	#	#	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/N/ N/ A	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/N/ C	Y/ N/ NA							
PHILADELPHIA CITY SD	268	158,138	132,891	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
PITTSBURGH SD	69	26,588	20,134	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
CENTRAL BUCKS SD	23	20,364	979	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
READING SD	22	17,860	15,483	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
ALLENTOWN CITY SD	22	17,578	13,595	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
BETHLEHEM AREA SD	22	15,152	6,142	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
ERIE CITY SD	23	12,353	8,970	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
UPPER DARBY SD	14	11,721	4,768	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
LANCASTER SD	20	11,237	8,913	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
HAZLETON AREA SD	9	10,265	4,900	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
SCRANTON SD	18	9,445	4,836	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
EAST STROUDSBURG AREA SD	10	8,141	3,526	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
HARRISBURG CITY SD	17	7,894	7,090	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y

SPRING-FORD AREA SD	12	7,511	638	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
ABINGTON SD	9	7,390	1,066	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
COATESVILLE AREA SD	11	6,776	2,199	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
NORRISTOWN SD	11	6,727	4,242	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
PLEASANT VALLEY SD	7	6,401	1,271	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
YORK CITY SD	10	5,966	5,448	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
PERKIOMEN VALLEY SD	7	5,845	481	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
WILSON SD	10	5,765	888	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
ARMSTRONG SD	12	5,730	2,293	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
HAVERFORD TOWNSHIP SD	7	5,670	467	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
WILLIAMSPORT AREA SD	10	5,586	3,170	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
CENTRAL YORK SD	7	5,556	1,123	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
QUAKERTOWN COMMUNITY SD	11	5,435	897	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
WILLIAM PENN SD	11	5,306	3,642	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
WARREN COUNTY SD	12	5,210	1,993	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
PENN HILLS SD	6	4,943	2,395	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
WISSAHICKON SD	7	4,507	507	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
LEBANON SD	7	4,506	3,145	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
CHESTER-UPLAND SD	10	4,418	3,853	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
GREATER LATROBE SD	5	4,253	1,024	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
SOUTHEAST DELCO SD	6	4,159	2,309	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
KISKI AREA SD	9	4,100	1,018	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
SOUTH WESTERN SD	6	4,080	702	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
CRAWFORD CENTRAL SD	9	4,040	1,725	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A

MCKEESPORT AREA SD	7	3,966	2,503	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y
PENNCREST SD	6	3,802	1,378	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
OXFORD AREA SD	5	3,666	1,020	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
INTERBORO SD	6	3,636	987	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
HOLLIDAYSBURG AREA SD	6	3,616	915	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
MARPLE NEWTOWN SD	6	3,515	217	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
MUHLBERG SD	4	3,497	1,075	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
CHICHESTER SD	6	3,469	1,434	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
BANGOR AREA SD	5	3,426	957	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
PITTSTON AREA SD	5	3,402	1,225	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
PENN-DELCO SD	6	3,399	458	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
WEST ALLEGHENY SD	5	3,249	652	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
SOUTHERN YORK CO SD	5	3,203	418	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
POTTSBORO SD	5	3,169	619	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
WEST YORK AREA SD	6	3,145	859	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
UPPER MORELAND TOWNSHIP SD	4	3,141	445	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
CRESTWOOD SD	4	3,127	376	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
BIG SPRING SD	6	3,070	744	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
POTTSVILLE AREA SD	3	3,059	1,528	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
GREENSBURG SALEM SD	5	3,033	1,132	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
INDIANA AREA SD	6	2,847	759	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
BRADFORD AREA SD	4	2,825	1,127	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
DALLAS SD	4	2,780	308	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A
OCTORARA AREA SD	5	2,714	529	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	N/A

ELIZABETH FORWARD SD	7	2,679	722	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
DERRY AREA SD	5	2,507	1,020	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
LEHIGHTON AREA SD	6	2,483	742	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
HARBOR CREEK SD	5	2,228	560	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
NEW KENSINGTON-ARNOLD SD	6	2,226	990	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
FORT LEBOEUF SD	5	2,201	802	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
JIM THORPE AREA SD	3	2,189	845	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
CENTRAL GREENE SD	4	2,170	855	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
TITUSVILLE AREA SD	6	2,169	1,032	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
SOUTH PARK SD	3	2,164	362	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
SHARON CITY SD	4	2,118	1,459	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
HERMITAGE SD	5	2,114	488	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
GIRARD SD	3	2,035	802	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
MONTOURSVILLE AREA SD	4	1,976	339	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
BURRELL SD	4	1,945	460	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
QUAKER VALLEY SD	4	1,931	276	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
BALD EAGLE AREA SD	5	1,900	502	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
EAST ALLEGHENY SD	3	1,888	1,011	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
SPRING COVE SD	5	1,865	682	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
PANTHER VALLEY SD	3	1,795	1,085	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
CENTRAL CAMBRIA SD	4	1,792	492	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
NORTH EAST SD	4	1,781	671	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
PENN CAMBRIA SD	5	1,761	669	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	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	C	Y	Y	Y	Y	Y	Y	N/A

KUTZTOWN AREA SD	6	1,655	293	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
EAST LYCOMING SD	4	1,648	519	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
MOHAWK AREA SD	2	1,634	542	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
CATASAUQUA AREA SD	3	1,608	504	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
MOUNT UNION AREA SD	5	1,494	792	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
BELLWOOD-ANTIS SD	3	1,361	389	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
SCHUYLKILL HAVEN AREA SD	3	1,347	449	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
UNION CITY AREA SD	3	1,313	669	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
IROQUOIS SD	2	1,242	653	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
KANE AREA SD	3	1,229	479	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
JEANNETTE CITY SD	3	1,212	672	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
MINERSVILLE AREA SD	3	1,210	497	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
CURWENSVILLE AREA SD	3	1,188	440	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
NORTHERN CAMBRIA SD	3	1,184	516	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
FRAZIER SD	4	1,157	445	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
ALLEGHENY VALLEY SD	3	1,145	367	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
ALIQUIPPA SD	3	1,136	955	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
RIVERVIEW SD	3	1,111	386	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
NORTHERN BEDFORD COUNTY SD	2	1,089	436	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
BROCKWAY AREA SD	2	1,076	447	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
TUSSEY MOUNTAIN SD	4	1,069	514	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
MONESSEN CITY SD	3	977	639	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
MONTGOMERY AREA SD	4	952	299	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
MEYERSDALE AREA SD	3	930	339	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A

GLENDALE SD	2	854	404	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
MORRISVILLE BOROUGH SD	3	853	343	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
CLAIRTON CITY SD	3	793	639	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
WEATHERLY AREA SD	3	744	275	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
CORNELL SD	3	676	353	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
BLACKLICK VALLEY SD	2	665	339	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
JENKINTOWN SD	3	583	37	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
FANNETT-METAL SD	3	564	152	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
DUQUESNE CITY SD	1	502	459	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
TURKEYFOOT VALLEY AREA SD	2	386	183	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
HARMONY AREA SD	3	373	206	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
MIDLAND BOROUGH SD	1	350	236	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A
SALISBURY-ELK LICK SD	2	315	111	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	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	C	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	C	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
Collegium CS	1	1,293	213	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	1,242	395	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
Christopher Columbus CS	1			Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

		779	490			A																	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
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
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
Universal Institute CS	1	572	566	Y	Y	N/A	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
Global Leadership Academy CS	1	540	447	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
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--Thomas Campus	1	467	318	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
Imani Education Circle CS	1	454	318	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
Folk Arts-Cultural Treasures CS	1	434	371	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Mastery Charter High School	1	426	296	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			Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

		412	368			A																	A
Graystone Academy CS	1	409	301	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Belmont CS	1	405	349	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
Tacony Academy CS	0	376	-	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
Mastery CS--Pickett Campus	1	356	308	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 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
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
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
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
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	0	247	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Southwest Leadership Academy CS	1	244	184	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	220	150	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Eugenio Maria de Hostos CS	1	215	177	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			Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

		203	164			A																		A
Green Woods CS	1	201	38	Y	Y	N/A	Y	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	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	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	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	Y	N/A
KIPP West Philadelphia Preparatory Chart	1	91	-	Y	Y	N/A	Y	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	Y	N/A
Erin Dudley Forbes CS	1	67	23	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Sankofa Freedom Academy CS	1	37	18	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Lincoln Leadership Academy CS	0	-	-	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A

**(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 . . . Ready to Go**

- *Pennsylvania offers a well developed backbone via its instructional support system that makes it possible to rollout the statewide tools efficiently and effectively.*
- *Pennsylvania's reforms have broad bi-partisan support and deep stakeholder buy-in.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will hire a talented team devoted to oversee the accomplishment of the goals of our RTTT strategies.*
- *Pennsylvania will hold participating districts and charter schools accountable to annually meet building level performance targets.*

**(A)(2) Pennsylvania's strong statewide capacity to implement, scale up and sustain our proposed plans**

**(A)(i) and (A)(ii) Pennsylvania has the capacity required to implement its proposed plans and will use support from a broad group of stakeholders to better implement its plans**

Pennsylvania will expand its capacity at all levels of our system to effectively manage and implement our reform agenda on a school, district, and state level. In building the infrastructure necessary to manage these new investments, the state is focused on ensuring that the RTTT work is not seen as a special initiative that will cease to exist once the funds are exhausted. Instead, we propose to integrate the management for this reform into the overall management structure of the Pennsylvania Department of Education (PDE). This approach is intended to ensure that the management and civil service staff at PDE are connected to RTTT in organic ways that infuse the RTTT reforms into the practice, protocols and perspective of the agency henceforth. To that end, Pennsylvania will hire talented professionals to oversee RTTT implementation at the state-level and ensure fidelity of the RTTT initiative across participating districts, charter schools, IUs and statewide. We will leverage existing resources and ensure that the RTTT reform *becomes* the work of the department. To successfully do so we will use RTTT to support the following activities:

- Establishing a Strategic Leadership Council of key education stakeholders to advise us on the implementation of our RTTT plan;
- Increasing the successful IU train-the-trainer model to accelerate capacity building and embed supports in schools;
- Establishing a State Charter Office to share charter school best practices, support expansion and provide oversight of charter school performance;
- Establishing a State Turnaround Office to oversee all schools in the RTTT Turnaround Initiative and other struggling schools;
- Establishing a Consortium for Pennsylvania Research, Evaluation, and Policy Analysis in partnership with the State Board of Education;
- Providing technical assistance and job-embedded professional development to districts and charter schools through expansion of our existing Intermediate Unit infrastructure; and
- Building on our existing systems to monitor progress and outcomes to identify and overcome obstacles.

## **Pennsylvania Implementation Structure**

We recognize that RTTT funding poses significant management challenges regarding rapid and effective implementation, meeting ambitious performance goals in a cost efficient manner 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 charter schools in the implementation of RTTT initiatives through the following implementation structure:

### **Professional Leadership Team at the Department**

Pennsylvania's RTTT reform agenda will be overseen by a management team dedicated solely to the RTTT initiative housed within PDE. As illustrated in Exhibit A.10, our RTTT management team will be led by an experienced Project Director who will report directly to the Secretary of Education and will be responsible for coordinating state level RTTT staff to ensure the close monitoring of district and school implementation and progress on performance targets. In addition, the RTTT Project Director will coordinate with two Program Directors (1) the Program Director of Teacher Quality and Leadership, and (2) the Program Director of SAS and the Use of Data. These Program Directors will be embedded in existing PDE divisions to ensure that the expectations and behaviors necessary to meet the goals of the RTTT initiative become part of the work of the department and are sustained after RTTT funding ends.

Two directors will also be hired to oversee the new State Charter School Office and State Turnaround Office. These directors will have oversight of the RTTT activities related to their respective offices and will both be maintained beyond the life of the grant through state funding.

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. In addition, PDE will also hire 21 core project management staff to assist in the implementation of RTTT activities, including three project analysts to monitor the progress of each district and school on a regular basis

### **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 state and 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 creatively.

### **State Board of Education**

The Pennsylvania State Board of Education will house the Consortium for Pennsylvania Education, 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 as 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 functions, they will be a critical partner ensuring that Pennsylvania meets the goals outlined in this application.

### **Consortium for Pennsylvania Education Research, Evaluation, and Policy Analysis**

Pennsylvania will use a portion of its RTTT award to found a Consortium for PA Education Research, Evaluation and Policy Analysis (Consortium) that will be managed by the Pennsylvania State Board of Education and staffed by "resident scholars" who will track and report on the implementation, impact, and sustainability of priority state-level strategies funded by RTTT in each of the four reform pillars. Consortium staff would conduct primary research and serve as a dedicated analytic arm for the RTTT reform plan.

### **Technical Assistance and Implementation in the Field**

Pennsylvania stands out as one of the few states with an established technical assistance infrastructure – our regional Intermediate Units (IUs). Established as LEAs under Pennsylvania's school code, our IUs are the arms and legs of Pennsylvania's Department of Education, deploying more than 25,000 staff statewide across 29 IUs regions to translate large-scale reform initiatives in school districts and charter schools across the state through

professional development, coaching, technical assistance and the dissemination of best practices. Our IUs have successfully rolled out scale systemic reforms over the last five years including:

- **PVAAS:** Pennsylvania's Value-Added Assessment System to measure student growth was piloted in 19 districts in 2001-2002. By 2004-05, IUs pushed this work to with 100 districts and today, due to their effort, *every school district and charter in the entire state* relies on building and district-wide value-added reports to help guide instruction.
- **4Sight:** Pennsylvania's standards-aligned benchmark assessment, 4Sight, was originally required in 177 low-performing districts. IUs replicated this good approach in 300 districts (60% of all districts) where over 3 million 4Sight assessments are administered per year.
- **Getting Results!:** Getting Results! is Pennsylvania's on line school improvement tool required to be completed by only 565 struggling schools. Last year, due to IU support of this work, over a thousand schools which were not required to submit a Getting Results plan, chose to do so because they found the tool to be helpful.

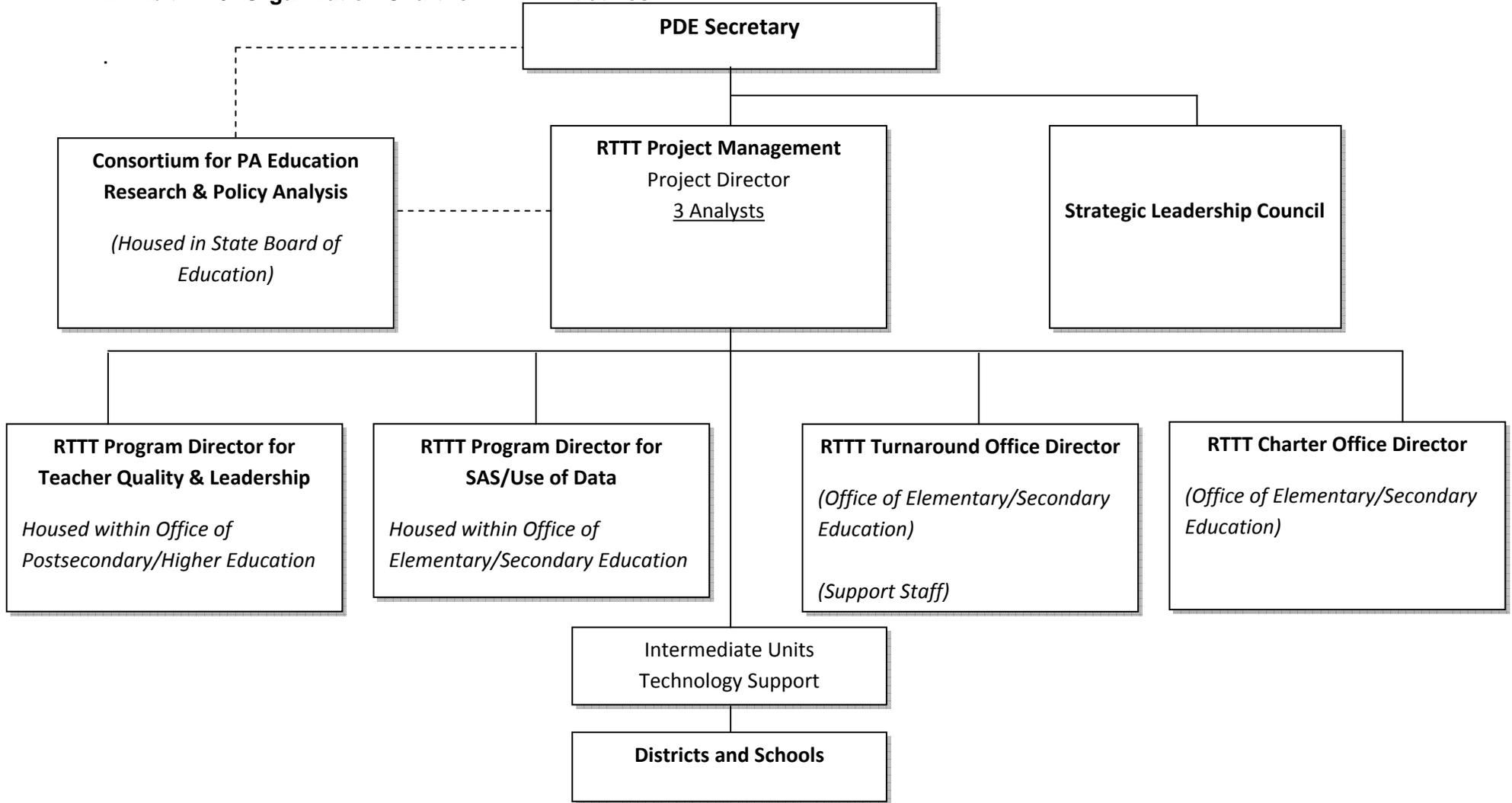
Fortunately our hands-on experience in managing scale rollouts provides us with real benchmarks with respect to the number of talented individuals needed support this effort. At the IU level, Pennsylvania will add 220 additional technical assistance experts to support the statewide RTTT rollout. These experts include 113 experts to work with every district to integrate the use of data to inform instruction, and 44 trainers to instruct administrators in the use of new teacher and principal evaluation systems. Fifteen additional staff will work directly with districts involved in the School Turnaround Initiative to help them chart their implementation plans and support the buildings through the turn around process. Thirty-two staff will be tasked to assisting districts address the serious ELL challenges that are making it hard for them to help non-English speaking students perform at grade level, and 16 staff will be trained by the GE Foundation to deliver to principals training in private sector-developed project management strategies.

### **Contracted Technical Experts**

Pennsylvania will also identify external service providers to train state, district, school, and IU personnel to develop the internal capacity to successfully implement education reform plans and to further scale-up effective practices, programs, and strategies. Such activities

include assisting IUs with technical assistance to schools and districts, expanding school-level data systems, and developing key state-level tools such as our model teacher and professional development system

**Exhibit A.10: Organization Chart for RTTT Initiatives**



### **Operation and Oversight Management**

Pennsylvania's plans include effective and efficient operations and processes for implementing the RTTT initiative. 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 Office of Inspector General or any federal program offices. Pennsylvania also has a track record of timely and complete submission of all federal reports.

The Pennsylvania Department of Education (PDE) will serve as the fiscal agent and lead organization, including overseeing the execution and monitoring of subcontracts. The department's management skills will ensure that to the extent possible all tasks are implemented with fidelity, on-time, and within budget and that our outcomes are achieved. Project risks will be identified and mitigated and strategies will be developed to ensure maximum success of individual projects. (Appendix A-8 highlights our plans in the areas of grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement.)

Ongoing real-time monitoring will also occur since each participating district will have RTTT staff onsite on a regular basis. These ground-level RTTT staff will communicate regularly with both IU and PDE RTTT staff through regular teleconference and frequent face-to-face meetings involving RTTT PDE directors and project managers, IUs, and Participating LEAs. This regular communication will assure that any concerns or issues are addressed up front.

Participating districts and charter schools will be held accountable for meeting school-level performance measures. Pennsylvania reserves the right to withhold future payments from participating districts or charter schools assessed as "behind" for two consecutive performance reviews. In addition to enforcing consequences for failing to meet the performance targets, Pennsylvania will also reserve a pool of \$4 million of RTTT funds to reward, on a one time basis, participating districts and charter schools which exceed performance expectations by 10% or more at the end of years 1, 2, or 3. (See Appendix A-9 and Appendix A-10 for student performance targets for participating districts and charter schools, respectively for 2014.)

### **Leveraging Funds and Ensuring Sustainability**

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 gaps in achievement and attainment between subgroups.

The 128 schools in the State's Turnaround Initiative (see Appendix A-11 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.

These RTTT funds, in tandem with the \$140 million in School Improvement funds and ongoing phase-in of \$2.6 billion to districts in new state monies through our school adequacy formula are both necessary *and sufficient* to meet and sustain the ambitious goals summarized in our application.

The vast majority of Pennsylvania's state share of the 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% of the Pennsylvania's RTTT budget represents ongoing costs or about \$10 million annually. These costs are associated with the ongoing work of the Consortium on Research, the Charter Office, our Virtual High School, continued oversight and support to improve effective teachers and principals, and ongoing maintenance costs for student growth data and value-added data linked to teachers. The Commonwealth is committing in this application to meet this ongoing obligation.

Districts will be expected to demonstrate in their Final Scope of Work how they are building their district and school budgets to absorb the costs of signing bonuses, and added interventions and services. By law, the state’s Basic Education subsidy to districts will continue to increase over the next four years per our adequacy based funding formula. These new funds will provide schools with the wherewithal to appropriately cover ongoing RTTT costs.

*Pennsylvania’s RTTT proposal also has political sustainability.* The two candidates running for Governor in the fall of 2010 endorsed this application and agreed, if elected to implement the reforms described in this proposal (see Appendix A-12). Likewise, we have the critical support of our key legislative leaders. Finally, because the RTTT reforms represent a natural extension of Pennsylvania’s ongoing education reform efforts, there is also already significant “buy-in” for what we propose with 273 organizations in full support of the Pennsylvania application for RTTT funds (Appendix A-13).

The fact that, in addition to our two statewide teacher union leaders, 122 school districts in a strong union state like Pennsylvania – from large urban districts like Philadelphia and Pittsburgh to small, rural districts – were able to obtain the commitment of their local teachers’ unions to sign on to adopt fundamental systemic reforms like linking teacher evaluations to student performance is evidence that Pennsylvania is **Ready to Go** and will be **Reaching Beyond**.

**Exhibit A.11. Number of Support Letters by Organization Type**

<b>Type</b>	<b>Organizations</b>
Legislative/Government	16
Teachers’ Union	4
Higher Education Institutions	23
Early Childhood Organizations	8
Education Organizations	19
Intermediate Units	23
Non-Participating School District Superintendents	152
Business Community	10
Community Organizations/Advocacy Groups	18
<b>Total</b>	<b>273</b>

**(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 is . . . Ready to Go**

- *Pennsylvania has already made significant progress in each of the four reform areas*
- *Pennsylvania has consistently and significantly improved student achievement outcomes over the past seven years.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will leverage its RTTT funds to significantly accelerate the pace of its improvement in each of the four reform areas.*
- *Pennsylvania will achieve its ambitious goals by aggressively responding to some of the specific challenges made evident in its analysis of student achievement data.*

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

**Standards & Assessments**

After a rigorous review and revision process, in January 2003 the Pennsylvania State Board of Education adopted academic standards for all core subject areas. In 2006, the Board added standards for skill areas associated with career education and work. At the time of adoption, our standards were considered strong and thorough by key stakeholders. However, as more and more states updated their standards and the field became more cognizant of the gap between standards in the U.S. and competitor nations, we asked Achieve to evaluate our standards for the purpose of directing a strategic revision. We were proud that Achieve found that of the 22 American Diploma Project Core English benchmarks, the Pennsylvania standards meet 16 of these essential expectations for college and career.<sup>3</sup> And they found that overall, the Pennsylvania *Academic Standards for Mathematics* (ASM) are well aligned with the ADP Benchmarks in the Number Sense and Numerical Operations, Algebra, Geometry, and Mathematical Reasoning strands with only minor exceptions. The State Board of Education began to engage in a process to address the deficiencies identified by Achieve. Fortunately the timing was such that it made more sense for the Commonwealth to engage in the Common Core standards effort. As a result, our State Board is now poised to adopt the Common Core standards this summer (2010).

Pennsylvania built a summative assessment -- known as the Pennsylvania System of School assessment or PSSA -- aligned to our standards, and in 2001 rolled out the required use of that assessment in grades, 5, 8 and 11. In compliance with NCLB, the Commonwealth completed the development of standards-aligned assessments for grades 3, 4, 6, and 7 and required their use by districts starting in 2006. Pennsylvania's 11<sup>th</sup> grade assessment was found to be sufficiently rigorous to be as good a predictor of college retention and success as the SAT.<sup>4</sup>

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3 Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up, Achieve, July 2008, page 7, Table 1: ADP Core in English. See <http://www.achieve.org/node/1019>.

4 Proficiency Exam Scores, and College Course Grades in English and Math, Human Resources Research Organization (HumRRO), 2005  
[http://www.portal.state.pa.us/portal/server.pt/community/pssa\\_validity\\_study/8857/november\\_2005\\_humro\\_report/529161](http://www.portal.state.pa.us/portal/server.pt/community/pssa_validity_study/8857/november_2005_humro_report/529161)

Pennsylvania will select the appropriate summative assessment developed by the three national consortia in which Pennsylvania will participate so that we can quickly begin measuring our students' progress and teacher effectiveness on these more rigorous standards. In addition to these assessments, in 2009, Pennsylvania promulgated high school graduation requirements that require students to pass end of course exams in English, Math, Science and History aimed at ensuring that all of our high school graduates are college and career ready. These exams are in development and will be rolled out over four years beginning in 2011. Of course, the end of course exams will align to the Common Core standards.

To further drive instructional practice to align with the state academic content standards, in 2003, the Commonwealth embarked on a four year plan to build tools that tell teachers how well their students are doing in meeting standards throughout the school year. To that end, we created a suite of benchmark and formative assessments and diagnostic tools that show progress or highlight gaps in knowledge aligned directly to the standards. The first two elements of the suite are complete, are available to every district and school and are widely used by the strong majority of our districts. The diagnostic tools will be available to districts and schools this fall (2010).

Beyond giving teachers a multi-level set of fully-aligned assessments, the Commonwealth's plan required the creation of a model voluntary curriculum with detailed learning rubrics, lesson plans, teaching materials, and linkage to exciting web and video content. All of this information is also aligned to the standards. Pennsylvania unveiled its robust instructional improvement - our SAS portal - in December, 2009. This portal is a national model for a well organized and comprehensive standards aligned instruction system that offers teachers on-line access to the essential resources they need to ensure that they are helping students master state academic content standards.

### **Data Systems to Support Instruction**

Over the last five years, Pennsylvania 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 school district and charter school staff to submit and use data, and provided a Help Desk to ensure timely submission of quality student and teacher data. Of equal importance, Pennsylvania 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, Pennsylvania 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 per year of state funding to sustain the expansion, improvement, and use of our statewide longitudinal data system. Pennsylvania was recently awarded a third SLDS grant in the amount of \$14.3 million to supplement and enhance our 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 two of 10 essential elements identified by the Data Quality Campaign (DQC); today, we meet all 12. In 2008, the DQC recognized our accomplishments, awarding Pennsylvania Governor Edward Rendell and Secretary of Education Gerald Zahorchak its Annual Leadership Award.

### **Great Teachers and Leaders**

It is our experience that schools succeed in attracting and keeping great teachers if they have great leaders. For this reason, Pennsylvania focused on fundamentally boosting the skills of our academic leaders. Over the last four years we completed intensive redesigns of principal and superintendent induction and professional development requirements in partnership with the National Institute for School Leadership (we call these new requirements the Pennsylvania Inspired Leaders standards). These standards include team management, data analysis and data informed instructional leadership, and teacher development and evaluation models. We successfully enacted legislation that now requires new and sitting principals and superintendents to complete training based on these standards as part of induction and to maintain, their certification in the Commonwealth. Pennsylvania required any entity that provides training for aspiring or sitting superintendents or principals to be approved by the Department of Education to provide the PIL training. Fifty percent of the applicants to provide this training were rejected because they could not demonstrate the capacity to impart the required skills. To date 300 academic leaders have completed the PIL training and research is already demonstrating the success of this strategy. A study released in February 2010 by Old Dominion University found that schools led by PIL trained principals out-perform other schools in Pennsylvania with significantly higher proficiency rates in both mathematics and reading/English language arts and all at all grade levels (see Appendix A-4 for more detail).

Pennsylvania took an equally rigorous approach to improving the preparation of new and sitting teachers. In 2007, Pennsylvania issued new standards for program approval for undergraduate schools of education and all professional development providers who offer training to teachers to meet their continuing education requirements. With respect to the undergraduate schools of education, Pennsylvania dramatically redesigned our program requirements and mandated that post secondary teacher preparation programs revise their programs to meet the new standards. The new standards are aimed at ensuring that graduates of teacher preparation programs have deeper knowledge of Pennsylvania's standards, the overall SAS instructional system, strategies to differentiate instruction, best practices in use of technology in instruction, special education strategies that can be applied more broadly to boost learning, and the basic theory of early childhood cognitive development. Of the 149 teacher preparation programs that submitted their redesigned programs for approval, the Department has approved 47% and is working with the balance to bring their programs up to standard.

To increase the options for mid-career professionals and college graduates who want to teach but do not have a bachelor's degree in education, the Pennsylvania legislature is nearly done its work to provide alternative certification opportunities for teachers and principals outside the traditional programs affiliated with colleges and universities. These programs will be designed to bring professionals with expertise in key shortage areas such as science and mathematics to classrooms across Pennsylvania. These programs will offer a valid professional certificate that entitles the holder to fill a full-time professional teaching position for three years. The House and the Senate have each passed similar legislation to authorize this alternative route. We anticipate reconciliation of these bills and final enactment to occur before the end of this legislative session.

### **Turning Around the 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, accelerating the use of technology in high school instruction in all core subjects, and providing credit recovery and intensive tutoring for students scoring below proficient on the PSSA.

We have a proven track record of turning around our lowest performing schools and closing the achievement gap: In Pennsylvania's 120 most academically challenged schools,

(school in Corrective Action in 2003) the improvement for the period 2003 to 2009 is dramatic at all levels:

- 95% of schools showed a reduction in number of students scoring below basic in math with an average reduction of 30 percentage points (a 47% improvement);
- 95% of schools showed an improvement in number of students scoring proficient in math with an average Improvement of 30 percentage points (a 210% improvement);
- 92% of schools showed a reduction in the number of students scoring below basic in reading with an average reduction of 20 percentage points (a 34% improvement);  
and
- 94% of schools showed an improvement in the number of students scoring proficient in reading with an average improvement of 21 percentage points (a 128% improvement).

Pennsylvania's empowerment statute afforded the state the opportunity to impose diverse governance changes and intensive oversight of school improvement plans in the poorest performing districts. These actions have paid off, districts designated as empowerment districts showed significant improvement from 2003-2009 in both math and reading. These districts increased the percent of students reaching grade level by 59% in math and 33% in reading. Further, the percent in the lowest performance level was reduced by 29% in math and 12% in reading.

**A(3)(ii) Pennsylvania has improved student outcomes overall and by student subgroup**

Pennsylvania has received national recognition for the steady progress made across all student groups and subjects in the past seven years, including reducing the number of "below basic" students by 63% in 5<sup>th</sup> grade since 2002 and increasing the percent of students on grade level in 8<sup>th</sup> grade by 40 percent. Today, 96% of our school districts have more than half of their students at grade level, compared to 75% in 2002. In fact, Pennsylvania is the *only* state of the 25 states evaluated by the Center on Education Policy to see significant increases in student achievement in elementary, middle and high school from 2002 to 2008 (See Appendix A-1) Despite the progress Pennsylvania has made, we realize that there are more students to be reached and challenges to overcome.

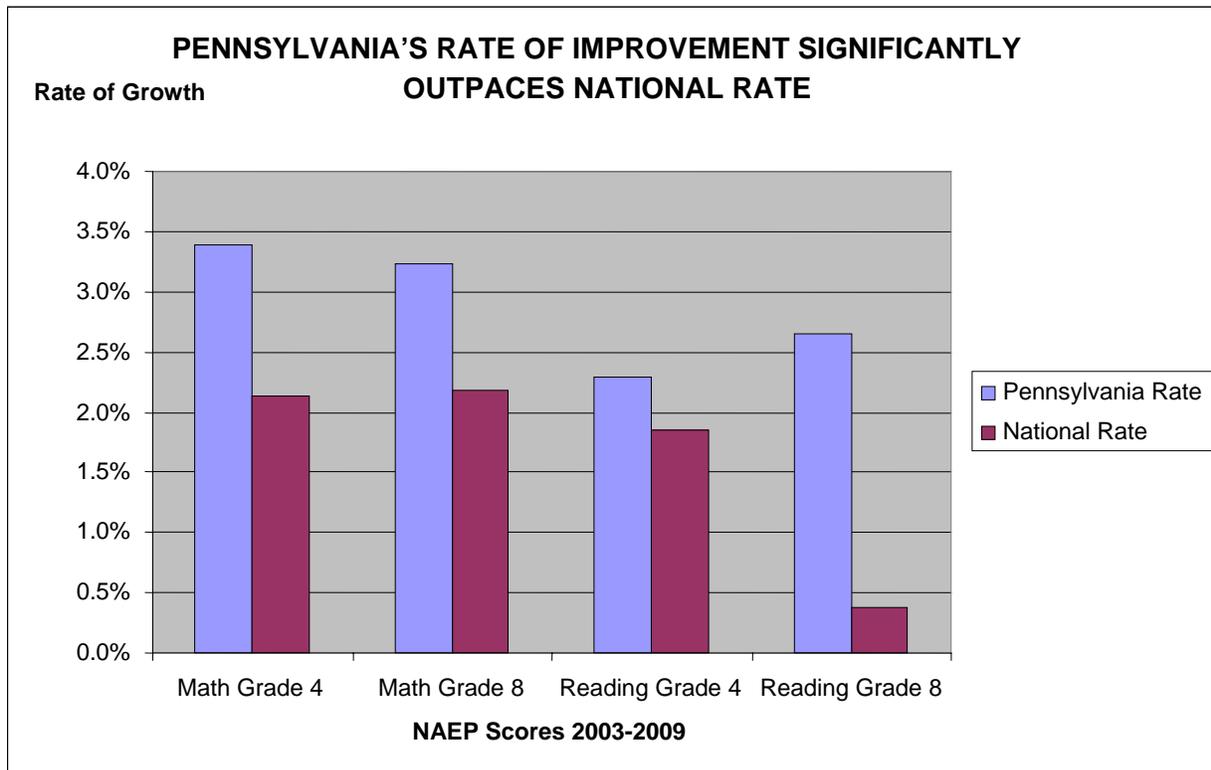
***NAEP: Pennsylvania's progress is faster than the nation's.***

The 2010 Quality Counts report found that Pennsylvania had the nation's 6<sup>th</sup> highest rate of improvement in 8<sup>th</sup> grade NAEP scores in the nation from 2003 to 2009. The rate of improvement in 4<sup>th</sup> grade math was similarly impressive putting Pennsylvania among the top 15 states for progress on this assessment. In comparison to all states, Pennsylvania's NAEP improvement over the last six years is striking with our scores increasing as much as 58% more than the national average in fourth grade math and 23% more than the national average in reading. Even more noteworthy is our leap in 4<sup>th</sup> grade math and sustained improvement in 8<sup>th</sup> grade math NAEP data shows that we are eclipsing the progress of former state leaders. (see Exhibit A.12 and A.13).

**Exhibit A.12: Pennsylvania's rate of improvement significantly outpaces national rate.**

NAEP Score Rate of Growth			
2003-2009	Pennsylvania Rate	National Rate	Growth Change
Math Grade 4	3.4%	2.1%	<b>58.6%</b>
Math Grade 8	3.2%	2.2%	<b>48.4%</b>
Reading Grade 4	2.3%	1.9%	<b>23.3%</b>
Reading Grade 8	2.7%	0.4%	<b>592.0%</b>

**Exhibit A.13: NAEP Rate of Improvement, 2003-2009**



Source: United State Department of Education's (USDE) website

In 2003, 11 states scored significantly higher than Pennsylvania in NAEP eighth grade reading; by 2009, no state had significantly higher scores than Pennsylvania (although five states had scores that were statistically equivalent to Pennsylvania -- MA, NJ, VT, CT, NH). Fourth grade NAEP scores in reading show only four states with scores higher than Pennsylvania's scores in 2009 (MA, NH, CT, VT) compared to 2003 when there were 14 states that outperformed Pennsylvania. These trends indicate that Pennsylvania has been able to maintain and improve its NAEP progress over the period in comparison to other top performers.

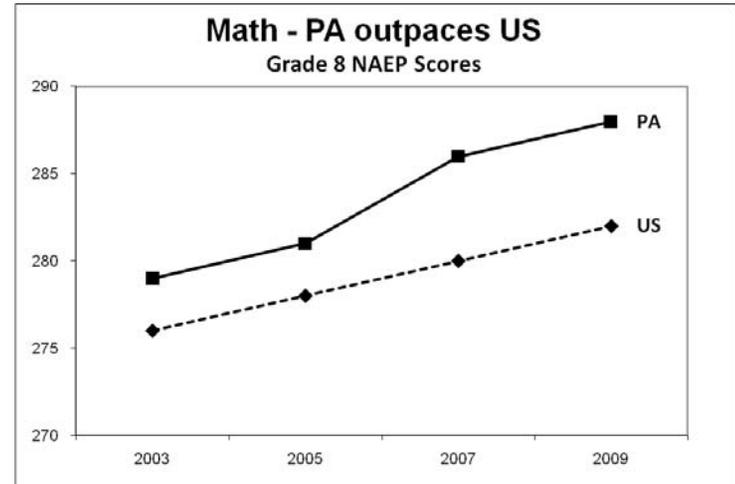
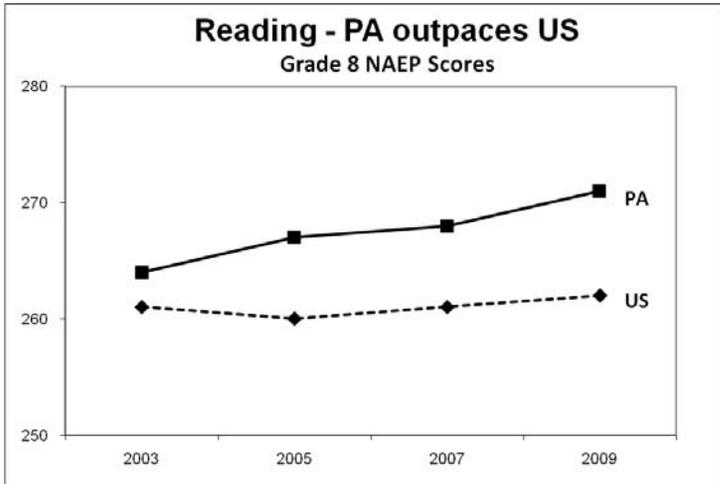
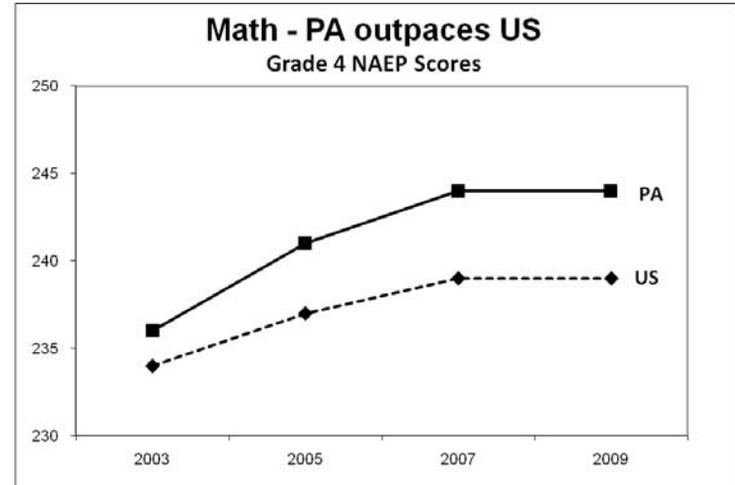
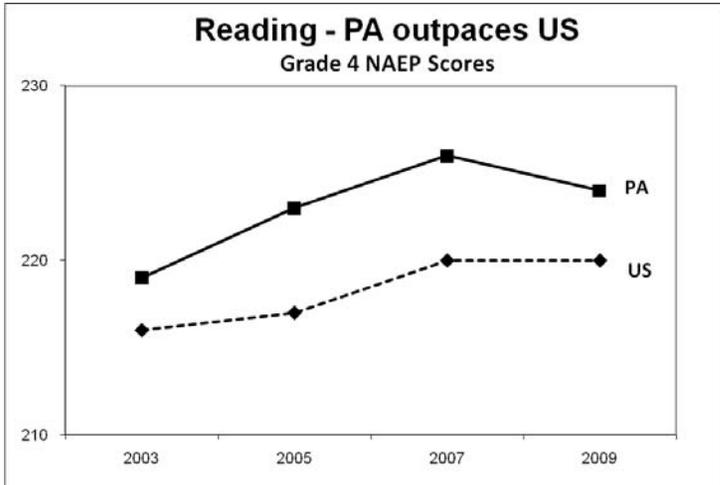
The same pattern holds for Pennsylvania's math scores. For the 4<sup>th</sup> grade NAEP in 2009, four states had significantly higher NAEP scores than Pennsylvania in math (MA, NH, MN, VT). This ranking is an improvement on our ranking in 2003 when Pennsylvania was outperformed by 8 states. In 2009 only seven states had significantly higher NAEP scores in 8<sup>th</sup> grade math than Pennsylvania (MA, MN, VT, ND, NJ, NH, MT), while in 2003, 16 states outperformed Pennsylvania. (See Exhibit A.14)

**Exhibit A.14: Number of States with Significantly Higher Scores**

<b># of States with Significantly Higher Scores</b>			
	<b>2009</b>	<b>2003</b>	<b>Change</b>
<b>Math Grade 4</b>	4	8	<b>4</b>
<b>Math Grade 8</b>	7	16	<b>9</b>
<b>Reading Grade 4</b>	6	14	<b>8</b>
<b>Reading Grade 8</b>	0	11	<b>11</b>

Pennsylvania has showed six years of strong NAEP results in both 4<sup>th</sup> and 8<sup>th</sup> grade in comparison to other states (See Exhibit A.15).

Exhibit A.15: Grade 4 and 8 NAEP Scores (Source USDE Website)



NAEP data reveals Pennsylvania has exciting news to share regarding achievement gaps. A first look reveals that Pennsylvania had achievement gap gains that matched or were better than the national average for seven of 12 areas (See Exhibit A.16). That is good news indeed. However, that does not tell the great news that even where Pennsylvania achievement gaps widened, with only one exception, the scores, for all students AND the disadvantaged group increased MORE than the national scores. (See Appendix A-16).

**Exhibit A.16: Achievement Gaps, 2003-2009 PA Versus the National Average**

<b>Achievement Gaps</b> 2003-2009, NAEP Scores PA versus National Avg.(NA)		<b>GAP</b> Improved versus NA	<b>PA</b> Students Improved	<b>PA Students</b> Improved More Than NA	<b>Disadvantaged</b> Improved More Than NA
Gender Gap	Math Grade 4	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	Math Grade 8	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	Reading Grade 4	No	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	Reading Grade 8	No	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Poverty Gap	Math Grade 4	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	Math Grade 8	No	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	Reading Grade 4	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	Reading Grade 8	No	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
White- Black Gap	Math Grade 4	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	Math Grade 8	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	Reading Grade 4	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	Reading Grade 8	No	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

### ***Pennsylvania State Assessments:***

Analysis of our PSSA data also shows that we are making sustained and substantial improvements in student achievement. In 2009, Pennsylvania students' scores in math measured at 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades and in reading at 5<sup>th</sup> and 8<sup>th</sup> grades were higher than they were in 2003 (see Exhibit A.17 below; Appendix A-15 for detailed data).

The number of students meeting proficiency increased substantially. For example:

- More than twice as many 8<sup>th</sup> graders met advanced proficiency on PSSA Reading in 2009 than 2003 (75,065 in 2009 students compared to 37,269 in 2003 or 55% of students compared to 26 percent, respectively).
- The number and percent of 8<sup>th</sup> graders below basic on the reading assessment was nearly cut in half between 2003 and 2009 (52,327 students in 2003 compared to 26,431 students in 2009 or 37% of students compared with 20 percent, respectively). (See Appendix A-15 for additional information.)

While the data also suggest that the achievement gaps between different subgroups have declined over time, we still have significant improvement to be made. For this reason, much of our RTTT funding will be directed to the buildings where the overwhelming number of African-American and Hispanic children are about 30% 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% in 1997-98 to 4.3% in 2006-07.

Pennsylvania students' achievement and attainment have improved dramatically since 2003. We are **Ready to Go** with a track record of improving student achievement. With RTTT funds we will **Reach Beyond** to double this rate of improvement.

**(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.<sup>1</sup>

*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)(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.

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<sup>1</sup> 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.

- 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 . . . Ready to Go**

- *Pennsylvania's State Board of Education is poised to adopt the Common Core standards.*
- *Pennsylvania is engaged in the major multi-state assessment consortia.*
- *Pennsylvania's current summative assessment is as good a predictor for college success as the SAT or university placement exams, thus adjustments to the Common Core while necessary are within the reach of Pennsylvania's teachers.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will expedite its adoption of the Common Core Standards by using a process called final-omitted rule making; the State Board of Education will take official action to adopt Common Core **before** the August 2<sup>nd</sup> deadline, thus enabling the integration of the standards in the 2010 academic year.*
- *Our Instructional Improvement System Portal is well constructed to enable rapid revisions to provide teachers ready access to all materials necessary to adjust their instruction to align with the Common Core Standards.*

**(B)(1) Pennsylvania's commitment to developing and adopting common standards**

**B(1)(i) Pennsylvania is part of a consortium of states working towards the implementation of rigorous common standards**

Pennsylvania is **Ready to Go** because we are poised to adopt and implement rigorous K-12 academic standards in core subjects. This commitment builds on Pennsylvania's nearly 20-year history of advancing standards-based reforms – reforms that are at the heart of our efforts to ensure equity in academic expectations across 500 diverse school districts. What is especially notable about this latest commitment is the speed with which Pennsylvania will act. The State Board of Education – the entity responsible for promulgating academic standards in a manner consistent with the state's Regulatory Review Act – plans to take official action to adopt Common Core standards *within one month of receipt, ahead of the August 2<sup>nd</sup>* deadline.

As of this writing, the National Governors Association and the Council of Chief State School Officers are finalizing a set of rigorous, common academic standards in English language arts (ELA) and mathematics (see Appendix B-1 and B-2 for the MOU and list of states, respectively). The resulting Common Core standards will be research- and evidence-based, internationally benchmarked, and aligned with expectations for both college and meaningful work (see Appendix B-3 for a copy of the draft Common Core standards and Appendix B-4 for documentation on international benchmarking). Along with 47 other states, Pennsylvania is a partner in this work, though we are **Reaching Beyond** with three University of Pittsburgh faculty playing leadership roles in the development and validation of the Common Core.

**B(1)(ii) Adoption and implementation of the Common Core standards**

For well over six months, the State Board has been strongly committed to considering and adopting the Common Core standards, beginning with its September 9, 2009 withdrawal of state-level revisions to 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.

Since then, the Board has taken a number of steps to ensure a deliberate but speedy process around adoption of the Common Core, including briefing state policymakers and education stakeholders on its plans, scheduling a series of regional public roundtables to gather public input, and commissioning a study by the University of Pittsburgh that compares Common Core with state-level academic standards. The State Board is currently conducting a thorough and public vetting of the Common Core that will support successful implementation at scale, and ensuring the Common Core will be no less rigorous than the revised state-level standards the State Board was in the process of adopting. Provided that the final version of Common Core is available by early June, the State Board will take official action to approve final adoption at its July 1, 2010 meeting and will publish notice of adoption before the end of July.

As highlighted above, Pennsylvania is **Reaching Beyond** by planning an expedited process of adoption, known as final-omitted rulemaking (see Appendix B-5 for more information on this process, Appendix B-6 for legal detail and Appendix B-7 for a timeline) while still ensuring external policy, budget and legal reviews of the regulation consistent with state law. This timeline will allow integration of Common Core in the state's instructional resources beginning the 2010-11 school year. Meanwhile, Pennsylvania's extensive experience in aligning standards with curricular frameworks, instruction, materials and resources and interventions – as evidenced by our Standards Aligned System (SAS) Portal – gives us an important head start in bringing this policy change to scale. (See section B(3) and C(3) for more information on our SAS Portal.) Finally, our extensive technical support infrastructure and our early engagement with the state's leading teacher preparation programs will ensure that both current and emerging teachers and leaders understand the Common Core and align their practice to meet the new standards.

**(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 is . . . Ready to Go**

- *Pennsylvania knows how to align an assessment system to standards to ensure that teachers have ready access to data to show student progress and identify specific areas of individual student learning challenges.*
- *Pennsylvania is a member of three national consortia to develop high-quality assessments.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will work to ensure that the work of the consortia results in a well-organized, multi-state effort that allows for the comparison of results across states.*
- *Pennsylvania will use consortia-developed assessments to build out its assessment system aligned with the Common Core.*

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

**(B)(2)(i) and (B)(2)(ii) Pennsylvania is working toward jointly developing and implementing common, high-quality assessments in partnership with a significant number of states**

Pennsylvania is **Reaching Beyond** through our support of well-organized, multi-state efforts aimed at improving the quality of educational measurement nationally and ensuring meaningful cross-state and international comparisons of student achievement. In addition to the three assessment consortia mentioned below, we are an American Diploma Project (ADP) member state – evidence of our belief that all students need to graduate college and career-ready. Going forward, this goal of college and career readiness must be the “glue” that bind the consortia; their efforts to create high-quality assessment systems aligned with Common Core; and, ultimately, state-level implementation.

Since the 1960s, Pennsylvania has worked to build state assessments with the aim of reducing inequities across school districts. We believe that valid and reliable assessments are a precondition for successful reform: they chart student achievement gains against state standards, spotlight the need to address and close achievement gaps, and provide the public with assurance that investments in education yield results. Following adoption of the Common Core standards, Pennsylvania will build on its coordinated system of existing and emerging state-level assessments – including summative, benchmark, formative, and diagnostic assessments, (see Appendix B-8 for a summary of Pennsylvania’s existing assessment system) – by partnering with three national consortia working toward the next generation of assessment systems.

A description of each consortium and its alignment with existing state-level efforts is below:

- **The Smarter Balanced Assessment Consortium** (Category A; 33 states) positions assessments as integral teaching and learning tools, and seeks to develop and deploy both formative and summative assessments along with professional development, technological supports, and state of the art reporting systems. This comprehensive approach will complement Pennsylvania’s Standards Aligned System, while the

consortium's focus on adaptive testing, diversity of item types, and higher-order thinking skills responds to the consensus view of our state's educators on educational measurement. The consortium's interest in designing assessment systems around learning progressions is particularly relevant and relatable to the SAS system.

- **The Partnership for the Assessment of Readiness for College and Career (PARCC)** (Category A; 27 states) builds on Pennsylvania's history of working with Achieve to align academic expectations with college and career readiness standards, and complements our state-level efforts to design assessments that emphasize complex performance tasks and the need to situate assessment close to the point of instruction. Like the Smarter Balanced consortium, PARCC will provide an array of supports to ensure successful integration of new assessments.
- As an extension of our commitment to high school reform, Pennsylvania will also join the **National Center on Education and the Economy's** 11-state Board Exam consortium (Category B). This partnership corresponds with elements of our recently-adopted system of high school graduation requirements that sets a rigorous core of academic expectations while allowing individual students to move on to college-level work after demonstrating proficiency on an internationally-benchmarked exam.

(Copies of MOUs for assessment consortia and the list of member states participating in each consortium are presented in Appendix B-9.)

## 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 is . . . Ready to Go**

- *Pennsylvania is experienced with successful implementation of new standards and assessments.*
- *Pennsylvania offers a comprehensive framework to support educators in the transition to new standards and assessments.*
- *Pennsylvania's technical assistance infrastructure and web-based instructional improvement system portal are poised to offer districts and schools the support needed for rapid integration of the new standards and assessments in accordance with the framework.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will integrate the necessary assessments aligned with the Common Core and link those assessments to model curricula, classroom instructional approaches and materials, and research proven interventions.*
- *Pennsylvania is working with teacher preparation programs to introduce them to the Common Core Standards and assessment consortia activity so these schools can prepare to integrate these improvements into their teacher preparation courses.*

**(B)(3) Pennsylvania is committed to supporting the transition to enhanced standards and high-quality assessments**

Pennsylvania is **Reaching Beyond** because we have a detailed plan to implement internationally benchmarked, common standards and assessments. Our transition process includes three steps:

**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 B-1). The Board will take action by August 2, 2010 using an expedited process for regulatory promulgation known as final-omitted rulemaking. Pennsylvania 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 our experience with the PSSA and 4Sight; and (3) work with other states in developing formative assessments to help teachers individualize student instruction and improve their effectiveness.

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

1. **Adopt** new common standards and create assessments 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 assessments in technical assistance, coaching, and tools provided to every educator in the state.

By way of background, Pennsylvania set the goal of ensuring every Pennsylvania student masters English, math, science, and social studies skills and is proficient in Pennsylvania standards prior to graduation. To support districts in meeting this target, Pennsylvania recently adopted new graduation requirements that include the passage of Keystone (end of course) Exams. Pennsylvania is committed to working with postsecondary institutions so Keystone Exams serve as placement measures for college, thereby ensuring that students who are proficient on the keystones will be ready for credit-bearing coursework. Pennsylvania anticipates that some or all of the Keystone Exams may be products of one or more of the assessment consortia. If none of the consortia produce some, or all, of these end of course exams, Pennsylvania will proceed to develop the exams based on the Common Core standards.

**Step 2: Integration.** Pennsylvania is **Ready to Go** because we already have a successful track record of strategically aligning the components of our instructional improvement system (Standards Aligned System-SAS) to support quality instruction aimed at boosting student achievement. The components of our system (Standards, Assessments, Curriculum Frameworks, Instruction, Materials and Resources, and Interventions) are explicitly aligned to one another by the standards in each of thirteen academic areas. We offer this system to all educational stakeholders through an electronic portal designed to deliver relevant information and tools to teachers specific to the area of focus or need (Pennsylvania’s SAS Portal). Through the Portal, educators have ready access to extensive professional development, curricular materials, lesson plans, assessment tools and other resources useful in providing high-quality differentiated instruction. All assessments in reading and math — summative, benchmark and diagnostic assessments — will be revised to align with the Common Core standards, as well as the voluntary model curriculum, curricula frameworks, and all resources and materials.

**Unique Pennsylvania Strength**

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

Fortunately, Pennsylvania’s current summative assessments (PSSA) are strong predictors of college and career readiness. A study done by Sinclair and Thacker (2005) found that the PSSA will predict how a student will do in his/her first year of college performance with the same accuracy as either the SAT or the university’s placement exams.<sup>2</sup> If a student scores proficient or above on their 11th grade PSSA, he/she can expect to have about a 90% chance of placing directly into credit-bearing, college-level course work his/her first term freshman year. As a result, we believe the challenge of implementing the Common Core standards, new assessment systems and related teacher supports can be rapidly executed in Pennsylvania.

Postsecondary institutions and professional development providers will likewise revise their programs to incorporate the Common Core standards, and Pennsylvania will review how these providers integrate the Standards and, where necessary, mandate adjustments or

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<sup>2</sup> 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.

improvements. In addition, Pennsylvania recently established new standards for teacher and principal preparation and instituted a rigorous review process to make sure every teacher preparation program meets these new standards. Pennsylvania will provide assistance to ensure that preparation institutions understand how to meet the new competencies and how to incorporate the use of our tools and resources into their teacher preparation programs. We will devote particular attention to working with the special teachers and leaders in our Turnaround and Urban Principal academies to assure integration of the Common Core standards and assessments in our high-need schools.

**Exhibit B.1: Pennsylvania will assure the alignment of Pennsylvania’s Standards Aligned System to the Common Core.**

<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Update the revised standards on the standards database of the SAS portal</li> <li>• Revise the eligible content (content assessed on the PSSA) attached to every standard</li> </ul>
<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Build the Keystone assessments using the Common Core standards<sup>3</sup></li> <li>• Work with postsecondary institutions to have Keystone assessments serve as placement exams</li> <li>• Align the K-12 PSSA assessments to the adopted Common Core standards</li> <li>• Revise the <i>4Sight</i> benchmark assessments in partnership with Johns Hopkins University to align with the proposed Common Core K-12 standards</li> <li>• Restrict the formative assessment resources available on the SAS portal to those that are aligned to the new standards</li> <li>• Develop and institute through PA’s Kindergarten Early Learning Network, a kindergarten assessment that appropriately measures the progress of all kindergarten children</li> </ul>
<p><b>Curriculum Framework</b></p> <ul style="list-style-type: none"> <li>• Align all K-12 Curriculum Frameworks (Big Ideas; Concepts; Competencies; Essential Questions; Vocabulary; and Exemplars to the adopted Common Core standards)</li> <li>• Reconvene curriculum groups in each of the subject areas by both grade level and course (where applicable) to vet updated framework</li> </ul>
<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Access and embed updated instructional resources and instructional strategies</li> <li>• Align these instructional resources to the most granular element available (eligible content in the assessed areas; standard in the non-assessed areas)</li> </ul>

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<sup>3</sup>Not included in RTTT budget

### **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.** Our online portal has solidified the use of the Standards Aligned System (SAS) at the school and classroom-levels by providing real-time access to tools and resources that can be easily adapted to meet the instructional needs of each student. The value of this system is evident through its growing use: the portal has nearly 31,500 enrolled users and 173,767 individuals have visited the SAS portal since it opened in December 2009 to access some of the 12,000 resources available in the database.

We will also implement additional training to build district-level understanding of the new standards and assessments and to assist districts with effectively implementing the revised standards in every component of the assessment and instructional systems in every school. Pennsylvania is **Ready to Go** with a training roll-out schedule modeled after the effective train-the-trainer model utilized in the past to implement large-scale education initiatives. Pennsylvania will train Intermediate Unit (IU) staff who will then deliver training to all school and district administrators and teachers statewide. IUs will then provide ongoing technical assistance to all districts and schools and conduct regular evaluations on the use and effectiveness of the standards and assessments and work with schools and districts to adapt their implementation strategies when necessary.

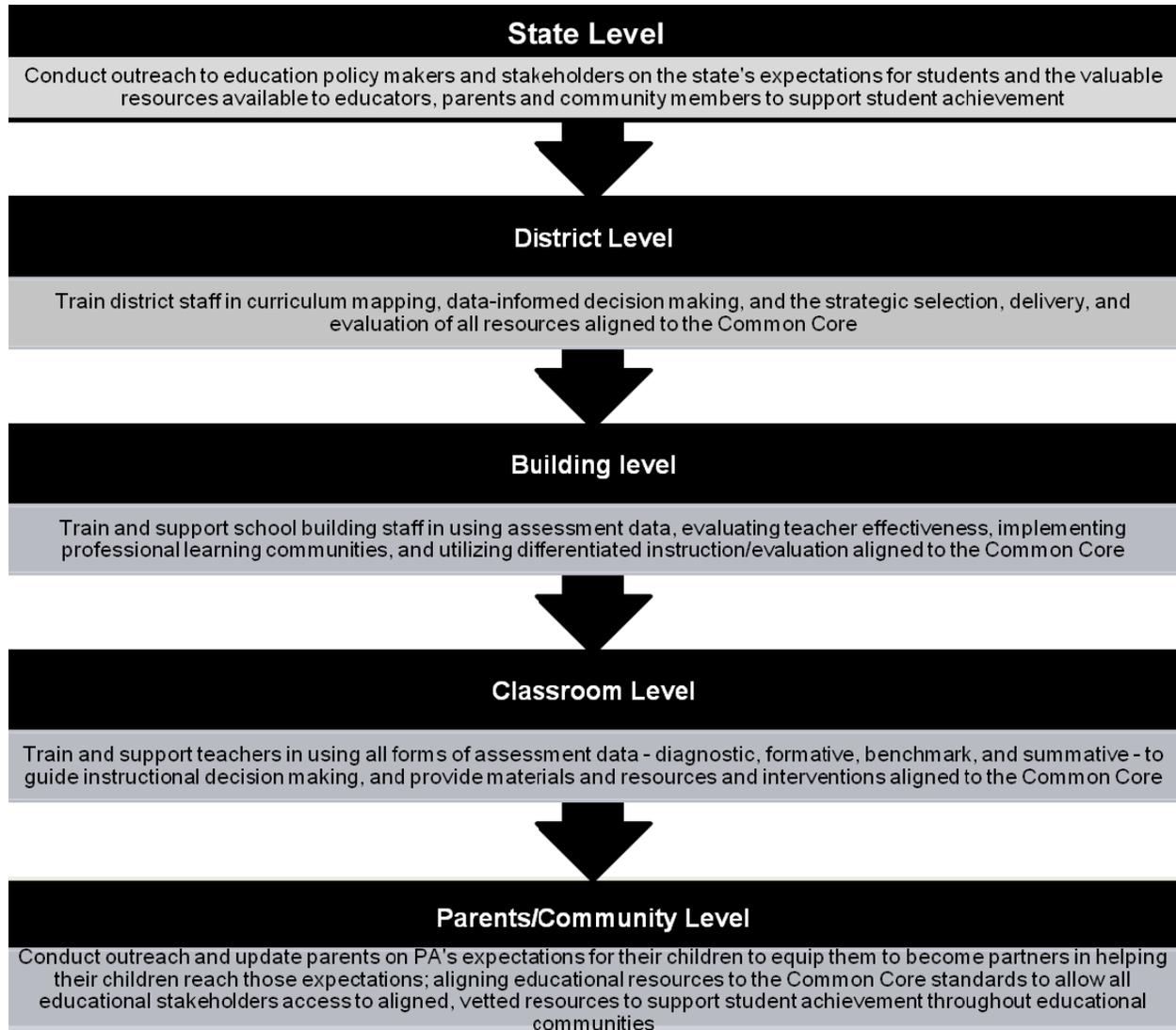
Pennsylvania will leverage RTTT funds to ensure that there is sufficient depth of understanding of the new standards and to perfect the work to aligning each element of SAS at the district and school level. Specifically, RTTT funds will be used to give districts the resources needed to conduct curriculum mapping and time for principals and teachers to collaborate on approaches to successful implementation. Principals will guide and support teachers as they

implement rigorous research-based curriculum aligned with revised standards, assessments, curriculum frameworks, instruction, materials and interventions.

We believe that the Common Core Standards present an opportunity to focus instruction on internationally-benchmarked skills as well as pushing states to adopt more ambitious public school initiatives to give highly skilled students greater opportunities to accelerate their learning. With RTTT resources, Pennsylvania will instantiate rigorous standards by increasing access to advanced coursework in high schools. 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 instruction, with an emphasis on math and science subjects. By building a stronger culture of accelerated learning in public schools we hope to erode or eradicate the stigma of high achievement that exists in some schools and more actively illustrate that academic success is rewarding because it can either result in transferable college credits or ability to test out of courses needed for high school graduation.

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.

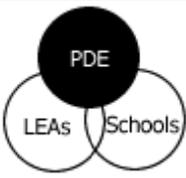
**Exhibit B.2: Pennsylvania will assure all education stakeholders understand the Common Core and related assessments to assure integration at all levels.**

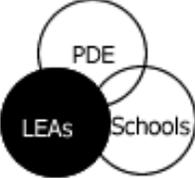
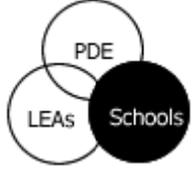


Pennsylvania will ensure that all education stakeholders are focused on the same clear, common, internationally benchmarked rigorous standards and have effective, easy-to-use, and easy-to-access tools, supports, training, and assessments needed to measure progress against those standards to improve student performance. The implementation of revised standards will be enhanced by: (a) the voluntary model curriculum and formative assessments aligned with revised state standards, (b) the revised SAS online tool used in every preparation program and professional development and technical assistance activity, and (c) the fact that our extensive Standards Aligned System will inform teacher and principal evaluations, school improvement plans and classroom practice. *Internationally benchmarked, common standards, and assessments will be implemented in every school and classroom in Pennsylvania.*

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

**Timeline Table: Pennsylvania’s will transition to the Common Core standards and related assessments.**

	<b>Activities</b>	<b>Timeline</b>	<b>Lead</b>
	Adopt the Common Core State Standards Revise K-12 math and English/Language Arts standards Revise all assessments	05/10 - 07/10 08/10 - 03/11 03/11 - 09/12	State Board PDE IUs
	Update SAS online resources to align to new standards	04/11	
	Rollout new standards and assessments using Pennsylvania’s SAS Framework	04/11 - ongoing	
	Align preparation, professional development & technical assistance with the updates in SAS and conduct training	04/11 - 09/11	

	Activities	Timeline	Lead
	Implement a high quality curriculum, aligned with standards, assessments, curriculum framework, instruction, materials and interventions	04/11 - 08/11	LEAs IUs
	Implement a system of assessments with capacity to inform instruction on timely and regular basis	04/11 - ongoing	
	Provide collaborative time for teachers to review real-time student data to drive instruction	09/10 - ongoing	
	<u>Curricula &amp; instruction:</u> <ul style="list-style-type: none"> <li>Implement a state-approved rigorous research- based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions</li> <li>Backward map district math and reading/language arts curricula to ensure coherence from grade level to grade level</li> <li>Implement PDE's RtII model to address learning gaps</li> <li>Implement Reading Recovery® for students falling behind in grade 1; and 1:1 tutoring model for students in grades 2 and 3</li> <li>Increase the number of advance high rigor courses in turnaround high schools</li> </ul>	08/10 - 08/11  04/11 - 08/11  09/10 - ongoing  09/10 - ongoing  09/10 - ongoing	Schools LEAs IUs
	<u>Assessments:</u> <ul style="list-style-type: none"> <li>Implement the model system of assessments</li> </ul>	08/10 - 08/12	
	<u>Support for teachers/principals:</u> <ul style="list-style-type: none"> <li>Provide at least twice weekly collaborative time for teachers to review real-time student data to drive instruction</li> <li>Implement the Adolescent Literacy Academy model based on Texas Adolescent Literacy Academy (TALA) in middle school and high school as necessary</li> </ul>	09/10 - ongoing  09/11 - ongoing	

**(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 is . . . Ready to Go**

- *Pennsylvania is nationally-recognized as a leader in developing a quality Statewide Longitudinal Data System (SLDS).*
- *Pennsylvania has already completed all 12 of the America COMPETES elements.*

### **Pennsylvania is . . . Reaching Beyond**

- *By 2013, Pennsylvania's SLDS will have the ability to track students from birth to the workforce and will support analysis at every level of the educational system from pre-k through post secondary.*
- *Pennsylvania's data system will connect to and support effective instruction in the classroom and provide valuable data for analysis of reform strategies and initiatives*

**(C)(1) Pennsylvania has fully implemented a statewide longitudinal data system**

Pennsylvania is **Ready to Go** with a quality Statewide Longitudinal Data System (SLDS) that is already providing meaningful data to guide instruction and effective policy at the state, district and school level. This sophisticated data system meets all 12 of the elements of the America COMPETES Act (see Exhibit C.2).

Pennsylvania has distinguished itself by rapidly evolving from a state that as late as 2006 was limited in its ability to collect and aggregate data through a unified statewide system to one of the only states with a single, integrated Early Childhood to Postsecondary Data System.

The quality of our SLDS, called the Pennsylvania Information Management System (PIMS), has garnered national attention. In 2008, the Data Quality Campaign (DQC) and the Council of Chief State School Officers (CCSSO) recognized our accomplishments, awarding Pennsylvania Governor Edward G. Rendell, and then Secretary of Education Gerald Zahorchak, its annual Leadership Award (see Exhibit C.1 and Appendix C-1). In presenting Pennsylvania with the award, the DQC and CCSSO stated:

*Pennsylvania has benefited greatly from statewide leadership focused on education data. Under the governor's and secretary's direction, Pennsylvania has made tremendous progress in building its data system. In 2005, the state had only two of the 10 elements identified by the DQC as essential for longitudinal data systems.*

## Exhibit C.1

DQC Marks Three Years, p. 1

**DATA QUALITY**  
CAMPAIGN  
Using Data To Improve Student Achievement  
[www.DataQualityCampaign.org](http://www.DataQualityCampaign.org)

Contact: Aimee R. Guidera  
703-303-6912, [Aimee@DataQualityCampaign.org](mailto:Aimee@DataQualityCampaign.org)

### DATA QUALITY CAMPAIGN RECOGNIZES LEADERS Building and Using Longitudinal Data Systems

**PA Gov. Rendell and Secretary of Education Zahorchak jointly  
awarded *DQC 2008 Leadership Award***

Austin, TX — Nov. 15, 2008 — Four state and district leaders were honored by the Data Quality Campaign (DQC) during the Council of Chief State School Officers' (CCSSO) Annual Policy Forum. The DQC, a national partnership to improve the quality, accessibility and use of data in education, recognized the award winners for their leadership and innovation in championing the vital need for quality education data. The DQC also released its third annual report on the progress states are making on building longitudinal data systems.

The DQC accepted nominations from across the country for leaders in the field of longitudinal data systems at the local and state levels. On behalf of its managing partners, the DQC is proud to announce the recipients of the following *DQC 2008 Leadership Award*:

- ***State Policymaker of the Year: Gov. Edward G. Rendell and Secretary of Education Gerald Zahorchak, Pennsylvania***



PA\_PIMS-018

**Exhibit C.2: Pennsylvania’s Statewide Longitudinal Data System includes all 12 of the elements identified in the America COMPETES Act**

(PDE = Pennsylvania Department of Education)

<b>12 Elements of the America COMPETES Act</b>	<b>Current PA SLDS Status</b>	<b>Justification</b>
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)	<b>Met</b>	- Since 2006, Pennsylvania has assigned all public k-12 students a unique, confidential and secure identifier called the PASecureID. In 2008, this identifier was expanded to include both postsecondary and pre-K students.
2. Student-level enrollment, demographic, and program participation information	<b>Met</b>	- Within the Pennsylvania Information Management System (PIMS), Pennsylvania collects the necessary student-level enrollment, demographic, and program participation information to comply with all federal K-12 reporting requirements and to inform research, evaluation, and policy analysis.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	<b>Met</b>	- Pennsylvania has the capacity through its PAsSecureID and data from the National Student Clearinghouse, to track students through the entire educational pipeline including drop outs, transfers, and completions, and to calculate a cohort graduation rate. -
4. Capacity to communicate with higher education data systems	<b>Met</b>	- Pennsylvania currently collects unit level data in PIMS on students enrolled in our 14 state system universities and our 14 community colleges. We also have a statewide contract with the National Student Clearinghouse and have successfully matched data with the Clearinghouse and our entire high school graduating classes for 2007-08 and 2008-09.

12 Elements of the America COMPETES Act	Current PA SLDS Status	Justification
5. State data audit system assessing data quality, validity, and reliability	<b>Met</b>	<ul style="list-style-type: none"> <li>- Pennsylvania reviews, edits, and applies robust business rules to our SLDS data. State auditors routinely visit local education agencies to ensure the data reported is complete, valid and reliable.</li> <li>- As part of ensuring reliable data input to PIMs, district superintendents and IHE presidents are required to sign an affidavit certifying the accuracy of the data they submit.</li> </ul>
6. Yearly test records of individual students with respect to assessments under section 111 1(b) of the ESEA Act of 1965	<b>Met</b>	- Pennsylvania currently collects student level data on all state assessments within PIMS.
7. Information on students not tested, by grade and subject	<b>Met</b>	- Pennsylvania collects student level data on students not tested.
8. Teacher identifier system with the ability to match teachers to students	<b>Met</b>	- Pennsylvania has assigned all teachers unique identifiers which enables us to match teachers to students and to courses.
9. Student-level transcript information, including information on courses completed and grades earned	<b>Met</b>	- Pennsylvania currently collects course information and grades.
10. Student-level college readiness test scores	<b>Met</b>	- Pennsylvania has contracted with The College Board to receive student level SAT information and has successfully entered those data into PIMS.

<b>12 Elements of the America COMPETES Act</b>	<b>Current PA SLDS Status</b>	<b>Justification</b>
<p>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</p>	<p><b>Met</b></p>	<ul style="list-style-type: none"> <li>- The universities which are part of the Pennsylvania State System of Higher Education (PASSHE) and all community colleges participate in PIMS and provide remediation data.</li> <li>- We have a statewide contract with the National Student Clearinghouse data which allows us to collect postsecondary enrollment data on all of our high school graduates no matter where they enroll. These data enable Pennsylvania to calculate student progression/success outcomes (retention rates, etc.) for all our postsecondary students.</li> <li>- In addition, we have begun to collect college placement test scores in PIMS from our participating postsecondary institutions.</li> </ul>
<p>12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education</p>	<p><b>Met</b></p>	<ul style="list-style-type: none"> <li>- Pennsylvania provides reports to our secondary schools which directly address alignment and adequate preparation of their graduates for post secondary success</li> <li>- Pennsylvania collects course level information at the postsecondary level in order to gauge progress and success of high school graduates</li> <li>- Pennsylvania has begun to collect college placement test scores in PIMS from our participating postsecondary institutions.</li> </ul>

Pennsylvania is **Ready to Go** because we will use our solid foundation of success in building PIMS to launch the next phase of development in our state education data system. We will **Reach Beyond** towards the goals identified in our recently successful State Longitudinal Data System grant application. On May 21, 2010, Pennsylvania was announced as one of 20 states to receive a federal SLDS award. With this \$14.3 million grant, Pennsylvania will:

- Expand its longitudinal data system by:
  - Connecting to workforce data;
  - Connecting to Adult Basic Literacy Education (ABLE) data; and
  - Conducting feasibility connectivity studies across other PA agencies and other states.
  
- Increase the amount of useful and relevant data housed in our SLDS by:
  - Expanding our postsecondary database;
  - Collecting expanded data on participants in teacher and principal preparation programs;
  - Collecting data on early childhood educators;
  - Linking kindergarten assessment outcomes and demographic data to PIMS; and
  - Linking federal Head Start program data for Pennsylvania students into our Early Learning Network (ELN).
  
- Provide immediate cost saving services by
  - Implementing eTranscripts and Electronic Student Record Exchange.
  
- Ensure even greater data quality and access by:
  - Expanding our data use policy and data audit plans, procedures and training which will allow districts, schools and IHEs to abandon the current paper based processes;

- Developing specific data access and use policies and procedures to facilitate researcher access and use of our SLDS data.

This grant will expand Pennsylvania's capacity to make our data available to those who can use it. Teachers, principals, superintendents, higher education leaders, policymakers, researchers and parents will have a more complete picture of the educational system in Pennsylvania through our increasingly robust data system. Our goal is to ensure that our SLDS enables evaluations to draw accurate conclusions about what works with specificity about impacts on subgroups of students. Likewise, we are committed to ensuring our SLDS offers school administrators and teachers useful data to help them identify needs and adjust their instructional approach.

Pennsylvania will ***Reach Beyond*** to directly and positively affect student achievement by using technology to deliver student level data directly to teachers and principals and to have those data integrated with instructional resources in real-time through creation of our classroom level data dashboard, described in detail in section C (2).

**(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.<sup>1</sup>

*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

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<sup>1</sup> 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.

### **Pennsylvania is . . . Ready to Go**

- *Pennsylvania's statewide longitudinal data system already informs our instructional improvement system to make student data readily available to teachers and leaders and to inform high level instruction and improve student achievement.*
- *Pennsylvania is already working to connect key data systems and to facilitate access to all users including policy makers and researchers.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will create an online tool that will allow education stakeholders to generate reports and conduct basic descriptive analyses of student data at the classroom, school, and district levels.*
- *Pennsylvania will create a state-level consortium to collaborate with external researchers to identify policies and practices that increase data-accessibility and usability.*

**(C)(2) Pennsylvania will provide accessible and useful data**

Pennsylvania is **Ready to Go** with a Race to the Top (RTTT) application built upon eight months of input from key stakeholder groups with a particular focus on data and how to use data to improve teaching and learning.

With RTTT and SLDS funds, Pennsylvania will **Reach Beyond** by further expanding our SLDS to meet the information needs of Pennsylvania’s education stakeholders. Each type of stakeholder has unique data needs (as shown in Exhibit C.3 below) and we will design a fully developed state data system that is responsive to those needs.

**Exhibit C.3: Pennsylvania will design a comprehensive state data system to meet the needs of all education stakeholders**

Users	Examples of User Needs	SLDS and RTTT Solutions
<p><b>Researchers</b></p>	<ul style="list-style-type: none"> <li>• Data elements that longitudinal tracking of students linked to demographic identifiers so that subgroup performance can be tracked</li> <li>• Linkage of longitudinal student data with school and district identifiers so for site specific research</li> <li>• Linkage of individual student outcomes with characteristics of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Development of clear and specific data access policies and procedures</li> <li>• User friendly interfaces that enable researchers to easily query the data warehouse</li> <li>• Opportunities for researchers to collaborate on data queries and analysis in discussion groups supported by the Department</li> </ul>
<p><b>Teachers, principals &amp; school staff</b></p>	<ul style="list-style-type: none"> <li>• Access to real-time student-level information connected to instructional solutions</li> <li>• Access to resources that help individualizing/differentiate instruction to meet specific learning needs of students in timely manner</li> <li>• Access instructional best practices across the state</li> <li>• Early warning indicators that help identify at-risk students</li> <li>• Identify areas of needs for teachers</li> <li>• Draw on formative assessment item banks aligned with state and common standards and based on the PA curriculum framework</li> </ul>	<ul style="list-style-type: none"> <li>• Population of key data elements in teacher and principal dashboards</li> <li>• Backbone to enable the early warning system</li> <li>• Linkage with the Portal to enable instructional improvements</li> <li>• Reports that provide high school specific results with respect to college and career readiness success indicators</li> </ul>

<b>Students &amp; parents</b>	<ul style="list-style-type: none"> <li>• Access information about local schools with greater ease and more certainty</li> <li>• Access student information and ease communication with school</li> <li>• Understand the learning needs of children so that parents can be empowered and informed partners in the education of their children</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of the on-line publicly available data tool</li> <li>• Portal will allow students and parents to access critical data linked to specific information and resources</li> </ul>
<b>IUs, LEA &amp; IHE leaders &amp; staff</b>	<ul style="list-style-type: none"> <li>• Ensure that employee skills match local needs</li> <li>• Track students that move across districts, postsecondary institutions and within the state</li> </ul>	<ul style="list-style-type: none"> <li>• Connect to workforce and higher education data to show regional improvements and challenges</li> <li>• High School and Transfer Feedback Reports</li> </ul>
<b>Policy-makers</b>	<ul style="list-style-type: none"> <li>• Measure the effectiveness of programs of all types in improving student outcomes</li> <li>• Promote cost-effectiveness efficiently throughout the system</li> <li>• Determine the needs for new legislation/initiatives to improve and support education</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded reporting capacity based on queries from policy makers</li> <li>• Increased actionable information readily available to policy makers</li> <li>• Publication of critical research findings through the research consortium</li> </ul>
<b>Business and Civic Leaders</b>	<ul style="list-style-type: none"> <li>• Build public will by providing access to real data on student, building and district progress</li> <li>• Increase confidence that public school systems are using performance tracking systems</li> <li>• Show the results of increased public investment in public schools. Have education systems to be more responsive to future economic needs</li> </ul>	<ul style="list-style-type: none"> <li>• Create a suite of reports based on SLDS data that demonstrate success or failure of intervention strategies, increased investment or other interventions.</li> <li>• Give corporate and civic leaders access to coherent data to enable them to draw conclusions about progress in general and at the site specific level</li> <li>• Use system to identify areas where there are gaps in strategy or resources</li> </ul>



<b>Major End-User Needs</b>	
<ul style="list-style-type: none"> <li>• Ensure good data quality</li> <li>• Collect more complete and expansive data sets</li> <li>• Make data system end-user friendly</li> <li>• Understandable and meaningful reports/information based on objective outcomes data</li> </ul>	<ul style="list-style-type: none"> <li>• Provide tools to provide meaningful and timely feedback to improve instruction and learning</li> <li>• Enable identification and sharing of best practices</li> <li>• Develop data system linkage</li> </ul>

***Pennsylvania’s enhanced SLDS will enable more meaningful evaluation***

Pennsylvania will utilize RTTT funds to link multiple data warehouses (i.e., student achievement data housed in our Value Added System with our SLDS data) that will give us the ability to accomplish two primary goals: first, the creation of a platform that evaluators can use to conduct in-depth evaluations of the efficacy of the RTTT reforms and second, the aggregation of the essential data elements that teachers and academic leaders need to drive continuous improvement at the classroom, building and district level.

We envision that independent researchers will find the SLDS useful to address research efforts that look at broad educational intervention questions such as longitudinal reviews of subgroups and site-specific reviews as students move from pre-kindergarten through to college or the workforce system. Researchers will look to the SLDS for more information on the effectiveness of high quality early education, or the degree to which there are particular places or approaches that help middle school students successfully transition to high school and graduate in larger than expected numbers.

***Pennsylvania’s enhanced SLDS will connect to a focused evaluation effort to support continuous improvement***

In addition to the tremendous opportunity the SLDS presents to education researchers at large, the SLDS will be especially useful to the research consortium we propose to establish to evaluate RTTT reforms as they are rolled out and offer periodic reports on the progress of the reforms. We expect the researchers to identify opportunities throughout the grant period where evaluative data can improve the impact of the RTTT reforms. Our state-level consortium (described in Section A) will be similar to district-level consortia (e.g., Chicago, Baltimore, New York City) and state-level consortia (e.g., the Texas Consortium on School Research). Specifically, the consortium will:

- Work with key stakeholders across the state (including the State Board, policymakers and school leaders) to develop a research agenda that will ensure our educational community and national researchers learn useful lessons from what happens with RTTT resources in Pennsylvania;
- Conduct rigorous research on the implementation of RTTT reforms and translate findings into reports, tools and insights accessible to practitioners and key stakeholders;
- Collaborate with external research organizations such as the Consortium on Chicago School Research, and Regional Education Labs and technical assistance providers to conduct multi-city or multi-state evaluations so that broader conclusions can be reached with respect to the efficacy of specific RTTT activities or approaches; and
- Conduct outreach to the public to inform them of critical topics and insights.

The consortium will be staffed by a director, two managers, and seven resident scholars. While the consortium will address a broad array of issues, the initial focus will be on issues pertaining to RTTT. The consortium will be intimately involved in creating the protocols necessary to ensure that data collected from the SLDS can be meaningfully linked to RTTT reforms. Research reports, policy briefs, data briefs and school-by-school reports will be developed and disseminated to our state and local RTTT leadership as well as external stakeholders and researchers. The findings and research of the consortium will identify both promising practices and early signs of trouble. Particular attention will be given to using student level data to disaggregate the impact of the RTTT interventions by subgroups of students and to differentiate the impact of the various RTTT interventions. This information will be a critical input to the department, our districts, schools, and our technical assistance infrastructure in aligning their activities to replicate success and intervene in failure.

In addition, the consortium will help the department craft the state's methodology for collecting the appropriate data elements to evaluate the performance of the teacher preparation programs based on the classroom success of their graduates. As such, the other key audience for dissemination of the research reports are Pennsylvania's teacher

preparation programs with the expectation the programs will adjust their teacher preparation approaches to align with those found to be most successful by the consortium's research.

**Providing Useable Data**

Pennsylvania's design for our 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 groups, journalists, and others typically need assistance understanding the benefits and limitations of 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 maximize the use of data to improve our practice at all levels, we will undertake a two step strategy:

**First**, we will create an easy-to-access and easy-to-use online and publicly accessible data tool that integrates Pennsylvania's SLDS, our instructional improvement system online portal, and appropriate, real-time school and district records to allow the public to review data and conduct basic analysis at the classroom, school, and district levels with appropriate protections to

**Pennsylvania has a comprehensive strategy for providing usable information to diverse audiences**

1. Complete comprehensive SLDS
  - Create access to members of the public to classroom school and district level data
  - Provide researchers access modeled on Florida's tool
2. Continue building tools and resources of our online instructional improvement system
  - Generates reports and conducts basic descriptive analysis
  - Data directly connected to instructional resources and practices
3. Provide professional development and training
  - Professional development on data use to effectively adjust policy and practice
4. Create 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

ensure student privacy. (See Appendix C-2)

Using this tool the public will be able to view and download critical aggregate information on districts and schools in user-friendly formats. These data would include, among other things:

- Standardized test scores (including PSSA and SAT);
- Attendance;
- Enrollment size;
- Teacher to student ratio;
- Advanced Placement offerings and percent of students receiving a score of three or greater on the AP Exam;
- College going rates; and
- Percentage of high school graduates needing remediation in college.

Providing access to data for researchers as well as to the public is a key goal in our data strategy. We plan to learn from the experience of other states, notably Florida, to help us create automated downloads from the website to improve access and usability. Pennsylvania will work with the Florida Department of Education's Office of Accountability, Research & Measurement (a member of the assessment consortia to which Pennsylvania belongs) to learn and adapt the state's application that allows researchers, with approved proposals, to intuitively navigate the online data site to pull the data fields appropriate to the research proposal. Florida received federal 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 timely manner.

Pennsylvania is **Ready to Go** when it comes to providing integrated data to stakeholders because we have already developed sophisticated yet easy to use high school feedback reports (see example at Appendix C-3) Pennsylvania develops these reports at the state level and includes the following metrics for each graduating class at a high school:

- College going rate;
- Percentage of students with developmental needs in one or more subjects;
- Percentage of students successfully completing remediation;
- Course taking patterns;
- Postsecondary performance (grades);
- Postsecondary retention rate;
- Postsecondary graduation rate; and
- Postsecondary area of study (major).

Pennsylvania is also in the process of developing “transfer reports” on students who transfer from our community colleges to four year institutions which will contain similar information.

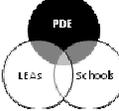
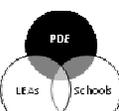
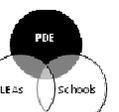
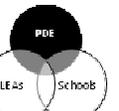
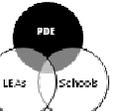
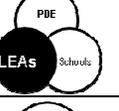
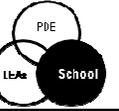
These high school feedback and community college transfer reports will be provided directly to district superintendents, high school principals, and community college presidents and made available to the public on an aggregate scale.

**Second**, Pennsylvania will provide extensive training to teachers and leaders on how to make effective use of student data to inform and differentiate instruction, evaluate programs and interventions and implement other data use strategies to increase student achievement.

Through our 113 RTTT data use facilitators (described in more detail in section C(3)) we will be able to provide on-the-ground, side-by-side professional development within schools and districts on how to use data, the data resources of the online instructional improvement system and the high school feedback reports, to effectively adjust policy and instructional practice in the classroom.

The Intermediate Unit network of technical assistance will implement this training in all participating districts and schools. This training plan is described in more detail in section (C)(3).

**Timeline Table: Pennsylvania will provide accessible and usable state data for all education stakeholders.**

	Activities	Timeline	Lead
	<ul style="list-style-type: none"> <li>• Create a comprehensive online data tool</li> </ul>	09/10 - Ongoing	PDE, Vendor
	<ul style="list-style-type: none"> <li>• Establish a Consortium for Pennsylvania Education Research, Evaluation, and Policy Analysis governing board with representation from key stakeholders and subject matter experts</li> </ul>	09/10 - 01/11	PDE, State Board,
	<ul style="list-style-type: none"> <li>• Create the Consortium for Pennsylvania Education Research, Evaluation, and Policy Analysis</li> </ul>	01/11 – 08/11	PDE, State Board
	<ul style="list-style-type: none"> <li>• Working with the governing board, the Consortium for Pennsylvania Education Research, Evaluation, and Policy Analysis will develop a research agenda and schedule of deliverables</li> </ul>	08/11 – 11/11	PDE, State Board
	<ul style="list-style-type: none"> <li>• Consortium for Pennsylvania Education Research, Evaluation, and Policy Analysis will begin publishing annual reports, periodic research reports, policy briefs, data briefs and school by school reports.</li> </ul>	11/11 - Ongoing	PDE, State Board
	<ul style="list-style-type: none"> <li>• Allow research and evaluation to be conducted in districts and schools (including national evaluations)</li> </ul>	09/10 - Ongoing	LEAs
	<ul style="list-style-type: none"> <li>• Allow research and evaluation to be conducted in schools (including national evaluations)</li> </ul>	09/10 - Ongoing	Schools

<b>Performance Measures</b> 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
<i>Access to comprehensive, online data tool</i> Number of online SLDS portal users active within 1 year (target – all teachers and principals plus ~1,000)	N/A	75,000	120,000	150,000	150,000
<i>Use of the comprehensive, online data tool</i> Percent of users with online portal access 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
<i>System feedback on usefulness of the SLDS</i> 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 of users reporting that the state generated feedback reports (high school and community college) have a “very significant” influence over policies, and practices, decision	N/A	40%	60%	70%	80%
<i>Percent agree Consortium briefs and reports had “very significant” influence over policies, practices, decisions among sample of:</i> <ul style="list-style-type: none"> <li>• State policymakers</li> <li>• Superintendents</li> <li>• Principals</li> <li>• Teachers</li> <li>• Parents</li> </ul>	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 is . . . Ready to Go**

- *Pennsylvania is already implementing our comprehensive instructional improvement system aligned to standards, assessments, curriculum frameworks, instruction, resources and materials and interventions.*
- *Pennsylvania inaugurated access to our online system of robust tools and resources in December 2009 and training is ongoing across the state to familiarize educators with the system.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania is proceeding with the development of standards and curriculum aligned diagnostic assessments to be available in real time at the classroom and school level with reports directly linked to individual and student-group test results.*
- *Pennsylvania's training and professional development for teachers and leaders in effective use of our instructional improvement system and its data resources will include data review meetings in the week before school starts, quarterly during the school year, bi-weekly for the leadership team, and weekly for teacher collaboration and planning.*
- *Classroom and school level data dashboards will bring data analysis to the desks of teachers and leaders.*

**(C)(3) Pennsylvania is dedicated to using data to improve instruction**

**(C)(3)(i) Pennsylvania will increase the acquisition, adoption, and use of local instructional improvement systems**

***Data-driven instruction***

Pennsylvania is **Ready to Go** because we are already implementing our instructional improvement system aligned to standards, assessments, curriculum frameworks, instruction, resources and materials and interventions. In December 2009, we inaugurated online access to the system portal and training is ongoing across the state to familiarize educators with its robust tools and resources which include a voluntary model curriculum, unit and lesson plans, assessment builders and intervention strategies aligned to standards and across grade levels.

Pennsylvania is **Reaching Beyond** by expanding our powerful, online instructional improvement system to better integrate our Statewide Longitudinal Data System (SLDS) and real-time school and district data with classroom, school and district level dashboards. These dashboards are front-end interfaces that will provide teachers and principals with customized, easy-to-access-and-interpret information with direct links to instructional and interventions strategies and password-protected features. Two new project managers in the Office of the RTTT Program Director will oversee the implementation of RTTT data use strategies.

***Student Information Systems***

A key step toward expanding this system is creating a model Student Information System (SIS). With RTTT funds, Pennsylvania will identify the elements of a model student information system and will then assist participating districts and schools in analyzing the congruence between our state model SIS and their local systems.

Recognizing that many districts have user-friendly and/or expensive legacy systems that track some elements of a useful Student Information System, RTTT funds will help districts pay for the improvements to their systems so that all elements of the state's model are in-place at the school and teacher level. Districts will also have the

option of using these RTTT funds to purchase the state model student information system platform. In addition, the state will provide RTTT funds to schools in the turnaround initiative to supplement the cost to align their local systems with the state model.

The state model student information system will include all data elements that are essential for robust analysis of student achievement including demographic information, diagnostic, formative and benchmark assessment results, attendance, behavior data and course failure. The state model will also provide for an effective and efficient intersection with the resources from the instructional improvement system. This integration will enhance educators' ability to design instruction that meets the individualized needs of students.

### ***Data Dashboards***

*Classroom-level.* One significant way that we will expand the utility of the instructional improvement system to support teacher effectiveness in the classroom will be the design and implementation of classroom dashboards. Connected to the state's instructional improvement system portal, classroom dashboards will integrate specific classroom data as well as key state data points to inform teachers of the learning strengths and challenges of their students on an individual and group basis. Each student's data profile (e.g., test scores, attendance, discipline, grades, language proficiency level) will be linked to instructional resources designed to meet their individual needs. This dashboard will also drive teachers to the locations in the instructional improvement system portal that will offer them classroom strategies, lesson plans, rubrics and materials necessary to address specific student learning challenges.

*School and district level.* In addition to classroom dashboards, we will also develop school and district level dashboards to provide principals and central office staff with timely and relevant data, *in a snapshot*, that can be used to focus school and district decision-making, actions, strategies, and interventions. Once identified in the dashboard, the school improvement system portal will instantly (and seamlessly to the end user) provide tailored school and district resources and strategies tied to specific needs

identified by the data points.

### ***Model Early Warning System***

An early warning system uses multi-level assessment data (diagnostic, formative and benchmark as well as summative) and real-time student data (e.g., attendance, unexcused absences, behavioral referrals, missed homework or tests, and other indicators) to identify students in elementary, middle, and high schools who need additional academic and socio-emotional/behavioral supports to stay on track to academic success. Pennsylvania will develop an early warning system based in part on the work of the work of Diplomas Now!, an initiative of the Philadelphia Education Fund and Johns Hopkins University (see Appendix C-5).

In 2005, Diplomas Now! tracked 13,000 students from sixth grade through one year past on-time graduation and identified four specific factors that correlate most strongly with students dropping out of school: poor attendance, poor behavior, a failing grade in math or literacy. The Education Fund and Johns Hopkins then created an Early Warning Indicator System for middle and high schools and in partnership with the School District of Philadelphia and several community organizations piloted a program to provide targeted interventions for students who demonstrate Early Warning Indicators in project schools. Diplomas Now! is being replicated in schools in four other cities: Chicago, Los Angeles, New Orleans, and San Antonio.

The Pennsylvania early warning system data and results will be available to teachers and principals through the dashboards and will be directly linked to supports and interventions using Pennsylvania's Response to Instruction and Intervention (RtII) framework. Pennsylvania's model early warning system, or a locally developed adaptation of the model, is required to be implemented in all participating districts and schools and participating districts and schools will be required to do the following:

- Collect multi-level assessment data as well as data on attendance, behavior, grades and credit accumulation;

- Generate a “watch list” of students with at risk indicators before school opens each September;
- Update the “watch list” quarterly identifying progress and adding new students as necessary;
- Identify and implement interventions for students on the watch list;
- Monitor the performance of each school in the district at identifying students and improving the performance of identified students; identify and acknowledge schools having success and identify and provide support to those schools needing additional help;
- Generate a system of automatic alerts to teachers, administrators and parents when at risk indicators occur;
- Generate weekly reports to teachers and principals of students showing early signs of risk of academic failure; and
- Connect information from the early warning system to the RTII system to assist teachers in identifying appropriate interventions and resources.

**(C)(3)(ii) Pennsylvania will support our participating LEAs and schools in the effective use of our instructional improvement system to inform instruction**

***Training and Professional Development.***

Pennsylvania is ***Reaching Beyond*** by linking dashboards, access to comprehensive student data and tools and resources of the instructional improvement system with quality, job-embedded professional development for teachers, principals, and superintendents to habituate collaborative, data-driven decision making.

Pennsylvania is currently using a train-the-trainer model through the Intermediate Units to provide training and professional development to teachers and leaders in all Pennsylvania districts and schools on the use of the instructional improvement system and its online portal. We will use the same model to provide training and support to teacher and leaders in effective use of data by providing 119 data use facilitators, again, through the Intermediate Unit network, with each facilitator responsible for 30 schools.

Pennsylvania's participating districts and school have made substantial RTTT commitments in training, professional development and collaboration time to support the effective use of data to improve instruction. Each participating district and charter schools has agreed to do the following:

- **Help teachers prepare for incoming students using real data:** Participating districts and schools have agreed to conduct a staff data review meeting one week before school starts each year. Facilitated by the school's leadership team, teachers will:
  - Review the prior year's assessment data from summative, district end-of year, and diagnostic tests for their incoming students;
  - Be trained on the use of diagnostic assessments available on the instructional improvement system portal;
  - Identify school and grade level data to identify issues that affect more than one grade or the whole building and articulate strategies to address these trends; and
  - Prepare classroom specific plans to address individual leaning needs of incoming students.
  
- **Weekly teacher collaborative planning times:** Planning times will be facilitated by instructional coaches based on training provided by RTTT data use facilitators during which:
  - Grade-level or teams of teachers review at-risk students flagged by the early warning system and discuss and prepare specific action to meet the 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; and
  - 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 at least 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 reports to assess the effectiveness of interventions in helping identified students and to devise new or revised action plans 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; and
  - Identify new targets and share strategies for the upcoming quarter

**(C)(3)(iii) Pennsylvania will ensure the data from our instructional improvement system and our statewide longitudinal data system are available and accessible to researchers**

Providing access to data for researchers is a key goal of our data strategy. As explained in (C)(2), Pennsylvania plans make our data available to researchers in three ways:

First, the development of our Consortium for Pennsylvania Education Research, Evaluation, and Policy Analysis will ensure that our data is used to inform education

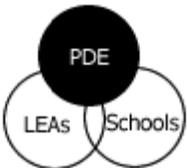
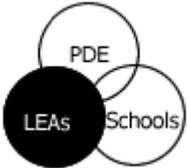
practice. The consortium of researchers will be given ready access to data from our longitudinal data system and our instructional improvement systems, with a specific charge to evaluate state, district, school, and classroom level policies and practices, especially in regard to the impact those strategies have on different types of students.

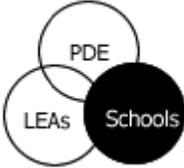
Second, with funds from our recently awarded USDE State Longitudinal Data Systems grant, Pennsylvania will develop clear and specific data access policies and procedures which will clarify and systematize the process by which researchers can access data from our longitudinal data system, while protecting the privacy of students and ensuring we are compliant with all federal and state laws.

Third, Pennsylvania will develop a user friendly interface that enable researchers to easily query the data warehouse to create automated downloads from the website to improve access and usability. The system will allow researchers, with approved proposals, to intuitively navigate the online data site to pull the data fields appropriate to the research proposal. This tool will allow Pennsylvania's data to be used to support evidence-based decision making in a timely manner.

An overview of key activities in support of our instructional improvement system and promoting the effective use of data to inform instruction is shown in the table below.

**Timeline Table: Pennsylvania has a strong instructional improvement system that is well coordinated with our systems for the effective use of student data by teachers and leaders to inform and improve classroom instruction and student achievement.**

	<b>Activities</b>	<b>Timeline</b>	<b>Lead</b>
	Develop a model state Student Information System (SIS); Provide technical assistance to participating districts to audit local School Info Systems; Supplement costs of up-grades in schools in the turnaround initiative.	09/10 - 10/13	PDE, Vendor, IUs
	Continue expansion of resources in state online instructional improvement system	01/11 - 01/13	
	Build model Early Warning System	09/10 - 06/11	
	Place 131 data use facilitators in the field through the IU system to assist in effective use of data	09/10 - 06/11	
	Create a coherent set of routines that allow for data-informed decision making at the classroom, school and district level	09/10 – 06/11	
	Develop a data access and use advisory committee to make data more accessible to researchers through development of appropriate policy and protocols	11/10 - Ongoing	
	Use the data results to deploy resources and supports	Ongoing	
	Complete an audit of district student information system capabilities and alignment with state model	1/11 - Ongoing	LEAs Vendor IUs
	Work with schools to provide the meetings, professional development and collaborative planning time required	9/10 - Ongoing	

	<b>Activities</b>	<b>Timeline</b>	<b>Lead</b>
	Adopt or develop Early Warning System  - Monitor the performance of every school at (1) identifying at risk students; (2) developing individual student intervention strategies and (3) improving the performance of at-risk students. - Identify schools that have significant success and identify best practices; - Identify those that are struggling and provide support	01/11 - 08/13  01/11 - Ongoing	LEAs Vendor IUs
	- Develop “watch list” of students at risk of academic failure - Review and respond to ‘watch list’ reports with individual student intervention plans - Evaluate success of intervention plans  Provide collaborative time for teachers to review real-time student data to drive instruction and interventions including data review meetings in summer before school opens, quarterly, bi-weekly leadership team, weekly teacher collaborative planning time	01/11 - Ongoing  02/11 - Ongoing	Schools IUs

<b>Performance Measures</b> 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	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>Use of assessment data for instruction</b> Percent of districts in the state using benchmark assessments	75%	90%	95%	100%	100%
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)
<b>Build School Capacity to Collect and Use Data to Inform Instruction</b> 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%
<b>Create Comprehensive Instructional Improvement System</b>					
• 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)	82%	85%	90%	90%	90%
○ Standards	79%	85%	90%	90%	90%
○ Assessments	76%	85%	90%	90%	90%
○ Curriculum framework	75%	85%	90%	90%	90%
○ Instruction	76%	85%	90%	90%	90%
○ Materials and resources	71%	85%	90%	90%	90%
○ Interventions					
• 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 "significantly"	N/A	50%	75%	90%	90%

<b>Performance Measures</b> 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 2009-2010 SY	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<ul style="list-style-type: none"> <li>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”</li> </ul>	N/A	50%	75%	90%	90%
<ul style="list-style-type: none"> <li>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”</li> </ul>	N/A	30%	50%	60%	70%
<ul style="list-style-type: none"> <li>Percent of teachers in the state who have logged on to the SAS tool within the last month</li> </ul>	N/A	50%	75%	90%	90%
<ul style="list-style-type: none"> <li>Percent of principals and APs in the state who have logged on to the SAS tool within the last month</li> </ul>	N/A	50%	75%	90%	90%
<p><b>Ensure Adequate Time to Use Data Collaboratively</b></p> <p>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</p>	N/A	12	12	12	12
<p>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</p>	N/A	4	6	6	6
<p><b>Make Data Accessible to Researchers</b></p> <p>Number of researchers with access SIS data (a log on accessed in the last year)</p>	N/A	50	150	250	300
<p>Number of researchers who have accessed SIS data each quarter</p>	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 is . . . Ready to Go**

- *Pennsylvania has several highly regarded alternative certification pathways available to teachers including Teach for America, The New Teacher Project, TTT, and E=mc<sup>2</sup> which is targeted to STEM career changers.*
- *The Pennsylvania House and Senate each passed legislation to expand alternative certification for teachers and principals to providers that permit institutions other than higher education entities to grant certification. We anticipate reconciliation of the bills before the summer recess.*

### **Pennsylvania is . . . Reaching Beyond**

- Pennsylvania will increase our supply of effective teachers and principals to fill shortage areas in hard-to-staff schools and subjects with innovative alternate certification pathways and training opportunities including Turnaround Academies for Teachers, Urban Principals Academies, and our Teach for PA national recruitment campaign.
- Pennsylvania will link teacher effectiveness to teacher preparation programs and alternative certification providers.

**(D)(1) Pennsylvania is committed to providing high-quality pathways for aspiring teachers and principals**

**(D)(1)(i) Pennsylvania's legal, statutory, or regulatory provisions related to alternative routes to certification**

Pennsylvania is **Ready to Go** with strategies in place to provide for alternative certification of teachers and principals within programs at institutions of higher education and we are poised to enact legislation to authorized programs outside those traditional pathways. These strategies include:

- Numerous alternative certification programs affiliated with higher education including Teach for America, The New Teacher Project and E=mc<sup>2</sup>, a program focused on STEM career changers offered by Temple University;
- High pre-service standards for alternative teacher certification including a bachelor's degree or equivalent work experience; and
- Strong requirements for programs including supervised school-based experiences and ongoing supports for new teachers.

The Pennsylvania Legislature worked on an aggressive schedule to expand the types of entities that can train and certify principals and teachers. They hoped to pass this legislation before June 1<sup>st</sup>. However each chamber passed a slightly different version of the bill, thus they are in the final stage of enacting this legislation. We are confident that the reconciliation of the bills occur with passage of the legislation before the summer recess since the PA House of Representatives voted for the bill 187-7, and the State Senate unanimously voted for the bill, 47-0. But for the reconciliation of technical differences between the Senate and House versions of the legislation, the enactment of this language is imminent.

This bill, known as SB 441 enables:

- Teacher Certification Programs for post baccalaureate candidates and accelerated programs operated by entities other than institutions of higher education that meet

Pennsylvania's teacher preparation program approval standards;

- Principal Certification Programs operated by entities other than institutions of higher education, provided they meet the Pennsylvania Inspired Leadership (PIL) standards, and a reduction in the number of years of professional experience prior to principal certification from five years to three years;
- A reduction in barriers to certification for out-of-state candidates and other qualified post-baccalaureate candidates without reducing standards, i.e. eliminating requirement for six credits of math and six credits of English for candidates who demonstrate proficiency in the Praxis state licensing exam and elimination of procedural barriers for out-of-state candidates already holding a certificate.

Teachers and principals who complete alternative routes will have the same certification as individuals who complete traditional routes. Pennsylvania looks forward to working with The New Teacher Project (TNTP) pending final approval of our legislation. (See Appendix D-1 for more information about TNTP and Appendix D-2 for the TNTP letter of intent.)

All of our alternative routes to certification, both within traditional higher education programs and in new programs to be offered by non-IHE providers, must meet the same high standards. Pennsylvania has high pre-requisite standards for alternative certification candidates including a baccalaureate degree and evidence of subject matter competency, and all alternative certification programs must provide supervised school-based experiences and ongoing support such as induction, mentoring, and coaching. Alternative certification providers in Pennsylvania must include standard features such as high-quality instruction in addressing the needs of all students in the classroom including English language learners and students with disabilities.

Pennsylvania will expand and focus its alternative certification Internship programs on our highest need schools. Through this program, teacher candidates work in the classroom full time while earning their certification through one of 37 university programs around the state. More than 1,000 teacher candidates will gain access to this program using RTTT funds. The

state will seek additional entities to offer the expanded Internship Certification program.

By January 1, 2011, all of Pennsylvania's teacher preparation programs, including alternative routes to certification, must implement new teacher preparation standards, as required by regulations adopted in September 2007. These regulations increased the requirements for rigorous content-specific coursework as well as content in child development and instructional practices. Also included in the new teacher preparation requirements are deeper, more extensive field experiences, narrower grade-band certifications, and a program effectiveness measure. To date, 75% of colleges and universities which offer teacher preparation programs have submitted new pre-baccalaureate programs for review.

**Exhibit D.1: Pennsylvania has statutory authority pending for alternative certification programs for both teachers and principals outside of traditional IHE providers.**

Components	Yes/ No	Relevant Laws	Additional Information
Alternate routes for <b><i>principal</i></b> preparation programs are authorized under PA state law	No	SB 441 pending final passage expected before summer recess	<ul style="list-style-type: none"> <li>• SB 441 provides alternate routes for principals.</li> <li>• PDE has a policy that accepts work experience on an emergency permit towards receiving a principal certificate (Certification and Staffing Guidelines 9).</li> </ul>
Do alternative routes permit providers to operate independently of institutions of higher education (IHEs)?	No	SB 441 pending final passage expected before summer recess	<ul style="list-style-type: none"> <li>• <u>For Principals:</u> Entities other than IHEs may be approved to offer principal certification programs if their program is aligned with the PA School Leadership Standards.</li> <li>• <u>For Teachers:</u> post baccalaureate programs may be offered by entities other than IHEs provided they meet our high-quality program approval standards.</li> </ul>

Components	Yes/ No	Relevant Laws	Additional Information
Does PA have alternative routes that include standard elements as defined by this notice?	Yes	22 PA Code, Chapter 49, §49.13(b) (relating to policies)	<u>For Teachers:</u> 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 English Language Learners.

**(D)(1)(ii) Pennsylvania's alternate routes to certification that are in use**

Pennsylvania is a net exporter of thousands of teacher candidates. As such a majority of our needs are met through traditional pre-baccalaureate programs. We have recently expanded our alternative certification programs in order to increase the number and equitable distribution of effective 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 our teaching force. Our current alternative program regulations provide for the following:

- 1. Post-Baccalaureate Programs.** Pennsylvania issued guidelines for post-baccalaureate programs in August 2009 designed to encourage innovative, streamlined and effective programs across the state. These programs must meet the rigorous requirements adopted for all new teacher preparation programs adopted. Pennsylvania does allow flexibility in meeting these program standards, acknowledging the unique and specific needs of candidates who enter the program with established skills and knowledge. Providers are encouraged to design field-based programs that are tailored to the needs of post-baccalaureate candidates while meeting the rigorous requirements of the guidelines. For example, candidates with workplace experience may have less need for class based coursework but still have need for field experiences. In addition, post baccalaureate candidates can demonstrate subject matter content knowledge through the Praxis examination. At the end of a post-baccalaureate program, successful

candidates receive the same certificates as pre-baccalaureate candidates, and programs must demonstrate that candidates have acquired the same competencies acquired by candidates in undergraduate preparation programs. SB 441 strengthens this approach and expands opportunities for accelerated post-baccalaureate certification through an increased number and variety of providers beyond institutions of higher education.

- 2. Pennsylvania Teacher Intern Certification Program.** Pennsylvania created its Intern Certificate Program in 1969 specifically for individuals with a baccalaureate degree and requires only the coursework that is needed to supplement the individual's education credentials including classroom management, methods and pedagogy. Currently, the program is approved in 37 colleges and universities in Pennsylvania. SB 441 which is pending final passage in the General Assembly, provides that entities other than IHEs may also offer the Intern Certificate Program. The Intern certificate is a professional certificate, valid for three years, that entitles the holder to fill a full-time professional teaching position. A teacher who holds an Intern Certificate may be considered a Highly Qualified Teacher under Title II of ESEA. The majority of the teachers entering classrooms through high-performing programs like Teach for America and The New Teacher Project's Philadelphia Teaching Fellows hold Intern Certifications.
- 3. Pennsylvania Residency Certification Program.** Pennsylvania will begin approving new residency certification programs immediately upon final enactment of SB 441. These programs will be designed to bring professionals with expertise in key shortage areas such as science and mathematics to classrooms across Pennsylvania. SB 441 provides that any entity may offer a residency certification program that meets program standards. The Residency certificate will be a valid professional certificate that entitles the holder to fill a full-time professional teaching position for three years.
- 4. Innovative Programs.** Temple University began its innovative program  $E=mc^2$  in 2005 to bring STEM career changers and early retirees into the classroom.  $E=mc^2$  - Educating Middle-Grades Teachers for Challenging Contexts - provides an accelerated path to Pennsylvania teaching certification that enables professionals to begin the program while maintaining their existing jobs. Participants receive practical and rigorous preparation to meet the needs of middle school students, with academic coursework thoroughly integrated with field-based experiences. Temple University operates another innovative

teacher preparation program, TUteach, which is based on the highly successful UTeach model at the University of Texas and is a partnership between Temple’s College of Science and Technology and College of Education, TUteach students graduate with a bachelor of science in their chosen math or science field as well as the academic and experiential qualifications necessary to earn a middle or high school teaching certificate.

**Exhibit D.2: Participation in Pennsylvania’s Alternative Certification Programs is Strong and Growing**

Alternative certification programs operating in PA for <u>teachers</u>	Elements*					Number of <u>teachers</u> completing each program, 2008/09	Total number of <u>teachers</u> certified statewide, 2008/09
	(a)	(b)	(c)	(d)	(e)		
Intern Certificate Program	✓	✓	✓	✓	✓	853	853
ABCTE		✓	✓	✓	✓	12	12
Proposed Residency Plan pending SB 441	✓	✓	✓	✓	✓	n/a	n/a
E=mc <sup>2</sup>		✓	✓	✓	✓	Program is in its first year of operation	
TUteach		✓	✓	✓	✓	Program is in its first year of operation	

\* (a) Can be provided by various types of qualified providers, including both IHEs and other providers operating independently from IHEs pending SB 441; (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.

**(D)(1)(iii) Pennsylvania’s Process for monitoring, evaluating, and identifying areas of teacher and principal shortages and for preparing teachers and principals to fill these areas of shortage**

Currently, Pennsylvania identifies teacher and principal shortages by close review of the percentage of teachers and principals who hold emergency permits in their current subject area

(teachers) or school buildings (principals). This emergency permit data suggests teacher and principal shortages are relatively small in the aggregate but significant in certain geographic areas and types of district (remote rural and big urban) and in certain subject areas (science, math, special education and bilingual ESL). Pennsylvania is committed to identifying and preparing teachers and principals to fill these targeted areas of shortage.

However, we know that our shortage of effective teachers and principals is more serious than the problem revealed by an annual review of emergency permits. Turnover is high in many of our urban schools—so high that the number and percent of teachers and principals could change multiple times over the course of a year. Pennsylvania will use the information provided by our newly redesigned Teacher Information Management System (TIMS), to develop a more timely and accurate picture of the teacher and principal shortages in schools and districts across Pennsylvania.

We also know that emergency permit data does not reveal shortages of *effective* teachers and administrators. Once we have a strong indicator of teacher effectiveness, we will be able to identify shortages of *effective* teachers more accurately. We anticipate this to occur following the first year that participating districts and schools use the new teacher evaluation system in 2011-2012. The new system, which will use student achievement data as a significant factor in the evaluation, should provide a much clearer picture of teacher effectiveness. We also anticipate that this analysis will reveal much higher shortages of effective teachers than the analysis based on emergency permits, with perhaps 35 to 40% of teachers needing assistance to become effective.

### ***Addressing the shortage: Teachers***

Pennsylvania will address its targeted areas of shortages of effective teachers in two ways: (1) by increasing the pipeline of effective teachers available to schools and districts with our several strategies relating to teacher preparation and alternative pathways to certification; and (2) by increasing the effectiveness of our current teachers with our several strategies relating to growth and support of teachers including job-embedded professional development (see section D (5)) and the resources and supports of our Standards Aligned System (which is

our instructional improvement system) (see Appendix A-2).

Pennsylvania will also seek to expand the pool of effective teachers in the most struggling schools with the establishment of at least three Turnaround Academies, which will be one-year residency programs for certified or uncertified individuals who have a strong interest in teaching in struggling schools. Turnaround Academy participants will learn side by side with highly effective teachers.

To increase the degree to which school districts pro-actively address their equitable distribution of effective teachers and leaders, each participating district and turnaround schools are required to develop a three year human capital plan to address that district's own specific areas of teacher shortage. The plan will identify strategies based on the district or school needs to attract and retain the effective teachers that it needs, limit vacancies, staff hard-to-staff subjects and address the equitable distribution of highly effective teachers. Based on these plans, the State will undertake a high profile recruitment campaign that will attract the best candidates to work in these school districts. This campaign, **Teach for PA**, will carefully target teaching candidates and offer incentives to bring great teachers to these districts in Pennsylvania. District level human capital plans must outline how each district will do the following to address their equitable distribution challenges:

- Offer bonuses or other incentives to attract and retain effective teachers in shortage areas;
- Offer incentives or other support for teachers to take advantage of state provided professional development opportunities such as Advanced Placement or Reading Recovery training;
- Use a cohort hiring model to attract and retain effective teachers on a group basis; and
- Adopt a career ladder to use evaluation result to guide decisions about promotion, additional compensation and advancement of effective teachers based on responsibility or other factors including student growth.

***Addressing the shortage: Principals***

Pennsylvania is committed to ensuring that there is a sufficient pool of highly-qualified principal candidates available, especially in our hard-to-staff schools. Therefore, we will take full advantage of the flexibility that our pending SB 441 will provide to approve innovative programs to prepare principals who meet the Pennsylvania School Leadership Standards. These principals will receive support through their required induction programs and continued professional education programs as required by our expanded Pennsylvania Inspired Leadership (PIL) program (see D(2) page 17 for details.)

In addition, RTTT funds will support the development of three Urban Principal Academies in Philadelphia, Harrisburg and Pittsburgh for 100 candidates per year for four years. These academies will be modeled in part on the Aspiring Leaders Program now operating in Philadelphia. See more detail in Section D(3)(i).

**(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)

1. 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*

### **Pennsylvania is . . . Ready to Go**

- *The Department had received a substantial grant from the Gates Foundation to begin to design this summer (2010) and pilot five districts this fall (2010) a new teacher evaluation system that includes student performance data for up to 35% of the evaluation factors.*
- *Pennsylvania has a value-added system in place to measure student growth and our teachers and principals have four years of experience using this value-added data system.*
- *Pennsylvania has broad stakeholder support for measuring using student growth as a significant factor in teacher and principal evaluations*
- *Our two largest districts, Philadelphia and Pittsburgh, each have experience with performance-based compensation systems in pilot programs for teachers and leaders.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will create a consortium to research and analyze the effect of our model teacher and principal evaluation systems.*
- *Pennsylvania will design and implement new teacher and principal evaluation systems that use student achievement as a significant measure, and use the evaluations to inform decisions on tenure, dismissal, promotion and compensation.*

**(D)(2) Pennsylvania is committed to improving teacher and principal effectiveness based on performance**

**(D)(2)(i) Pennsylvania will establish clear approaches to measuring student growth and measure it for each individual student**

Pennsylvania's educators are **Ready to Go** with four years of statewide experience measuring individual student growth through the Pennsylvania Value-Added Assessment System (PVAAS). PVAAS is a statistical analysis of individual and cohort scores from our state assessment, the Pennsylvania System of School Assessment (PSSA). PVAAS provides value-added (or growth) data to complement achievement data. Pennsylvania currently uses PVAAS to calculate student projections to proficiency for the growth model which has been approved by USDE as one of our AYP performance targets. The PVAAS projections to proficiency on future assessments such as the PSSA, provide administrators and teachers with a measure on an individual's student's path to future performance and helps them focus instruction for each student. For tested subjects, PVAAS data elements will be among those used as the measurement for student performance for teacher and principal evaluations, accounting for up to 35% of the evaluation. (See Appendix A-3 for the detail on Pennsylvania's current methods for using PVAAS.)

**(D)(2) (ii) Pennsylvania will design and implement rigorous, transparent, and fair evaluation systems for teachers and principals**

Establishing rigorous, multi-measure teacher and principal evaluation systems is the critical next step of Pennsylvania's education reform agenda. To accomplish our goals, Pennsylvania will convene two steering committees to develop model teacher and principal evaluation systems. The steering committees for both the teacher and principal evaluation systems will include leaders from school districts and charter schools, intermediate units, state and local teachers' unions and other appropriate stakeholders related professional associations, parents, and business and community leaders.

In May (2010), the Gates Foundation awarded Pennsylvania nearly \$800,000 to start the consensus-building process to reach agreement on appropriate student achievement growth factors and their weighting in the overall evaluation which is anticipated to be within the range of 15 to 35%. In determining the student growth weight, we will draw heavily on the work being done in the Pittsburgh School District and in other school districts across the state that are already moving ahead in this work. We also will draw upon the results from the Gates Foundation's Measure of Effective Teaching study when they become available.

In particular, we will use the grant to do three things:

1. Build a state level stakeholder group that during the summer (2010) will begin the most challenging aspect of building this system – identifying and agreeing on the measures of student achievement growth to be used in teacher and principal evaluation systems. We know this is particularly challenging in content areas not tested.
2. Pilot a new evaluation system in at least five districts/charters this fall (2010) including the training of staff to implement the tools and protocols necessary for an evaluation system that can effectively include student performance measures to gauge teacher and principal effectiveness.
3. Buy the technical capacity to analyze the student and school data that already exists, and review best practices from across the nation to determine valid options of student achievement growth measures for the stakeholder advisory groups to consider for use in new evaluation systems.

All districts and charter schools participating in RTTT must begin implementation of RTTT teacher and principal evaluation systems by September 2011, using either the state multi-level model or a district-developed system that has been approved by the Department. Both the state model and district-developed systems must meet the standards for teacher and principal evaluation systems set forth in our Race to the Top application. Participating districts and charter schools that develop their own evaluation systems (after approved by the Department) must also provide teachers and principals with professional development on how best to implement and use their systems.

Because PVAAS is currently an important data system on which our educators and academic leaders rely on, our Intermediate Units have provided an extensive amount of custom professional development and continue to provide ongoing support to ensure that teachers and principals understand the growth model and can use it to improve instruction on an ongoing basis. As such the rapid integration of PVAAS elements into our teacher and principal evaluation is doable and will be widely understood in by teachers, principals, superintendents, unions and school boards.

Pennsylvania believes that fair, transparent teacher and principal evaluations will provide the foundation for the following:

- Differentiating effectiveness;
- Developing clear and measurable goals for student success for teachers and principals;
- Regular and ongoing feedback to help teachers and leaders improve their practice;
- Targeting specific areas for individual and group training and professional development;
- Identifying teachers and leaders with the capacity and capabilities to assume additional responsibilities including teacher leaders, mentors and instructional coaches;
- Exiting ineffective teachers and leaders after appropriate opportunity for improvement;
- Assessment of the results of specific programs and intervention strategies implemented by teachers and principals for their struggling students; and
- Evaluation of teacher and principal preparation and alternative certification programs based on the effectiveness of their graduates.

During the school year 2010-11, the state-led steering committees will work with Intermediate Units to design and implement plans for statewide roll out of the model evaluation systems for teachers and principals including professional

#### **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. At least annual evaluations of teachers
3. Training for all teachers and principals on effective use of the teacher evaluation system

development for teachers, principals and superintendents in how best to implement and utilize the model systems. The state will fund one evaluation implementation coach per thirty schools in the participating districts and charter schools. The training plans will provide for ongoing coaching and development in addition to initial training. We will also train IU staff who work with all other districts to promote the adoption of this evaluation practice. Heretofore, nearly all districts use the Department's suggested teacher evaluation tools. Given the strong union concurrent with our approach, we anticipate that nearly every district will shift to use the new model evaluation tools by 2014.

The criteria for the state model evaluation system as well as permitted local model systems will include the following:

1. Multiple measures for evaluation that include *at least* the following elements which are based upon the Danielson model: (see Exhibit D.3)
  - a) Planning and Preparation – setting instructional outcomes, knowledge of resources and planning coherent instruction;
  - b) Classroom Environment – establishing a culture for learning, managing classroom procedures, and managing student behavior;
  - c) Instruction – engaging students in learning, using assessments to inform instruction and demonstrating flexibility and responsiveness;
  - d) Professional Responsibilities – reflecting on teaching and student learning, keeping accurate records, and appropriate communications with families; and
  - e) Student Growth as a significant factor anticipated to be within the range of 15% to 35% of the total - student achievement gains through a range of assessments both quantitative and qualitative.
2. A transparent rubric by which progress will be measured for each measure in the evaluation system (See Appendix D-4)
3. Five levels of evaluation ratings aligned with years of experience and expected performance as defined in the evaluation system. Evaluation will result in 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 additional compensation.

- 4. Evaluations to occur at least annually with timely and constructive feedback including data on student growth at the student, classroom and school level.

***Principal Standards***

Principal evaluations will be based on standards and competencies included in Pennsylvania’s statewide, standards-based leadership development and support system for school leaders (Pennsylvania’s Inspired Leadership Program – PIL) as well as student growth data as a significant factor, anticipated to be in the range of 15 to 35%. Both the state model and district-specific principal evaluation systems must include the following standards which are set forth in Pennsylvania law, Act 45 of 2007:

Core Standards:

- The leader has demonstrated the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- 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.
- The leader has demonstrated the ability to access and use appropriate data to inform decision-making at all levels of the system.

<b>Multi-measure Principal Evaluation</b>
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

Corollary Standards:

- The leader has created a culture of teaching and learning with an emphasis on learning.
- The leader has managed resources for effective results.
- The leader has collaborated, communicated, engaged and empowered others inside and outside of the organization to pursue excellence in learning.
- The leader has operated in a fair and equitable manner with personal and professional integrity.

- The leader has supported professional growth of self and others through practice and inquiry.

**(D)(2)(iii) Pennsylvania will conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide teachers and principals with data on student growth**

Pennsylvania's evaluation systems will be designed to evaluate the effectiveness of teachers and leaders as well as to diagnose their individual strengths and weaknesses in order to provide tailored supports that help educators improve performance. In this way, our evaluation system calls for the continuous development of all teachers and principals.

***Teachers***

As part of their formal evaluation, teachers will be rated in one of the five categories, and also placed on one of two tracks for the following review period. Teachers who are performing at an effective level for their level of qualifications and experience will be placed on the **growth track**. The purpose of the growth track is to support and assist the teacher in professional growth towards mutually developed goals. For teachers in the growth track, including new teachers, principals will conduct at least two formal observations per year and complete an annual summative evaluation. The principal and the teacher will collaborate on 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.

Teachers who have underperformed the expected level of effectiveness for their qualifications and years of experience will be placed on the **improvement track**. For teachers on the improvement track, the principal will design a development, or corrective action, plan with specific goals and benchmarks. For teachers on the improvement track, principals will conduct two formal evaluations per year and each formal evaluation period will include two formal observations as well as additional informal observations as needed.

Teachers in the improvement track will earn ratings of “Satisfactory,” “Shows Improvement” or “Unsatisfactory” as required in the school code. A “Satisfactory” rating means the individual has attained the level expected for the growth track and has satisfactorily completed his/her improvement plan and will return to the growth track. If the teacher receives two consecutive “Unsatisfactory” ratings after being placed on the improvement track, he or she may be dismissed according to state statute and collective bargaining contracts using fair and transparent procedures.

### ***Principals***

Pennsylvania will conduct annual evaluations of principals that include timely and constructive feedback and provide data on student growth for students, classes and schools. Principal evaluations will be conducted by the superintendent or direct supervisor. Evaluations under the model system and any district developed systems will be conducted at least annually; principals working on an Administrative I certificate will be evaluated at least twice annually. 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. For principals who receive a rating of ineffective, superintendents will develop a corrective improvement plan with time-specific performance targets, and quarterly performance reviews. Principals who fail to satisfactorily complete their improvement plan will be dismissed.

In addition, the principal 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.

**Exhibit D.3: Pennsylvania’s Criteria for Teacher and Principal Model Evaluation Systems are comprehensive, strong, fair and transparent.**

Draft standards for teachers may include:

<p><b><i>Planning and Preparation</i></b></p> <ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Knowledge of students</li> <li>• Sets instructional outcomes</li> <li>• Knowledge of resources</li> <li>• Plan coherent instruction</li> <li>• Design ongoing formative assessments</li> </ul>
<p><b><i>The Classroom Environment</i></b></p> <ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture for learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>
<p><b><i>Instruction</i></b></p> <ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Using questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using assessments to inform instruction</li> <li>• Assessment results and student growth</li> </ul>
<p><b><i>Professional Responsibilities</i></b></p> <ul style="list-style-type: none"> <li>• Reflecting on teaching and student learning</li> <li>• Keeping accurate records</li> <li>• Communicating with families</li> <li>• Participating in professional community</li> <li>• Growing and developing professionally</li> <li>• Showing professionalism</li> </ul>
<p><b><i>Student Growth</i></b></p> <ul style="list-style-type: none"> <li>• Student growth data</li> </ul>

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

**(D)(2)(iv) Use these evaluations, at a minimum, to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve**

Participating districts and charter schools will use the results of their enhanced teacher and principal evaluation systems to (1) inform and plan targeted professional development and supports on both individual, cohort, grade, school and district levels; (2) develop advancement and compensation initiatives in collaboration with local unions; (3) inform retention and tenure decisions; and (4) identify ineffective teachers and leaders and exit them if they fail to improve.

As described in section D(2)(iii), Pennsylvania's model teacher and principal evaluation systems will provide for professional development plans to be created for all teachers and principals as part of their evaluation process. Teachers who are found to be performing at a level of effectiveness appropriate to their qualifications and experience will be placed on the growth track and will collaborate with their principals or other instructional leaders to identify a development plan with mutually agreed upon goals. The development plan could include goals that are specific to the individual teacher, e.g. professional development or coursework for the teacher to obtain an add-on certifications or the goals could be common to the teacher's cohort, group, grade, school or district, e.g. professional development in the SAS Portal or in the use of student level data to inform instruction.

Similarly, the results of teacher evaluations across group, grade, school and district levels will indicate to leaders specific deficiencies that need to be addressed among their teachers. Again, this could include instructional strategies for specific groups of students such as English Language Learners or math students in fourth grade. Evaluation results could also show that particular curricular initiatives, such as Science: It's Elementary, are having a strong positive impact or that teachers need additional support to have success with a proven intervention or program.

A broad menu of supports and professional development options are available to teachers and principals as they plan development or improvement plans through our instructional improvement system portal, Intermediate Unit training, coaching, and other

resources.

Principals will also have broad access to high quality professional development through the Pennsylvania Inspired Leaders program (PIL). PIL is a comprehensive leadership program aligned to Pennsylvania's leadership standards and provides both induction and ongoing professional development. A recently released study by Old Dominion University found that schools led by PIL trained principals outperform other schools in Pennsylvania with significantly higher proficiency rates in both mathematics and reading/English language arts. (See Appendix A-4 for more detail on this study).

With regard to using evaluations to inform compensation, promotion and advancement, Pennsylvania is fortunate to have significant local experience to draw upon as we move forward at the state level. Philadelphia used a \$10 million Teacher Incentive Fund (TIF) grant to pilot a performance based staff development and compensation system in 2007 that ties clear incentives to student achievement growth as well to subjective measures including standards-based classroom observations. Pittsburgh used a \$4.5 million TIF grant to provide principals with performance incentives including a bonus based on school wide achievement gains.

In the fall of 2009, Pittsburgh received a \$40 million grant from the Gates Foundation to its "Empower Effective Teachers" project including work on recruiting and retaining teachers, training, evaluation, promotion and compensation. Pittsburgh is already piloting a new teacher evaluation model in 28 schools which uses a rigorous rubric to evaluate teacher performance. The rubric was created by a design team of more than 100 teachers and administrators working closely together. The teachers' union, the Pittsburgh Federation of Teachers, is a strong partner in this effort; the team is co-chaired by a senior executive of the union and the district's Chief Academic Officer. Pennsylvania will look closely at the experience in Pittsburgh as we move down the same path.

Smaller school districts in Pennsylvania are also experimenting with using student growth and other aspects of teacher performance in compensation decisions, e.g. the group annual performance incentive plan of the Quakertown School District in Bucks County which uses specific benchmarks in student achievement, teacher-parent communications and staff

development. See Appendix D-5 for an example of the Quakertown School District's Teacher Performance Incentive Goals.)

Pennsylvania will develop a model "career ladder" to assist participating districts and schools in developing their own plans for using the new evaluation system to inform compensation, promotion and advancement decisions. The steering committee will work with leaders from Philadelphia, Pittsburgh and the other districts and charter schools in Pennsylvania which are already implementing career ladder models and, in addition, will take advantage of national expertise in this area through an RFP process.

In particular, the Steering Committee will consider the following elements to include in the model career ladder:

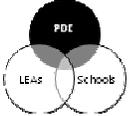
1. Bonus payments or salary supplement for teachers on an individual or group basis whose students reach certain benchmarks of performance, e.g. entire school makes AYP in all subjects or percent of students in subgroups not currently making AYP targets increases by 5%;
2. Bonus payments or salary supplements for teachers on a group basis who reach other benchmarks, e.g. 95% of teachers in group or school are rated "Proficient" on "Informed and Appropriate use of Formal and Informal Assessments to Meet Goals and Monitor Student Learning" on teacher evaluations. See Appendix D-5 for an example of the Quakertown School District's example of this type of benchmark;
3. Salary supplement for assumption of new teacher roles with additional responsibilities to be filled by highly effective teachers, e.g. master teacher, mentor, coach, team leader;
4. Bonus payments or salary supplements to attract highly effective teachers and leaders to hard to staff schools and in hard to staff subjects.

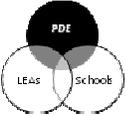
Pennsylvania's largest teachers' union, the Pennsylvania State Education Association, has drafted an alternative compensation and career ladder framework that has as its foundation the teacher evaluation system proposed in our Race to the Top application. Under this framework, teachers rated "Highly Effective 1" under Pennsylvania's multi-measure evaluation

system that uses student growth as a significant factor are placed on a Career Ladder and receive additional compensation. Once designated "Highly Effective 1," teachers have the opportunity to be rated "Highly Effective 2." "Highly Effective 2" teachers may, upon agreement, be promoted to leadership positions with additional responsibilities and compensation. As a member of our state steering committee, PSEA will bring this framework to the table for consideration as Pennsylvania develops models for using evaluations to inform decisions on compensation and promotion. (See Appendix D-6 for more information on PSEA's draft model.)

The new evaluation system will also be utilized in the tenure decision in individual districts and as described above in D (2), to identify and exit ineffective teachers following an opportunity to improve. 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. Principals identified as "unsatisfactory" for two consecutive evaluations will be dismissed.

**Timeline Table: Pennsylvania will implement a model system of evaluation and oversee alternative local systems to ensure effective teachers for our students.**

	Activities	Timeline	Lead
	Gates Foundation Grant to begin teacher/principal evaluation work	completed	PDE
	Create Stakeholder Steering Committees, including teachers and principals and other appropriate stakeholders and convene first meetings	6/30/10	PDE with support from Vendor
	Select pilot schools	6/30/10	
	Designate project manager and secure two contractors: a) one to collect existing student and school data and analyze to determine validity for use as a measure of effectiveness; and b) one to monitor and document the process, progress and lessons learned from this project.	6/30/10	
	Steering Committee and representatives of pilot schools meet to review data analysis and other relevant research and determine criteria for evaluation.	8/31/10	
	Steering Committees to develop model multi-measure evaluation systems for teachers and principals which takes into account data on student growth as a significant factor (in the range of 15% to 35%) with evidence-based metrics of teacher and principal effectiveness	6/10 – 01/11	
	Establish workgroups to develop tools to measure the standards of effectiveness for teacher and principal evaluations and protocols for using the tools.	8/31/10	
	Tools are developed and disseminated to pilot schools and districts.	10/31/10	
	Tools are tested in pilot schools and districts.	5/31/11	
	Representatives of pilot schools and districts meet with Stakeholder Steering Committee to share lessons learned.	6/30/11	
	Tools are revised based on feedback from pilot participants and disseminated statewide.	7/31/11	
	Develop and pilot professional development module for	3/31/11	

Activities	Timeline	Lead
	principals in evaluating teachers and for superintendents in evaluating principals. Conduct evaluation of teacher and principal evaluation system.	PDE with support from Vendor
Professional development modules for principals and superintendents are developed with input from administrators in participating pilot schools.	10/31/10	
Principals and superintendents from pilot schools and districts participate in professional development.	11/30/10	
Revisions are made to professional development modules based on feedback from pilot participants.	1/31/11	
Additional facilitators for professional development modules are trained and certified.	3/31/11	
Professional development modules are available statewide through the SAS portal.	3/31/11	
Determine the correlation between the teacher and principal effectiveness measures tested and the impact on student growth.	8/31/11	
Compare teacher and principal evaluation results with evidence of student growth in 2010-11 school year in pilot schools and districts.	8/31/11	
Review results with Stakeholder Steering Committee and pilot schools and districts.	8/31/11	
Use results to inform and improve the statewide evaluation systems for teachers and principals.	Ongoing	

Performance Measures for (D)(3)(i)	Actual Data: Baseline (Current school year)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
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)

Performance Measures for (D)(3)(i)	Actual Data: Baseline (Current school year)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014				
<i>Note: All information below is requested for Participating LEAs.</i>									
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.

**(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 is . . . Ready to Go**

- *Pennsylvania has a three part strategy to increase the equitable distribution of teachers:*
  - *increase the pipeline of effective teachers and leaders with special emphasis on fully staffing schools in the turnaround initiative;*
  - *Increase the effectiveness of existing teachers with a broad array of training and support opportunities and implement strategies to support retention of effective teachers in hard to staff schools and subjects; and*
  - *Exit ineffective teachers in a timely way.*

### **Pennsylvania is . . . Reaching Beyond**

- *All participating districts and charter schools must submit a human capital plan to PDE that outlines its strategy to recruit and retain effective teachers and leaders to limit vacancies, staff hard to staff subjects and address equitable distribution of teachers.*
- *Pennsylvania will develop targeted strategies to improve teacher shortage areas such as ELL and high-rigor subjects (i.e. AP).*

**(D)(3) Pennsylvania is committed to ensuring equitable distribution of effective teachers and principals**

**(D)(3)(i) and (D)(3)(ii) Pennsylvania will ensure the equitable distribution of teachers and principals and increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas**

Pennsylvania's high-poverty and high-minority schools and districts face significant challenges in recruiting and retaining highly effective educators in hard-to-staff subjects. PDE defines high poverty schools as schools with 51% or more students who are eligible for free and reduced price lunch and high-minority school refers to schools in which 35% or more of the students are non-white.

Our Approach to Equitable Distribution of Effective Teachers and Principals

- Increase the equitable distribution of teachers and principals 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 most of 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 and principals especially in the area of use of data and ELL instruction through the IU infrastructure and PIL.

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. Increase the pipeline of effective teachers and principals with special emphasis on attracting, placing and retaining effective teachers and leaders in schools with persistent shortages especially in schools in the turnaround initiative;
2. Enhance the skills of the existing workforce in all participating districts and schools through strengthening school based instructional leadership, targeted job-embedded professional development and individualized professional growth plans; and
3. Exit from the profession those individuals who prove to be ineffective in raising student achievement.

All participating districts and charter schools will develop, and submit to the state for approval, a human capital plan that addresses, in detail, these three critical elements. The state will support and augment local efforts in a variety of ways.

***Strategy One: Increase the pipeline of effective teachers and principals, especially to schools in the turnaround initiative***

The state has recently implemented new standards for teacher preparation programs as required by regulations adopted in September 2007. These new standards will result in teacher candidates who are better prepared in both subject matter content and instructional practice with additional training in child development and strategies to include a diversity of learners in their classrooms. See D (4)(i) for more detail on our new standards for teacher preparation programs

The state will also design and launch “**Teach for PA**” an aggressive marketing and recruiting plan to raise the profile of high quality teaching opportunities in Pennsylvania with a focus on generating a larger pool of effective teachers and principals, especially for difficult to staff schools and subjects. Attracting highly qualified candidates to schools in the turnaround initiative and rural schools will be a priority. The marketing and recruitment plan will include strategies such as waiver of certification costs, state funded professional development opportunities and other incentives to attract highly qualified teacher candidates to Pennsylvania. Teach for PA will also feature a centralized website to provide user friendly application information on Pennsylvania’s programs, high need districts and other opportunities.

Pennsylvania will create three Turnaround Academies for teachers. These learning labs will provide opportunities 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 that is already showing strong progress in the turnaround initiative. Participants will receive a Master’s Degree in Elementary or Secondary Education or a teaching certificate via alternative certification programs offered in partnership with postsecondary or other approved providers. The Turnaround Academies will have 60 slots in their first year starting in September 2011, 120 slots in the second year and 210 slots in the third year.

Pennsylvania will also create three Urban Principal Academies in Philadelphia, Harrisburg and Pittsburgh to train principals specifically to lead reform in persistently failing schools. The three programs will provide an average of 100 seats per year. 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 residency experiences to prepare them for principal or assistant principal positions in struggling schools. The Aspiring Leaders Program of the Philadelphia School District will be a model for our program. The Aspiring Leaders program is collaboration among Lehigh University, the School District of Philadelphia, and the National Association of Secondary School Principals (NASSP). Funded through a federal School Leadership Program (SLP) grant, the focus is on preparing school leaders to become change agents in high schools in Corrective Action under NCLB. Major components of the Philadelphia project include:

- Intensive outreach/recruitment to attract a large and diverse pool of applicants;
- A standardized assessment of educational leadership skills linked to NASSP's 21<sup>st</sup> Century Principal Skill Dimensions;
- Coursework, designed and taught jointly by Lehigh faculty and SDP staff to provide participants with knowledge and skills they need to “turn around” low-achieving high schools in an urban setting;
- Structured internships (100 days over two years or 50 days in one year, depending on the experience level of the participant) which will immerse participants in a variety of urban educational leadership settings and put them in contact with trained, experienced host principals; and
- Ongoing mentoring and workshops for newly-placed principals and assistant principals throughout their first two years in these positions.

The state will also provide support to districts and schools in meeting the challenge of hard-to-staff subjects. RTTT funds will support already certified teachers who seek to obtain an additional certification in order to qualify to teach additional subject areas (e.g., English teacher moving to Special Education). Our pending legislation, SB 441, will provide alternate pathways for career changers especially in STEM fields, to move into the teaching profession through

accelerated programs.

Participating districts and schools will also have opportunities through Race to the Top to attract and retain effective teachers and leaders by using RTTT funds to offer signing bonuses and pay salary differentials to attract and retain effective teachers and leaders in hard to staff schools and subjects. In addition, schools in the turnaround initiative will use the cohort model to attract effective teachers by hiring, training and placing a group of teachers together as a team to facilitate ongoing collaboration, teamwork and support to each other.

Participating district and school human capital plans must also include strategies for retaining effective teachers and principals 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. In addition, participating districts and schools will develop and implement career ladders that offer opportunities for greater responsibilities (e.g., teacher mentors, instructional coaches, team leaders).

***Strategy Two: Enhance 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 RTTT 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. Specific professional development strategies for existing teaching faculty include:

*Use of data:* PDE will work with Intermediate Units to provide "data use facilitators" to deliver ongoing, on-site professional development and support to principals and teachers in the effective use and interpretation of student data to identify students for specific intervention, group students according to need, and differentiate instruction. This commitment will require

119 data facilitators for the 1,106 schools in participating districts and charter schools.

*English Language Learner instruction:* Intermediate Units will provide targeted ELL professional development to 250 schools in the 29 participating districts that have approximately 63% of all ELL students in Pennsylvania. Each ELL coach will have a portfolio of eight schools and will be on site all day once every two weeks to deliver staff professional development, provide resources, and observe lessons.

*Effective use of new teacher and principal evaluations:* Thirty eight Intermediate Unit trainers will provide direct support to teachers, principals and superintendents in support of effective implementation of the new multi-measure teacher and principal evaluations, and using evaluation results to create individual professional growth plans for teachers and principals. In larger districts we will use a train the trainer model.

*Professional development in high rigor coursework:* Pennsylvania will fund Advanced Placement professional development and certification for 1500 teachers per year for four years starting in the 2010-11 school year. Thirty percent of these certifications will be in STEM subjects. 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. Four new courses will be developed each year for four years beginning fall 2010 with first four courses in STEM subjects.

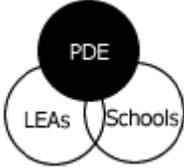
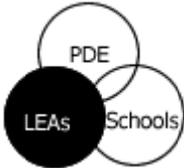
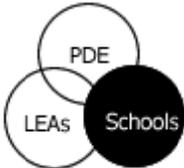
*Individualized professional development plans:* As described in section D (3), individualized professional development plans will be developed for all teachers using the information and insight gained through the new multi-level teacher evaluation system.

***Strategy Three: Exit Ineffective Educators***

As described in section D(2), all participating districts and charter schools in Pennsylvania will implement, no later than September 2011, the new multi-measure teacher and principal evaluation systems that include student growth as a significant factor (anticipated in the range of 15% to 35%) or a state-approved alternative model that meets these same

standards. Pennsylvania's evaluation system will be designed so that teachers and principals will be expected to reach levels of effectiveness appropriate to their qualifications and experience. Those who under perform these established levels of effectiveness will be placed on the "improvement" track and receive targeted support and professional development to improve. Teachers who receive two consecutive "unsatisfactory" ratings will be exited in accordance with appropriate due process considerations. 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.

**Timeline Table: Pennsylvania has three levels of coordinated strategies to Ensure Equitable Distribution of Highly Effective Teachers and Principals**

	Activities	Timeline	Lead
<b>Strategy 1: Increase Pipeline of Effective Teachers</b>			
	Pending enactment of SB 441, 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 PA)	1/11 - Ongoing	PDE Vendors
	Develop program specifications and materials Turnaround Academies and Urban Principal Academies, ,	9/10 - Ongoing	
	Conduct evaluation and program reviews	08/14 - 10/14	
	Monitor distribution of teachers and principals (by certification—until highly effective measures created)	09/10 - Ongoing	
	Provide placements for new 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	09/10 - Ongoing	
	Provide mentors and implement induction for new teachers and principals	09/11 - Ongoing	Schools
	Prioritize 9 <sup>th</sup> grade and classes serving lower performing students when assigning highly effective teachers	09/10 - Ongoing	

Performance Measures for (D)(3)(i)	Actual Data: Baseline (Current school year)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
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)

Performance Measures for (D)(3)(i)	Actual Data: Baseline (Current school year)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
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.

**(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*

*D(4) (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*

### **Pennsylvania is . . . Ready to Go**

- *Pennsylvania already has the data systems to assign every teacher preparation and alternative certification candidate a unique student ID that will follow him/her into the classroom after graduation and certification.*
- *Pennsylvania has already increased the rigor and standards of its teacher preparation programs.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania is currently re-certifying teacher preparation programs based on compliance with new standards which increase rigor and content requirements for teacher candidates.*
- *Pennsylvania will analyze the effectiveness of individual teacher and principal preparation and alternative certification programs based on the evaluations of their graduates and make this information publicly available on our website.*
- *Pennsylvania, and individual school districts and schools, will be able to judge the effectiveness of teacher preparation and alternative certification programs based upon the performance of the program's graduates in the classroom and use this information in hiring decisions.*

**(D)(4) Pennsylvania is committed to improving the effectiveness of teacher and principal preparation programs**

**(D)(4)(i) and (D)(4)(ii) Pennsylvania will link student achievement and student growth data to the students' teachers and principals, and the in-State educator credentialing programs; publicly report this data; and expand preparation and credentialing options and programs that are successful at producing effective teachers and principals**

As part of the expansion of Pennsylvania's Statewide Longitudinal Data System into the postsecondary arena, it is now possible to assign every candidate in a teacher or administrator preparation program a unique student ID that will follow him/her into the classroom after graduation and certification. This data linkage will allow Pennsylvania to determine the effectiveness of preparation and alternative certification programs by using the teacher and administrator evaluations from their schools and districts (which will be using student achievement as a significant factor in individual teacher and principal evaluations) and aggregating by preparation program.

Pennsylvania's Consortium for Research, Evaluation, and Policy Analysis will convene a working group to create appropriate standards and protocols for using teacher and principal evaluations and student achievement data to evaluate teacher and principal 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.

Schools and districts will begin using their new teacher and principal evaluations systems in September 2011. Therefore, beginning the following year, based on the recommendations of the Consortium, Pennsylvania will be able to connect teacher and principal evaluations to preparation programs. In 2012 teacher and principal preparation programs receive the data indicating the success of their graduates. In the 2012 the Department will interpret the data and release this analysis to the teacher/principal preparation programs for their comment and input. In 2013, the Department will prepare its first annual public report that aligns the data indicating the success of program graduates with their preparatory institution.

This information will provide policy makers, aspiring teachers, parents, preparation program administrators, and school administrators with valuable insights as they endeavor to improve teacher preparation, choose programs to attend, and select teachers to hire.

Preparation programs whose graduates consistently fail to improve student learning *will be required by Pennsylvania to revise and improve their programs or have their program approval revoked*. Every seven years the Department has the review the continuation of the licensure of each teacher preparation program. Henceforth, programs where the results of graduates are not at or above the state average for success will be required to demonstrate the changes they will make to improve their outcomes, The Department will determine if those changes are substantial enough. If the changes are not likely to improve the results in a reasonable period of time the Department will not renew the licensure of the program.

During the 2011 academic year, the Department will work with key stakeholders to create a responsible report that provides parents and other community stakeholders useful data derived from the new teacher and principal evaluation systems. The report will be populated in 2012 with preliminary results for comment and review by the stakeholder groups that advised the Department in the design of the evaluation systems. In 2013 the Department will release a benchmark report that provides district level aggregated results from the principal evaluation system and as well as district and building level aggregated results from the teacher evaluation system. The Department will also prepare a guide for parents and community stakeholders that assists in their understanding of the data and offers critical questions that should be discussed within districts to improve the evaluation results. Finally the Department will require that all participating districts and turnaround schools revise their Human Capital plans to address specific challenges that come to light as a result of the evaluation results. The Department expects to annually release the evaluation results each year after the benchmark report is issued in 2013.

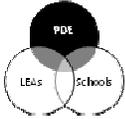
With respect to Alternative Certification programs, as described in early subsections of Section D, legislation is pending reconciliation that will permit additional alternative certification path to take hold in Pennsylvania. Based on the results of our new efforts to link student performance to each teacher's and principal's performance. Where existing or new alternative

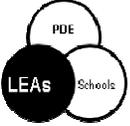
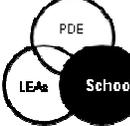
certification programs offer especially promising results, the Department will work with the program to increase its recruitment and expand its enrollment.

Pennsylvania educates nearly 22,000 new teaching candidates annually. The Commonwealth invests over a half a billion dollars annually in Higher Education. However, we do not provide any specialized funding to teacher preparation programs directly. Instead we have a market driven approach wherein we make substantial grants to students to attend college and students choose where to attend.

We propose to expand the market impact of these grants by providing individuals who want to become teachers with a useful online score sheet that details the result of all of our traditional and non-traditional certification programs. We believe that based on these results students will increase the demand for programs with the most impressive results and they are likely to increase the demand for alternative pathways.

**Timeline Table: Pennsylvania has recently substantially improved our requirements for certification of Educator Preparation Programs to improve the effectiveness of teacher and leader program graduates. Key activities and timelines 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	10/10 - 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	Design: Present - 12/10 Implement: 1/11 – 6/12 First Report Published: 10/13	
	Create a report that provides parents and other key stakeholders useful data on	Design: 9/10 – 6/11 Preliminary results	

	Activities	Timeline	Lead
	preparation program effectiveness	published: 1/12 Official benchmark report released: 10/13	
	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

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 preparation programs prior to public access of preparation 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 is . . . Ready to Go**

- *Pennsylvania already provides substantial professional development and technical support to teachers and leaders across a broad array of meaningful supports and resources, including strategic planning tools, our instructional improvement system portal and expert on-site professional development and instructional coaching.*
- *In 2007, Pennsylvania began requiring a research-based standards aligned curriculum for both new and current principals - the Pennsylvania Inspired Leaders (PIL) program - which has been found to have positive and significant affect on student achievement at all grade levels.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will provide substantial new on-site technical assistance to teachers and leaders in our RTTT participating districts and schools including on site data use facilitators, coaches to help teachers and principals effectively implement the new multi level evaluation systems, and a Chief Turnaround Officer in every school in the turnaround initiative to provide direct support to the principal in implementation of reform strategies.*
- *Pennsylvania will use RTTT funds to develop additional tools in support of teachers and leaders, including a multi-measure suite of standards-aligned assessments including classroom-based diagnostic tools, criteria and resources to upgrade local school information systems and an Early Warning System to flag students at high risk for academic failure.*

**(D)(5) Pennsylvania is committed to providing effective support to teachers and principals**

**(D)(5)(i) Pennsylvania will provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals**

### ***Improving Teacher Practice Based on Data***

Pennsylvania created a robust 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, Pennsylvania 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 Help Desk for ongoing support during data entry and review periods.

The real challenge now is to ensure that the data is effectively used to improve outcomes and connect our extant data elements with other data indicators necessary to help teachers and principals know how their students are doing. PDE will continue to develop new resources to meet this challenge including:

- Model system of assessments: diagnostic, formative, benchmark, and summative
- Model Student Information System with state level technical assistance in analysis of local systems for congruence and alignment with state system;
- Classroom and school level data dashboards;
- Model Early Warning System providing real time student data to teachers and leaders – attendance, behavioral referrals, class participation and other data points - to flag students at high risk for academic failure.
- Protocols and data routines for teachers to make best use of collaborative time and for effective use of data to inform instruction, identify students at risk and develop and implement intervention strategies
- Professional development for teachers in providing high rigor coursework including AP certification training which will start with STEM courses; and

- Development of a catalogue of high rigor virtual coursework which will also start with STEM courses.

We will also develop a set of model routines, tools and supports to facilitate data review and data-informed decision making. The state via the IUs will assist districts and schools to install effective routines for the following data intensive discussions: (1) weekly teacher collaboration time for subject matter collaboration, discussion of common challenges, and job embedded coaching on instructional strategies and effective classroom practices; (2) a week long data review and planning session for staff before the start of the school year; (3) bi-weekly data leadership team meetings between school leadership that result in actionable decisions based on to the data that shows student specific learning needs and school wide trends; and (4) quarterly data review sessions during the school year to review quarterly assessment data, quarterly early warning reports and to review and, as necessary, devise new action plans for at-risk students.

The online portal for our instructional improvement system, will grow extensively over the next few years as additional capacity is added. In addition to the standards aligned units and lesson plans available through the portal, the communication tools of the portal provide teachers a venue to communicate in a collegial manner while focusing on specific units, lesson plans, instructional strategies, assessment data, or interventions. Professional Learning Communities (PLCs) are expected to be particularly useful to teachers in small and rural schools who are often the only teacher in a particular grade level or subject which minimizes the opportunity to collaborate meaningfully with colleagues on curriculum and instruction. The state continues to provide job embedded professional development to teachers across the state through the Intermediate Unit network on the effective use of the SAS portal.

#### 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
  - Offer new course on Leadership for STEM education
  - Supply job-embedded professional development in the areas of data review and data informed decision-making
- Provide on-site support for principals in schools in the turnaround initiative through the Chief Turnaround Officer for implementing required reform activities
- GE Foundation’s leadership training resources such as the “New Manager Assimilation Process”

To aid teachers in improving instructional strategies and outcomes based on what they learn from our expanded data systems, the state will deploy via the IUs job-embedded professional development, including 32 experts in ELL instructional experts and 119 data use facilitators

Participating districts and schools have their own RTTT responsibilities in support the effective use of data to improve the outcomes of teachers and principals. Specifically they are required to applying the results of the comprehensive system of assessments (diagnostic, formative, benchmark and summative), the new School Information System, and the Early Warning System.

In addition, each of these districts must implement the new teacher and principal evaluation systems using student growth as significant factor (which is anticipated to be between 15 and 35 %) no later than September 2011. Districts and schools may also adopt the state's model career ladder or develop one of their own to use teacher evaluations to inform decisions on compensation, promotion, retention and tenure.

### ***To Boost Principal Effectiveness with Data as a Driver***

Our approach to principals is based on our success in boosting their outcomes in the last three years. For the past five years, PDE has provided comprehensive, standards-based continuing professional education to principals and other school leaders in cohort groups through the statewide Pennsylvania Inspired Leadership (PIL) Program. RTTT funds will enable the state to build on its success with PIL and broaden its support to principals with focused and job-embedded leadership supports for principals, additional leadership resources for principals in all participating districts and schools and through the use of Chief Turnaround Officers in all schools in the Turnaround Initiative. These resources include adding several modules to the PIL curriculum on the use of the online portal for our instructional improvement system, effective implementation of the new teacher evaluation system and leadership in STEM education. Data use facilitators provided through the IUs to participating district schools and charter schools, 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. All new and sitting principals are not required to complete PIL training to obtain or maintain their certification.

With this enhanced training, principals are expected to be integral partners in the common planning processes described above. Principals will have additional on-site support from 38 evaluation experts in providing specific useful feedback to teachers as part of the evaluation system training. This skill will be particularly useful as principals help teachers via observations and meetings to make adjustments to the teaching approach so that the teacher is certain that each student is grasping the concepts being taught.

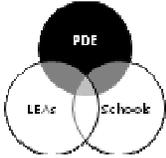
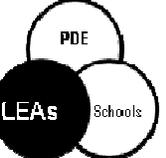
Principals and district leaders in RTTT participating districts and schools will have access to a leadership program offered through a partnership with the GE Foundation. To support and accelerate district and school capacity to manage the systemic change required through Race to the Top and build the 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 participating districts and schools in the following areas: tracking implementation, providing needs assessments, monitoring performance, supporting data/information systems and proactively managing potential roadblocks.

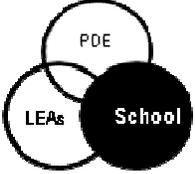
Pennsylvania will closely monitor and evaluate on an ongoing basis the effectiveness of our teacher and principal supports by the metric of impact on student achievement. Pennsylvania has a strong commitment to ongoing independent evaluation and analysis of the strategies and programs to which we commit resources. This commitment is evidenced by the following independent evaluations:

- Study released in March 2010 of the Pennsylvania Inspired Leadership Program (PIL) by Old Dominion University (See Appendix A-4).
- Year Three Evaluation Report of Classrooms for the Future by Penn State University (See Appendix D-8)
- Study released in 2009 of Science It's Elementary by Horizon Research, Inc., an independent research firm specializing in work related to science and mathematics education (See Appendix D-9)

The proposed Consortium for Research, Evaluation and Policy Analysis will take the lead in organizing evaluation of RTTT supports and strategies. The consortium, as well as the new Office of Turnaround Schools and the Office of Charter Schools, will be responsible for identifying and sharing best practices among participating districts and schools and throughout the state. Key activities to meet these goals and timelines are summarized below.

**Timeline Table: Pennsylvania has a comprehensive and coordinated system to provide support to Teachers and Principals to improve their effectiveness.**

	Activities	Timeline	Lead
	Develop and provide professional development to teachers and principals on model routines, tools and supports to facilitate data review and data-informed decision making. Deploy 119 data facilitators	10/10 - 01/12	PDE IUs/ Vendor
	Expand resources available to teachers and principals on the SAS online portal, including Professional Learning Communities	10/10 - 01/12	
	Develop professional development for teachers in providing high rigor coursework in high school (e.g. Advanced Placement, IB, dual enrollment)	10/10 - 01/12	
	Provide job-embedded professional development in use of new teacher evaluation tools and ELL instruction	5/11 - 6/12	
	Provide GE-developed management training to principals and superintendents	01/11 - 6/11	
	Provide professional development to all district instructional staff on: <ul style="list-style-type: none"> <li>- The use of data including diagnostic and formative assessment tools to differentiate classroom instruction;</li> <li>- SAS tools and resources;</li> <li>- Response to Instruction and Intervention (RtII);</li> <li>- Early Warning System; and</li> <li>- Development of Individual Learning Plans</li> </ul>	01/11 - Ongoing	LEAs IUs/

	Activities	Timeline	Lead
	<ul style="list-style-type: none"> <li>- Implement expanded common planning time for teachers to review student data and plan for improved instructional strategies</li> </ul>	01/11 - Ongoing	Schools IUs/
	Implement new teacher and principal evaluation systems	8/11 - 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	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	1%	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***

### **Pennsylvania is . . . Ready to Go**

- *Pennsylvania's state takeover law is one of the strongest in the nation and the state effectively uses this tool to intervene in failing districts and impose innovative turnaround strategies.*
- *Pennsylvania's takeover authority effectively improved eight failing districts to such an extent they are no longer under state authority and the percentage of the students at grade level in the four remaining districts is significantly improved due to the state imposed strategies.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will provide intensive turnaround services to thousands more students than required by federal RTTT guidelines*
- *Pennsylvania will hold turnaround buildings to ambitious student performance improvement annually and only release funds to buildings that meet or exceed their targets.*
- *Pennsylvania's turnaround approach expands on the federal requirements with additional systemic reforms that will contribute to sustained success.*

## **E(1) Pennsylvania has authority to intervene in the lowest performing schools**

### ***Exercising state authority***

Pennsylvania is **Ready to Go** because the state has the authority to intervene in failing districts and even to intervene directly in failing schools in certain circumstances. In fact, Pennsylvania has several different laws that authorize state takeover of failing districts and schools and it has exercised this authority with success over the last nine years. It is this firsthand experience in turning around districts and schools that served as the foundation on which, with external input, the Pennsylvania Race to the Top strategy was crafted.

Pennsylvania has authority to declare a school district to be in financial distress or, in the case of the Philadelphia School District (a school district of the first class), to be in financial distress or academic distress under 24 PS.6-691 (c).

- When such a declaration is made in the case of a district of the first class-A, second, third or fourth class (classifications that include all districts in Pennsylvania but Philadelphia), a special board of control is appointed.
- In the case of Philadelphia, a School Reform Commission was created with all of the duties and powers of the elected school board.
- Pursuant to this section, special boards of control were appointed in Duquesne City School District in 2000 and reappointed in Chester-Upland School District in 2003. A School Reform Commission was appointed in Philadelphia in 2001.

A 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, 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 many state requirements;

- Suspending provisions of the Pennsylvania School Code and other education regulations unless specified exceptions apply;
- Reconstituting a school, including reassignment, suspension or dismissal of professional employees; and
- Eliminating specified topics from collective bargaining.

The School Reform Commission in Philadelphia has all these powers and more to make substantial changes in school operations. In both the Board of Control and School Reform Commission cases, the Commonwealth must approve a majority of the board members depending on which key elements of the statute are triggered for the formation of the Board or Commission.

Pennsylvania has additional authority to identify school districts with a history of low test performance or financial distress and place these districts on an “education empowerment list” under the Education Empowerment Act, 24 PS 17-1701-B et seq, enacted in May 2000.

- When school districts are placed on the education empowerment list, a state-appointed academic advisory team and a district-appointed empowerment team are created. Working together, these teams are to develop a school district improvement plan, subject to the approval of the Department of education, which is to be implemented by the elected school board.
- In addition to implementing the school district improvement plan, school districts on the empowerment list due to low academic performance are permitted to establish any school as a charter school with specified exemptions from the charter school law; grant operational control to a school as an independent entity; contract with an education management organization to run a school; or apply the school staff rules applicable to charter schools to a school.

**Exhibit E.1. Pennsylvania has one of the strongest state takeover laws in the nation**

<b>Criterion</b>	<b>Components Addressed</b>	<b>Yes/No/Under Review</b>	<b>Applicable Law</b>
<b>Intervening in the lowest-achieving schools and LEAs</b>	State can intervene directly in <b><i>both</i></b> schools and LEAs?	<b>Yes</b> , state can intervene when the school is in a district covered by the Education Empowerment Act or is in a district of the first class, i.e. Philadelphia.	24 P.S. § 17-1705-B(b); 24 P.S. § 6-696
<b>Other supporting/relevant evidence</b>	State can intervene directly in LEAs?	Yes, based upon distress in school districts of the first class (Philadelphia). Districts with significant fiscal problems	24 P.S. §§ 6-691-6-695

Pennsylvania has exercised our state authority successfully. Eight of the original 12 districts placed on the empowerment list in 2000 have since improved student achievement scores sufficiently to be removed from the list. These successful districts include:

- Allentown City, exited empowerment list in 2004;
- Clairton City, exited empowerment list in 2003;
- Lancaster, exited empowerment list in 2003;
- Steelton-Highspire, exited empowerment list in 2003;
- Sto-Rox, exited empowerment list in 2003;
- Wilkinsburg, exited empowerment list in 2003; and
- York City, exited empowerment list in 2004.

Based on the most recent available test scores from the school year 2008-2009, six districts remain on the education empowerment list (four from the original 12 placed on the list in July 2000, plus two additional districts placed on the list in subsequent years). Each of these districts has made substantial gains in student achievement since being placed on the list:

- Chester Upland School District was placed on the list July 1, 2000 and its plan was approved on December 7, 2001. Chester Upland has seen substantial improvements in student achievement since 2001 including:
  - A reduction in students scoring below basic from 67.8% in 2001 to 57.9% in 2009;

- An increase in students scoring proficient or advanced from 11.8% to 22.5%.
- Duquesne City School District was placed on the list in July 2000 with a plan approved on May 30, 2001 and amended on July 25, 2002. In a strategy unique at the time, the failing Duquesne High School was closed in 2007 and the students were offered the opportunity to attend one of two high schools in neighboring school districts. In addition, since 2007, the Allegheny Intermediate Unit has managed all academic and business operations of the school district's remaining K-8 program. Duquesne's progress includes:
  - A reduction in students scoring below-basic from 71.3% in 2001 to 59.8% in 2009;
  - An increase in students scoring proficient or advanced from 9% in 2001 to 19.9% in 2009.
- Harrisburg City School District was placed on the list in July 2000 with its plan approved in August 2001. Harrisburg has seen substantial improvements in student achievement since 2001 including:
  - A reduction in students scoring below basic from 68.1% in 2001 to 58.3% in 2009;
  - An increase in students scoring proficient or advanced from 14.7% in 2001 to 26.4% in 2009.
- Philadelphia City School District was placed on the list in July 2000 with its plan approved in January 2001. Philadelphia has seen very dramatic improvement since then including:
  - A reduction in students scoring below basic from 56.9% in 2001 to 34.5% in 2009;
  - An increase in students scoring proficient or advanced from 20.3% in 2001 to 45.3% in 2009.
- Pittsburgh School District was placed on the education empowerment list in July 2006. In that year, it had 44% of students at below basic, which has been reduced to 34.5% in 2009. Pittsburgh's percent scoring at proficient or advanced has increased from 49.1% to 55.5%.

- Reading School District was placed on the education empowerment list as a financially distressed district based on legislative changes to the act in December 2003. Reading, too, has posted academic gains since being on the list, moving from 41.3% below basic in 2003 to 30.3% in 2009 and from 32% proficient or advanced in 2003 to 47% proficient or advanced in 2009.

## 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 is . . . Ready to Go**

- *Pennsylvania has substantial successful experience in helping school districts raise student achievement in their lowest performing schools cutting by 50% the number of students years below grade level in these schools and the number of students scoring above grade level (advanced) is twice what it was before the state intervened.*
- *Participating districts with schools in the turnaround initiative have demonstrated deep stakeholder support for Pennsylvania's strategies for turning around struggling schools with superintendent, school board and local union signatures on all MOUs.*
- *Pennsylvania has the capacity to achieve its ambitious turnaround goals because:*
  - *Work has already begun in Philadelphia and Pittsburgh, our largest school districts with the most schools in the turnaround initiative; and*
  - *We have a sophisticated technical infrastructure through our Intermediate Units with experience providing supports to struggling schools.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will broaden and deepen its statewide impact by exceeding USDE's Race to the Top requirements for identification of struggling schools and will undertake to turn around 128 schools; this will allow us to reach 57,000 more students than under the RTTT definition.*
- *Pennsylvania will mandate and provide technical assistance for additional reforms in schools in our RTTT turnaround initiative, including a requirement for building community-oriented supports for students, developing a cohort model to bring a team of effective teachers to turnaround schools, and easing the crucial transition to high school with both a required summer basic skills program and a Freshman Academy.*

**E)(2) Pennsylvania is committed to turning around the lowest-achieving schools**

**E)(2)(i) Pennsylvania has identified the highest need LEAs**

Pennsylvania is **Reaching Beyond** the requirements set forth by the U.S. Department of Education in the Race to the Top guidance with respect to identifying the highest need districts and schools. We will include 128 schools in our Turnaround Initiative, 91 more schools than would meet the criteria outlined in the RTTT guidance. Pennsylvania is committed to both increasing the resources used for turnaround activities in addition to expanding the list of required turnaround action. We do so with the goal of improving the academic opportunity offered to 86,000 students, or 57,000 more students than originally envisioned by this federal program. We recognize that this expansion will require us to make our technical assistance system much more robust. This application has a very specific plan for doing so and allocates a significant portion of the budget for these activities. It is important to keep in mind, however, that while the increase in the number of schools and students is dramatic, this expansion requires us to work with 23 school districts instead of 16 districts.

The expanded criteria for inclusion in our turnaround initiative is any Title I school where either at least 50% of the students are scoring below basic (2.5<sup>th</sup> percentile), or where 30% or more of the students are scoring below basic (10<sup>th</sup> percentile) and the building has shown less than 7% improvement in percent of students below basic since 2005 (75<sup>th</sup> percentile). See Appendix A-11 for complete list of lowest performing schools included in the RTTT and selected characteristics.

**Exhibit E.2. Number and characteristics of schools eligible and participating in Pennsylvania's enhanced Turnaround Initiative**

	Eligible Schools		Schools in Pennsylvania's Turnaround Initiative				
	RTTT	PDE	All	Phila- delphia	Other City	Subur- ban	Town/ Rural
	Definition	Expansion					
<b>Number of Schools</b>	37	125	128	76	34	16	2
<b>AYP Status</b>							
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
<b>School Size</b>							
<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
<b>Grade level</b>							
Secondary Schools	37	37	52	22	18	10	2
Other schools	0	88	76	54	16	6	0
<b>Minority/Poverty Concentration</b>							
% 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%

Pennsylvania has the expertise to successfully turn around this increased number of schools. As outlined in E(1), state intervention has already resulted in substantial improvement in our most troubled districts and schools. Our success with chronically underperforming schools is equally impressive. Consider, for example, the progress we have made with schools that were placed in AYP Corrective Action status in 2003. These schools have increased the percentage of students proficient or above by over 200% in math and 128% in reading. In addition, they have reduced the percent of students scoring below basic by 30 points in math and 20 points in reading.

Of the schools in our Turnaround Initiative, all 128 are in districts that have agreed to adopt *all* of the state’s RTTT strategies and have provided evidence of deep local support through submission of a Memorandum of Agreement with signatures from the superintendent, the president of the local school board, *and* the local teachers’ union representative. With the inclusion of these 128 schools, Pennsylvania’s Turnaround Initiative will be able to **Reach Beyond** and directly and positively affect approximately 86,000 students.

Pennsylvania’s aggressive, but achievable, schedule for implementing turnaround is presented in Exhibit E.3. The two largest districts in the state anticipate beginning interventions in 18 schools during the first year as described above, 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 E.3. Pennsylvania has an aggressive schedule for implementing school intervention models in each year of the RTTT grant beginning with 18 schools in year one.**

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

## **E(2)(ii) Supporting LEAs with turnaround schools**

Pennsylvania is also **Ready to Go** because after ten years of working intimately with failing districts and schools and successfully increasing their performance, we know what works and we know how to replicate proven strategies across multiple districts and multiple buildings. Part of our improvement strategy with these districts and buildings included the rollout of complicated and important backbone systems including training the teachers and administrators to use the SAS portal to improve instruction, training these same staff to use the Pennsylvania Value Added Assessment System (PVAAS) and widespread adoption of the Response to Instruction and Intervention model.

In addition, our Intermediate Units oversaw the deployment of the Distinguished Educators in our chronically underperforming schools. Distinguished Educators (DEs) work in the districts, with district staff to identify instructional or systemic barriers and critical gaps to improving student achievement. Then, the DEs work with district staff to overcome those barriers and implement initiatives such as effective use of extended instructional time, full-day Kindergarten and school climate improvements. The program has served 30 districts (over 250 schools) since 2005. Twenty-four of the 30 districts which received support from Distinguished Educators made more than a year's growth in reading and math on the state's assessments and an additional five districts accomplished a year's growth (See Appendix A-14).

Work has already begun on many of the schools included in our RTTT Turnaround Initiative. The School District of Philadelphia has already identified 14 schools for its Renaissance Initiative with implementation of a school intervention model in the 2010-2011 school year. Nine schools will be managed by a Charter-Management Organization or Education Management Organization with a proven track record of achievement including Mastery Charter Schools. The remaining five schools will become *Promise Academies* and will be managed directly by the Superintendent of the School District of Philadelphia. (See Appendix E-1 for more information on the Philadelphia initiatives)

A recent collective bargaining agreement between the School District of Philadelphia and the Philadelphia Federation of Teachers gives broad autonomy to Renaissance Schools, including the ability to dismiss half the staff, extend the school day/year, and require principals to hire staff through mutual consent.

In February 2006 the Pittsburgh School District transformed eight struggling schools into Accelerated Learning Academies (ALA) as part of their Excellence for All reform agenda. These schools adopted the America's Choice school design for turning around struggling schools. The America's Choice model is a proven strategy to turning around schools that includes additional autonomy over school operations, extended learning time, site-based selection of all teachers and staff, enhanced use of data to inform instruction and school management and leveraging community and parents as school partners. (See Appendix E-2 for more information on the Pittsburgh School District's ALAs.)

As part of our planning for our Race to the Top application, Pennsylvania held multiple sessions with stakeholders to build the requirements of the Pennsylvania Turnaround Initiative. We started with nationally recognized experts who work directly with districts to turn around low-performing schools. We received advice from the following nationally recognized experts:

- Michele Cahill, of Carnegie Corporation of New York;
- Scott Gordon of Mastery Charter School;
- Marc Mannella, founder and chief of the KIPP charter schools in Philadelphia;
- Adam Urbanski, American Federation of Teachers ;
- Ruth Curran Neild of Johns Hopkins University;
- Lauren Resnick, Director of the Institute for Learning at the University of Pittsburgh;
- James Connell, President of the Institute for Research and Reform in Education;
- Arlene Ackerman, Superintendent of the Philadelphia School District; and
- Mark Roosevelt, Superintendent of the Pittsburgh School District.

All of these experts pointed to the need to provide a comprehensive, coherent structure to support these struggling schools with sufficient flexibility to address specific local needs. Their guidance became the basis of a set of planning activities involving the superintendents of districts with turnaround schools. Based on this input, Pennsylvania is **Ready to Go** with a comprehensive framework and strategies already in place for rapidly accelerating student learning gains organized around objectives that characterize highly successful turnaround schools. Based on this knowledge and framework, Pennsylvania is **Going Beyond** by requiring districts in the turnaround initiative not only to adopt one of the four school intervention models identified in the RTTT guidance, but also to adopt strategies that are specific to Pennsylvania that will:

1. Ensure high quality leadership to support turnaround activities;
2. Recruit and retaining effective teachers;
3. Implement rigorous, research-based curriculum aligned with standards and assessments;
4. Use student data to inform and differentiate instruction;
5. Increase learning time and curriculum opportunities; and
6. Build appropriate social-emotional and community-oriented supports for students

Below are some of the specific additional requirements. (Please see Appendix A-5 for the full list of required activities.)

### **1. High quality leadership to support turnaround activities**

#### *Train every principal as the instructional leader of the school*

Through our intensive work with educational leaders, we have come to understand that many principals need training to understand how to support and encourage the delivery of effective instruction across grade level, groups and content areas. The principal's role as an instructional leader is especially important in schools that persistently struggle with student achievement. Therefore, principals of every Turnaround school will be required to undergo Pennsylvania's intensive training for principals in our expanded PIL training program.

#### *Place a chief turnaround officer in every school*

Pennsylvania recognizes that even highly effective principals need additional support when undertaking the reforms necessary to turn around the performance of a struggling school. For this reason, Pennsylvania will require that each school in the turnaround initiative hire a full-time Chief Turnaround Officer (CTO) to assist the principal so that the critical, school-level reform initiatives are implemented effectively.

Specifically, the CTO will:

- Ensure that each school has a clear implementation plan with explicit responsibilities and timelines;
- Assist the principal in defining roles, responsibilities and performance measures for staff;

- Monitor leading/lagging indicators and help the principal improve the performance of his/her team as needed;
- Assist the principal in regularly surveying school staff to identify challenges to ongoing implementation and to see if the right mindsets and behaviors are being established in the school;
- Ensure staff are receiving the right training, developing the appropriate skills and receiving timely feedback and evaluations; and
- Support the principal in identifying and overcoming obstacles to successful implementation of reform strategies.

Since the Chief Turnaround Officer will play a critical role in the turnaround process, Pennsylvania will help recruit and place suitable candidates for these important positions by:

- Engaging a search firm to recruit candidates with experience in change and project management and an interest in education;
- Establishing a search committee within PDE to review applicants and provide districts with a list of 3-5 candidates per school;
- Assisting principals and districts in their efforts to select their CTO;
- Supporting the leadership and activities of the CTOs via the PDE Office of Turnaround Schools, and Intermediate Units.

## **2. Effective leaders and teachers in every classroom and school.**

Pennsylvania is proposing multiple and mutually reinforcing strategies to ensure that new teachers in Turnaround schools are given the support they need to succeed, including intensive mentoring for newly hired teachers, new hiring strategies that will attract more talented candidates, summer sessions for all teachers to improve classroom practice, adoption of social intervention models that free up teachers to teach. These models are intended to produce a pipeline of new teachers ready to succeed as a turnaround teacher. In addition, the Commonwealth is proposing a set of strategies aimed at improving the impact of all existing teachers who remain in these buildings.

*Increase the corps of highly talented individuals who will lead these schools*

Turnaround Academies will be created to groom new teachers and principals to help accelerate the rate of improvement in these buildings. Among the academies' activities will be

the creation an Urban Principal program that will to develop strong leadership with specific instructional and management skills in reform of struggling schools. These programs will recruit exemplary teachers and other academic leaders with a demonstrated commitment to work—and an ability to succeed – in struggling schools. The Academies will provide them with intensive training in urban school management, effective instructional practices and the required components of the Pennsylvania Inspired Leadership standards in tandem with a year-long internship with a highly effective principal who will help them practice the leadership skills necessary to turn around a struggling building. With RTTT resources, 100 new principals will be trained in this intensive training model each year for three years. It is anticipated that these principals will be deployed to work in the districts with the highest concentration of turnaround buildings: Philadelphia, Pittsburgh and Harrisburg.

*Prepare a new cadre of Highly Effective Teachers for these Buildings*

A survey of teachers conducted by the Pennsylvania Governor’s Commission on Training America’s Teachers<sup>1</sup> revealed 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. In response to these findings Pennsylvania will require that all turnaround schools provide side by side mentoring by a highly effective teacher for at least one school year for every teacher hired who is coming directly from an IHE or alternative certification program. This intensive support will, over three years, train nearly 400 new teachers develop their capacity to use effective teaching strategies and also have the collegial supports necessary to reduce attrition.

*Recruit and retain cohorts of effective teachers*

Another strategy to recruit, retain and support effective teachers in struggling schools is to recruit, place and train teachers in cohorts. Pennsylvania will replicate this successful approach used widely in New York City and other places to attract excellent teaching candidates to choose to work in these schools. Creating small cohorts of smart, motivated teachers that enter these schools as a team will increase the chances that good candidates will choose these schools and equally important, increase the likelihood they will stay. Pennsylvania will assist in the creation of cohorts of highly effective teachers in each school participating in each turnaround school, by using RTTT resources to utilize expert recruiting

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<sup>1</sup> *Investing in Great Teachers for All Students: Final Report of the Governor’s Commission on Training America’s Teachers*, July, 2006. [http://www.pateach.org/COMBINED\\_FINAL\\_REPORT\\_FOR\\_WEB\\_&\\_PRINTING.pdf](http://www.pateach.org/COMBINED_FINAL_REPORT_FOR_WEB_&_PRINTING.pdf)

organizations that reach out to the best and brightest teaching candidates, in state and out of state to **Teach for PA**. Teachers hired via this approach will be offered signing bonuses and additional compensation back-loaded over a multi-year commitment.

*Hold summer academy for every teacher in the building*

Every turnaround school will be required to hold a seven to ten day summer academy for all teachers in the months immediately prior to the opening of school. The academy will focus each teacher's attention on the data for students in their incoming class with specific attention paid to students who have challenges and those who can excel so that teachers can craft strategies to maximize student learning at the individual student level. To assist teachers in this planning, the academies will review core instructional practices and models to differentiate instruction, student data analysis, and Pennsylvania's struggling student intervention model that we call Response to Instruction and Intervention.

*Implement Response to Instruction and Intervention (RTII)*

Turnaround schools will be required to implement Pennsylvania's RTII program including providing appropriate professional development and the training necessary to fully implement the model. RTII is our comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. It forms the assessment and instructional framework at the individual student level for the implementation of Pennsylvania's instructional improvement system (Standards Aligned System or SAS) to improve student achievement for struggling students

**3. Rigorous, research-based and well aligned curriculum**

**4. *Build Standards Aligned Systems in every school***

Pennsylvania 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 or America's Choice). Implementation of the curriculum must be aligned with Pennsylvania's full standards aligned instructional improvement system (SAS) that provides a coherent and systemic approach to continuous improvement. RTTT resources will be used to train every teacher in the buildings to maximize the impact of these proven curricula models. The state

will continue to provide professional development on the effective use of SAS to school leaders and instructional staff.

*Ensure instructional continuity from grade to grade*

More often than not, teachers in struggling buildings point to disjointed academic approaches as a chief reason for failure. The lack of coherence inside a building is a large contributor to building failure. To respond to this known challenge, RTTT resources will be used to review every element of the building's academic approach to identify conflicting academic interventions, gaps in curricula, weaknesses in benchmark assessments, and disconnects across grades and subjects. With RTTT resources, all turnaround schools will align curriculum and lesson plans to standards and instruction across grade levels to ensure continuity of content and instruction. Intermediate units will support schools undertaking a rapid and thorough "backward mapping" of the curriculum to ensure that the desired content knowledge needed to complete the highest grade in the building has **all essential** prerequisite learning addressed in the earlier grades. While the outcome of this effort is to build academic coherence, the process of doing this work with teachers will also improve teacher practice across the building.

*Provide quality science instruction in elementary schools*

Pennsylvania's STEM strategy is built on the foundation that math and science are not stand alone subjects. Instead, we ascribe to the philosophy defined in the Carnegie Foundation report, The Opportunity Equation, which is predicated on the approach that, "Excellent mathematics and science learning for all American students will be possible only if we do school differently in ways that place math and science more squarely at the center of the educational enterprise."<sup>2</sup> As such our standards aligned system approach mirrors many of the explicit improvements called for in this groundbreaking report. The full extent of our approach can be found in the STEM Competitive Preference Priority of this application. Among the many challenges our teachers face is a dearth of hands on learning activities aimed at very young learners that build the confidence and skills in scientific and math inquiry concepts. To address what has been a long standing problem, in 2004, Pennsylvania began the replication of a proven elementary school science instruction model designed by Asset Incorporated in Western Pennsylvania. A February 2010 independent evaluation of our replication known as Science: It's Elementary (SIE) found that 4<sup>th</sup>-grade students who were exposed to the SIE model scored

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<sup>2</sup> [www.opportunityeducation.org](http://www.opportunityeducation.org)

significantly higher than students in demographically similar comparison schools on the science, mathematics and reading PSSAs. All turnaround elementary schools will receive from Pennsylvania the necessary funding, and be required to replicate this standardized approach to K-5 science instruction. Expanding Science: It's Elementary to all elementary schools in the turnaround initiative will bring this proven program to more than 26,000 additional students in Pennsylvania as well as providing a strong foundation for students' continued interest and excitement for STEM study.

#### *Provide targeted reading and literacy support*

Literacy issues are at the root of the academic challenges faced by most of the students in turnaround schools. For this reason, every turnaround elementary school will also be required to implement Reading Recovery or a comparable elementary reading intervention model for all students below grade level in reading in grades one through three. Pennsylvania will support this requirement by increasing the number of training sites for Reading Recovery teachers and teacher leaders. Middle and high schools in the turnaround initiative will be required to implement the Adolescent Literacy Academy model based on TALA or a similar model to assure grade level reading proficiency.

#### *Increase advanced high rigor coursework in high schools*

In order to increase affiliation with academic success and ensure that students who have the skills to excel can do so in these buildings, every turnaround high schools must also increase the number of advanced, high rigor courses offered in the high school and the number of students successfully taking these courses. The state will assist schools in meeting this requirement by offering professional development for AP teacher certification for 1500 new teachers every year, and by developing a catalogue of virtual coursework that will include 12 new courses developed over three years. Both AP certification and the virtual catalogue will focus on STEM subjects first.

### **5. Using student data to inform and differentiate instruction**

#### *Deliver real time data to all teachers and principals*

To use data to inform instruction requires that principals and teachers have access to meaningful data in a user-friendly format. The state will provide experts to assist schools in Pennsylvania's turnaround initiative with an analysis of their district's existing school information system and the identification and implementation of upgrades to include the necessary

functionality to deliver to principals and teachers at their desktops real time useful 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 and differentiate instruction that meets the individualized needs of students.

*Train all educators in using data to inform instruction*

Educators and leaders must not only have access to high quality, real time student data but they must understand how to use it to drive instruction. The experience of Mastery Charter Schools -- one of the state's most effective charter management organizations— provides a prime example of a successful turnaround provider that supports teachers and leaders in the effective use of data to inform instruction. Student performance data drives every aspect of teaching and learning in Mastery Charter Schools. Its student information system collects student attendance, disciplinary records, grades, and benchmark assessment results. At the conclusion of each six-week report period, school leaders review the data to identify successes as well as students in need. Measurable goals and intervention plans are developed for the coming six-week report period and the cycle begins again. To replicate this “best practice” data use facilitators will be deployed by Intermediate Units into these schools to instruct teachers and leaders to use data on a regular basis, as well as on a periodic basis for planning and program design. The data use facilitators will assist schools in establishing protocols for the review of data during regularly scheduled collaborative sessions for teams of teachers, which will be required in schools in the turnaround initiative. Perhaps the most important element of the data use facilitators will be their work with teachers to help them use the SAS portal to change their instructional approach to address individual student needs.

Pennsylvania will also convene successful turnaround providers to identify “best practices” for using data in the classroom, thereby giving data use facilitators best practices to share with turnaround principals and teachers.

## **6. Increased learning time**

### *Create more learning time in every school*

Because the turnaround schools have such high concentrations of students who are years behind grade level in basic skills, every turnaround school must use RTTT funds to increase learning time by adopting one or more of the following approaches:

- Extending the school day by 30 minutes of learning time;
- Extending the school year by at least 15 days of learning time; and
- Extending the school year for teachers for professional development or developing Individual Learning Plans for students.

In addition, all rising ninth grade students entering a turnaround high school will have the opportunity to attend a summer academy to build basic skills and prepare for a rigorous high school experience.

### *Prepare students through quality early childhood education opportunities*

Too many young children are not ready for school when they enter our turnaround elementary schools. To address this school readiness challenge, Pennsylvania has invested heavily in the expansion of high quality early childhood education options. Chief Turnaround Officers and other school leaders will be required to create partnerships with early learning providers to ensure all children entering kindergarten in their buildings are enrolled in high quality pre-kindergarten learning settings for at least one year before they start kindergarten.

## **7. Appropriate social-emotional and community-oriented supports for students**

### *Support students through critical transitions*

Understanding that improving student achievement in these schools also requires targeted social emotional support of students, turnaround schools must identify and implement strategies to promote the social and emotional wellness of students 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).

These schools must develop a system to transfer comprehensive student information to teachers 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 to keep track of students in the critical ninth grade transition year. In addition, due the high levels of transience among the student, all these schools must provide a three day orientation to all incoming and mid-year transfer students, including an opportunity to meet all relevant school adults and complete diagnostic assessments.

### ***Ensuring Coordination: Developing a School Turnaround Plan***

Districts participating in the School Turnaround Initiative must develop a comprehensive plan to turn around the academic performance of each participating school through implementation of one of the four school intervention models. The Pennsylvania Department of Education's (PDE) Office of School Turnarounds will manage the review process of School Turnaround Plans against the criteria established in our application and in the Memoranda of Understanding signed by the participating districts and their stakeholders.

In 2010-2011 and 2011-2012, Pennsylvania will contract with national consultants with expertise in turning around low performing schools via our standard procurement process to review the School Turnaround Plans and to provide technical assistance. These consultants will supplement and further develop the capacity of the state's Intermediate Units to assist struggling schools. (See more below about the state's plan to increase our technical assistance capacity with regard to turning around struggling schools.)

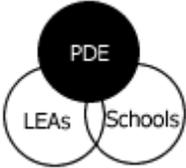
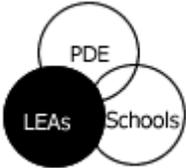
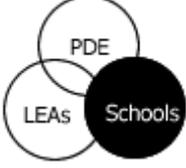
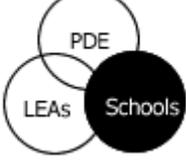
IUs will continue to support the turnaround initiative in the 2012-2013 school year as described below. Districts may make use of the school year 2010-2011 to coordinate with their local stakeholders and community in selecting a school intervention model and plan for the first year of implementation in 2011-2012.

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

Pennsylvania is **Ready to Go** in providing assistance and support to schools in the turnaround initiative with our comprehensive network of Intermediate Units (IUs) already in place. Our IU system provides an existing and experienced foundation from which to assist districts because IUs have already been extensively engaged in providing support to struggling schools and districts. Districts with schools in the Turnaround Initiative will already benefit from IU delivered RTTT supports including data use facilitators, teacher and principal evaluation

trainers, building leadership consultants and ELL instructional trainers. The 128 schools in the Turnaround Initiative will be further supported by the IUs through 15 on-the-ground turnaround technical assistance coaches. These IU turnaround efforts will be overseen by the Office of School Turnaround at the Department.

Table 1: Pennsylvania has a comprehensive strategy of reform activities for implementation in all schools in the turnaround initiative.

	<b>Activities</b>	<b>Timeline</b>	<b>Lead</b>
	Identify lowest performing schools	Completed	PDE
	Establish Office of School Turnaround Activities within PDE	09/2010-2/2011	
	Conduct annual reviews	2010-2011 and annually thereafter	
	Identify and disseminate promising and best practices	10/2010 and annually thereafter	
	Hire Chief Turnaround Officers (for schools implementing school intervention models in SY2010-11)	09/2010	Participating LEAs (with PDE support)
	Develop ambitious yet achievable turnaround plans and submit to PDE review and approval (for schools implementing school intervention models in 2011-12)	02/2011 – 06/2011	
	Implement turnaround plans and meet performance targets as written in plans	09/2010 - Ongoing	
	Measure and report progress using performance metrics and report progress using performance metrics	Ongoing	
 	Hire Chief Turnaround Officers (for schools implementing school intervention models in 2011-12)	06/11	Schools
	Implement turnaround plans (for schools implementing school intervention models in 2011-12)	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	

***Improving student achievement in struggling schools and districts***

Pennsylvania’s experience in raising the level of student achievement in our persistent failing schools through our Education Empowerment Act, described in detail in section E (1) above, has provided us with many lessons which has informed our turnaround planning for schools. The table below identifies the key strategies employed in experience with districts and schools in our Empowerment Education Act and the lessons we learned from those experiences.

**Exhibit E.4: Pennsylvania’s will build on our extensive experience turning around struggling schools.**

Comprehensive State Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned	How The Lessons Learned Informed PA’s Race to the Top Strategy
<p><b>Education Empowerment Act:</b> State Takeover of School Districts</p>	<p>12 districts representing 319 schools</p>	<p><b>RESULTS:</b> Fiscal and organizational management has been restored to each of the districts through governance change.</p> <p>All of the original 12 districts have made progress on the state assessment, and 8 have made sufficient progress on both test scores and other performance goals so as to be taken off of the Empowerment List.</p> <p>The original 12 districts have increased the percent of students reaching grade level or higher by 61% in math and 33% in reading.</p> <p><b>LESSONS LEARNED:</b> Fiscal and organizational stability that can be achieved through state governance changes are necessary but not sufficient conditions to raise academic performance. Systemic and coherent instructional improvements at the must also be implemented if academic performance is to be sustained. For the most challenged districts and schools, Pennsylvania provides intensive support to assist the district in developing coherent and sustained instructional interventions at the district and school-level (See Distinguished Educators (DEs) and Distinguished School Leaders (DSLs) below.)</p>	<p>Pennsylvania will build on its current infrastructure to establish a comprehensive system of support for intensive school-level intervention.</p> <p>The <b>Office of School Turnaround and Intermediate Unit Turnaround Teams</b> will provide school-level technical assistance through Race to the Top and beyond. This will include establishing effective budget and personnel management at the district and school-levels.</p> <p>These teams will work hand-in-hand with the schools as they develop targeted school intervention plans focused on meeting the instructional needs of all students and then continuously supporting the schools in the implementation of RTTT strategies (see Appendix A-5 for detailed strategies for the Turnaround Initiative).</p> <p>The Turnaround Teams will work with schools to provide intensive support through:</p> <ol style="list-style-type: none"> <li>(1) data-use facilitators that will work with school-level leadership teams to develop a data-driven school culture, pinpointing areas of need, and identifying the root cause of the challenges that these schools are facing;</li> <li>(2) provide expert support for deep instructional intervention such as curricular, school climate, and content specialists; and</li> <li>(3) assist schools and districts in managing the turnaround process, making strategic changes based on results, and providing the expert support to facilitate growth.</li> </ol>

Comprehensive State Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned	How The Lessons Learned Informed PA's Race to the Top Strategy
<p><b>Distinguished Educator (DE) and Distinguish School Leader (DSL) Program</b></p>	<p><b>DEs:</b> 30 districts representing 251 schools (since 2005); <b>DSLs:</b> 12 schools (since 2008)</p>	<p><b>RESULTS: DEs</b> were assigned to low-performing districts starting in 2005 to:</p> <ul style="list-style-type: none"> <li>• Direct and enhance district-level reforms such as increased instructional time, full-day kindergarten and school climate; and</li> <li>• Provide overall management support in collaboration with struggling districts.</li> </ul> <p>29 of the 30 districts have made at least a year's worth of growth for a year of schooling when they were working with the DEs and 24 of the 30 have made more than a year's worth of growth (see Appendix A-14).</p> <p><b>LESSONS LEARNED:</b> While the DEs provide district-level support, Pennsylvania has recognized that intensive intervention at the building-and student subgroup levels is necessary to significantly increase achievement of chronically low-performing schools. For this reason, in 2008-09, Pennsylvania began assigning DEs to these struggling schools and recruited a new cohort of specialists—<b>Distinguished School Leaders (DSLs)</b>. These data and curricular specialists assist schools in Corrective Action due to the achievement of a specific subgroup of students to assist these schools in the granular analysis of student data, and design instructional interventions that respond to the root cause of student performance challenges. DSLs work to institute changes in classroom-level instruction. Initial results are promising; within 2 years, over 70% of the schools with DSLs targeting the IEP subgroup had raised test scores for the IEP subgroup.</p>	

Comprehensive State Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned	How The Lessons Learned Informed PA's Race to the Top Strategy
<p><b>School Reform Commission/ Diverse Provider Model:</b></p> <p>School District of Philadelphia</p>	<p>45 schools in Philadelphia</p>	<p><b>RESULTS:</b> The Philadelphia school board was replaced with an appointed School Reform Commission in 2002. Philadelphia's academic growth since has been significant. From 2003-2009, the district has increased the percent of students reaching grade level or higher by more than double in math and by 71% in reading.</p> <p>In 2002, Philadelphia was watched by the nation as it took a bold approach to turning around 45 struggling schools by using a diverse provider model. Seven external organizations including for-profit, non-profit and higher education partners were given the responsibility to significantly increase student achievement. Results were mixed and have highlighted the need to use top-quality providers and to grant them considerable flexibility and autonomy over curriculum, hiring, and budget as needed.</p> <p><b>LESSONS LEARNED:</b> Academic performance in a diverse provider model requires that external management organizations (EMOs) are carefully paired with schools based on instructional needs, and with community input and support.</p>	<p>Philadelphia's new turnaround initiative – called Renaissance Schools – uses a rigorous review process to identify providers that demonstrate a proven track record of success with specific instructional challenges. After careful consideration of both a provider's strengths and a school's particular needs, providers are matched with schools. This "pairing" is then vetted and reviewed by local stakeholders, including parents, before a final agreement is reached.</p> <p>The <b>Office of School Turnaround</b> and <b>Intermediate Unit Turnaround Teams</b> will work <b>hand-in-hand with</b> other turnaround schools using a process similar to the one used in Philadelphia to match external providers to school needs as appropriate.</p>

Comprehensive State Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned	How The Lessons Learned Informed PA's Race to the Top Strategy
<p><b>School Closure:</b></p> <p>Duquesne School District</p>	<p>1 school</p>	<p><b>RESULTS:</b> Pennsylvania concentrated first on establishing an effective management structure by instituting a state-appointed school board. A new principal was put in place and a partnership was established with Allegheny County Intermediate Unit to assume greater managerial authority over the school district.</p> <p>The new school board closed the high school due to chronic low-performance and, under agreement with the Pennsylvania Department of Education and the state legislature, enacted the closure into law. Duquesne high school students now attend two higher performing schools in neighboring districts both of which have high quality curricular and extracurricular offerings.</p> <p>The Duquesne School District is now comprised of one K-8 school building which allows for a strong focus on classroom-level interventions, including job-embedded teacher professional development and back-mapping curricula from the standards.</p> <p><b>LESSONS LEARNED:</b> Closing a school, even when academic failure is persistent and long-standing and the new educational options for students are better, is a complicated and time-consuming process that involves more than just academics: there are complicated emotional, political, and legal ramifications as well. The</p>	<p>The Office of School Turnaround will provide guidance and hands-on technical assistance to districts when the decision is made to close a school for persistent failure. Such technical assistance will include at minimum: creation of a comprehensive communication plan for all stakeholders, including, parents, students and teachers; transition planning and placement of students into enhanced educational programs; longer-term support and follow-up of students in new schools to ensure continued success; assistance with staff transition consistent with collective bargaining agreements.</p>

		process runs smoother when there is a clear rationale for closing a school, and the decision is accompanied by a clear and thoughtful transition plan for the students and staff involved.	
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Page xiv of the RAND study *School Takeover, School Restructuring, Private Management and Student Achievement in Philadelphia* (2007). 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*

### **Pennsylvania is . . . Ready to Go**

- *Pennsylvania 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.*
- *Pennsylvania's research-based "adequacy" school funding formula targets greater state resources to high-poverty schools and districts on an ongoing basis.*

### **Pennsylvania is . . . Reaching Beyond**

- *Despite having to close a budget deficit of \$2 billion, Pennsylvania increased funding to basic education making Pennsylvania one of two states to make significant increases in education funding in the 2009-10 fiscal year.*
- *Governor Rendell and the General Assembly passed legislation that will phase in the state's portion of the adequacy gap by investing an additional \$2.6 billion in education.*

**(F)(1) Pennsylvania is making education funding a priority**

**F (i) The percentage of the total revenues available to Pennsylvania to support education for FY 2009 was greater than the percentage available for education for FY 2008**

Pennsylvania is **Ready to Go** with clear dedication to funding education. Over the past seven years, Pennsylvania has invested \$4.3 billion in new funds for public schools. This represents a 100% increase in the amount of state funds available to operate our public schools in less than a decade.

Pennsylvania is also **Reaching Beyond** by maintaining our dedication to education funding despite the dramatic economic downturn. According to Michael Rebell, executive director of the Campaign for Fiscal Equity, Pennsylvania was one of only two states among those with legislatively-mandated adequacy funding formulas to make significant increases in education funding in fiscal year 2009-10.

Thus, even while our General Fund revenue declined by 11.3% in FY 2009-10, Pennsylvania continued our commitment to providing adequate educational resources to our schools as follows:

- Continued implementation of the state’s “adequacy” school funding formula which targets greater resources to high-poverty schools and districts;
- Increased funding for public schools by **\$300 million**;
- Maintained 98% of state funding for evidence-based programs that improve student achievement including:
  - Pennsylvania 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 high-need schools; and
  - Dual enrollment program.

As a result of these critically important decisions and despite a seven percent 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 F.1.)

**Exhibit F.1: The percentage of the total Pennsylvania state budget dedicated to education Increased from FY 2008-09 to 2009-10 despite the decrease in total Revenue Available to the State. \***

	<b>2008/09</b>	<b>2009/10</b>
<b>Total Revenue Available to State</b>	\$27,084,355,000	\$25,172,181,000
<b>Education Funding (Actual or Projected)</b>		
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
<b>Percent of Total State Revenues: Elementary, Secondary, &amp; Postsecondary</b>	<b>41.18 %</b>	<b>41.85 %</b>

\* Does not include ARRA funding

***F(1)(ii) Pennsylvania’s education funding policies lead to more equitable funding of schools.***

Pennsylvania is **Ready to Go** because after 25 years without a viable school funding formula, in 2008 the governor proposed, and the legislature adopted, a formula that prescribes the distribution of state education funds appropriately to school districts schools based on their need. In addition, the new formula requires that the bulk of all new state funds be invested in a prescribed set of proven academic improvements.

This new school funding formula was crafted to meet the adequacy funding targets derived from a robust costing out study conducted by Augenblick and Myers. (See Appendix F-1) Pennsylvania’s adequacy funding formula assumes a base cost for each student plus multipliers for students from poor families and English language learners, and adjustments for district size and regional cost of living differences. Applying the formula to Pennsylvania’s 500

school districts yielded school funding “adequacy” targets for every district with new Basic Education Subsidy funds distributed according to the formula for the first time in 2008-09.

Through this adequacy-based state funding formula, Pennsylvania is able to give additional resources to the highest-need districts and schools. The result has been that the 50 districts with the most poor students - just 10% of all school districts in the state - received 45% of all new state funds — with an average increase of \$2,021 per pupil compared with \$991 per pupil for all other districts.

**Exhibit F.2: Pennsylvania has implemented a new adequacy based school funding formula.**

<b>Costing Out Factor</b>	<b>Value or Formula for Factor</b>
<b>Base Cost</b>	
Base Cost per Student	\$8,003 in 2005-06 (adjusted for inflation)
<b>Modification to Enrollment</b>	
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)
<b>Adjustments to Base Cost</b>	
District Enrollment (Size)	$((-0.05) \times (\text{LN of 2005-06 enrollment})) + .483$ , 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)	$((-0.23) \times (\text{LN of 2005-06 enrollment}) + 3.753) \times \text{number of ELL students}$ , with a minimum of 1.48

Pennsylvania is **Reaching Beyond** by including in our funding formula legislation a clear expression of legislative intent to continue funding the formula to close the state share of the statewide adequacy gap - which started out at \$2.6 billion - by providing increased installments of education funding each year for six years.

To ensure equitable funding within school districts, Pennsylvania monitors districts with Title I schools to make sure that these schools receive equitable state funding as compared to

non-Title I schools. We analyze non-federal funding within grade ranges, including detailed review of student to staff ratios and state and local funds being used to pay staff. Districts must also allocate any Title I funds to schools within a grade range in proportion to the school poverty rates.

One of the most important places to address equity within LEAs is within large urban school districts since these districts have multiple schools scattered across socio-economically diverse neighborhoods. The Philadelphia School District, Pennsylvania's largest district, is addressing this issue by implementing a weighted student funding formula, which allocates dollars to schools based on the academic and demographic profile of their students. Philadelphia will pilot the program in Fall 2010 and expand it to include all schools in 2011. Pennsylvania will work with the Philadelphia School District to assess the strengths of this weighted formula with the intention to assist other similar situated districts across the state in adopting such policies and practices.

Pennsylvania realizes that increased funding must be matched with increased accountability. Therefore, we are ***Reaching Beyond*** to ensure that funds are invested in high-impact, research-proven strategies. This requirement is included as part of our school funding legislation.

Specifically, 80% of the new funds provided to school districts by the formula, above inflation, must be used for implementing only the most effective strategies for boosting student achievement. These strategies include extended learning 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.

All districts must submit a detailed on-line application, called the PA Pact, describing their intended use for these state funds that includes a data driven analysis of each district's strengths and weaknesses including student growth data. (See Appendix F-2 for a copy of the PA Pact Application Guidelines.) Through this planning tool, all districts must match their

proposed use of funds to those specific student learning challenges, indicated by the data, in the schools where these students are served. This practice helps to equitably distribute state funds to those schools and students with the most needs. Academically challenged school districts 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.

**(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*

### **Pennsylvania is . . . Ready to Go**

- *Pennsylvania has a strong and demonstrable commitment to charter schools; with a decade of experience, we are home to 135 charter schools.*
- *Pennsylvania law places no caps on the number of charter schools allowed nor are there any state restrictions on student enrollment.*

### **Pennsylvania is . . . Reaching Beyond**

- *Charter schools receive 107 percent of the per student funding paid to traditional public schools.*
- *Pennsylvania's amended charter law allows high-performing charter schools to expand to multiple sites without applying for a new charter.*

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

**(F) (i) Pennsylvania has a charter school law that supports the expansion of high-performing charter schools**

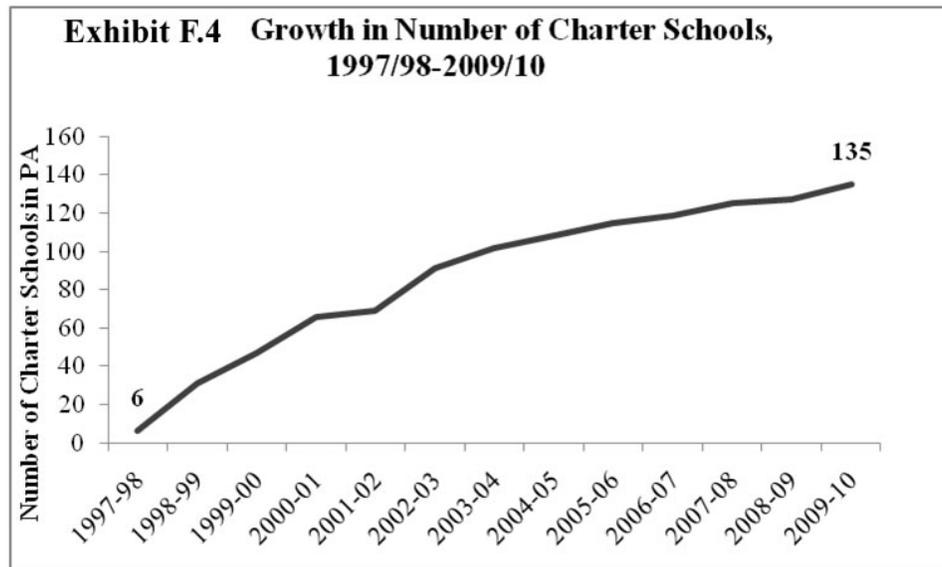
Pennsylvania is recognized as a leader in the development of charter schools. A recent study by the National Alliance for Charter Schools<sup>1</sup> described Pennsylvania as charter friendly, and found that our law “. . . provides an environment that’s cap-free, open to new start-ups, public school conversions, and virtual schools, and supportive of autonomy.” Pennsylvania’s charter-friendly law and policies also garnered a grade of A- in charter school autonomy from The Thomas Fordham Institute in its 2010 report *Charter School Autonomy: A Half-Broken Promise*. (See Appendix F-3.)

Pennsylvania is **Ready to Go** because our charter school law places no caps on the number of charters allowed in the State nor are there restrictions on student enrollment in charter schools. There are also no restrictions on charter schools operating in any particular geographic area or on serving particular types of students. (See Exhibit F.3)

By 2009, a decade after the passage of Pennsylvania’s Charter Law, there were 135 charter schools in the state, making up five percent of public schools in Pennsylvania (see Exhibit F.4 below) and serving four percent of our public school students. Eleven of Pennsylvania’s charters schools are Cyber Charters which we believe are particularly important for expanding opportunities to many students who live in rural areas of the state.

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<sup>1</sup> *How State Charter Laws Rank Against the New Model Public Charter School Law*, National Alliance for Public Charter Schools, January 2010.



Pennsylvania is **Reaching Beyond** by allowing successful charter schools to take over struggling schools. Mastery, a national recognized charter school operator, currently operates four schools in Philadelphia serving more than 2,000 students in grades seven through 12. Three of the four schools were previously "low-performing" district schools. Mastery now serves the *same* students in the *same* buildings and is seeing breakthrough results. Since Mastery has assumed management of these schools, test scores have increased an average of 52 percentage points per subject in every grade and violence and student mobility has dropped 80%. Simultaneously, student retention has increased dramatically. All three turnaround schools have closed the achievement gap in 8th grade math and two have closed the gap in reading.

Mastery Charter is a nationally recognized charter school operator and was cited by the U.S. Department of Education as the national example for its "restart" school intervention model. Mastery was recently awarded several Effective Practice Incentive Community (EPIC) awards by New Leaders for New Schools which reward schools, principals, teachers and leaders that are successful at significantly increasing student achievement in their high need charter schools. The City Charter High School and Propel Charter School in the Pittsburgh area have also received EPIC awards for their charter achievements. Pennsylvania had a "Gold Gain" or "Silver Gain" winner in each of the Elementary, Middle, and High School categories on the EPIC

National Charter School Consortium Award-Winning School list for 2009-2010 school year.<sup>2</sup>

The Philadelphia School District is currently home to 67 charter schools, 60% of all charter schools in Pennsylvania, serving 35,000 students. While many charters in Philadelphia demonstrate the potential to raise student achievement (75% of the charter schools in Philadelphia reached their student achievement targets in the 2008-09 school year) there are persistently low performing charters as well. In fact, seven charters are in Corrective Action and have not met performance targets over multiple years. Acknowledging the positive role charter schools may play in raising student achievement in the city, the Philadelphia School Superintendent will work with the governing body of the district to pursue and effectuate charter revocation as prescribed in Pennsylvania law for the lowest performing charter schools, in order to ensure sufficient opportunities for students to attend effective charter schools based on a rigorous continuing review of charter effectiveness.

Recognizing the value of our high performing charter schools, we included the leaders of these schools when developing this application - notably Scott Gordon of Mastery and Marc Mannella of KIPP Philadelphia. Their entrepreneurial approach to education offered valuable lessons and practices regarding school management, student motivation and strategies to boost teacher effectiveness that will be disseminated to our participating districts with RTTT funds.

**Exhibit F.3: Pennsylvania policies and laws promote high-quality, successful charter schools.** Source: Pennsylvania Department of Education

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	

<sup>2</sup> EPIC National Charter School Consortium Award-Winning Schools 2009-10, New Leaders for New Schools, [http://www.nlms.org/documents/epic/2009-10\\_EPIC\\_Charter\\_Schools.pdf](http://www.nlms.org/documents/epic/2009-10_EPIC_Charter_Schools.pdf)

**F(2)(ii) Pennsylvania has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools**

**Charter Accountability**

Pennsylvania is **Ready to Go** because both the General Assembly and the Department of Education are committed to the continued growth of high-quality charter schools particularly where their expansion offers an alternative to a struggling public school. To obtain a charter in Pennsylvania requires the following:

*Application:*

Charter applications may be submitted by individuals; one or more teachers who will teach at a 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. (See Exhibit F.6 for a summary of charter applications.)

*Authorization and Renewal:*

Charter schools may be authorized by the local school district, by the Pennsylvania Department of Education in the case of cyber charter schools, or by the School Reform Commission (SRC) in the School District of Philadelphia. Except in the case of the Philadelphia School District, appeal of a denial of a charter application is directed to the statewide Charter Appeals Board (CAB) which then has authority to reverse the denial and authorize the charter. In the case of Philadelphia, since the School Reform Commission is comprised of five appointees, a majority of whom are designated by the Governor, the legislature vested the full decision making power with respect to charters with the SRC. The CAB has authorized 37 charter schools, accounting for 27% of all charter schools currently in operation.

Original charters are authorized for a period of three to five years. After the first renewal, all subsequent renewals are for five years. Each renewal is based on the charter school's annual reports, reviews, and other sources of information such as the special education monitoring report, success in meeting performance goals set forth in the charter agreement and audited financial reports.

*Enrollment:*

Charter schools must give first preference to students who reside in the authorizing 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 a school district's desegregation order.

*Accountability:*

Pennsylvania's system of standards and assessments apply to charter schools. Charter schools must submit annual reports to the department and to their charter school authorizer. This report requires extensive information from each charter school including: 1) annual measurable goals; 2) school improvement planning; 3) quality school design; 4) AYP and NCLB accountability measures and results; 5) governance requirements; 6) financial responsibilities; 7) health and safety responsibilities; and 8) administrative needs. All charter schools are also required to submit their professional development, teacher induction and special education plans.

*Revocation or non-renewal*

A charter authorizer may terminate a school's charter if one or more material violations of any of the conditions, standards or procedures contained in the charter, **including failure to meet state requirements for student performance or failure to meet any performance standard set forth in the charter**. In addition, a charter school can have its charter terminated for 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 also (see Exhibit F.5 for relevant laws and regulations).

*Technical Assistance:*

The state provides technical assistance to charter schools and charter authorizers. Most recently, Pennsylvania developed a detailed *Charter School Toolkit* designed to assist charter school organizers and authorizing school districts in developing quality charter agreements with

measurable objectives. The toolkit contains the necessary documents for annual reviews, reauthorization reviews and board decisions, should a revocation be necessary.

**Exhibit F.5 Pennsylvania’s has a strong system of charter school governance and accountability**

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	<ul style="list-style-type: none"> <li>• 24 P.S. §17-1717-A(e)(2)</li> <li>• 17-1719-A; 17-1728-A(a) and (b)</li> <li>• 17-1729-A</li> <li>• 17-1742-A</li> <li>• 17-1745-A(f)</li> <li>• 17-1747-A, Charter School Basic Education Circular (CS BEC)+ cyber CS BEC</li> </ul>	
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)	The Charter School Law (CSL) allows non-renewal for failure to meet performance standards in charter
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		<ul style="list-style-type: none"> <li>• School district authorizers have closed ineffective charter schools. Note that state has the authority to close cyber charter schools as presented in this table</li> </ul>

**Exhibit F.6 Pennsylvania charter school applications and closures, 2003-04 to 2008-09**

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

<sup>1</sup> Financial mismanagement,

<sup>2</sup>Converted to virtual program, closed by mutual agreement of authorizer and charter school

<sup>3</sup> Dispute over legality of the charter

<sup>4</sup> Reason unknown

Charters denied by their school districts may appeal to the state Charter Appeals Board, which approves charters for approximately 50% of the appeals it hears. The chart below identifies the reasons for the charter appeals which have been denied by the Charter Appeals Board.

<b>Reason</b>	<b>Number of Appeals</b>
Insufficient community support	18
Inability to provide comprehensive learning opportunities	15
Curriculum/assessment deficiencies	14
Facility issues	13
Budget/finance issues	9
Improper admission restrictions	3
Religious entanglement	3

**F(2)(iii) Pennsylvania’s charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues**

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 the budgeted total expenditure per average daily membership of the sending school district** minus several 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. (See Exhibit F.7)

A comparison of the net current expenditures (excluding special education, nonpublic school programs, adult education programs, community/junior college programs and student transportation) of charter schools versus traditional schools, shows that the average net current expenditure per non-special education pupil of charter schools in 2008-09 was \$9,946 and for traditional school districts that amount was \$9,276. *This analysis makes clear that charter schools end up with \$1.07 to spend for every \$1.00 spent by traditional schools.*

Despite not being defined as LEAs under state law, Pennsylvania believes in the value of the charter schools in our state and recognizes the important contributions charter schools have to make in educational reform. We have committed to **Reaching Beyond** the requirements of RTTT to provide RTTT funds to participating charter schools out of the state share of the award. Participating charter schools will receive RTTT funds in the same amount as if they were defined as LEAs.

**Exhibit F.7 Pennsylvania Charter Schools Receive Equitable Funding**

<b>Components</b>	<b>Yes/No</b>	<b>Relevant Laws/Regulations</b>
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

**F(2)(iv) Pennsylvania provides charter schools with funding for facilities**

The state does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional schools. Pennsylvania provides charters with funding for facilities by providing for the leasing of buildings or portions of buildings for charter school use that have been approved by the Secretary of Education. The Department of Education calculates an approved reimbursable annual rental charge.

Pennsylvania determines that 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 vocational-technical schools. The Department of Education then pays on an annual basis, an amount determined by multiplying the aid ratio of the charter school by the approved reimbursable annual rental (PA School Code 25-2574.3).

In addition to this, Pennsylvania law allows a charter school that has been converted from an existing public school to remain in the school facility rent-free (See Exhibit F.8)

**Exhibit F.8 Pennsylvania Funding for Charter School Facilities**

<b>Components</b>	<b>Yes/No</b>	<b>Relevant Laws</b>	<b>Additional Information</b>
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	Yes		

**F(2)(v) Pennsylvania supports the growth and expansion of innovative autonomous schools**

Pennsylvania's laws and policies allow innovative education opportunities to develop at the local level and the Pennsylvania Department of Education provides intensive support and resources to local schools and districts to encourage diverse learning environments that address the needs of all students. Our approach to innovation has given rise to unique and promising models across the state including:

***Philadelphia School District's Renaissance Schools***

Recently, the School Reform Commission, the state-appointed governing board of the School District of Philadelphia, approved a plan to turn around 14 schools in the 2010-2011 school year through an initiative called Renaissance Schools. This plan gives these schools a high degree of autonomy in school management in exchange for a high degree of accountability for performance. Nine of the fourteen schools will be governed by Renaissance Turnaround Teams as either charter schools or innovation schools. Five schools will become "Promise Academies" which remain district managed but also enjoy expanded flexibility.

The recent collective bargaining agreement between the School District of Philadelphia and the Philadelphia Federation of Teachers gives broad autonomy to Renaissance Schools, including the ability to dismiss half the staff, extend the school day/year, and require principals to hire staff through mutual consent. (See Appendix E-1 for more information.)

***Pittsburgh Academies***

In February 2006, the Pittsburgh School District transformed eight struggling schools into Accelerated Learning Academies (ALA) as part of their Excellence for All reform agenda. These schools adopted the America's Choice school design for turning around struggling schools. The America's Choice model is a proven strategy to turning around schools that includes additional autonomy over school operations, extended learning time, site-based selection of all teachers and staff, enhanced use of data to inform instruction and school management and leveraging community and parents as school partners.

These Academies are already making a real difference in Pittsburgh. In the 2008-2009 school year, ALAs showed increases in student achievement at the advanced level in reading that were 1.4 times greater than school district as a whole and 3.5 times greater in mathematics. ALA schools also showed growth in proficiency in Reading equal to the remainder of the district and 2 to 3 times greater in mathematics. ALA students also posted percentage point reductions in below basic double the district reduction in below basic in both reading and math. (See Appendix E-2 for more information.)

### ***Chester County Technical High School***

The Chester County Technical College High School, which opened in September 2008, is unique dual-enrollment collaboration between the Chester County Intermediate Unit (CCIU) and the Delaware County Community College (DCCC) and is Pennsylvania's first hybrid career and technical high school/community college. It features three distinct yet interrelated educational programs—a regional high school accepting students from multiple school districts, a regional career and technical education school, traditional college courses, and new dual-enrollment classes that blend high school and for-credit college courses. Dual enrollment students can graduate with up to 16 college credits in addition to their high school diplomas. CCTC now serves over 500 high school students from five participating school districts in grades 9-12, and 300 college students. As a result of the success of the Chester County Technical College High School, the intermediate unit and additional school districts are collaborating to open a second campus in 2012. (See Appendix F-4 for more information.)

### ***University Assisted Community Schools***

Since 1985, a collaboration between the University of Pennsylvania, led by the Netter Center for Community Partnerships, and West Philadelphia school and community partners, has helped to transform existing neighborhood public schools into university-assisted community schools. Currently eight university-assisted community schools function as centers of education, services, engagement and activity for over 5,000 students, parents, and community members in West Philadelphia. Innovative collaborations have come to define this award-winning program, which has been widely recognized—and replicated—for its effectiveness in improving both the quality of life and the quality of learning of children in urban neighborhoods.

Students and teachers in these schools have access to a wide range of academic and enrichment opportunities including, a College and Career Readiness program, enhanced STEM education and professional development, paid student internships, college student mentors for k-12 students after-school and during summer enrichment programs, and health and nutrition education.

The Philadelphia Federation of Teachers recently received an innovation grant from the American Federation of Teachers Innovation Fund to assist in the expansion of the University Assisted Schools model to several additional schools in the West Philadelphia area. More information on the success of the Netter Center partnerships can be found in Appendix F-5.

### ***Virtual High Schools***

Pennsylvania will use RTTT funds to create a catalogue of 12 high rigor on line courses – four each year for three years - available to all students across the state. This on-line course option will be especially effective in improving academic rigor in small, rural, and low-wealth school districts where rigorous courses are not available due either to lack of resources. The first four courses offered on-line will be in STEM subjects.

The Pennsylvania General Assembly is also poised to pursue the development of on line coursework for Pennsylvania students. The Virtual High School Study Commission created by the Pennsylvania General Assembly recently issued its report on the feasibility and costs of 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;
- Increased options for at-risk, homebound and alternative education students; and
- Dropout prevention and “credit recovery” offerings.

**(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*

### **Pennsylvania is . . . Ready to Go**

- *Pennsylvania is home to some the nation's largest scale school reform models that are setting high standards for teaching.*
- *Pennsylvania has a well-developed infrastructure for delivering resources and supports to districts and schools ensuring that future reform efforts will be implemented successfully and quickly.*

### **Pennsylvania is . . . Reaching Beyond**

- *Pennsylvania will train kindergarten teachers in assessment practices that will help ensure students start first grade on-track for achievement.*
- *Pennsylvania will grow its pool of potential scientists and engineers by giving 3,000 more elementary students access to research proven science instruction.*
- *Pennsylvania will help thousands more students get ready for post secondary education by using RTTT funding to create more dual enrollment opportunities.*

**F(3) Pennsylvania has additional significant reform conditions in place that will augment any RTTT activities**

Pennsylvania is proud of our recent education reforms. We are **Ready to Go** because we have experience implementing statewide education initiatives, at scale, that boost student achievement. We have a strong foundation and infrastructure for **Reaching Beyond** the goals of RTTT .

We say this with confidence because of our success in implementing these far-reaching reforms:

**1. Early Childhood Education: The Foundation for Student Success**

Since 2003, Pennsylvania has gone from being one of only nine states in the nation that failed to provide state funds for early childhood education to our 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. 2007-08 was the start-up year of Pennsylvania's flagship pre-k program for at-risk children, Pre-K Counts. In that first year, 94% of the at-risk children in Pre-K Counts classrooms finished the school year with age-appropriate skills and behavior, or emerging age-appropriate skills and behavior, a stunning success rate. In addition, research on Pennsylvania's experience shows that the high quality programs of Pre-K Counts reduce the need for special education services in kindergarten; of the children who participated in PA Pre-K Counts last year, significantly fewer children are requiring Early Intervention services in kindergarten than in the total kindergarten population. (See appendix F-6.)

Pennsylvania's early childhood program is implemented through a unique joint office, the Office of Child Development and Early Learning, straddling the departments of Education and Public Welfare. This joint office 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.

Our approach to expanding high quality early childhood education is a scale approach – today 35% of our incoming school cohort are in pre-k programs. Our full-day kindergarten programs now educate 70% of all students in Kindergarten.

Pennsylvania's Race to the Top initiative will utilize additional capacity from this coordinated office to build on its success by requiring participating districts to ensure that all students enter kindergarten ready to learn. Pennsylvania will develop a kindergarten assessment to help teachers make sure that all 46,000 students leave kindergarten each year ready for success in first grade. For more information on Pennsylvania's Early Childhood initiatives see Appendix F-7.

## **2. 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 or better than students from every other nation in the world.

In 2006, in order to bring the same strategies to other school districts across Pennsylvania, the commonwealth launched Science It's Elementary (SIE). Since that

year, the state has invested over \$38 million in SIE bringing the program 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 fiscal year 2009-10 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*.

For more information on Pennsylvania’s Science It’s Elementary program see Appendix D-9.

### **3. College and Career Readiness**

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 (see Appendix F-8), which conducted an 18-month study to identify the skills and competencies that will allow graduates to succeed in a challenging and changing economy.

Pursuant to new regulations for high school graduations requirements promulgated in 2009, students can meet graduation requirements through any or a combination of the following options:

*Option 1:* Demonstrate proficiency in core subjects: English, math, science and social studies, 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 in these subjects 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.

For more information on the Pennsylvania's new graduation requirements, see Appendix F-9.

#### **4. Helping More High School Students Earn College Credit**

Pennsylvania high school students are taking 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.

Further evidence of Pennsylvania's commitment to preparing high school students for college and career readiness is that a substantial portion of the funding is directed toward low-income students—who otherwise might never consider college to be an option. Ensuring that these students get first hand exposure to college level work and assisted them throughout the program will help ease the difficult transition from high school to college. For more information on the Dual Enrollment program, see section F(2)(v) and Appendix F-10.

#### **5. 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. Pennsylvania continues to offer school districts

flexibility in maximizing current resources aimed at helping struggling students through our Accountability Block Grant program.

In 2004-2005, Governor Rendell and the General Assembly launched this landmark investment that has provided \$1.5 billion to Pennsylvania's school districts over the last six years. The Accountability Block Grant focuses resources in four areas: early childhood education, support for struggling students, teacher quality, and support for research based programs. The 2009-2010 state budget alone provided over \$270 million to school districts across the state which allowed districts to invest in quality early learning programs for more than 87,000 students (including high quality pre-kindergarten, full-day kindergarten and reduced class sizes for grades k-3), increased learning time for over 144,000 students and additional academic supports for almost 80,000 students.

For more information on Pennsylvania's Accountability Block Grant, see Appendix F-11;

## **6. Innovative Use of Technology**

Pennsylvania is a leader in using technology to engage students and prepare them for the 21<sup>st</sup> century workplace. Classrooms for the Future (CFF) is a \$200 million initiative which 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- and problem-based learning, teachers spent significantly less time 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.

For more information on Pennsylvania's Classrooms for the Future initiative see Appendix D-8.

**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 takes a holistic approach to boosting the STEM skills of our public school students, from ensuring rigorous standards, to the professional development needed to prepare our teachers to integrate STEM concepts throughout the K-12 experience, to targeted investments that enable students to build their STEM skills in both traditional and non-traditional settings.

Achieve's 2009 intensive review of our Math standards showed that we had room for improvement in certain elements of math concepts. The State Board of Education was poised to revise our Math standards, but wisely decided that the best approach was to take advantage of the collaborative state effort to create the Common Core Standards. By adopting these Standards, we address our weaknesses while ensuring overall that our Science and Math standards are internationally benchmarked. We will invest heavily in the professional development necessary to bring these standards to life in our classrooms. In addition, we will augment these standards with the adoption, this fall, of engineering learning progressions that infuse engineering concepts into our k-12 expectations.

While Pennsylvania's current standards in Math and Science are quite rigorous, without clear high school graduation requirements which include demonstration of mastery of these standards, we had no assurance that our graduates left high school knowing the STEM essentials. In 2009, Pennsylvania adopted statewide high school graduation requirements that are based, in large measure, on the passage of end-of-course exams in all core subject areas, including Math and Science. Our mandatory Keystone Exams will help ensure curriculum consistency in classrooms across the state and will include biology, chemistry, algebra I and II and geometry. Teachers will be able to take advantage of substantial new supports of Pennsylvania's instructional improvement system portal to help prepare students for success in these exams.

For the last three years, Pennsylvania invested substantial resources to modernize both the technology and practice of teaching core subjects in high school. Our *Classrooms for the Future* (CFF) initiative has transformed the way high school teachers teach, and how students learn, in over 540 Pennsylvania high schools with nearly a half a million students. An investment of \$230 million enabled the purchase of Internet connected laptop computers for

every desk in core subject classrooms. It also paid for the staff development necessary to assist 20,000 high school teachers to maximize the use of technology in instruction, thereby increasing the use of technology for creative thinking, problem solving, research and multi-media learning for every high school student. A preliminary independent evaluation indicates that CFF appears to have led to important changes in all five domains of teaching activity that have been shown to be positively correlated with increases in student achievement (See CFF: Year Three Evaluation Report, Executive Summary, Appendix D-8).

As with CFF, the Commonwealth sought to substantively and rapidly improve elementary school science instruction. Since 2006, the state has invested over \$50 million in Science: It's Elementary (SIE), bringing the program to schools in 132 school districts. This program provides hands-on, inquiry-based instructional materials supported by rigorous professional development to teachers, enabling students to *learn science by doing science*. An independent evaluation released in February 2010 found that 4<sup>th</sup> grade students in SIE districts scored significantly higher than students in demographically-similar comparison schools on the science, mathematics and reading PSSAs (See report in Appendix D-9). RTTT funding will ensure SIE expansion to 78 schools in the turnaround initiative with elementary grades. Following the development of engineering learning progressions this fall, RTTT funds will support integration of engineering concepts in to the SIE program.

Non-traditional options have also been employed to give more students access to high rigor STEM courses. Through our dual enrollment program, students take college coursework while still in high school. RTTT will provide over \$9 million in funds for 14,000 additional students to take college courses for college credit in high school. We also propose to continue our efforts to significantly increase access to Advanced Placement course for high schools students. RTTT funds will be used to train 1,500 teachers per year for four years to teach AP courses. While these interventions will offer options beyond STEM areas, our historic trends indicate that at least of a third of the new slots funded with RTTT resources will be focused on STEM coursework. As we embark on building our virtual high school, we will use RTTT funds to develop course content in STEM courses with a goal of six online courses in STEM subjects available by 2014. (see section (f)(2)).

To ensure that these teachers and all teachers have the support they need to creatively and substantively integrate STEM concepts in their day-to-day instruction, we will use RTTT fund to add a new module(s) in the Pennsylvania Inspired Leadership (PIL) program (the required training program for all new and sitting principals) for instructional leadership in STEM content areas. (see Appendix STEM-2)

In 2007, with a grant from the National Governors Association, Pennsylvania established and continues to maintain a network of partners and programs in support of the development and deployment of science, technology, engineering and mathematics education and workforce development. The initiative brings STEM community partners together in five regional planning groups to collaborate and coordinate with schools, teachers, students and families to promote STEM interest, content and opportunities. Included in each regional planning group are universities, scientific, technology and other related businesses and professional associations, museums and other STEM partners. Each region now has a comprehensive database for teachers, students and families to find programs and resources in STEM content areas.

Pennsylvania will use RTTT funds to continue the work of the Pennsylvania STEM Initiative through its five regions. In particular, regional coordinators will continue to convene, coordinate and promote collaboration among the schools, businesses, institutions of higher education and community organizations in their regions. RTTT investments will increase the number of STEM-capable partners in the region available to support and collaborate with teachers and schools; and disseminate best practices among districts, schools and in partnership with STEM capable partners both within and across STEM regions.

The STEM initiative regional centers launched and support numerous local programs specifically targeted to increasing participation of underrepresented groups in STEM, including women and girls. These programs include Pennsylvania's participation in the National Girls Collaborative Project (NGCP) at Carnegie Mellon Science Center, which recently was awarded \$200,000 to expand its innovative urban science adventure program designed specifically for middle school girls.

**Pennsylvania’s Emphasis on Science, Technology, Engineering, and Mathematics (STEM)**

<b>STEM goal</b>	<b>Standards and Assessments</b>	<b>Great Teachers and Leaders</b>	<b>Data Systems</b>	<b>Turning Around Struggling Schools</b>
<p>Rigorous Course of Study in STEM</p>	<p><b>Existing:</b> Strong Academic Standards in science, technology and mathematics</p> <p><b>New:</b> Pending adoption of Common Core</p> <p><b>New:</b> member of 3 RTTT assessment consortia</p> <p><b>Existing:</b> Science: It’s Elementary excites elementary students with hands on science learning</p> <p><b>Existing:</b> \$200 million state investment in Classrooms for the Future enhances 21<sup>st</sup> century STEM learning</p> <p><b>New:</b> Leveraging of \$30 million in federal Title IID funds to expand CFF initiative in 09-10</p> <p><b>Existing:</b> Recently adopted graduation requirements include state wide, end of course “Keystone Exams” in STEM subjects</p> <p><b>Existing:</b> Voluntary model curriculum aligned to standards and resources in core curricular areas</p> <p><b>Existing:</b> Science PSSAs given in 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades since 2007</p>	<p><b>Existing:</b> Pa’s new teacher certification regulations require additional science and math content for elementary and middle school certification</p> <p><b>New:</b> New Pa Inspired Leadership modules in instructional leadership in STEM content</p> <p><b>Existing:</b> \$38 million state investment in Science: It’s Elementary includes professional development</p> <p><b>Existing:</b> CFF program includes job embedded teacher coaching</p> <p><b>Existing:</b> Pending passage of SB 441, alternative certification pathway for STEM professionals through residency program</p>	<p><b>Existing:</b> Track STEM students into college to evaluate acceptance, remediation, persistence , course of study and completion</p> <p><b>New:</b> Track teacher effectiveness back to teacher prep programs for STEM teachers</p> <p><b>New:</b> Use student achievement data from Science and Math PSSA as a significant factor in teacher evaluations and to inform professional development</p>	<p><b>New:</b> Science: It’s Elementary expanded to all elementary schools in the turnaround initiative</p> <p><b>New:</b> Differentiated pay for STEM teachers anticipated as part of state’s model career ladder (mandatory for schools in turnaround initiative)</p>

STEM goal	Standards and Assessments	Great Teachers and Leaders	Data Systems	Turning Around Struggling Schools
	<p><b>Existing:</b> 30% of Dual Enrollment courses in STEM college level coursework</p> <p><b>Existing:</b> 30% of 90,000 AP courses in PA in STEM college level courses</p>	<p><b>New:</b> Expanded training for teachers of AP coursework to start with STEM courses</p> <p><b>New:</b> Development of catalogue of virtual courses to start with STEM courses</p>		
Collaboration with STEM capable partners	<p><b>Existing:</b> Pa STEM initiative – state level hub with five regions STEM capable partners</p> <p><b>New:</b> RTTT funding to continue work of Initiative in five regions</p> <p><b>Existing:</b> Pa STEM Initiative Asset Map</p>	<p><b>Existing:</b> Pa STEM Initiative Asset Map</p> <p><b>Existing:</b> Leveraging of federal Title IID grant to partnership of five PA universities and 17 school districts to build skills of existing science and math teachers</p>		<b>Existing:</b> Pa STEM Initiative Asset Map
Preparing more students for advanced careers in STEM	<p><b>Existing:</b> Dual enrollment funds for STEM college courses for high school students</p> <p><b>New:</b> RTTT funding for additional 14,000 dual enrollment slots</p> <p><b>New:</b> Increase number of STEM AP courses through state provided AP</p>			

STEM goal	Standards and Assessments	Great Teachers and Leaders	Data Systems	Turning Around Struggling Schools
	<p>teacher training</p> <p><b>New:</b> RTTT funding of AP training with one-third targeted to STEM subjects</p> <p><b>New:</b> First four courses and six total by 2014 in virtual course catalogue in STEM coursework</p>			

**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 12<sup>th</sup> 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.<sup>1</sup> 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

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<sup>1</sup> For details, see <http://www.dataqualitycampaign.org>

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 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.

<sup>1</sup> Governor's Commission on Training America's Teachers (2006), p. 39.

<sup>1</sup> Page xiv of the RAND study *School Takeover, School Restructuring, Private Management and Student Achievement in Philadelphia* (2007).

<sup>1</sup> Pennsylvania Department of Education, 2009

**Race to the Top  
Application for Phase 2 Funding  
Phase 2  
CFDA Number: 84.395A**

**COST PROPOSAL**

**Pennsylvania: *Ready to Go! Reaching Beyond!***

**Submitted by:  
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**Submitted to:  
U.S. Department of Education**

**Date: June 1, 2010**



**Pennsylvania: Ready to Go and Reaching Beyond!**

**Budget Part I: Budget Summary Table**

<b>Budget Part I: Summary Budget Table</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
1. Personnel	2,350,000	2,160,000	2,000,000	1,865,000	8,375,000
2. Fringe Benefits	781,200	777,600	720,000	671,400	2,950,200
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	39,313	44,188	47,188	45,188	175,875
6. Contractual	18,563,555	17,751,655	27,383,925	12,790,000	76,489,136
7. Training Stipends	-	-	-	-	-
8. Other	8,535,865	10,302,570	13,197,277	3,197,838	123,553,361
9. Total Direct Costs (lines 1-8)	30,361,533	31,112,013	43,429,390	18,650,425	35,233,550
10. Indirect Costs*	601,190	564,019	522,240	486,989	2,174,438
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	5,023,417	14,996,922	16,503,495	37,709,832	74,233,666
13. Total Costs (lines 9-12)	35,986,140	46,672,954	60,455,125	56,847,247	199,961,465
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	49,990,366	49,990,366	49,990,366	49,990,366	199,961,465
15. Total Budget (lines 13-14)	85,976,506	96,663,320	110,445,491	106,837,613	399,922,930
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 will receive an aggregate 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. Participating charter schools will receive funds out of the state's one-half share of the award. 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 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 or charter school – 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 and charter schools 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 respectively for 2014).

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 state RTTT funds in ways that build capacity *without* creating long-term, operational costs. As an example of our efforts to build sustainable capacity, teachers and leaders in every participating district and school will receive job-embedded professional development in teacher observations and conducting teacher evaluations. Through Pennsylvania's existing system of Intermediate Units, experts in teacher and principal evaluation will build the capability of principals and other district and school personnel to conduct fair, objective and rigorous

teacher evaluations. The need for this cadre of individuals will diminish over the life of the grant as principals and district staff become knowledgeable in how to implement our new teacher evaluation system, and any residual expenses will be covered by school district budgets, as a reallocation of part of the existing money they now spend on teacher evaluations.

This type of expenditure on building capacity without creating long term costs 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 and the State Board. 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 eight 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, 116 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 our Race to the Top initiatives. Pennsylvania was awarded an SLDS grant in the amount of \$14.3 million on May 21, 2010.

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 recently adopted adequacy formula, which will drive more state 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 period ends, the seven 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 planned partnership with an institution of higher education and third-party private funding for a proven model similar to the Chicago Consortium of School Reform.
- **Charter office.** After the grant period 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 agenda to increase curriculum access to schools in rural areas and to low performing schools, will be transitioned after RTTT to a for-fee model, based on sliding scales according to 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.** 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 to the new system.
- **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. We plan to accomplish 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 four-year start-up phase of producing highly effective teachers and principals for schools in the turnaround initiative within the three, regionally-based Turnaround and Urban Principal Academies, the ongoing costs of these three campuses will reduce to \$5 million per 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 schools in the turnaround initiative.** The ongoing costs for Reading Recovery to districts with schools in the turnaround initiative will be paid for by districts, as Reading Recovery will be provided on a for-fee basis.
- **Schools in the Turnaround Initiatives: Costs to districts.** We project that our Basic Education Subsidy to districts will continue to increase over the next four years, in line with the legislatively-approved adequacy-based funding formula and the six-year plan to close the state share of district-level funding gaps. This will provide additional state funding to schools in the turnaround initiative since most of these schools are in lower-wealth districts. In this way, the RTTT funding for turnarounds is anticipated to be replaced by funding increases provided by the state.

**Budget Part II: Project-Level Budget Table**

<b>Budget Part II: Project-Level Budget Table</b> <b>Project Name: 1. Management and Delivery</b> <b>Associated with Criteria: (A)(2) (C)(2)</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
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	623,925	623,925	3,423,925	-	4,671,776
7. Training Stipends	-	-	-	-	-
8. Other	1,000,000	1,000,000	2,000,000	-	4,000,000
9. Total Direct Costs (lines 1-8)	3,547,525	3,514,525	7,314,525	1,890,600	16,267,176
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	2,780,917	2,780,917	2,780,917	2,780,917	11,123,666
13. Total Costs (lines 9-12)	6,683,565	6,650,565	10,450,565	5,026,640	28,811,335
<p>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.</p>					

**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

<p>Program Director, Turnarounds (1) will be a new position. The Turnaround Program Director will be focused on the implementation of the 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.</p>	100%	\$90,000 x 4 years	\$360,000
<p>Consortium Director (1) will oversee the new Consortium for PA Education Research, Evaluation &amp; 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.</p>	100%	\$90,000 x 4 years	\$360,000
<p>Consortium Managers (2) will oversee direct management of research projects for the new Consortium for PA Education Research, Evaluation &amp; 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.</p>	100%	\$75,000 x 2 x 4 years	\$600,000
<p>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.</p>	100%	\$45,000 x 7 x 4 years	\$1,260,000
<p>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.</p>	100%	\$90,000 x 4 years	\$360,000
<p>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</p>	100%	\$45,000 x 2 x 4 years	\$360,000

underperforming charter schools. These positions will be funded by RTTT for four years, but will continue to exist beyond the life of the grant.			
Charter Technical Assistance Team (2) will work with the Program 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.	100%	\$55,000 x 2 x 4 years	\$440,000

## 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	\$1,500	Computer including monitor	\$25,500

Charter Office Director, and the 2 Charter Office Analysts			
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 <sup>1</sup>	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	\$1,871,776

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

	cost to for IU technical assistance	
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**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 10% or more at the end of years 1, 2, or 3.	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

**9) Total Direct Costs**  
\$16,267,745

**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<sup>2</sup>**

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	Based on Title I allocation for each Charter school	69 charter schools	\$11,123,666

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

	using to distribute half of its RTTT award to participating districts. This allocation will come from the state award.			
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**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.

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 it were a district	\$85,184
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	\$103,606
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	\$264,525
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	\$205,008
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	\$55,238
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	\$40,781
Belmont 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	\$142,182
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	\$87,073
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	\$7,334

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	\$726,685
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	\$283,263
Collegium 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	\$56,820
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	\$380,244
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	\$26,976
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	\$241,379
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	\$3,413
Eugenio Maria de Hostos 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	\$88,175
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	\$262,623
Folk Arts-Cultural Treasures 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	\$163,124
Franklin Towne CES	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	\$89,277
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	\$349,394
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	\$155,409

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	\$201,701
Graystone 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	\$28,975
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	\$72,744
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	\$316,685
Imani Education Circle 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	\$166,430
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	\$270,745
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	\$145,489
KIPP West Philadelphia Preparatory Chart	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	\$33,065
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	\$117,934
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	\$190,249
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	\$23,215
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	\$229,691
Lincoln Leadership Academy	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	\$46,574
Lincoln Park	This subgrant from the State's 50% allows this charter school	\$35,702

Performing Arts CS	to participate in Race to the Top at the same funding level as if it were a district	
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	\$41,115
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	\$278,854
Master Charter High 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	\$180,759
Mastery CS—Pickett 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	\$171,942
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	\$205,008
Mastery CS—Thomas 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	\$211,621
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	\$424,929
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	\$47,481
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	\$206,109
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	\$134,949
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	\$174,146
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	\$259,014
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	\$782,530

	it were a district	
People for People 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	\$203,905
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	\$176,350
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	\$162,022
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	\$113,525
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	\$29,185
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	\$56,980
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	\$88,617
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	\$81,309
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	\$77,992
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	\$47,527
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	\$69,901
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	\$149,898
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	\$106,912

Southwest 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	\$112,423
Tacony 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	\$137,774
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	\$15,522
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 it were a district	\$217,132
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	\$44,696
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	\$270,036
West Philadelphia Achievement CES	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	\$146,591
<b>TOTAL</b>		\$11,123,666

**13) Total Costs:** \$28,811,335

**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))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
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	1,125	1,000	-	-	2,125
6. Contractual	6,560,400	5,136,000	13,006,000	3,486,000	28,188,400
7. Training Stipends	-	-	-	-	-
8. Other	413,500	369,000	333,300	250,000	1,365,800
9. Total Direct Costs (lines 1-8)	7,280,425	5,614,800	13,339,300	3,736,000	29,970,525
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)	7,338,486	5,635,690	13,339,300	3,736,000	30,049,475

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<sup>3</sup> in total salary = \$61,200

Total Salary + Benefits + Wages = \$411,200

**3) Travel**

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<sup>3</sup> 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

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): 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 (\$)
<b>Conversion/Correlation of PA Standards to Common Core in SAS Standards Database</b>			
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
<b>Conversion/Correlation of SAS Portal Resources</b>			
Alignment of educational resources in SAS - 13 content areas plus ELL and Resiliency	300	120	\$288,000
<b>Total</b>	<b>193</b>		<b>\$494,400</b>

**(b) Aligning 4Sight benchmark assessments to the common core standards (6 months, beginning Fall 2010)**

Purpose	Days	Total (\$)
<b>Revising the 4Sight benchmarks to align to NGA common core</b>		
Reading/Language Arts – 36 benchmarks	330	\$720,000
Mathematics – 36 benchmarks		\$360,000
<b>Total</b>	<b>330</b>	<b>\$1,080,000</b>

**(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 districts and schools 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 system 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 use facilitators (starting Fall 2011)**

PDE will work with IUs to deliver job-embedded professional development to help schools and teachers in all participating districts and schools analyze and interpret student data; trainers will train teachers and principals how to use data to target students for specific interventions, group students according to need, and develop differentiated instruction using Pennsylvania’s instructional improvement system.

Description	# FTE - a	Daily stipend(\$)	Num of days worked/SY	Total – a x b x c
PDE estimates that it will require 119 data facilitators for the 1150 schools in participating districts and schools. These roles will exist for 1 year; these data use facilitators will be hired through regions of IUs and will deliver data coaching to schools throughout the IU	119	400	200	\$9,520,000

**(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 and an initial focus on STEM courses.	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 with first four courses in STEM subjects; 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
<b>SAS</b>			
Train the IUs using the ‘train the trainer’ model on curriculum mapping, alignment, delivery, and evaluation of all resources aligned with the	Aligning curriculum to the new standards	The training will be done at three selected IU offices by three PDE internal staff for 5	\$13,500

common cores standard, Spring 2011		days at \$300/day for the cost of training	
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
<b>Use of Data</b>			
119 IU-based, job-embedded professional development trainers on data use for participating districts; starting Summer 2011	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 119 attendees	\$119,000
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 119 attendees	\$83,300

**9) Total Direct Costs**

\$29,970,525

**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**  
\$30,049,475

**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))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
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 vendor for the development of the specification around a model district SIS and with the participating LEAs to understand their requirements, and to assist them in implementing the model district 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 local school district SISs 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 <sup>4</sup> .	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, c) identify the elements and specifications of a model student information system (SIS), d) evaluate participating school district SISs against the model SIS, e) assist districts in bringing their local SISs up to the model SIS, and f) 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

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<sup>4</sup> 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 modifications to the SIS, programming hours and training the LEAs

**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

**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))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
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	2,879,000	2,229,000	5,309,000	4,509,000	14,926,000
7. Training Stipends	-	-	-	-	-
8. Other	-	198,300	2,056,950	-	2,255,250
9. Total Direct Costs (lines 1-8)	3,073,200	2,627,900	7,551,550	4,509,000	17,761,650
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)	3,108,451	2,663,151	7,586,801	4,509,000	17,867,404

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) <sup>5</sup>	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) <sup>6</sup>	10 x 3 x 2 FTE	\$250	\$15,000

<sup>5</sup> Based on historical cost for similar overnight travel for PDE employees

<sup>6</sup> 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
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 <sup>7</sup>	Linking of student growth data to teachers	Associate	3 years	\$2,400,000

<sup>7</sup> Estimate based on approximately \$1 per student, not to exceed \$800,000 per year, based on existing contract

PIL program design for principals and superintendents to be trained on evaluations <sup>8</sup>	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) and office supplies (e.g., paper, folders, ink, etc.)	Training and support capacity	38 IU trainers	2 years, beginning in year 3	\$5,320,000
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) <sup>9</sup>	12 (bi-weekly for 6 months)	\$9,900 per meeting	\$118,800
Cost to hold ongoing meetings with pilot districts at pilot district sites <sup>10</sup>	30 (10 districts x 3 mtgs each)	\$1,000 per meeting	\$30,000
Hold 2 roll-out meetings in Fall year 2 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	2	\$11,600 per meeting	\$23,200

<sup>8</sup> Based on historical to develop similar professional development module for the Early Childhood Leadership Institute through third party vendor

<sup>9</sup> Based on cost of similar project

<sup>10</sup> Based on cost of similar project

PDE expenses (\$200), and IU conference planning services (9% of total cost) <sup>11</sup>			
1 week (5 day) training during summer, end of year 1, 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. <sup>12</sup>	1 x 45 people	\$1,100 per person	\$49,500
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**

\$ 17,761,650

**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: \$17,867,404**

<sup>11</sup> Based on cost for Governor’s Conference on Higher Education

<sup>12</sup> Based on costs for 2 day Pennsylvania Inspired Leadership (PIL) program training events

**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))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
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	1,594	1,594	1,594	1,594	6,375
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)	3,599,909	6,793,064	6,749,821	860,632	18,003,425
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)	3,627,979	6,821,134	6,777,891	888,702	18,115,707

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	\$6,375

**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 <sup>13</sup>	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 <sup>14</sup>	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	150/200/300	\$700,000 to distribute to programs that target	\$700,000

<sup>13</sup> Pricing based on cost to PDE for recent PaTrac.org campaign, research on cost for similar campaigns

<sup>14</sup> Pricing based on quotes for similar projects at PDE

is a subgrant for IHEs as seed money for them to start residency programs <sup>15</sup>		highest need schools and subjects	
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 <sup>16</sup> .	850/890/940/1020	\$500,000 to distribute to programs that target highest need schools and subjects	\$500,000
Turnaround Academies <sup>17</sup>	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) <sup>18</sup>	100	\$2,000,000/each academy	\$6,000,000

**9) Total Direct Costs**

\$18,003,425

**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**

\$18,115,707

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15 Numbers based on achieving ~15-20% of the intern program

16 Numbers based on actual data from 2008-2009. Assume 20% increase over 4 years.

17 Numbers based on annual expense at comparable programs, e.g., AUSL in Chicago

18 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))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
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	1,594	1,594	1,594	1,594	6,375
6. Contractual	500,000	500,000	600,000	-	1,600,000
7. Training Stipends	-	-	-	-	-
8. Other					
9. Total Direct Costs (lines 1-8)	650,044	647,794	747,794	147,794	2,193,425
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)	678,114	675,864	775,864	175,864	2,305,707

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 workforce 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	\$6,375

**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 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 <sup>19</sup>	Website design	Program manager	6 months	\$100,000

**7) Training Stipends**

N/A

**8) Other**

N/A

**9) Total Direct Costs**

\$2,193,425

**10) Indirect Costs**

\$584,800 total salary + benefits \* 19.2% indirect cost rate = \$112,282

**11) Funding for Involved LEAs**

N/A

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<sup>19</sup> Based on historical cost for similar products

**12) Supplemental Funding for Participating LEAs**  
N/A

**13) Total Costs**  
\$2,305,707

**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))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
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 <sup>20</sup>	2 Associates	3 months	<i>See (D)(2) Teacher and Principal Evaluations</i>

<sup>20</sup> Based on historical to develop similar professional development module for the Early Childhood Leadership Institute through third party vendor

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 organizational leadership	16 trained IU leadership experts, contracts with regions of IUs for \$65,000 per trainer	4 years	\$4,160,000
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 <sup>21</sup>	\$4,200,000

**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

<sup>21</sup> Approximate cost per teacher for AP certification

**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))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	165,000	165,000	165,000	165,000	660,000
2. Fringe Benefits	59,400	59,400	59,400	59,400	237,600
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	1,150,000	1,850,000	1,650,000	1,400,000	6,050,000
7. Training Stipends	-	-	-	-	-
8. Other	400,000	400,000	400,000	400,000	1,600,000
9. Total Direct Costs (lines 1-8)	1,801,400	2,529,400	2,354,400	2,104,400	8,789,600
10. Indirect Costs*	43,085	43,085	43,085	43,085	172,339
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)	4,086,985	14,788,490	16,120,063	37,076,401	72,071,939

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): <i>Described in (A)(2) Management and Delivery</i>	<i>See (A)(2) Management and Delivery</i>		
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

**2) Fringe Benefits**

Fringe benefits estimated at 36% \* \$660,000 = \$237,600

Total salary + benefits = \$897,600

**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 <sup>22</sup>	\$1,500	Computer including monitor	\$3,000
Laptop Computers (16): One laptop computer will be needed for the recruiter who will be on the road ~40 days of the year and for each of the 15 IU Turnaround Team members	\$1,500	Laptop	\$24,000

#### 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

<sup>22</sup> Equipment and supply costs for the Director of the Office of School Turnarounds is covered in Management and Delivery

**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
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.	Team Leaders for technical assistance to turnaround schools	5 experienced practitioners	4 years each working 100% of the year paid at \$100,000	\$2,000,000
Intermediate Unit Turnaround Team member (10): will work with 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.	Team members to provide technical assistance to turnaround schools	10 experienced practitioners	\$90,00 x 5 x 3 years + \$90,000 x 5 x 2 years	\$2,250,000
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	2 experienced practitioners	2 years each working 50% of the year paid at \$100,000/yr	\$200,000

	building		each	
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 development and management decisions	Technical assistance services and capacity building	2 experienced practitioners	2 years each working 100% of the year paid at \$100,000/yr each	<i>(Budgeted as part of the evaluation project)</i>
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	<i>(Budgeted as part of the use of data project)</i>

**7) Training Stipends**

N/A

**8) Other**

<b>Activity</b>	<b>Purpose</b>	<b>Cost</b>	<b>Total</b>
Funding for subgrants to Team PA coextensive w/RTTT grant to continue the work of the Pennsylvania STEM Initiative through its five regions. One state level coordinator and five regional coordinators.	Convene, coordinate and promote collaboration among the schools, businesses, institutions of higher education and community organizations in their regions for the benefit of students and teachers in high rigor STEM opportunities and professional development	\$400,000 per year, starting in Year 1 (2010-11). Funding is to be matched 100% by state level and in each of five regions	\$1,600,000

**9) Total Direct Costs**

\$8,789,600

**10) Indirect Costs**

\$897,600 salary + fringe benefits \* 19.2% indirect cost rate = \$172,339

**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 11 <sup>th</sup> 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 necessary for successful implementation.

PDE has estimated the cost of turning around a persistently low achieving school to be approximately \$650 per student, per year. Within the Turnaround budget, PDE will set aside \$50,000,000 of RTTT funds to provide extra support to Turnaround schools to ensure that each are provided \$650 per student, per year to implement required activities. Before awarding supplemental RTTT funds, PDE will expect that districts with Turnaround schools will:

- Apply for SIG funds for eligible Turnaround schools preparing to implement intervention models each fiscal year (90% of RTTT Turnaround schools are eligible for FY09 SIG funds);
- Utilize SIG funds awarded to Turnaround schools in support of SIG and RTTT turnaround efforts;
- Effectively plan and collaborate the use of all resources within Turnaround schools in order to eliminate duplication and ensure efficient use of resources.

These supplemental RTTT funds will be allocated only to districts with Turnaround schools that have not received the minimum per pupil amount of \$650 per student, per year through SIG. Below is an example of the methodology to be used to distribute the \$50,000,000 RTTT set aside for Turnaround schools:

**Pennsylvania School District  
Harrisburg Elementary School: Enrollment 750  
Estimated Length of Time for Turnaround: 3 years**

Estimated Turnaround Costs \$650/child/year	SIG Funds 2010-11 SY	SIG Funds 2011-12 SY	SIG Funds 2012-13 SY	Total SIG Funding – 3 Yrs	RTTT Supplement from \$50M	Total Funds Awarded for Turnaround
\$1,462,500	\$450,000	\$450,000	\$450,000	\$1,350,000	\$112,500	\$1,462,500

Activity	Rationale	# LEAs involved	Total
Provide supplemental funds to LEAs with 1 or more turnaround schools	These subgrants are from the State's 50% to increase the LEA's funding to allow it to fully participate in all State turnaround plans.	23 LEAs	\$50,000,000

**13) Total Costs**

\$72,071,939

**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:  ED  Other

*(Please specify agency):* \_\_\_\_\_